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**A LONGITUDINAL STUDY OF CHINESE HIGH SCHOOL STUDENTS  
LEARNING ENGLISH  
BASED ON SYSTEMIC FUNCTIONAL TEXT ANALYSIS**

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**A Longitudinal Study of Chinese High School Students Learning English**

**Based on Systemic Functional Text Analysis**

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**A thesis submitted in partial fulfillment of the requirements for**

**the degree of Doctor of Philosophy**

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## **ABSTRACT**

Adopting the framework of systemic functional linguistics (Halliday & Matthiessen, 2004), the present study aims to investigate Chinese adolescent ESL learners' English learning by examining their writing with the data from a yearlong longitudinal study. A class of 50 best students in Junior 3 from a top 5 high school in Guangzhou China is chosen as the participants for the present study, which consists of 24 boys and 26 girls. Ten natural writing tasks throughout the whole academic year are collected from this class of students. The framework of functional text analysis for the present study is comprised of the following aspects: contextual analysis, ideational analysis, logical analysis, interpersonal analysis and textual analysis, which provides us a multiple perspectives to explore participants' English learning by looking at their written texts.

The analysis was conducted in five phases: (1) all the ten writing tasks were conducted contextual analysis, which drew from text typology (Matthiessen, Teruya, & Lam, 2010) register theory (Halliday, 1977), genre (Martin, 2008), in order to obtain what text types students would employ in their ESL learning. (2) With the chosen three writing tasks, ten cases were chosen as manual analysis for ideational analysis, which focused on how students deploy the system of transitivity to instantiate their meaning potential; (3) Similarly, logical analysis was done by investigating how students deploy clause complex in their writing; (4) Interpersonal analysis was also conducted by looking at the participants' deployment of modal resources in their writing in the system of modality; (5) Finally, textual analysis was done by investigating how the participants construe their meaning potential in a text by different deployment of Themes in their writing.

Based on the analyses, the present study concludes that contextually speaking, students from Junior three are lack of tenor awareness in their ESL writing, where we

could not find many successful interpersonal relations building. Additionally, in L2 context, the most favored text type by students in China is recommending, which is different from what Christie & Derewianka (2008) found in Australia context. Lexicogrammatically speaking, registerial differences are identified in all these writings with different configuration of field, mode and tenor. Most of the lexicogrammatical resources students deployed are congruent type, like modality, process type, circumstance, clause complex. Homogeneity of students' writing is spotted in the students' output, which lies to the reason of exam-driven culture. With all these results and findings, relevant pedagogical and curriculum design implications are provided for improvement of instruction of ESL L2 writing at secondary level in China.

## **ABBREVIATIONS AND ACRONYMS**

ASLW	Adolescent Second Language Writing
CARS	Creating A Research Space model
ESL	English as a Second Language
ESP	English for Specific Purpose
GUGD	Georgetown University German Department
IMRD	Introduction-Methods-Results-Discussion
ISFC	International Systemic Functional Congress
JSLW	Journal of Second Language Writing
L2	Second Language
NNS	Non-native Speaker
NS	Native Speaker
RST	Rhetorical Structural Theory
SFL	Systemic Functional Linguistics
SLA	Second Language Acquisition
TP	Thematic Progression

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## **CHAPTER ONE INTRODUCTION**

As the introduction to the present study, Chapter one will present the whole research project in terms of the following aspects: the research background, the research objectives, the research questions and the significance. In the first part, I will introduce the research background, which focuses on the adolescent second language writing in Mainland China. In the second part, I will present the research objectives and questions. At the end of this chapter, I will highlight the research significance, especially from the perspective of adolescent second language writing and teaching and I will present the layout of each chapter as well.

### **1.1 Research Background**

Halliday (1978) and Matthiessen (2006b) both pointed out that learning a language is learning how to mean — learners gradually expand their meaning potentials by aggregating registerial ways of meaning. Registers are accessed through texts that instantiate them. Text is taken as the basic unit of language in systemic functional linguistics. Being exposed to and scaffolded by different texts in different contexts is one of the most important ways to get access to different registers for language learners, especially for L2 learners. In systemic functional linguistics, text is taken as the basic unit of language — characterized “from above” in terms of context as language functioning context (see e.g. Halliday & Hasan, 1976): text is the basic unit of meaning in context. Meanwhile, if we want to investigate students’ active linguistics resources that they have mastered, written texts are the most easily accessible source to assess these.

The biggest group of second language writers in the educational setting is adolescent L2 writers (Ortmeier-Hooper & Enright, 2011). However, this group of writers has been proven not to have received as much research spotlight as adult L2 writers have done. Matsuda & De Pew (2002) found that of all of the articles in *Journal of Second Language Writing*, just 3% of them were concerned with adolescent L2 writing. Findings by Parks, Huot, Hamers & H-Lemonnier (2005) and Roca de Larios, Murphy & Marín (2002) also indicate that research on adolescent L2 writing is relatively scanty. There is an urgent need for more research attention to be directed to this group of L2 writers in order to obtain more findings from the secondary level to fill the gap between adolescent L2 writing and adult L2 writing studies.

The field of SLA research has been dominated by cross-sectional studies. The findings have been important in the field, but there is still fairly limited knowledge about how individual learners develop over time, expanding their meaning potentials in an increasing range of registers (Ortega & Byrnes, 2008; Byrnes, 2009). Learning a language is learning how to mean (Halliday, 1975) — building up a meaning potential; and learning a second/ foreign language is learning how to mean in a second/ foreign language — grafting additional meaning potential onto one's existing one, thus developing a multilingual meaning potential. It would seem that the only way we will gain well-grounded knowledge of possible learner paths is to conduct longitudinal studies tracking individual learners. Such studies are typically also case studies of particular learners, and are based on the sampling of their spoken and/ or written discourse over an extended period of time.

Longitudinal studies are obviously complementary to cross-sectional studies. Both methods have their strengths and weaknesses. Cross-sectional studies enable us to

make generalizations about groups of learners and can support quantitative analysis; but they do not give us a clear picture of learner paths over significant periods of time; they do not tell us how learners progress by expanding their personal meaning potentials as they engage with an ever-wider range of registers in different contexts. Longitudinal studies do — or can do, if the samplings are informed by awareness that a language is an aggregate of registers (Halliday, 1978), and that it is learned gradually as learners master an increasing range of registers (Christie & Derewianka, 2008; Torr, 2000). Longitudinal studies clearly involve challenges (cf. contributions in Ortega & Byrnes, 2008). It can be difficult to ensure that the learner or learners being studied actually stay with the learning task over the period of study. Unlike mother tongue learners, foreign/ second language learners may drop out of their programme of language study. In addition, there is a question of how many case studies are needed to support generalizations (Gass & Larry, 2008), keeping in mind that learners vary in personality and learning styles.

Furthermore, as a high school teacher in one of the top five high schools in Guangzhou, I gradually learnt from my working experience that even a top high school with the most distinguished students still faces innumerable questions in our provision of English. Influenced deeply by the traditional approach and the exam-driven culture, we gradually realize we have bottleneck problems in our teaching. Because of this working motivation, I embarked on this research to help clear these “clouds” in my career.

## **1.2 Research Objective**

The aim of the research is to shed new light on the learning of English by Chinese high school students through undertaking a longitudinal study of a group of students. Through longitudinal studies, we can learn how students gradually expand their own English meaning potentials, identifying changes in meaning potentials and registers over time. I will focus on determining what advances students make in their written discourse as they move into a wider range of registers (genres) over time, identifying what new lexicogrammatical resources they have to master to add to their registerial repertoire (Christie & Derewianka, 2008). (The students' personal English meaning potentials constitute their interlanguage.)

Drawing on the pioneering work of longitudinal studies of first language learning developed by Halliday (1975), I will adopt and adapt the framework set out by Ortega and Byrnes (2008) in the concluding chapter of their recent edited overview of longitudinal studies of L2 capacities. Longitudinal studies of L2 capacities complement cross-sectional studies. These are the objectives of the present study:

- (1) To delineate the learning paths that students have followed at the level of junior three over a yearlong longitudinal study.
- (2) To map out the text types or registers/genres that students have written in their one-year long learning journey.
- (3) To identify the lexicogrammatical features in the students writing.

(4) To provide relevant pedagogical and curriculum design feedback to educationalists, policy makers and teachers.

As for register that I used here for this project, I will use the term in the Hallidayan sense of a functional variety (Halliday, 1978). Genre and text type are adopted separately from James Martin and Christian Matthiessen. Genre is defined as staged, goal oriented social process (see e.g. Martin, 1992: 546). Text type is defined as language functioning in a situation type (Matthiessen, 2013; Halliday, 1991, 2002a).

### **1.3 Research Questions**

This research will try to address the following questions for the purpose of generating empirical results that can be used in future work to improve secondary school second language writing in Chinese mainland. The whole research project will attempt to answer the following three questions:

- (1) How do students expand their registers/ text types over a period of time? What text types can we identify in these students' writing in this period?
- (2) Among the text types identified in (1), what kinds of lexicogrammatical resources are constructed in these texts, regarding the three metafunctions in systemic functional linguistics?
- (3) What pedagogical and curriculum design implications can we obtain from the present study?



## **1.4 Research Significance**

The research proposed here is significant because it represents a new approach to the study of second language learning in China. More specifically, it uses the new framework for the study of the development of L2 capacities over time as outlined by Ortega & Byrnes (2008) and by other contributors to their volume. Meanwhile, the present study sets out to explore adolescent L2 writing in China within the theoretical framework of systemic functional linguistics. Specifically, the study investigates the text types or genres that the texts written by the students belong to and the lexicogrammatical features. Here text types (Matthiessen, Teruya & Lam, 2010; Matthiessen, 2013) or genres (Martin & Rose, 2008) are different conceptualization and classification of texts in the school of SFL. The significance of the present study can be seen in terms of the methodological, theoretical, pedagogical and practical contributions.

Methodologically speaking, the study will be of value because it will provide a systemic way of modeling the successive state of an expanding meaning potential of a learner over a period of time. Meanwhile, the research will give a clear picture of how the students' progress along their learning paths in terms of their personal meaning potentials — in terms of what they can mean in different contexts.

Theoretically speaking, the present study is valuable because the application framework of systemic functional text analysis has been expanded, where we can see that a multiple-perspective analysis can be done simultaneously to reap more findings from different angles that complement the findings that we generate from the traditional text analysis approach. It's comprehensive and holistic. Furthermore, text

analyses provide us with more findings illuminating the learners' perspective. More text analysis can empower teachers with linguistic tools to serve their teaching and assessment of student output, especially in raising adolescent learners' awareness of the concept of a piece of text.

Practically speaking, the present study is of great importance because the findings can feedback into the curriculum design for L2 writing at the secondary level. It can also help with the potentially difficult transition from secondary education to tertiary education, which will ultimately help explain why first year university students have relevant problems in their academic writing. More questions could be solved if we link back all the issues that emerge at the tertiary level. Furthermore, the results of the study should be able to inform the development of new pedagogic materials and the improvement and revolution of the present curricula. The study will hopefully also provide a model for future research along similar longitudinal lines.

### **1.5 Thesis Organization**

This thesis is comprised of nine chapters.

Chapter 1 provides the overview of the thesis, with the research background, research objectives, research questions, research significance and the organization of the thesis.

Chapter 2 reviews the literature that is relevant to the present study, which includes three main streams: a review of functional approach to language learning in the first language and the second language, a review of the three major schools of genre studies that have been discussed in second language education literature and a review of studies of adolescent second language writing.

Chapter 3 discusses the methodology of the present study, which encompasses the description of the data, the participants, research site, data collection, and the theoretical framework that the present research adopts. It also discusses the analytical framework used in the present study; the analysis covers two strata (i) context & (ii) language: lexicogrammar; and the linguistic analysis is organized metafunctionally: (1) textual (theme), (2) interpersonal (modality), (3) experiential (transitivity) and (4) logical (taxis & logico-semantic type [clause complexing])

Chapter 4 presents the findings from the contextual analysis. It will answer research question (1) — that pertaining to the text types or genres that students have written over a year-long learning.

Chapter 5 presents the findings from textual analysis (clause: the system of THEME), which will unveil what and how students employ THEME in their writing to organize information logically and coherently.

Chapter 6 presents the findings from interpersonal analysis (clause: the system of MODALITY), focusing on modality deployment in students' writing. It will help deconstruct how students deploy modality to engage in interpersonal meaning making in writing learning.

Chapter 7 presents the findings from experiential analysis (clause: the system of TRANSITIVITY), concentrating on transitivity analysis, which will reflect how students deploy process types and circumstances to draw on their experiential meaning potentials strategically.

Chapter 8 presents the findings from logical analysis logical (clause complexing: the systems of TAXIS & LOGICO-SEMANTIC TYPE), focusing on the system of clause complexing in students' writing. From here, we can see how students deploy the system of clause complexing to instantiate their meaning potentials in a logical and sensible way.

Chapter 9 synthesizes the discussion points that emerged from the findings and concludes the project. Based on the findings, contributions, limitations of the present study and possible research avenues for future studies are provided.

## **1.6 Summary**

This chapter has located the research in the specific research context which focuses mainly on adolescent second language writing from the perspective of systemic functional text analysis. The longitudinal perspective, the participants and theoretical framework all make the present study original and seminal, compared with the previous similar studies (Christie & Derewianka, 2008; Christie, 2012). The chapter has set out to explain the research background, research objectives, research questions, and research significance and value. It has built up the foundation for the whole research and states why the research will be conducted in this way. To sum up, as the prelude of the thesis, this chapter plays an important role in setting the background.

## **CHAPTER 2 LITERATURE REVIEW**

### **2.1 Introduction**

This chapter sets out to review the literature consulted in this study, which covers three main areas: (1) The tradition of genre in educational contexts; (2) Learning how to mean in adolescent L2 writing; (3) The functional approach to language learning. After reviewing the three main streams of literature, I will show the gaps in previous research to be filled in by the current study. Then, I will draw a conclusion at the end of this chapter.

### **2.2 The tradition of genre in educational contexts**

#### **2.2.1 Introduction**

In the study of genre, register and text typology, different schools of scholars perceive text in epistemologically different terms. Even within the school of functional linguistics, the perception of text is varied. Among these, two major views of text are the genre model developed within the “Sydney School” of Systemic Functional Linguistics based on the work by J.R. Martin and his collaborators (e.g. Martin & Rose, 2008, 2012; Martin, 1992) and the context-based text typology developed by C.M.I.M. Matthiessen and his collaborators (Matthiessen 2006, Matthiessen 2013a, 2013b, Matthiessen & Teruya 2014, Matthiessen, Teruya & Lam, 2010; Teruya 2007). In this section, I will review the studies of genre, especially focusing on the Sydney School of genre and its relations to the other schools of genre. Then, I will illuminate why I also include the context-based text typology (Matthiessen, Teruya & Lam, 2010; Matthiessen, 2013) into my study as well. And I will show how the two

models could complement each other in analysing texts in educational contexts, especially in L2 learning contexts.

In the educational literature on genre, there are three schools of genre that have been identified in relation to the educational context (Hyon, 1996). They are (1) the variety of the SFL tradition which has come to be called “the Sydney School”, associated with the work by J.R. Martin and his team within SFL, which originated in the 1980s and was comprehensively documented by Martin (1992), (2) the approach to genre developed in the academic context of ESP (English for specific purpose) by Swales (1990a) and (3) the North American School of genre, the New Rhetoric studies, first articulated by Miller (1984). For a general account, we can refer to the table in Figure 2.1 to see the major contributions in these three schools of genres in the past decades.

As Figure 2.1 indicates, we can see the development of the three schools of genre chronologically. The Sydney School of genre encompasses three stages of development. The first phase initiated from a project called *the writing project and the social power* project, which lasted from 1980 to 1985 (Martin & Rose, 2012). The second phase, which is the consolidated stage for this school, marked by the inception of the *Write it Right* project, focusing on the description of written texts at secondary school (Christie & Martin, 1995; Eggins et al, 1993; Rothery, 1995; Veal, 2006). The third stage focused on genre pedagogy (Martin & Rose, 2012). The project *Reading to Learn* led by Rose (2005) helped promote the genre pedagogy at this phase. This school has made great contributions to literacy and education related study.

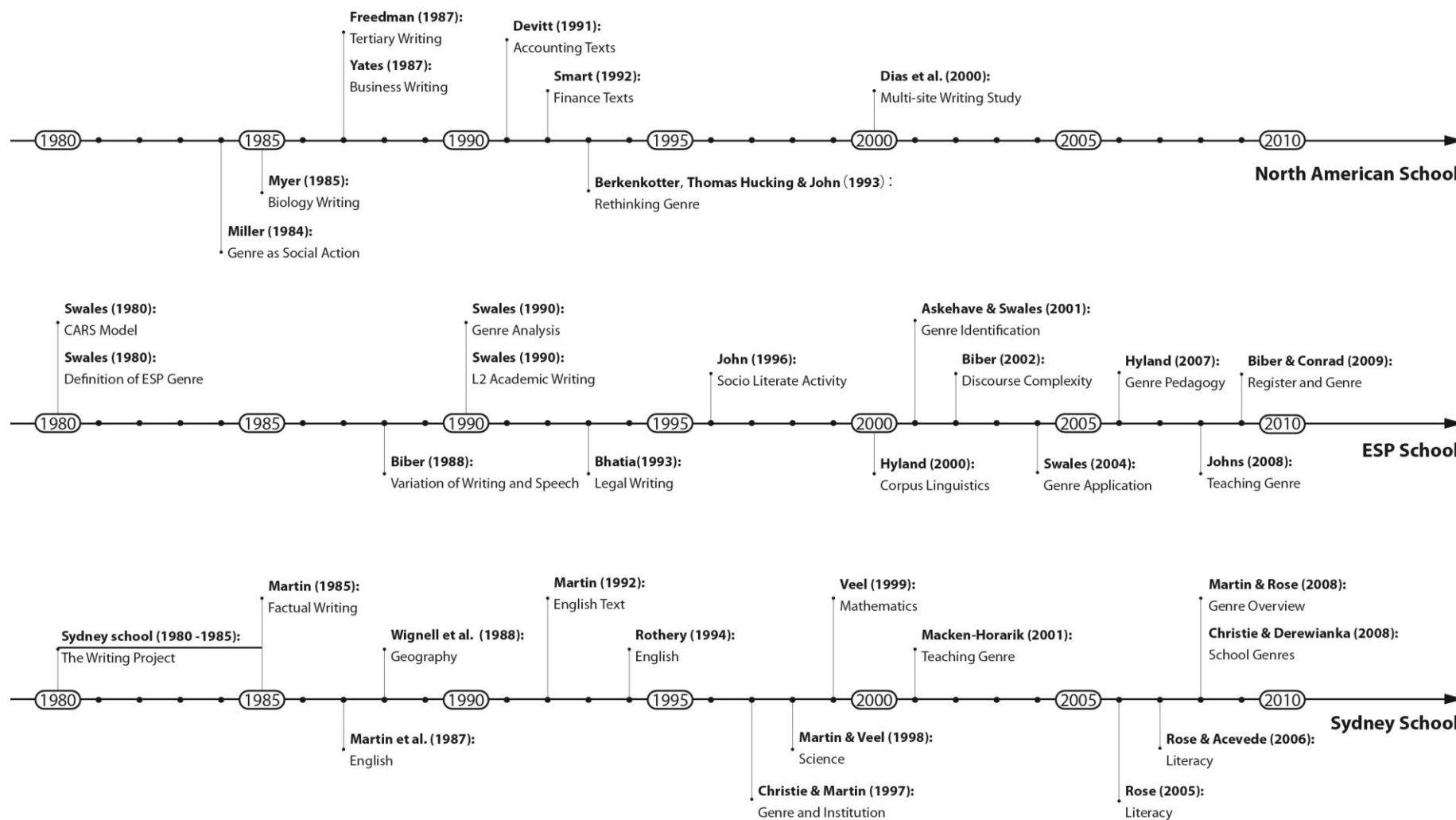


Figure 2.1 The development of the three schools of genre by time

If we refer to Figure 2.1, we can see very clear steps of the evolution of the Swalesian School. From the very beginning, Swales (1981) proposed the definition of the genre used in ESP, and gradually the system developed into a more mature one. We can see the academic course for NNS (Non Native Speaker) (Swales, 1990), then comes his highly influential book *Genre Analysis* (Swales, 1990), continuing his contribution to the study of academic discourse. And later, his student V.K. Bhatia applied this theory in a broader way: professional genre: legal writing genre (Bhatia, 1993), which made this school of genre more comprehensive: the coverage of genres was extended from those of spoken and written academic discourse to include genres in other kinds of institution. Johns (1997) proposed socio-literate activity in genre study and then, Hyland (2004) brought corpus linguistics and social constructionist theory into the study of ESP genre.

Looking at the genre studies dealing with mother language education, we should refer to another school of genre study called the North American School, which is well-known for researching first language composition at university level; a great many studies push this field forward and extended the study scope of genre over the past several decades. We can see from Figure 2.1 that this school was not just restricted to the study on school-based genre; this school has the following extended areas. Yates (1989) studied the genre of memos in companies. Then, subsequent studies related to the work place genres were researched in this school: texts from accounting (Devitt, 1991), texts from bank (Coe, 1994), and also genre of biology textbooks (Myers, 1997).



### **2.2.2 Comparison of the three schools**

Based on Hyon's (1996) comparison of the differences of the three schools of genres in educational settings and Swales (2002) metaphors of genre, in order to have a more thorough understanding of the three different schools of genres, I have constructed Table 2.1 to compare them in terms of ten areas.

Within the genre model of SFL, genre is considered to be a staged, goal oriented, social process (see e.g. Martin, 1992: 546), and the ESP school views genre as a shared communicative event with a purpose (Johns 1981; 1990; 1993), while the North American School (Miller, 1984) takes genre as a recurrent social rhetorical action. The origins of the different schools embody different research perspectives: Martin led projects studying primary and secondary writing in Sydney in the 1980s and proposed that genre could be theorized as a stratum within the plane of context.

Mostly influenced by discourse analysis and applied linguistics, Swales (1981) studied a very large sample of academic articles written by ESL learners in Aston University and found recurring patterns in these articles. The writers whose works he studied were mainly English as a second language university students.

For the North American School, the pioneer Miller (1984) claimed that her school of genre is eclectic. She studied freshmen's compositions at U.S. universities and formed her school of genre studies in North American. These studies focus mainly on the text structure and the rhetorical features of the text in first language.

Table 2.1 Comparison of the three schools of genre

Different areas compared	Schools		
	Sydney School	ESP School	North American School
Definition	Staged, goal oriented social process	Communicative events with shared communicative purpose	Rhetorical social recurrent action
Object of study	Mostly L1 Writing from primary and secondary school but also adult migrant L2	L2 academic writing: tertiary level	L1 college composition study: tertiary level
Goal	Helping students succeed in school based learning	Helping L2 learners to recognize the patterns and linguistic features in texts and use them when they write	Helping L1 students to recognize the patterns and rhetoric structure of their academic writing
Context	Child and adolescent context, and adult migrant English	English for academic purposes and English for professional communication	University students and novice professionals at work
Instructional framework	Genre-based pedagogy	No detailed methodology	Lack of explicit instruction
Theoretical foundation	Systemic functional linguistics	Discourse analysis, applied linguistics	Philosophy, anthropology and speech act theory
Research methods	Linguistic features analysis	Linguistic analysis focus on global structure	Ethnographic methods
Scope of implementation	Far reaching impact in Australia education	Some influence	Small scale influence
Linguistic context of research	English medium instruction schooling	English as a second language	mother tongue

They are also different in the following areas, as shown by Table 2.1. First, let's look at the instructional framework of the genre in the three schools. In the Sydney School, they have developed genre-based pedagogy, which has had profound influence in Australia and now also in other parts of the world, while the other two schools have no such explicit framework in applying their accounts of genre in educational contexts.

The theoretical foundations are different too. The Sydney School is based mainly on SFL, and the account of genre is part of a holistic account of language in context (and now also of other semiotic systems working together with language in context). The ESP School draws its theoretical foundation from applied linguistics and discourse analysis, while the North American School employs theories from a range of other disciplines, for example, philosophy, anthropology and speech act theory. The Sydney School and the ESP School adopt linguistics analysis in analyzing texts, while the North American School uses ethnographic methods in looking at texts.

Looking back to the literature, we will also find the different impact of the three schools of genre in their "birth places". Among these, the Sydney School has the most far-reaching impact in Australia. It has helped the Australian government innovate the educational system in language learning and literacy development; and the work has now been picked up and developed in various parts of the world. The ESP School has smaller scale of influence in academic writing while the North American School has the least influence in its context. The languages they study are also different. The Sydney School carries out their studies in the context of English medium instruction educational context, the ESP School focuses on second language academic writing, while the North American School focuses on mother tongue English writing.

These are the differences we can see in terms of the ten areas. Since the theoretical framework I have adopted here is SFL, I focus mainly on reviewing the Sydney School of genre here in the following sections. We will see what the differences between genre theories and text typology.

### **2.2.3 SFL genre**

The SFL tradition of genre originated at the beginning of 1980s. Prior to this, we can see some earlier studies that were related to genre, for examples, Mitchell's (1957) study on language of buying and selling and Hasan (1978)'s study on text. Ever since 1980s, we can see a great deal of works have been done with this model of genre. Among these, the pioneer should be Halliday and Martin. Halliday created educational linguistics within SFL. Martin led the team in applying and researching the genre model. In reviewing this school, we refer to the 2008 version of the book: *Genre Relations: Mapping Culture* which was written by Martin and Rose and their 2012 book: *Learning to Write, Reading to Learn Genre, knowledge and pedagogy in the Sydney School* (Rose & Martin, 2012). These books can be considered to be the textbook of the Sydney School of genre and also can be considered to be the summative works of Martin's genre studies in the past decades. As we can see this in the preface of these books, they summarized studies of genres in many different institutions. We also have more recent literature on genre published in different venues by different scholars (Hasan, Matthiessen & Webster, 2007), which we refer to here as well. Here, we can review the background for the purpose of understanding more about this book and this school of genre.

### **2.2.3.1 The beginning**

In the late 70s, Frances Christie proposed to her colleagues Joan Rothery and J.R. Martin to improve school literacy education in Australia. Joan Rothery and James Martin worked with her at that time. They analyzed primary school student writing to identify the text types and linguistic patterns in their output. This was the beginning of the approach to genre study that came to be known as the Sydney School.

### **2.2.3.2 The flourishing period**

A great many projects related to genre were undertaken during this period: the 1980s. Martin's 7-year project led the fashion of study of genre in different institutions in this period: the "writing" project and the disadvantaged school project. The "writing project", actually was inspired by Martin's students' studies of genre in different institutions, for example, service encounters (Ventola, 1987), spoken narratives (Nesbitt & Plum, 1988; Plum, 1988), and casual conversation (Slade & Eggins, 1997). In order to map out more genres from different institutions, Martin and his team proposed to study school genres to help primary school education. The team, which included Joan Rothery, Suzanne Eggins, Radan Martinec and Peter Wignell, started to analyze the genres they collected in primary schools in Sydney. They found that the school text types were distributed unevenly in student writing; in primary school, students wrote mostly in story genres. In addition, France Christie became interested in applying genre to classroom discourse, leading to significant research into this type of discourse (Christie & Dreyfus, 2007; Christie, 2002a; Christie, 2002b; Christie, 2005; Christie & Derewianka, 2008; Christie, 2010; Christie, 1989; Christie & Martin, 1997).

The second well-known project during this period, also conducted in Sydney, was called Disadvantaged Schools Program (1980-1990). This project began as a project called “Language and Social Power Project” and later evolved into the “Write it Right Project” (1990-1996).

All the works related to school subjects are summed up as in Table 2.2.

Table 2.2 Genres investigated in the Write it Right Project

Subjects	Areas in focus	
History	Coffin (1996); Eggins, Wignell & Martin (1996)	History literacy
	Brook, Coffin & Humphrey (1996)	Australian identity
English	Rothery & Stenglin (1994a)	Literacy in English
	Rothery & Stenglin (1994b)	Spine-chilling story
	Rothery (1994)	Narrative
	Rothery & Stenglin (1994c)	Writing book review
Geography	Humphrey (1996)	Literacy in geography
	Humphrey & Takans (1996)	Explaining the weather
Mathematics	Veel & Christie (1999)	Mathematics in secondary school

As shown in Table 2.2, Eggins, Wignell & Martin (1993), Coffin (1996) and Brook, Coffin & Humphrey (1996) studied mainly history textbooks and history genres. Rothery and Stenglin focused mainly on English language literacy (Rothery, 1994; Rothery & Stenglin, 1994a; Rothery & Stenglin, 1994b; Rothery & Stenglin, 1994c). Humphrey & Takans studied geography discourse (Humphrey, 1996; Humphrey &

Takans, 1996). For science discourse, Unsworth (1997) and Veel (1995) studied science discourse respectively.

The studies of work place genres were undertaken by the following scholars: Christie & Martin (1997), Martin & Veel (1998), Rose (1997; 1998), White (1997; 1998; 2000), Ledema, Feez & White (1994) and Ledema (1995).

### **2.2.3.3 The consolidation period: *Genre Relation: Mapping Culture***

Summarizing the work mentioned in the previous section, Martin & Rose (2008) present an overview in *Genre Relation: Mapping Culture*, including work on two types of institution, schools and work places.

For the school part, Martin & Rose (2008) summarized a series of genres in their book. They are story genres, history genres and the reports and explanations; see Figures 2.2, 2.3, 2.4.

In addition to Figures 2.2, 2.3 and 2.4, we can see the different genres from work places, especially from factories in Australia. They summarized different moves that occur in the text they collected from workplace, for the purpose of improving the understanding of the texts in the working place. And by doing this, they helped train the workers for their specific posts to enhance their working efficiency.

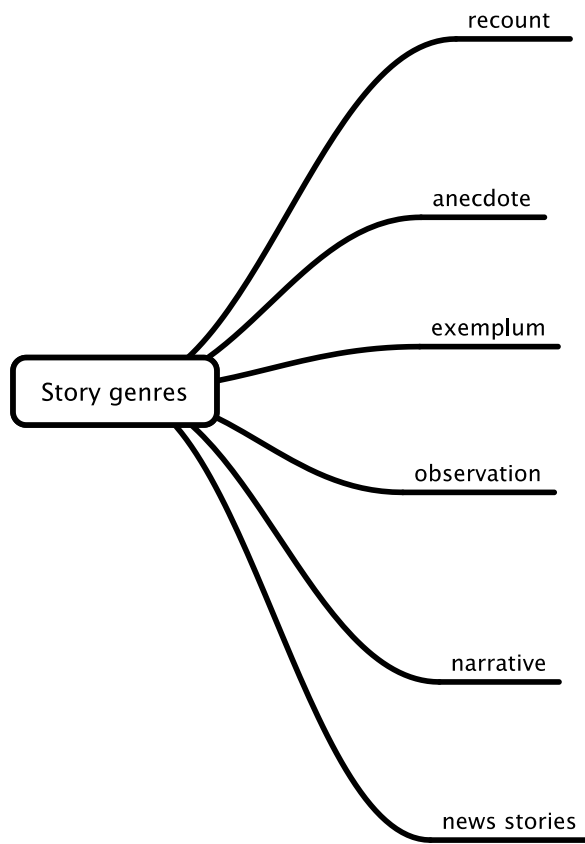


Figure 2.2 Story genres



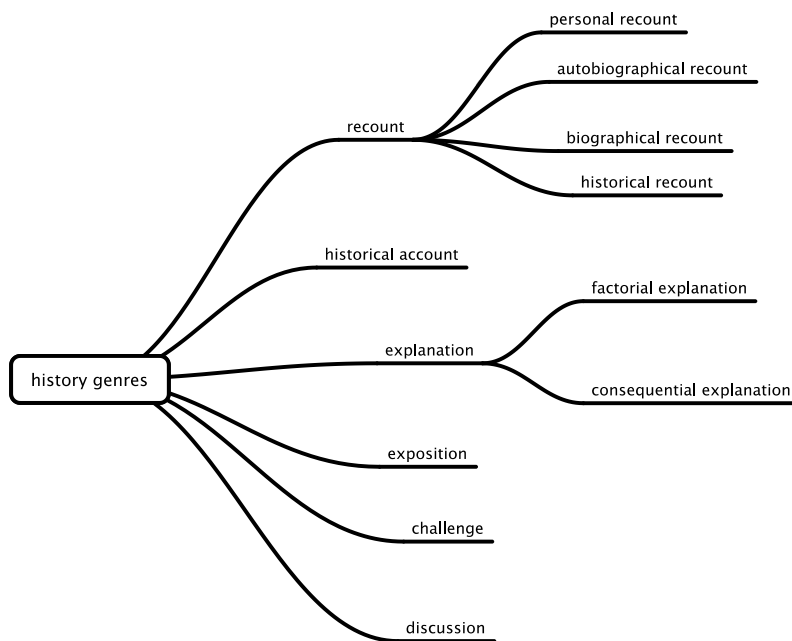


Figure 2.3 History genres

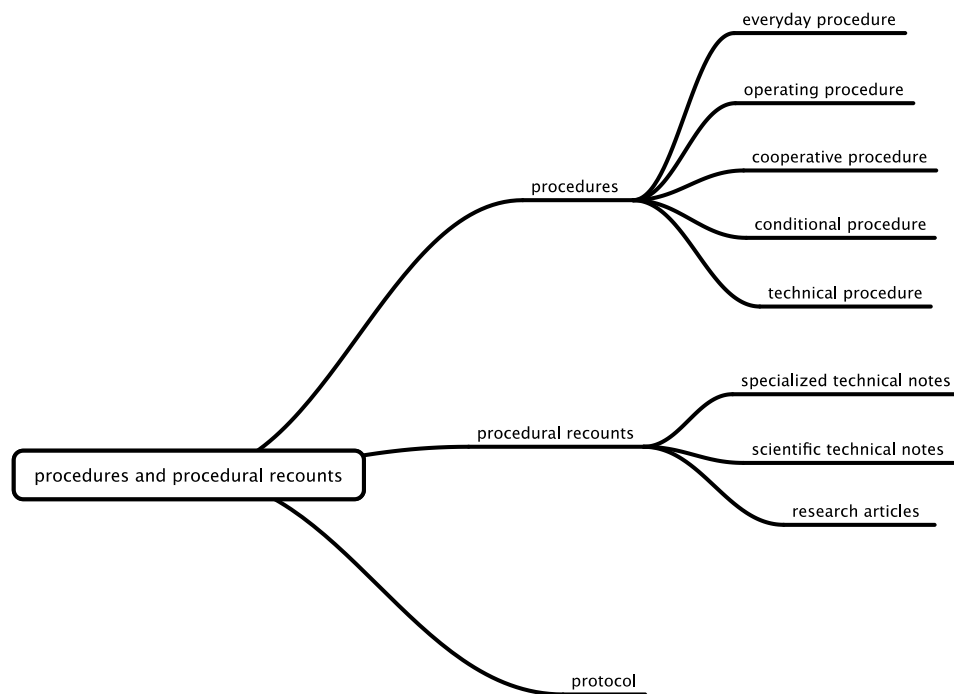


Figure 2.4 Procedures and procedural recounts

All of these research projects and studies took place in a first language environment with all the data from different institutions in the Australian context. How about the second language research context? The following section will take a recent project applying the Sydney School genre theory in teaching foreign language German to American university undergraduates in the U.S. as an example, to illustrate how and in what ways this school of genre has been successful in second language teaching and learning.

#### **2.2.4 Application of SFL genre in L2 context: the case of Georgetown University**

##### **2.2.4.1 Introduction of the program**

The Georgetown University German Department (GUGD) has an undergraduate program in German as a foreign language (Byrnes, Hiram & Norris, 2010). They have identified a great many of issues in their German program in 1990s, for example, how can they advance their students into higher level of German language proficiency, how can they attract more students to their program, how can they link language learning to content and culture learning etc. Bearing all these problems in mind, Heidi Byrnes and her team took their department as a case study, and the transformation of their curriculum was conducted as early as 1997. Over the past decade, they innovated, updating the existing traditions in foreign language teaching and learning. They adopted SFL as the theoretical tool for this revolution in the U.S. context. From students, instructors, researchers, assistants, to professors and the head of the department, the team had experienced a great deal in applying the approach: SFL genre-based approach to revolutionize their foreign language teaching and learning. Since the adoption of the new curriculum, they have had more than 324 students

getting involved in their long-running project to contribute to their research and teaching.

#### **2.2.4.2 The project**

The Georgetown project began in 2002, which is a longitudinal study or we can say it is an experiment in curricular innovation. By pointing out the difficulties that the current communicative teaching methods cannot solve in the 21st century under the circumstance of the global context, the team adopted SFL as the theoretical tool to help them to change their teaching and learning framework. They pointed out that for advanced foreign language learners it was indispensable to help them to merge language learning and culture learning. By employing a genre-based approach in their teaching, they were able to help solve this problem. Byrnes and her team demonstrate how SFL can be a suitable tool for this revolution and how the genre-based approach can help in innovating foreign language curriculum. The genre-based approach became the main compass in steering the direction of the development in Georgetown University German Department. The results indicate that this application has been timely and fruitful, especially in pushing students onto a higher level of learning.

#### **2.2.4.3 The major outcomes**

First, the Georgetown project is a combination of SFL and SLA in the U.S. context, which contributes to the enrichment of the genre model of the Sydney School.

Second, the genre-based approach help push the development of writing teaching to an advanced foreign language level. The team helped the department develop the whole 4-year writing curriculum in detail, which is illustrated in the book *Realizing*

*Advanced L2 Writing Development in a Collegiate Curriculum: Curricular Design, Pedagogy, Assessment* (Byrnes, Maxim & Norris, 2010) in detail. Furthermore, they also sequenced all the genres into the program, making teaching and learning more explicit through this way.

Third, the team adopted genre-based model for the assessment as well. It enriched the assessment system for writing, including the completion of the task in the genre-based assessing criteria for the first time.

### **2.2.5 Summary of this section**

In summing up this chapter, we find that the SFL genre model (Martin, 1992; Martin & Rose, 2008; Hasan, Matthiessen & Webster, 2007) is an applicable (Halliday, 2002b; 2005) and robust models.

First, it can be applied in different contexts, for example, from daily life text (Ventola, 1989), to school text (Christie, 2008), and workplace text (Feez, Ledema & White, 2008).

Second, genre theory in SFL is researcher-friendly. The model is quite easy to comprehend and apply, which has been shown by looking back to the secondary school genre analysis conducted by Martin's team. They have mapped out all the genres in secondary school of different subjects, which has helped the enhancement of school literacy in primary and secondary school literacy education.

Thanks to the application of the SFL genre model in these institutions, we have seen development in different fields related to text or discourse study (Christie, 2005;

Christie & Derewianka, 2008; Christie, 2010; Christie & Martin, 1997; Veel, 1997).

However, we can find that this model of text classification cannot do the following.

On the one hand, the Sydney School genre model cannot tell us the distribution of text types in a global perspective. Take this study for example, if I want to investigate the text type distribution in the students' output, the genre model cannot provide me with a holistic view of the text distribution. If we can have a model that is inclusive, we can see the text distribution profile in order to reorder and rearrange the text distribution in a more scientific way, making the curriculum better organized. Teachers and researchers will know how much they should "feed" their students and what they should "feed" them at different stages of their learning.

On the other hand, genre study in SFL seems a little bit rigid. As we can see from the analysis made by Martin and Rose in their book: *Mapping Culture*, they use their generic stages to analyze each text. This seems very formulaic. But, in reality, we cannot ask every student to write the same kind of pattern in his or her writings. As we can see the consequence of doing this, we will constrain students' creativity and critical thinking. In contrast, in text typology, we can start from different fields and introduce prototypical texts as models to students. If the students learn in this way, they will have opportunity to experience the different layers of linguistic features in this field. After decoding and unpacking, they will try to employ the linguistic resources to repack and build up their meaning in similar registers.

These are the primary reasons why I want to employ text typology in this study. The next chapter will review adolescent second language writing. I focus on the historical development in this field and try to link these studies to my present study, to see what

gaps I can fill.

## **2.3 Learning how to mean in adolescent L2 writing**

### **2.3.1 Introduction**

After surveying the literature on genre by different schools, this section addresses the following questions by reviewing the literature on learning how to mean in adolescent second language writing:

- (1) What areas have been investigated in the field of adolescent second language writing?
- (2) How can I link all these findings to my current study?
- (3) What are the gaps that can be filled in this field?

In a study of contributions to the Journal of Second Language Writing, Matsuda & De Pew (2002) found that of all of the articles in this journal, just 3% of them were concerned with adolescent L2 writing. Findings by Parks, Huot, Hamers & Lemonnier (2005) and Roca de Larios, Murphy & Marín (2002) also indicate that research on adolescent L2 writing is relatively scanty. There exist many research gaps in the investigation of adolescent L2 writing. Ortmeier-Hooper & Enright (2011) pointed out that adolescent second language writers are a group of “unique” and “distinct” young second language (L2) learners, with unique characteristics, including their age, educational background, their community, their peer group identity. More attention should be paid to this group for the following other reasons: Harklau & Pinnow’s (2009) study showed that one fifth of children in the U.S. are immigrants, and this

group of learners belongs to the biggest population of L2 learners in the U.S.; in the same study, they concluded that most of the L2 writing research focuses on tertiary level. There is less “spot light” on this special group of secondary school L2 learners, compared with the tertiary level students.

Based on my reading of the literature on L2 writing, I divide this literature into two major streams: literature on comparison of adolescent L1 and L2 writings and literature on adolescent second language writing instruction related issues.

### **2.3.2 Literature on comparison of adolescent L1 and L2 writing**

I have summarized the comparison of the literature adolescent L1 and L2 writing in Table 2.3, as follows: I divide the comparison into two major groups. The first group as shown by Table 2.3 is called pre-writing and while-writing study, while the second group is called post-writing study.

(i) As we can see in Table 2.3, there are three areas that have been studied in pre-writing and while-writing writing study.

(1) Planning process: findings by de Courcy (de Courcy, 2002) show that adolescent second language writers depend heavily on L1 in structuring and thinking about their writing; they will translate the L1 text into L2.

Table 2.3 Comparison of adolescent L1 and L2 writing

Areas compared		Adolescent L1 writing	Adolescent L2 writing
Pre-and-while writing comparison	Planning process (de Courcy, 2002)	Writers use mother language, save time, think faster	Use mother tongue in thinking and translate the thoughts into L2, more time consuming.
	Writing process (Abu-Rabia, 2003)	Mother language can help writers save time in expressing their ideas	L2 language proficiency counts a lot in expressing their ideas, less sophisticated
	Text formulation (Roca de Larios, Marín, & Murphy, 2001)	Less laborious, less cognitive work	Need more time and cognitive work
Post-writing comparison	Errors (Yu & Atkinson, 1988)	Fewer errors	Various errors, even after ample instruction
	Information in text (Reynolds, 2005)	Denser	Less information
	Employment of grammar (Reynolds, 2005)	Varies in employment and can change in different genres	Have idiosyncratic use of some grammatical items
	Vocabulary used (Hinkel, 2002; Laufer, 1998; Reynolds, 2005)	Less time in thinking and choosing the words	Depend on language proficiency, smaller in size, more colloquial, less academic

(2) Writing process: Abu-Rabia (2003) found that adolescent L2 writers spend more time in thinking and planning their writing, compared with adolescent L1 writers. Their output will be relatively downgraded because of the cognitive load of thinking and structuring.

(3) Text formulation: When it comes to the text formulation, adolescent second language writers tend to spend more time in generating the text, especially it costs



them more cognitive load in solving the problem of vocabulary and structure (Roca de Larios, et al., 2001) .

(ii) Concerning the final products of adolescent L2 learners, previous studies have generated the following findings. No matter how long or how much input the adolescent L2 learners received, errors from various grammatical levels still exist in their L2 writing (Silva, 1993; Yu & Atkinson, 1988). In addition, adolescent L2 learners' texts contain less information than their L1 cohort's (Reynolds, 2005). Adolescent L2 writers employ simpler grammatical resources to construct their texts than their L1 cohorts do, like simpler structure (Reynolds, 2005), smaller size of vocabulary, more colloquial and less academic (Hinkel, 2002; Laufer, 1998)

### **2.3.3 Literature on adolescent L2 writing instruction and related issues**

This section will discuss the instruction related literature concerning adolescent second language writing. According to what I have summarized in the literature in this section, there are 7 main sub-fields in adolescent L2 writing instruction. Table 2.4 shows the details of the different fields and related topics in section 2.3.3..

Table 2.4 Literature on adolescent L2 writing and related issues

Different perspectives	Topics
Factors that influence adolescent L2 writing	(1) Adolescent identity (2) Home and community influence (3) Internet and new technology (4) L1 influence
Adolescent L2 writing teaching and assessing	(1) Classroom instruction (2) Feedback and error correction (3) Assessment

### **2.3.3.1 Factors that influence adolescent L2 writing**

Factors that influence adolescent L2 writing encompass four branches, which are adolescent identity, home and community influence, internet and new technology and L1 influence.

#### **2.3.3.1.1 Adolescent identity**

Construction of Identity through L2 writing is a very important topic in adolescent L2 writing learning and development. Harklau (2011) found that learning writing in L2 is not just learning the language and culture in that particular language, instead the students will also recognize and show their identity in this process, and for example, how they see themselves as L2 writers (Matsuda, Canagarajah, Harklau, Hyland & Warschauer, 2003). And also adolescents have a lot of different identity markers in their daily lives to distinguish themselves from others (Schoonen & Appel, 2005), for example, they have different hairstyles, belong to different social groups. And the language they use is also one of their identity markers (Schoonen & Appel, 2005). Cummins' (2000) findings show that adolescent L2 writers' literacy development will be influenced seriously by their sense of identity engagement and affirmation. There are also other studies that show that students will have a sense of identities in their L2 writing. Weinstein (2002) found that bilingual adolescent L2 writers used different forms of writing to express their sense of belonging and identity. Lam's (2000; 2004) study shows that the Internet provided a platform for young L2 writers to express their social identity with other young L2 writers. Lam (2000) even found that a Chinese adolescent used English L2 writing to develop his own social identity online in his self-founded forum. The study of adolescent L2 writers' identity in L2 writing is a

relatively new field. More studies should be conducted in this field in different contexts and different societies to give us a more in-depth understanding of this group of writers.

#### **2.3.3.1.2 Home and community's influence on adolescent L2 writing**

Studies by Fu (1995), García (1999) and Weinstein (2002) show that adolescent L2 writers wrote a lot about their lives outside school, but the school-based curriculum will overlook these practices. Teachers will focus mainly on academic writing. There are many ways for writing instruction out of school. Villalva's (2006) study revealed that Spanish students will rely on social networks as the first hand resources for their reference in writing. For minority students, researchers also recommend autobiography and family history methods to motivate students to write (Barbieri, 1998; Black, 2005; Blair, 1991; Toffoli & Allan, 1992; Vreeland, 1998). However, there are different opinions about autobiographical writing too. Harklau (2000) claimed that adolescent immigrants would lose a lot of chances to gain multilingual experiences and to establish their identities if they focus on writing autobiography too much as part of their learning. Callahan (2002) contended that multimodal theory should be employed in adolescent L2 writing. One group of scholars (Landay et al., 2001) employed the method of translating students' family pictures into poems, stories and gave a performance based on these. Wolfe (1996) suggested adolescent L2 writing should extend the students' context outside classroom to enrich and gain more to feedback students' learning.

#### **2.3.3.1.3 Internet and new technology**

The Internet and technology play an indispensable role in our lives nowadays. We can see their impact on adolescent L2 writing studies too. The adoption of Internet-based technology in the learning environment leads to higher motivation among students, which also helps them develop better friendship with their classmates and have better communication with others (Fedderholdt, 2001; Strasser, 1995). Exchanging email also helps students to improve their L2 writing. Young (2003) found that students were more willing to talk and exchange controversial topics in their daily lives by email. This practice provides another way for students to write. Black's (2005) findings also revealed that online forums help students improve their L2 writing by providing them with a lot of feedback. However, some of the research demonstrates that the Internet and new technology were not so promising (Alvermann & Heron, 2001). But, with the development of the Internet and internet-based technology, we cannot exclude adolescents from these platforms.

#### **2.3.3.1.4 L1 influence**

Studies show that L1 and L2 writing abilities are correlated (Schoonen et al., 2003). However, there are not so many studies on L1 influence on adolescent L2 writing. The influence of L1 in writing instruction is a controversial topic. Different studies have produced different views and results. Yu & Atkinson (1988) found that even when English is used as medium of instruction in writing classes in Hong Kong, students' writing was still very poor. In a later study, Pennington (1996) showed that how much L1 should be used in writing classes depends on the classroom culture: whether it is teacher-centered or student-centered; and it also depends on students'

proficiency, academic performance. A study by Swain & Lapkin (2000) demonstrated that use of L1 in French in a Canada program supported the development L2. Other studies also show that language instruction is less important than the writing instruction and experience (Dyer & Friederich, 2002; Kobayashi & Rinnert, 2002). However, Garcia (1999) found that which language is used in instruction, L1 or L2, does not matter if the student doesnot have the motivation to write.

### **2.3.3.2 Adolescent L2 writing teaching and assessing**

Adolescent L2 writing teaching and assessing are the most popular fields that researchers have been interested in. They can be grouped into three areas: classroom instruction, feedback and error correction, and assessment.

#### **2.3.3.2.1 Classroom instruction**

Studies by Fu (1995); García (1999); Harklau (1994); Pennington, Brock & Yue (1996) indicate that writing instruction in adolescent L2 writing is a very complicated topic. Different secondary schools have adopted different approaches. Teachers' attitudes and teaching methods (Pennington, Brock & Yue, 1996; Stepp-Greany, 2004) will have impact on the writing instruction. A study by Pennington (1996) revealed that students' academic performance will also influence the instruction. There is still not so much research on L2 instruction in this field.

#### **2.3.3.2.2 Feedback and error correction**

The study of teachers' feedback on second language writing is not a new field, and researchers have adopted many different perspectives (Lee, 1997; 2003a; 2003b;

2004; 2005; 2007b; 2008a; 2008b; 2009b; 2011b; 2011d). For the marking of errors in writing, Lee (2003a; 2003b) found that most teachers mark the students' errors comprehensively, but the teachers themselves cannot see the significance in doing this tiresome job in the long run. The other perspective is to look at the students' reactions towards feedback. Students want more written feedback from their teachers (Lee, 2008a) and they rely too much on their teachers' direct marking of their errors and they even think that error correction is the teacher's responsibility (Lee, 2005). In addition to these studies, there are other studies on researching teacher perception on feedback. Lee's (2009b) findings revealed that there exist ten mismatches between teachers' belief and feedback practice. Therefore, in a subsequent study, Lee (2009a) suggests that teachers should follow the three stages (before giving feedback, while giving feedback and after giving feedback). Lee (2007b; 2011b) advocated a revolution in feedback and she recommended using formative assessment in the teaching of writing.

#### **2.3.3.2.3 Assessment**

There are very small patches of studies of adolescent second language writing assessment. Lee (2007a; 2007b) introduced formative assessment into adolescent second language writing assessment practice in Hong Kong. In a subsequent study, Lam & Lee (2010) found that students responded positively to portfolio assessment, but they still favored summative grading. For the implementation of formative assessment in the Hong Kong context, Lee (2011a; 2011c) also did some further study from teachers' perspective. Her findings show that applying formative assessment in adolescent L2 writing teaching can save time for teachers in preparing and scaffolding their students. She also concluded that in the exam-oriented context in Hong Kong,

there are still some obstacles to implementing formative assessment in daily teaching. These initial studies help us deepen our understanding of how to assess our teaching and students' learning in a new way. But, more study in other contexts should be conducted to get more insight into adolescent L2 writing assessment.

#### **2.3.4 Summary of the section**

Adolescent second language writing research is really interdisciplinary, including contributions from composition studies, second language acquisition, bilingual education and literacy studies (Harklau, 2011). As we can see from the review above, the literature in this field is relatively sparse and there are many gaps. I have the following observations to make regarding my current project.

First, Reynolds (2005) mentions that adolescent second language L2 writing development can be considered as the process of mastering a wide range of different written genres. And Matthiessen (2006) emphasized that as learners' progress, learning is increasingly a matter of expanding one's registerial repertoire in expanding ranges of contexts; but this insight has not been reflected in the literature. So, one of my research objectives in this Ph.D. project is to look at the students' development of different text types or genres in Form 3 throughout one year of L2 English writing. The expansion of a learner's registerial repertoire is one manifestation of the growth of his or her (personal) meaning potential.

Second, most of the previous studies are cross-sectional studies as indicated in this review. With the aim of depicting language development, more specifically writing development, I will try to map out the developmental stages of the adolescent L2 students' writing by carrying out a longitudinal study with a class of Form 3 students

in the Chinese Mainland. I attempt to fill the gap by focusing on studying the students' writing longitudinally.

Third, on linguistic features of adolescent L2 writers' text, Hinkel (2002) conducted a systematic study of L2 texts with a corpus of 1457 essays by college students, totaling 434,768 words. She used the data in this corpus to compare those writings of native English speakers and non-native speakers' output linguistic feature differences. However, most of the studies that focus on linguistic features in adolescent L2 studies are on studying the error features in their texts (Reynolds, 2002, 2005). Studies involving linguistic analysis of adolescent L2 writers' written texts are still scanty. Therefore, I will try to address this question in my Ph.D. project, to sum up and analyze the linguistic features of these texts. Then I can provide first hand findings and apply them to the teaching and researching in adolescent L2 writing.

Last, we can see that some of the studies included in the literature reviewed above relate their findings to curriculum design and feedback as part of writing instruction. Kiernan (1991) advocated that the writing curriculum should incorporate community service learning. But, I havenot found any studies where research findings are applied to the design of writing textbooks or of writing curricula. In this project, I will try to fill this gap by applying what I will have found in my study to the design of current writing curriculum and textbook improvement.

The next section will review the systemic functional approach to the study of language learning.



## **2.4 Functional approach to language learning**

### **2.4.0 Introduction**

This section sets out to review the literature on systemic functional approach to language learning.

(1) Classical works based on systemic functional approach to language learning will be surveyed and reviewed.

(2) Literature will be surveyed by individual scholars in this field.

(3) After reviewing and surveying the literature, gaps in previous research will be filled by the current study.

### **2.4.1 Halliday's pioneering study of child's language development**

#### **2.4.1.1 General introduction**

As the pioneering work on children's language development using systemic functional linguistics, Halliday (1975) conducted a longitudinal study of his own son Nigel's language development. The study lasted for two and a half years from 9 months to 3 years and 5 months old. He focused mainly on the development of functions of the child's language and mapped Nigel's language development as a process of learning how to mean in interaction with his parents and other caregivers. That is interpreting Nigel's language development as learning how to mean in context and interpreted in functional terms as a move from a micro-functional meaning

potential via a macro-functional meaning potential to a metafunctional meaning potential.

#### **2.4.1.2 Methodology**

Halliday adopted SFL as his theoretical framework to track Nigel's language development. He was influenced by the British linguist who was also his teacher: J.R. Firth. And he was also influenced by his colleague: the sociologist Basil Bernstein. For these reasons, his study with his son Nigel's language development employed a sociological and functional framework approach, in which he concentrated mainly on the development of meaning in the utterances he took down from Nigel's daily conversation. For data collection, he used pencil and book to take down everything he observed during the daily conversations. Sometimes, he acted as a participant, for the convenience of data collection, while sometimes he was also the observer and just observing and recording everything that happened. Halliday explained that he tried to replay and take notes of each real scenario, which happened in the process of Nigel's language development. The frequency for the intensive recordings of Nigel's utterances was six weeks. He took this as the interval for taking down all the things he noticed in the development of Nigel's meaning potential. Halliday explained that six weeks is a good interval for taking all these things into Nigel's language development system.

#### **2.4.1.3 Major findings**

Halliday (1975) has identified three main phases (Phase I, 9-16.5 months; Phase II, 16.5-18 months; Phase III, 18 months onwards) in the development of Nigel's

language in this period (9-18 months). These three periods provided evidence to support the hypothesis that he made for the study.

### 2.4.1.3.1 Phase I (9-16.5 months)

In this period (9-16.5 months), based on Halliday’s study and observation, Nigel began learning how to mean by developing a simple semiotic system in interaction with others — a semiotic system stratified simply into content and expression and organized functionally into a small number of microfunctional meaning potentials associated with different types of situation. This simple semiotic system Halliday called protolanguage. During this period, Halliday observed that microfunctions in Nigel’s language developed in the following sequence: Halliday’s (1975) diagram:

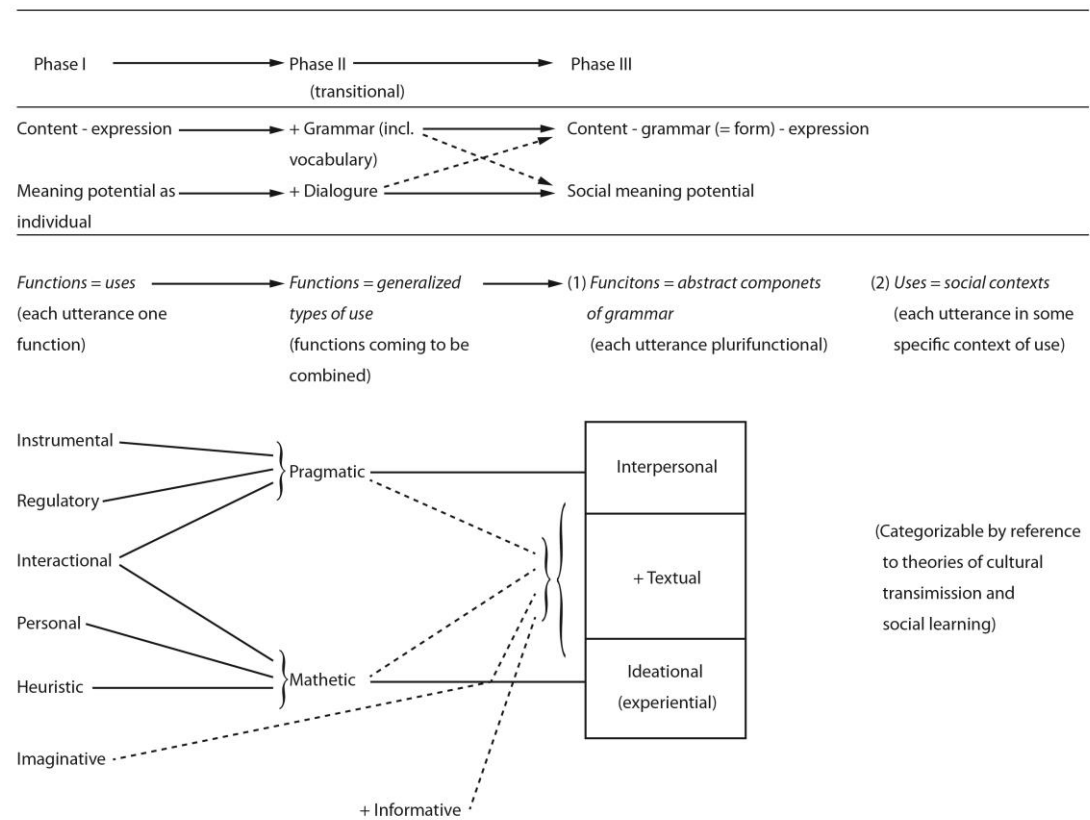


Figure 2.5 Summary of functional development (Halliday, 1975)

Instrumental function: This function helps satisfy the child's material needs. According to Halliday, this function serves mainly for the exchange of good-&-services.

Regulatory function: This function focuses on controlling other people's behavior.

Interactional function: This is the function of "me" and "you" and mainly for interaction between people around, for example, 'Hello', 'Good morning!'

Personal function: This function is about how children use language to express their own uniqueness and their awareness of themselves. For example, to express their feelings, interests, pleasure and disgust and so on.

Heuristic function: this function is about how children learn to explore the environment around them by asking question, usually by asking question: Tell me why?

Imaginative function: this function is about how children use language to create a world for themselves. Halliday also called it "let's pretend" function.

Informative function: this function is about how children use language to tell things or stories to the people around them. Halliday called it "I've got something to tell you." function.

For this period, Halliday marked down all the different functions that emerged in Nigel's utterances by the sequences of their appearance.

#### **2.4.1.3.2 Phase II (16.5-18 months)**

Phase II is a transition from protolanguage to adult language; it is relatively short, just 1.5 months in Nigel's case. But we can see a lot of changes and interesting development in this period. There are two major features in this period. One is the shift of the language functions, and the other is the rapid development in vocabulary, structure and dialogue.

According to Halliday (1975), in this transitional process, Nigel's language microfunctions gradually developed into two macrofunctions; the early microfunctions were generalized into two macrofunctions, the pragmatic and mathematic functions. In terms of pragmatic function, Nigel learnt to use language to do things, to control others. Language here did not just satisfy his own material need, but also took the role of 'intruder' function. In terms of mathetic function, Nigel began to learn about the environment with language. Language was here used as a tool for questioning and inquiring about the world around him. Examples would be helpful — from Halliday (1975: 76):

**pragmatic**

*chuffa stúck* 'the train's stuck; help me to get it out'

*high wáll* 'let me jump off and you catch me'

*háve that* 'I want that'

*play ráo* 'let's play at lions'

*squeeze órange* 'squeeze the orange'

*chuffa under túnnel ... getit fór you* 'the train's in the tunnel; get it for me'

**mathetic**

*molasses nòse* 'I've got molasses on my nose'

*red swèater* 'that's a read sweater'

*chuffa stòp* 'the train's stopped'

*loud Dvòrak* 'that is a loud bit of the Dvorak record'

*man clean càr* 'the man was cleaning his car'

*too dàrk ... open cùrtain ... light now* 'it was too dark; you've opened the curtains, and it's light now'

The grouping of the seven microfunctions into pragmatic and mathetic functions was the main characteristics in Phase II. The two major functions involve using language to do things and using language to learn. By learning and doing various things around him, Nigel began to develop a much richer and more comprehensive vocabulary. He also expanded his grammatical resources in this period. At last, we can see the combination of vocabulary, grammar and language functions in his utterances. Towards the end of Phase II, Nigel began to combine the two modes of meaning in a single utterance.

### 2.4.1.3.3 Phase III (18 months onwards)

At this stage, Nigel's language gradually transformed into the adult language system. Halliday found that at this time, all the utterances could be explained by three metafunctions: ideational metafunction, interpersonal metafunction and textual metafunction. Figure 2.6 shows the ontogenetic development of language from birth to adult.

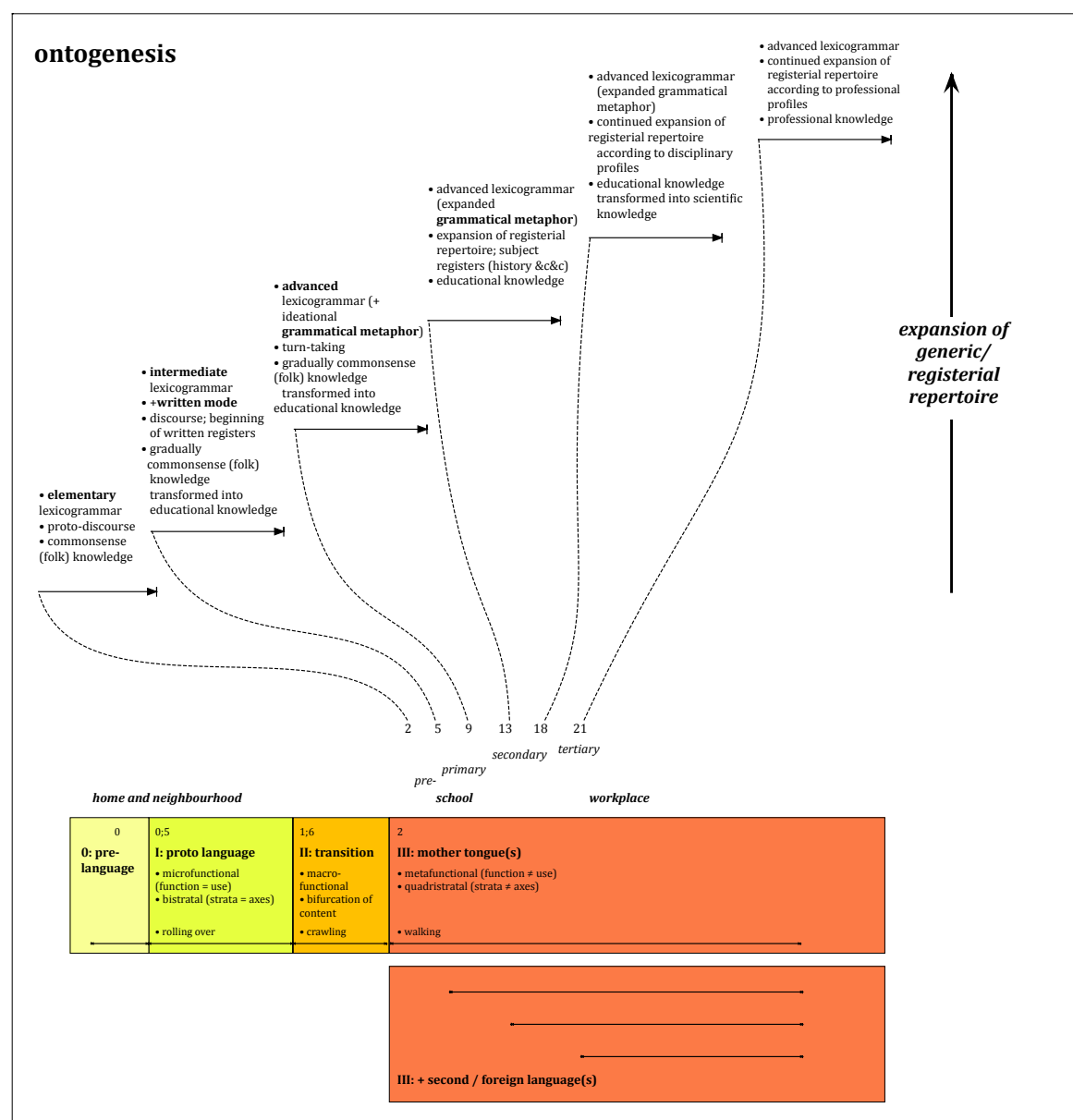


Figure 2.6 Ontogenetic development of language (Matthiessen)

Table 2.5 Ontogenetic view of language development studies in SFL approach

Age range	Phase	Mode of learning	Study	Major focus
0;5 – 18 months	Phase I —	home	Halliday (1975)	
	Phase II —			
	Phase III	home	Painter (1984)	into the mother tongue
		home	Painter (1999)	learning language, learning through language
		home	Torr (1997)	
c. 3.8 years	Phase III	home	Hasan (1989); Hasan & Cloran (1987)	
8-13	Phase III	school	Derewianka (1995)	development of grammatical metaphor
5-	Phase III	school (primary through secondary)	Christie & Derewianka (2008); Christie (2012)	

#### 2.4.1.4 Summary

As we have mentioned at the very beginning, Halliday's account of how Nigel learned how to mean is the pioneering study of children's language development in a functional and sociological approach. Halliday did an exemplary study in Nigel's language development in the course of over 2.5 years. He described the language development, especially the different functions. This could help researchers to arrive at a more thorough understanding of the functions of language in the early years of children's life, which will give more hints for future research into the functions of adult language.



## **2.4.2 Hasan and her team's contribution: semantic network in mother-child talk**

### **2.4.2.1 The study**

Inspired by Bernstein's theory of code orientation (Bernstein, 1971) and Vygotsky's perception on language and thought (Vygotsky, 1978), Hasan (1987) conducted research on child-mother talk in Australia context from the perspective of social linguistics.

### **2.4.2.2 The subjects**

They chose 24 mother-child pairs in Sydney and the 24 children's family backgrounds were of two types of social class: working class and middle class. There were 12 boys and 12 girls in their study. The average age of the children was three years and 8 months old. The reason of choosing this age group was that at this stage, children still have not so much socialization with other social groups. The influences of their language come mainly from their daily interaction with their mothers. For this reason, the data analysis can reveal some characteristics on the different social groups.

### **2.4.2.3 The data**

Hasan and members of the research team collected the data by using audio recorders controlled by the mothers, without the presence of researchers: they gave the recorders to the mothers and the mothers recorded the data whenever they wanted; and they also had the right to erase recordings they were not prepared to share. Therefore, the data could enable their naturalness. Each mother was asked to record 6 hours. The final total hours of the data were 100 hours. Hasan employed linguists to

help them transcribe the data. Then, they used the semantic network (Halliday, 1972) as their analytical framework in their data analysis.

#### **2.4.2.4 Findings**

I will sum up the four major findings in this section.

First, the findings supported Bernstein's theory of codes or coding orientation. And the semantic variation according to class is not just "style" or "expression", but as the a systematic choice of different ways of meanings in their daily life interaction (Hasan & Cloran, 1987).

Second, different social classes did have statistically significant tendencies in choosing options in semantic networks. Working class and middle class mothers are different in their interactions with their children.

Third, gender differences also played a significant role in mother-child interaction. Mother-girl interaction patterns were different from the mother-boy patterns.

In all, this study again, proved the fact that social class is constructed and transmitted linguistically and we cannot approach language research without thinking about its context.

The study also opened up a new avenue of the research into child language development.

## **2.4.3 Painter's research on language development**

### **2.4.3.1 Hal's case study of language development**

#### **2.4.3.1.1 Motivation of the study**

Influenced by Halliday's (1975) Nigel study, Painter (1984) aimed to conduct a study to confirm and enrich what Halliday found in his previous study. Halliday used data from only one child to develop his account of the child's language functions development in the early year — this being the nature of case studies. Painter's research set out to add fuller and more detailed interpretation of it. Further there was not so much in the description of the transitional stage in Nigel's language development. Painter decided to focus on more description and interpretation of the transitional stage of the child's language development so as to show a clearer picture of the linguistic profile in transitional stage.

#### **2.4.3.1.2 Methodology of the study**

##### **2.4.3.1.2 .1 Data collection**

Painter (1984) adopted Halliday (1975) previous study's method to carry out her study. The data came from the natural observation of her own son Hal's daily communication with the family. The study started when Hal was 9 months old and lasted until he was 24 months old. Most of the data were taken down by pencil and paper like what Halliday did in his own study in 1973. In addition, Painter also used a recorder to record Hal's utterances. She explained in the book that she would use the recorder mainly after Hal was one year old. Before Hal was one year old, it was

difficult to record the protolanguage. The frequency of each sampling point is one to three hours per month. Then, she would transcribe the data immediately that day after the data collection, for the convenience of memory and re-construction of the situation where the conversation happened.

#### **2.4.3.1.2.2 Data analysis**

Painter also used Halliday's SFL as her theoretical framework to study Hal's language development. The corpus of Hal's language was cut into eleven six-week periods. For the protolanguage, she adopted Halliday's methods to record and to collect the data, focusing mainly on the microfunctions that emerged during this period. However, the focus of this research, as mentioned before, was to concentrate on the transitional periods.

#### **2.4.3.1.3 Major findings**

Painter (1984) observed that most of the findings were similar to what Halliday found in his 1975's study, thus strengthening and enriching Halliday's account.

##### **2.4.3.1.3.1 The evolution of functions in children's language development**

The ontogenesis of the different functions in Hal's language development is similar to Nigel's. There were a small number of microfunctions including instrumental, regulatory, interactional, personal, imaginative, and heuristic at the early stage of his language. At about 18 months, with the transition from protolanguage to the second phase, the two macrofunctions became evident: the pragmatic and mathetic functions. Then, came the three metafunctions in his third stage: the adult language system.

Painter found the major development in Hal's and Nigel's language was almost the same, except for minor personal differences.

#### **2.4.3.1.3.2 Breakthrough of the present study**

Painter followed Halliday's (1975) methodology to carry out her study, but her study introduced some innovations:

She provided a very detailed analysis and description of Hal's language during each period, including the functional transitions, first from microfunctions to macrofunctions, and then from macrofunctions to metafunctions. She also illustrated all the development by means of different system maps, with very clear description and detailed examples. Moreover, she provided detailed description of the context in which utterances occurred, which absolutely add more contextual cues to the understanding of the meaning. The data is also a repertoire of Hal's communication with his mother.

#### **2.4.3.1.4 Summary**

Painter's study enriched Halliday's study in several ways. Her study proved what Halliday found in 1975. Furthermore, her study also provided a more in-depth analysis what Halliday did not cover in his study. For example, she offered a more detailed analysis and description in Phase II, and she focused mainly on this part. This study presented a full picture of the developmental curve of a child's language development.

#### **2.4.3.2 An ontogenetic perspective on appraisal in children's language development**

Painter's (1984) investigation into her son's language enriched Halliday's Nigel study by providing more contextual information for each data set she collected. Based on the findings and methodology from her 1984 study (Painter, 1984), Painter (2003) conducted research into the ontogenesis of the interpersonal description of APPRAISAL, which was developed by Martin & White (2005). Her data came from the longitudinal study of her two son's language development. The study lasted more than 3 years, beginning when her son was nine months and continuing until he was more than 4 years old. Influenced by Halliday's (1975) Nigel study, she also used naturalistic method, collecting data by means of audiotape and field notes (Painter, 1984). The data came from her two sons; one is Hal's language, Hal's language lasted from 9 months to 2.5 years old, while the other came from Stephen's language development, which lasted from 2.5 to 5 years old. All these data collection were done without the two boys taking any notice of it. They were never informed that any researches were being done during this process and the data mostly came from the two boys' daily lives, from the different settings at home to different occasions between different family members and relatives. In addition to these data, Painter also used some of Halliday's longitudinal data of Nigel's language development as part of the data bank for the analysis of the ontogenesis of the linguistics resources in this study.

She tracked the two boys' language development in terms of the development of interpersonal resources, including emotional, moral and other evaluations. And she investigated attitudinal enactments in interaction between mother and child, tracing

attitude in language development. The major findings are discussed in the subsections below.

#### **2.4.3.3 Early development of affect**

Painter (2003) observed that before the first word of the children's language appeared, drawing both on her own data, Stephen and Hal, and the Nigel data. Children actually will use different kinds of protolanguage to express Affect. This may happen in the first stage of the children's language development. Based on the four microfunctions that emerge in this period, Painter summed up the following ways that children will use in expressing their feelings in their interaction with the environment and their mothers. For example, they will lengthen the sound, using pitch, or they will use gestures to express their dissatisfaction.

#### **2.4.3.4 The enlarging repertoire of the attitudinal resources**

As the development of the children's linguistic resources, their appraisal resources also grow, expanding qualitatively from affect to judgment and appreciation. Children begin to use the mother tongue to express their feelings. At his 16 months, Nigel could use "bad boy" to distinguish good deeds and bad deeds in his life. This was the biggest difference in his attitudinal resources development.

#### **2.4.3.5 The later development of attitude**

At the age of 2.5 years, Stephen would use different linguistic resources to express causal link in his daily conversation. This is another big leap in his language

development, which marked the other stage of the moving into mother tongue. He would use modal verbs in his speech and also expressed his dislike or like.

#### **2.4.3.6 The patterns in the development of the attitudinal resources**

Painter (2003) also mapped out the picture of attitudinal resources development with appraisal: affect, judgment and appreciation. She took down all the attitudinal words, mainly adjectives from the data and she developed a systemic map to classify and summarize the patterns of attitudinal resources development, which provided us a full picture of the development of the attitudinal resources in children's mother language development.

#### **2.4.4 Derewianka's contribution: children's grammatical metaphor development**

##### **2.4.4.1 The study**

According to Halliday, grammatical metaphor is a kind of indicator to judge a child's literacy. Halliday (1985) pointed out that at about the age of 9-10, children will learn to understand different grammatical metaphors (of the ideational kind — interpersonal metaphor comes earlier), after the earlier development of generalization and abstraction. And at about 14-15, they will use grammatical metaphor in their writing.

Derewianka (1995; 2003) conducted a longitudinal case study of her own son, Nick, to see the development of grammatical metaphor in his written output. The study lasted more than 5 years, from 8 to 13 years old. She collected samples of Nick's writing, and then supplemented these with field notes, observation, interviews and oral interaction. In addition to this corpus of Nick's writing, she collected some of the



interesting examples came from his younger brother Stefan. She collected the texts belonging to different genres and quantified them by the number of clauses. Through this way, we could see the output and the quantity by year. As for the analysis this part, we can see the development year by year. She adopted Halliday and Matthiessen's (1999) taxonomic categories of grammatical metaphors to classify and study the data.

#### **2.4.4.2 Major findings**

##### **2.4.4.2.1 The precursor of the grammatical metaphor**

There are two parts in Derewianka's findings. The first part is about the beginning of grammatical metaphor. She showed that transcategorization was the precursor of grammatical metaphor, which would build the foundation for the future development of grammatical metaphor. She argued that these could be the proto metaphor in the child's language development.

##### **2.4.4.2.2 The mature grammatical metaphor**

The second part of this study presents the major findings. Derewianka summarized mature grammatical metaphor in her study, employing Halliday and Matthiessen's (1999) classification of grammatical metaphor. There are four types of metaphor in their classification:

- (1) shift to "thing", e.g. liberate: liberation.
- (2) shift to "quality ", e.g. fail a test: test failure.
- (3) shift to "process", e.g. be about: concern.

(4) shift to “circumstance”, e.g. student+ be safe: student safety.

The findings from Derewianka’s study are set out in Tables 2.6 through 2.9.

Table 2.6 Summary of “shift to quality”

Age	5	6	7	8	9	10	11	12	13
Instances in the data	0	2	1	1	8	25	43	67	53
Total number of clauses	73	441	183	285	694	1433	932	1638	966
Percentage	0%	0.45%	0.54%	0.35%	1.15%	1.74%	4.61%	4.09%	5.48%

Table 2.7 Summary of “shift to process”

Age	5	6	7	8	9	10	11	12	13
Instances in the data	0	1	1	2	7	7	17	14	17
Total number of clauses	73	441	183	285	694	1433	932	1638	966
Percentage	0%	0.22%	0.54%	0.70%	1%	0.48%	1.82%	0.85%	1.75%

Table 2.8 Summary of all instances of grammatical metaphor

Age	5	6	7	8	9	10	11	12	13
Instances in the data	2	10	9	11	82	146	208	263	238
Total number of clauses	73	441	183	285	694	1433	932	1638	966
Percentage	2.73 %	2.26 %	4.91 %	3.85 %	11.81 %	10.18 %	22.31 %	16.05 %	24.63 %

Based on the four tables above, the major findings can be summarized as follows:

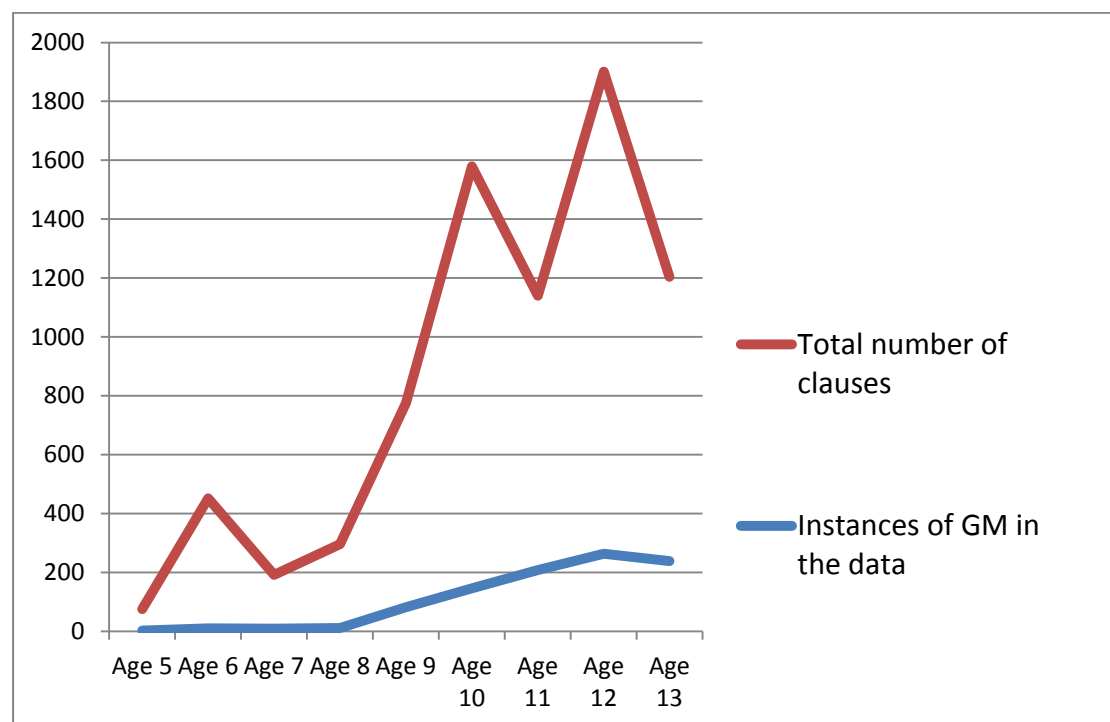


Figure 2.7 GM development in Children's language

First, Derewianka found that at the age of 9, the child's use of grammatical metaphor suddenly increased sharply. Nick employed more and more grammatical metaphor at this stage because he wrote more in subject English, for example, history.

Second, more writing does not mean more employment of grammatical metaphor; as shown above in the Tables 2.6 through 2.8, we can see that at the age of 6, 10 and 12, Nick wrote a lot. But, we cannot find more grammatical metaphors here while Nick's written output increased, instead, Derewianka pointed out that this related to the maturity of the student's writing and the tasks that he did. As explained in the article by Derewianka (2003), the nature of writing the task was very important in leading students to employ more grammatical metaphor. For example, we can see the sharp increase in adopting different types grammatical metaphor in Nick's writing at the age of 9. One of the reasons is that, he got involved in a lot of projects in history class during this period and he needed to write history texts frequently.

Third, Derewianka also found that among the 4 types of grammatical metaphor, Nick did not use them evenly, instead, their distribution profile was diversified: as Figure 2.8 below shows.

The most commonly used type of grammatical metaphor is shift to "thing". As shown above, there are 700 cases of this type, while shift to "quality" comes second — there are 200 cases in Nick's writing. The least used type is shift to "process".

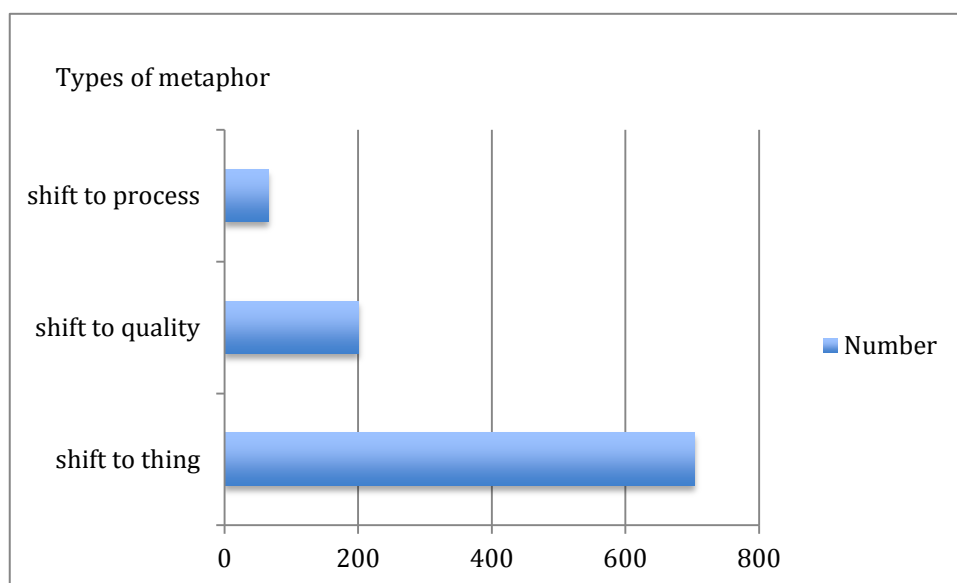


Figure 2.8 Three types of grammatical metaphor in Nick's writing

#### 2.4.4.3 Summary of the study

Derewianka's (2003) study has provided further evidence for Halliday's earlier finding that grammatical metaphor is an important indicator in investigating the development of children's language, especially in relation to literacy development. The findings also confirm that grammatical metaphor is a sign of children's later literacy development. At the same time, the result also demonstrated that children's language develops in the following sequence: generalization — abstraction — metaphor, which was proposed by Halliday (1991).

As a longitudinal study of a child's language development, the author adopted a delicate framework to carry out the analyses, which help us understand the development of grammatical metaphor in children's writing. The methodology and the ways she conducted this research are also applicable to the context of adolescent second language writing.

## **2.4.5 Torr's study on modality and grammatical metaphor in children's language**

### **2.4.5.1 Modality**

#### **2.4.5.1.1 The study**

Torr (1998) conducted a longitudinal study of her own first-born daughter (Christy) to track the development of modality in her daily conversation over a period of more than 21 months, lasting from two years and six months old to four years and three months old. The data collection was divided into periods of three months, which is claimed by Torr to be the optimal period for general development trends to be detectable. There were at least 4 hours of data recorded during each period, with the average 15 hours per period. All the interaction involved the other four members of the family (mother, father, sister, and grandmother) in a range of different contexts.

The recordings were transcribed by experienced linguists and analyzed according to the MODALITY system (as described by Halliday, 1994), in terms of TYPE, ORIENTATION, VALUE and POLARITY.

#### **2.4.5.1.2 The general picture**

As is shown in the Table 2.10 below, there is uneven employment in modal resources in Christy's language development during the 21 months' recording. Halliday & Matthiessen (2004) relate modalization to propositions (statements and questions) and modulation to proposals (offers and commands): modalization is the assessment of information, whereas modulation is the assessment of the exchange of goods-&-services. According to Halliday & Matthiessen (2004), there are two types of

modalization, viz. probability and usuality. There are two types of modulation, viz. obligation and inclination. Except the second period, the employment of the modal resources is very unevenly distributed in the study period. Modulation is much more commonly used than modalization. Torr's (1998) findings are summarized in Table 2.9.

Table 2.9 Proportion and type of modalized child utterances relative to total child utterances

Age	Total no. Clauses	Total no. Modalized Clauses	%	Modalized Clauses	%	Modulated Clauses	%
2;6-2;8	686	68	9.91	19	27.94	49	72.06
2;9-2;11	522	54	10.34	25	46.30	29	53.70
3;0-3;2	1198	178	14.86	34	19.10	144	80.90
3;3-3;5	1725	342	19.82	94	27.49	248	72.51
3;6-3;8	1129	235	20.81	43	18.30	192	81.70
3;9-3;11	1056	142	13.44	23	16.20	119	83.30
4;0-4;2	1127	187	16.59	30	16.04	157	83.96

#### 2.4.5.1.1.1 Modalization

For modalization, what Torr found is very similar to what Painter (1996) found: metaphors of modality appeared before congruent projections. They occur with modal auxiliaries to express modal meaning. And what is more, what Torr found is

contradictory to what Stephy found in 1986 on modality. In this study, Torr found that in early years, children would also use other categories of modality to express themselves, for example, the employment of “I think”, in their daily conversation.

#### **2.4.5.1.1.2 Modulation**

In Christy this case, Torr (1994) found that Christy’s language involves a lot in developing resources to understand and explain obligation in her daily life. Torr explains this by pointing out that Christy had a younger sister and she always wanted to tell her younger sister what is “dos “and what is “don’ts”. Her modulation was mainly reflective and self-addressed. Her modulations were realized congruently before she began to add incongruent realizations, and the implicit orientation came before the explicit orientation. Even at the end of the data collection, modal utterances with subjective orientation were still rarely seen and not so well elaborated. Torr observed that there were no clear developmental patterns in Christy’s expressions related to high, median or low value modals. But there was some evidence of a developmental shift from high value to low value modulation and low and median to high value modalization.

#### **2.4.5.2 The study of grammatical metaphor**

##### **2.4.5.2.1 The study**

Torr & Simpson (2003) carried out a longitudinal study of grammatical metaphor in the language of preschool children to see the origin and the development of grammatical metaphor in children’s language development. This study can be thought of as complementary to Derewianka’s (1995) earlier study of her own son’s



grammatical metaphor development in the secondary school years. They adopted the natural approach to do their data collection (Halliday, 1973; Painter, 1984; Torr, 1997) by using audiotape and handwritten observations during common everyday spontaneous interactions in their homes among family members and close relatives. They chose 5 children from two families as their subjects. The children's age ranged from 18 months old to 5 years and data recording ranging from 40 hours to 98 hours respectively. The recording included audiotape and handwritten observation data as mentioned above. The two families' backgrounds were similar, both families being middle class, thus ensuring as far as possible comparability in social terms.

#### **2.4.5.2.2 Major findings**

The study shows that pre-school children are able to deploy interpersonal grammatical metaphor, especially under the circumstance of control, possession and power. However, as far as ideational grammatical metaphor is concerned, the authors found no employment in the subjects' daily interaction. The following is a summary of the details of each stage of the major development of the grammatical metaphor.

Table 2.10 Overview of key aspects in the development of grammatical metaphor

“√” stands for “is present” in the child’s system

Age	Congruent: statement as declarative, question as interrogative , command as imperative	Incongruent realizations of speech functions	Modality and modulation	Interpersonal metaphor as clause complex	Transcategorization	“dead” metaphor	Grammatical metaphor as nominalization : verb=noun or process substitution
20months	√						
2-3ys	√	√	√				
3-4ys	√	√	√	√	√ rare	√ rare	
4-5ys	√	√	√	√	√	√	√ rare use

As is shown in the Table 2.10 above, we can see that at the first stage of the language of the children, the precursor of their grammatical metaphor development, everything is congruent; for example, statement is realized by declarative, question by interrogative and command by imperative. They will also use suprasegmental features in their interaction to realize their demand or statement. Incongruent realizations of speech functions will appear in the second stage. At this stage, children have already learnt the MOOD system and the employment of declarative, interrogative and imperative mood in their conversation. In the third stage, the MOOD system becomes more delicate and fully-developed, and we can distinguish modality and modulation in their language. Then, interpersonal grammatical metaphor appears in this stage, for example, the employment of “I think” in their interaction. There are also rarely used and seen transcategorization and dead metaphors in their conversation. We can see a lot of changes in this final stage, as shown by Torr and Simpson, children learn to deal with more and more abstract concepts in their daily life, more and more delicate

systems appear in this stage. But there is still no occurrence of real ideational grammatical metaphor although there is an increase of transcategorization and “dead” metaphor in their daily conversation, which can be seen as the proto metaphor in their language development.

#### **2.4.5.3 Summary**

Torr & Simpson’s study maps out preschool children’s language development with respect to grammatical metaphor. The authors succeeded in making this map of the development of grammatical metaphor with the ample and persuasive data analysis and presentation. It gives us a kind of continuity in looking at grammatical metaphor in the development of children’s language development.

#### **2.4.5.4 Preschool children learning “special words”**

##### **2.4.5.4.1 The study**

Torr and Scott (2006) reported some interesting findings in their research into the learning of “special words” by pre-school children from different social backgrounds. They conducted the research in Australian context, for the purpose of seeing the differences of the explanation of lexical words and technical terms in pre-school children’s daily reading with their mothers. Two pictures books with informational text and narrative text were given to the mothers and the teachers to read with the children being studied.

#### **2.4.5.4.2 The subjects**

24 4-year-old children with their mothers were recruited for the study. Half of the children's mothers had tertiary education and half of them were high school graduates without any tertiary degrees. The subjects were divided into 4 groups with pre schoolteachers.

#### **2.4.5.4.3 The data**

Data collection of this study consisted of reading sessions by mums and their children. In order to obtain natural data, all the reading sessions took place without any researchers. Then, the authors employed linguists to help with data transcription.

#### **2.4.5.4.4 Findings**

Social class did influence the children's learning opportunity. The following three major findings support Torr and Simpson's hypothesis. (1) The amount of talk was different, the tertiary educated mothers and teachers had much longer talk than the 16 years high school mother. (2) Tertiary educated mothers and teachers would use lots of technical terms in their interaction, while the 16 years high school mother did not use or just used far less numbers of technical terms than their counter part. (3) Tertiary educated mother and teacher would use different kinds of questions and strategies to help the children learn during the reading interaction session.

#### **2.4.5.4.5 Reflection**

Once again, this study supported Bernstein's account of coding orientation and of cultural transmission from one generation of the next. The authors approach the

children's language development from the social point of view and provide some insight from mother or preschool teachers' side. Its findings also correspond to Hasan & Cloran's (1987) findings.

These studies researched language in real social contexts, applying the social linguistics theory into language study. They help broaden the field in language learning. With these findings, we can see how children's language develops in different cultural settings with different family backgrounds.

#### **2.4.6 Christie's holistic study on writing development**

##### **2.4.6.1 The ontogenesis of writing in childhood and adolescence**

Christie (2010) and Christie & Derewianka (2008) mapped out the linguistic characteristics that emerge in children's writing throughout their school years from the perspective of systemic functional linguistics. After analyzing all the data she had collected, she summarized the characteristics of children's writing during different educational stages. From the very early primary years of schooling to the end of adolescent period, there are four stages in this process. In the educational system of Australia, the first period generally lasts from age 6 to 8 (early primary), the second lasts from age 9-14(late primary); the third lasts from age 14 to 16(Junior high) while the last period lasts from age 16 to 18 (Senior high). Her major findings are set out in the following subsections.

#### **2.4.6.2 Development of groups and Theme**

At the very beginning of their learning (early primary), children will refer a lot of their learning to their daily life experience. Their written language will regress in this period Halliday (1991). Their grammar is congruent in the early years.

I will illustrate the language development found by Christie & Derewianka (2008) and Christie (2012) at this stage in the following four main parts: theme development, nominal group development, verbal group development and prepositional phrase development.

##### **2.4.6.2.1 Theme development**

In the first phase: age 6 to 8 (early primary), children will use a lot of personal pronouns as Theme in their writing. When children come to the age of about 11 (late primary), they will begin to use various kinds of Themes in their writing. Personal pronoun is not the only theme that they use in their writing. This will be different depending on the different linguistic context. When the children come to the end of their school years (senior high), they will develop the ability to control thematic development in longer texts.

##### **2.4.6.2.2 Nominal groups development**

At the very beginning of their learning (early primary), children use simple nominal groups, mainly for denotation of persons, in their writing. The expansion of nominal groups, mainly with embedded clauses will happen at the age of about 7 when children start their primary school. Gradually, when they are about 8 or 9 years old,

they learn other ways to expand the nominal groups, for example, pre-modification of the noun.

#### **2.4.6.2.3 Verbal group development**

Verbal group expands as well as children grow. This happens when their vocabulary become bigger and bigger in the second phase of their learning (year 9 to year 14: late primary).

#### **2.4.6.2.4 Prepositional phrase development**

Prepositional phrase development encompasses three periods.

At first, circumstances of Time and Place are realized by prepositional phrases in children's writing. In the second (late primary) or the third period (junior high), we can see the expanded prepositional phrases encompass various kinds of circumstantial information in their writing. Adverbial expressions will not be used in the first stage while children will progress quickly in the second stage. They will add more information in their writing by employing attitudinal resources in it.

#### **2.4.6.3 The development of clauses in children's writing**

Most of the children's clauses in Christie's study are simple and they are linked by simple additive conjunctive relations such as 'and' and 'but'. There is a move from parataxis to hypotaxis. The first dependent clauses are typically of time. While in the second stage, aged from 9 to 13, we can see the following clause types in children's writing, including reason, condition, purpose and concession. Students gradually expand their linguistic resources in this way.

#### **2.4.6.4 The movement into in-congruent grammar and abstraction**

Most of the aforementioned linguistics resources transitions or changes in children's writing happen in the second stage or the early third stage. However, when children move from primary school to secondary school, they will encounter more and more uncommon sense knowledge that is construed by means of grammatical metaphor — so they must master the resources of grammatical metaphor in order to engage with uncommon sense knowledge. As students progress, they will encounter more and more specialized subject knowledge, for example, chemistry, history, physics and so on. They will employ grammatical metaphor to describe and express uncommon sense knowledge. This generally will happen during the transitional years between secondary school and college, especially preparing for the university period. Students will use a great many of grammatical metaphor in their writing.

#### **2.4.6.5 Summary of the section**

Linguistically, Christie (2010, 2012) has summarized the linguistic features that employed by native speakers primary and secondary children. She surveyed the language use by secondary school children in their school writing with different subjects. Looking at the picture she has mapped out, we can get a general idea of what children can write during the school years. Children and adolescents keep expanding their personal meaning potentials (and wording potentials) through the school years as they expand their personal registerial repertoires. Although we have seen a great deal of similar research related to this field in the past decades, we have never seen such new and original approach (SFL perspective) to adolescent first writing development. The methodology she adopted can be applied to the context of second language



adolescent writing development. I will try to delineate the text types and the lexicogrammatical features that contribute to these different registers English L2 adolescent learners will write throughout a year's longitudinal study.

## **2.5 Conclusion of the chapter**

This chapter has surveyed and summarized the literature of functional approaches to language learning. After surveying and reviewing the literature, we have a clear picture of what has been done in this field. There is a great deal of methodological related areas that we can apply in the context of studies of second language learning. For example, theoretical frameworks these researchers employed, methods in data collection and analysis. However, we can still see a great many gaps in this field between the existing literature and my Ph.D. project. I have summarized them as followed:

First, since all the studies reported in the literature are in the area of first language research, can we apply a similar approach to the study of second language learning? What can we achieve if we apply this approach in second language learning research?

Second, as we can see from the review, most of SFL in the existing studies focused on just one part in the grammatical system, which cannot tell the language proficiency by that item. We can study students' second language development in a comprehensive way, by tracking their English at different strata of the language system to see the full development of the meaning potential by looking at different linguistic resources meta functionally.

Third, Christie & Derewianka (2008) have tracked the students' writing in the Australian context, by analyzing the best students' writing in different grades, employing SFL as their theoretical framework. The data they used were not truly longitudinal that they did not follow case studies of particular students from the very beginning to the end of high school; instead they collected students' writings from different grades in secondary school. If we can do it longitudinally, it will provide us with more details, which is what Byrnes & Ortega (2008) proposed.

I will fill all these gaps in my Ph.D. project. The next chapter will discuss the methodology that I have adopted in this Ph.D. project.

## **CHAPTER 3 METHODOLOGY**

### **3.0 Introduction**

This chapter sets out to describe the methodology that the present study employed. The methodology is defined by the theoretical framework, the research questions, the setting and research culture of the present study, and data collection. First, I will present the theoretical framework that I employed in the present study: systemic functional linguistics (SFL) (Halliday & Matthiessen, 2004; Halliday & Webster, 2009; Hasan, Matthiessen & Webster, 2005, 2007; Matthiessen, Teruya & Lam, 2010), and, as a part of it of particular importance to my study, a context-based text typology (Matthiessen 2006, Matthiessen 2013a, 2013b, Matthiessen & Teruya 2014, Matthiessen, Teruya & Lam, 2010; Teruya 2007). Second, I will present the research questions. Third, I will discuss the ecology of the present study by introducing the participants, the research site and the context. Finally, I will illustrate how the data collection and analysis were conducted. At the end of the chapter, I will provide a chapter summary.

### **3.1 Theoretical framework**

#### **3.1.1 Systemic Functional Linguistics**

##### **3.1.1.1 Origin of systemic functional linguistics**

Professor Michael A.K. Halliday founded the influential school of systemic functional linguistics (SFL) in the 1960s. In contrast to the perspectives of other schools of linguistics, SFL interprets language in terms of a combination of systems and

functions: the modeling of language as a multifunctional meaning potential in paradigmatic terms by means of system networks. It views language as a network of systems and describes language in terms of different functions that language plays in human life. Accordingly, SFL interprets meaning in a social perspective, meaning that it views and interprets instances of language in specific social contexts.

#### **3.1.1.2 Halliday's concept of context**

Halliday interprets language and other semiotic systems “ecologically” in reference to their semiotic environment, i.e. context — in the sense introduced by Bronislaw Malinowski in anthropology and then theorized by J.R. Firth and Halliday in linguistics. Because all texts function in specific contexts where the meaning exchange takes place, texts cannot be interpreted without considering their contexts. Halliday (1978) emphasizes the concept of context of situation and defines it as having three parameters: field, tenor and mode. Field refers to what is happening in the context — the nature of the social and semiotic processes. Tenor is concerned with who are taking part in these processes and what their roles and relationships are. Mode refers to the role played by language (and other semiotic systems) in the context, including medium (spoken vs. written). The three contextual parameters help configure different contexts.

In this study, I will conduct a contextual analysis of student writing from two main perspectives: the macro context (the educational context) and the micro context (the context of each text), aiming to show what kinds of configurations characterize the writing composed by the students. In this way, I can offer feedback to teachers and

educationalists on the teaching and learning of second language (L2) writing at the secondary level.

#### **3.1.1.3 Language as a network of systems**

Halliday views language as a network, which consists of different systems. For example, in the experiential metafunction, the major lexicogrammatical system is that of TRANSITIVITY, the system providing the resources for construing our experience of a quantum of change in the flow of events (e.g. Halliday & Matthiessen, 2004: Ch. 5; Halliday & Matthiessen, 2006: Ch. 4). It includes the sub sub-system of PROCESS TYPE, which in English has six distinct process types: material process, relational process, mental process, behavioral process, verbal process and existential process. The six types of processes have different configurations of process + participants in the experiential structure of clauses. In addition, other systems in English grammar include the interpersonal systems of MOOD, MODALITY, and the textual system of THEME.

#### **3.1.1.4 Functions of language**

The functional approach to describe language was proposed originally by Halliday in the second half of the 1960s and early 1970s (Halliday, 1967a, 1967b, 1970). It gradually matured and formed the school of systemic functional linguistics, which views language as a network of systems with three metafunctions. According to Halliday (1978), the three metafunctions in languages are the ideational, textual and interpersonal functions.

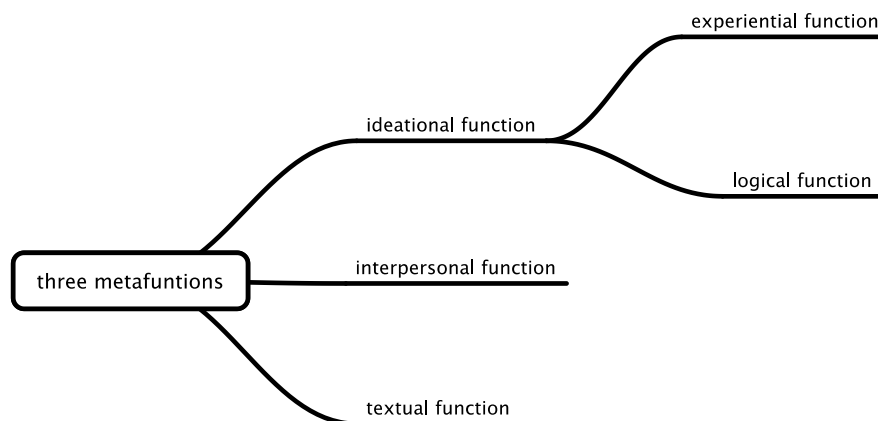


Figure 3.1 three metafunctions in SFL

As Figure 3.1 shows, we can see the three metafunctions. Under the ideational metafunction, there are two functions: the experiential function and the logical function. The ideational metafunction provides the resources for construing our experience of the world as meaning, and it has two modes of construal (two ways of modeling experience) — the experiential mode and the logical mode. In the experiential mode, experience is modeled configurationally; in the logical mode, it is modeled serially. The second metafunction is the interpersonal function. The interpersonal metafunction provides speakers with the resources for enacting their roles and relations as meaning. The third metafunction is the textual function, which organizes the other two kinds of meanings into meaningful and coherent texts in context.

In this study, I will investigate student writing by analyzing their texts in terms of systems from the three metafunctions, aiming at generating findings from multiple perspectives.

I will explain the metafunctions in detail in the coming sections.

#### **3.1.1.4.1 Ideational function of language**

The ideational metafunction provides the resources for construing our experience of the world as meaning, and it has two modes of construal (two ways of modeling experience) — the experiential mode and the logical mode. In the experiential mode, experience is modeled configurationally; in the logical mode, it is modeled serially. For the detailed analysis of the data in this study, I aim to look at the experiential system of TRANSITIVITY as used by the students in the present study. By looking into this, I aim to see how students construe experiences in different texts. I will also investigate how students structure clause complexes in their writing to express their logic in different registers.

##### **3.1.1.4.1.1 Definition of transitivity in SFL**

Halliday and Matthiessen (2004: 170) define transitivity as follows:

Our most powerful impression of experience is that it consists of a flow of events, or ‘goings-on’. This flow of events is chunked into quanta of change by the grammar of the clause: each quantum of change is modeled as a figure—a figure of happening, doing, sensing, saying, being and having.

Within the ideational function, transitivity provides a model of a quantum of change as a configuration of a process plus one or more participants involved in it and attendant circumstances (Halliday & Matthiessen, 2004: Chapter 5). There are three categories of transitivity role in transitivity: process, participants and circumstances.

### 3.1.1.4.1.2 Process types

The main part of the transitivity system is the system of PROCESS TYPE. The three main types are: material process, mental process and relational process. There are also three minor process types: behavioral process, verbal process and existential process. I will explain each type of process in detail.

#### Material process

One of the major process types of the transitivity system is the material process, which describes the experiences (doings and happenings) of the external world. As Halliday & Matthiessen (2004: 178) describe it:

A material process construes a quantum of change in the flow of events as taking place through some input of energy.

There are two types of material clauses: transitive material clauses and intransitive material clauses. SFL describes a transitive clause as a clause of doing; in traditional grammar a transitive clause means there is an object configured with the main verb. In SFL, an intransitive clause is called a happening clause; in traditional grammar an intransitive clause means there is no object after the main verb. See the following examples:

#### 1. Transitive clause

The dog	ate	the bread.
Actor	Process	Goal
nominal group	verbal group	nominal group



## 2. Intransitive clause

The dog	jumped.
Actor	Process
nominal group	verbal group

In addition to the two types of clauses, there are two types of doing-&-happening in material process: creative and transformative doings. As for the creative clause, the actor of the clause brings something new into existence, while for the transformative clause the change is made to the existing goal. Refers to the following examples:

3. Creative: They made a cake.

4. Transformative: The cat chased the dog away.

## Mental process

A second major process type of the transitivity system is the mental process, which construes processes of sensing, for example, thinking, imagining, liking, wanting and seeing. The mental process has two inherent participants: Senser and Phenomenon. The Senser is realized by a nominal group normally denoting a conscious entity, whereas the Phenomenon is realized by a nominal group that may denote any of a wide range of phenomena that may be sensed — including not only entities but also acts and facts when the Head of the nominal group is realized by a downranked clause. See the following example:

5. I	want	rice.
Senser	Process: mental	Phenomenon

There are four subcategories of mental process: they are emotion (process of feeling), cognition (processes of deciding, knowing, understanding etc.), perception (seeing, hearing, etc.) and desideration (wanting). Refer to the following examples:

6. Emotion: I *don't like* the cake you made.

7. Cognition: She *knows* the truth at last.

8. Perception: I *can hear* what you are saying.

9. Desideration: She *wants* some coffee.

### Relational process

A third main process of the transitivity system is the relational process. This refers to the process of “being”. There are two types of relational processes. The attributive relational process attributes some characteristic to something. The identifying relational process is the process of identifying one participant with another. See the following examples:

10. Attributive process: She *is* a singer.

11. Identifying process: She *is* the best singer.

### Behavioral process

One of the minor processes of the transitivity system is the behavioral process, which covers the physiological and psychological activities. Examples include breathing, coughing, smiling, dreaming and staring. In this process, the participant undertaking the activity is labeled the Behavior. Refer to the following example:

12. She *is* coughing.

“She” is the Behaver and the physiological action is “cough”.

### Verbal process

Another minor process of the transitivity system is the verbal process, which is the process of saying. In active voice, the Sayer is mapped onto the subject. The ‘saying’ may be represented as a Quote, realized by a paratactic clause, as a Report, realized by a hypotactic clause, or as Verbiage, realized by a nominal group. See the following example:

13.

(1) Amy	said	she was happy. (1+2)
Sayer	Process	Verbiage
(2) Amy	said:	“I am happy”. ( $\alpha \times \beta$ )
Sayer	Process	Quote

### Existential process

A third minor process of the transitivity system is the existential process, where a phenomenon is construed as being in existence, as in *there is a tree near the house*. This participant is called the Existent. As the question tag shows, the Subject of the clause is *there*: *there is a tree near the house, isn’t there?* Because the notion of Subject was confused in traditional grammar, as Halliday has shown (e.g. Halliday, 1984; Halliday & Matthiessen, 2013: Ch. 2), the Existent was interpreted as the (“logical”) Subject and the prescriptive rule of agreement with it enforced (thus *there are trees near the trees* rather than form we find in casual spoken English *there’s trees near the house*).

As illustrated above, the six process types are realized by distinct configurations of process + participants such (material :) Actor + Process + Goal, (existential :) Process + Existent. I chose this model because of the detailed description of transitivity

provided by Halliday & Matthiessen (2004). Looking at the different processes in different texts, we can see how students use the system of TRANSITIVITY to construe the experience of quanta of change in the flow of events.

#### **3.1.1.4.1.3 Participant**

As described above, in the transitivity model, each type of process is represented by a different configuration of process + participants — distinct models for construing a quantum of change in the flow of events. In a material process clause, the key participants are Actor and Goal, while in a relational process clause, they are Carrier and Attribute (attributive type), or Token and Value (identifying type). In a mental process clause, they are Senser and Phenomenon, while in a behavioral process clause, the key participant is Behaver. In a verbal process clause, the key participants are Sayer and Verbiage. And finally, in an existential process clause, the key participant is Existent.

Participants are realized by nominal groups of different kinds. For example, simple or complex nominal groups can be used as the participants. Refer to the following example:

14. (1) Red is my favorite color. (Simple nominal group)

(2) What he wants to do is to be a professor in the university in the future. (Complex nominal group)

#### **3.1.1.4.1.4 Circumstance**

CIRCUMSTANTIATION is the resource for ‘augmenting’ the configuration of process + participants by means of elements that are indirectly involved in the process; they are

called circumstances (in traditional grammar, they were called adverbials of place, time, reason, means). There is one point we should bear in mind. That is circumstances are affiliated only to the process in the clause. As Halliday & Matthiessen (2004) explain, circumstances can be perceived as a parasite on the process in a clause.

Table 3.1 shows Halliday & Matthiessen (2004) classification of the circumstantial elements into 9 types with 22 sub-types.

Table 3.1 Types of circumstantial elements

	Type		Wh-item	example of realization
enhancing	1. Extent	distance	how far?	for; throughout “measured”; nominal group
		duration	how long?	for; throughout” measured”; nominal group
		frequency	how many times?	“measured” nominal group
	2. Location	place	where? (there, here)	at, in, on, by, near; to, towards, into, onto; adverb of place: abroad, overseas
		time	when? (then, now)	at, in, on, to, until, till; adverb of time: today, yesterday, tomorrow
	3. Manner	means	how? (thus)	by, through, with, by means of, out of) +material
		quality	how? (Thus)	in + a + quality e.g. dignified)+manner/way, with abstraction (e.g. dignity); according to adverbs in -ly, -wise; fast, well; together, jointly, separately, respectively
		comparison	how? What like?	like, unlike; in + the manner of; adverbs of comparison differently
		degree	how much?	to + a high/low/...degree/extent; adverbs of degree much, greatly, considerably, deeply
	4. Cause	reason	why?	because of, as a result of, thanks to, due

	Type		Wh-item	example of realization
				to, for want of, for, of
		purpose	why? What for?	for, for the purpose of, for the sake of, in the hope of
		behalf	who for?	for, for the sake of, in favor of, against, on behalf of
	5. Contingency	condition	why?	in case of, in the event of
		default		in default of, in the absence of, short of, without
		concession		despite, in spite of
extending	6. Accompaniment	comitative	who/what with?	with, without
		additive	and who/what else?	as well as, besides; instead of
elaborating	7. Role	guise	what as?	as, by way of, in the role/shape/guise/form of
		product	what into?	into
projection	8. Matter		what about?	about, concerning, on, of, with reference to, in (with respect to)
	9. Angle	source		according to, in the words of
		viewpoint		to, in the view/opinion of, from the standpoint of

## Extent

The first of the nine circumstantial elements is the circumstance of Extent. It represents “how long?” or “how many times?” a process happens. It deals with the frequency of the process. An example of duration follows:

14. *How long* have you been here?

## Location

The second of the nine circumstantial elements is the location; it specifies when and where the process happens. Examples follow:

15. She teaches *at the new campus*.

16. She will not be back *until the end of this month*.

### Manner

There are four subcategories of the third circumstantial element, Manner. They are means, quality, comparison and degree.

#### (a) Means

Means represents in which way or mode the process happens. In the following example, the Means is realized by the phrase *by bus*.

17. I went to school *by bus*.

#### (b) Quality

Quality is generally realized by an adverbial group, with –ly verb as the Head to describe the process. An example follows:

18. He left the campus *sadly*.

#### (c) Comparison

Comparison uses the term *like* or *unlike*, or an adverbial group of similarity or difference, to augment a process. An example follows:

19. Although she is a middle school student, she always acts *like a university student*.

#### (d) Degree

Degree is expressed through such terms as *much*, *a good deal*, *a lot*. It modifies the process by the expression how much. An example follows:

20. As a writer of short stories for adults, she has worked *a great deal* with these themes.

### Cause

The fourth type of circumstantial element is Cause, which has three subcategories: reason, purpose and behalf.

#### (a) Reason

Reason refers to the explanation of why the process happens. It is typically realized by prepositional phrases with *for*, *from*. An example follows:

21. Her mother died *from lung cancer*.

#### (b) Purpose

Purpose expresses the meaning of ‘in order that’. It explains why the action takes place and the intention behind it. An example follows:

22. The teacher works on weekends *for the purpose of improving his students’ learning*.

#### (c) Behalf

Behalf generally specifies the beneficiary of the process, meaning for whom the participant represent. An example follows:

23. He speaks at the conference *on behalf of his country*.

### Contingency



The fifth type of circumstantial element is Contingency, which has three subcategories: condition, concession and default.

(a) Condition

The meaning of condition is similar to “if” in a clause. An example follows:

24. *In case of emergency*, break the seal.

(b) Concession

The subcategory of concession has the meaning of “although”. These kinds of circumstantials are usually realized by prepositional phrases *despite*, *in spite of* and *regardless of*. An example follows:

25. *In spite of the bad weather*, the students still keep on running in the morning.

(c) Default

The subcategory of default has the meaning of a negative condition, using such terms as *if not* or *unless*. An example follows:

26. *Unless there is umber rainfall*, students must come back before 8 a.m. in the morning.

Accompaniment

The sixth circumstantial element is Accompaniment. Accompaniment is a form of joint participation in the process and represents the meaning of “and”, “or”, “not” as circumstantials. There are two subtypes: comitative and additive.

#### (a) Comitative

Comitative means the same process but accompanied with other things. An example follows:

27. My mother always goes shopping *with me*.

#### (b) Additive

Additive represents accompaniment by realizing more than one entity, one of which holds a contrastive feature. An example follows:

28. Fred came *as well as Tom*.

### Role

The seventh circumstantial element is Role. This category contains the meanings “be” and “become” circumstantially. Role corresponds to the Attribute or Value of an “intensive relational” clause. There are two subtypes of this circumstance: guise and product.

#### (a) Guise

Guise circumstances answer questions like, “as what”. An example follows:

29. She works *as a cook* for the family.

#### (b) Product

Product circumstances answer questions like, “what into?” An example follows:

30. Can you translate the sentence *into Chinese*?

### Matter

The eighth circumstantial element is Matter. It is related to the verbal process. It is the circumstantial equivalent of the Verbiage and is realized by the terms *about*, *concerning*, *with reference to*. An example follows:

31. Let's talk *about the homework* today.

### Angle

The ninth, and the final, circumstantial element is Angle. It is related to either the Sayer of a verbal clause or the Senser of the mental clause. There are two subtypes: source and viewpoint.

#### (a) Source

Source represents the origin of the information referred to. An example follows:

32. *According to the report*, 1000 students will abandon their studies in this city because of the war.

#### (b) Viewpoint

Viewpoint represents the information provided by the clause from somebody's viewpoint. An example follows:

33. It seems *to me* that he is a little bit insane.

As seen in Table 3.1, circumstantial elements serve to enrichment or augment the configuration of process + participants. Halliday & Matthiessen (2004: 261) point out that circumstantial elements form the point-of-view, a process that has become a

“parasite” on another process. Therefore, investigation of how high school ESL students make use of circumstantial resources in their L2 English writing is very important.

#### **3.1.1.4.2 The interpersonal metafunction of language**

I will deploy the description of the interpersonal system of MODALITY to analyze the students’ writing to investigate their use of interpersonal resources. As the students in my study progress toward the level of being advanced, their choices in the systems that make up the meaning potential of a language will vary a lot. By looking at the students’ deployment of MODALITY in their writing, we can determine whether they expand their meaning potential in different texts and examine how their adoption of different modality resources develops over time.

As seen in Figure 3.2, there are four simultaneous systems in the system network of MODALITY (MODALITY TYPE, ORIENTATION, VALUE and POLARITY) and each system leads to more delicate systems. For example, the system of MODALITY TYPE has two terms, modalization and modulation, and they lead to more delicate distinctions; modalization is further differentiated into probability and usuality, and modulation into obligation and readiness, which is further differentiated into inclination and potentiality (which includes ability). There are two subdivisions of ORIENTATION: subjective, objective, and two of MANIFESTATION (i.e. the manifestation of the orientation): explicit and implicit. The VALUE system has three degrees: high, median and low — with high and low being grouped together as outer. For example, in probability, “must” has high value, “will” has median value, and “may” has low value. POLARITY has two poles, positive and negative. Only by looking at the whole

system of modality in student writing can we obtain a full view of students' mastery of the modality system.

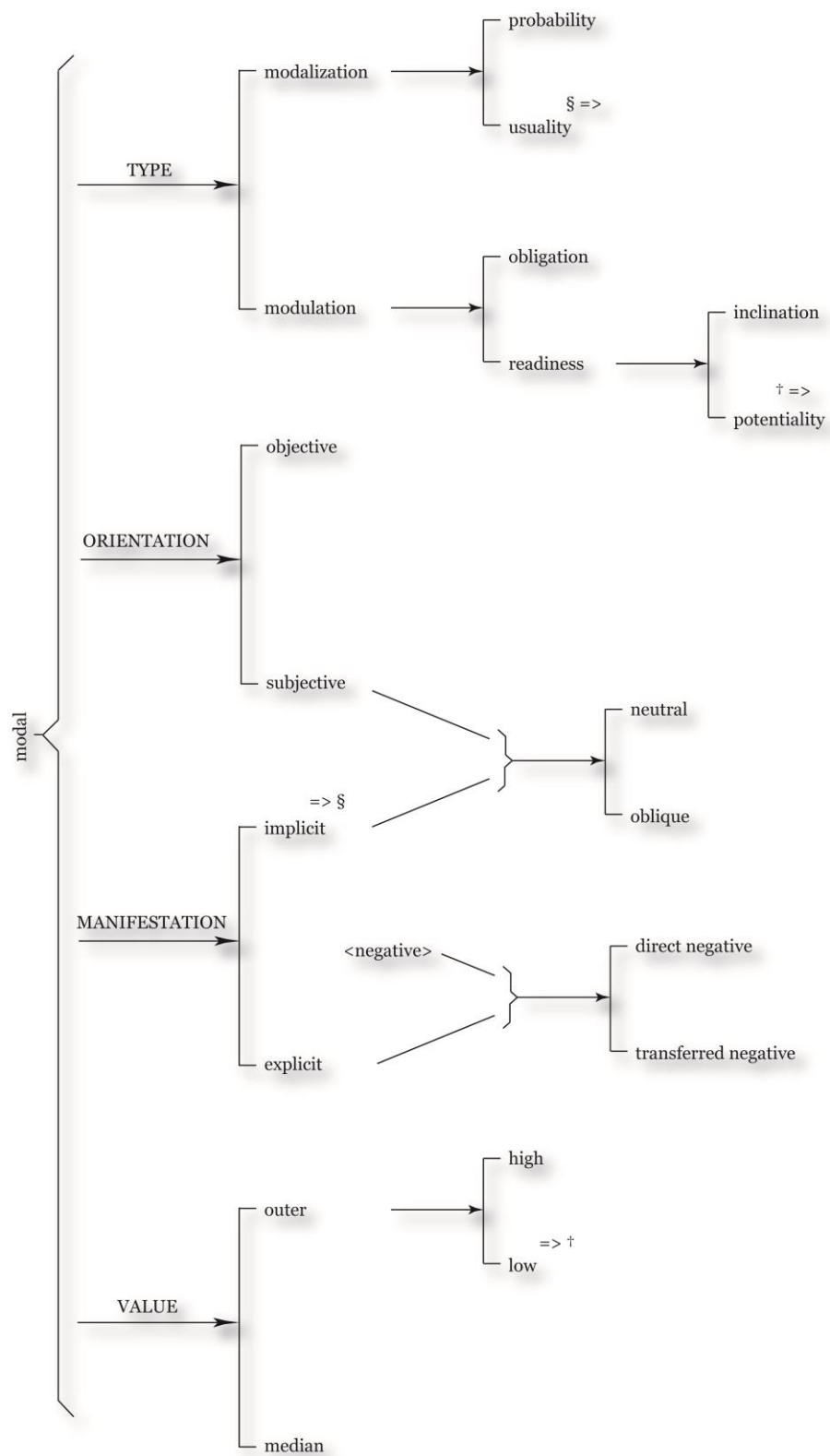


Figure 3.2 MODALITY system

### 3.1.1.4.3 The textual metafunction of language

The textual metafunction provides resources to organize clauses as messages contributing to the flow of discourse. As I aim to look at the thematic progression in the students' writing, I will first explain the system of THEME and the organization of a clause as a message into Theme and Rheme.

#### 3.1.1.4.3.1 Theme and Rheme

The system of THEME is as a resource for organizing a clause as a message — presenting part of this message as an orientation for the interpretation of the remainder, i.e. setting it up as a local context for interpreting the rest. This is the Theme — which is realized in English by initial position in the clause. The remaining part of the clause is the Rheme. Refer to the following example:

34.

Those apples	are delivered to all parts of the country.
Theme	Rheme

#### 3.1.1.4.3.2 Types of theme

According to Halliday & Matthiessen (2004), there are three types of themes: topical, interpersonal and textual. In addition to describing these three themes, I will also introduce two other concepts: marked and unmarked theme, simple and multiple themes.

#### 3.1.1.4.3.3 Topical theme

Topical Theme are experiential elements, i.e. participant, circumstance or process.

Refer to the following examples in italics:

35. Participant: *She* is the best student in the class.

36. Process: *Avoid* junk food.

37. Circumstance: *With the help of her parents*, she finished her report on time.

#### 3.1.1.4.3.4 Interpersonal theme

Interpersonal Theme consists of the Finite, which is usually realized by an auxiliary verb, a “Wh” element in a “Wh” interrogative clause, or a Vocative serving to identify the addressee in the exchange. Refer to the following examples in italics:

38. Finite: *Don't* do that.

39. Wh-element: *Where* did they go?

40. Vocative: *Jessica*, would you please tell me the number?

#### 3.1.1.4.3.5 Textual theme

Textual Theme is a conjunctive element and functions to link different clauses or different paragraphs in the text. It precedes the interpersonal Theme, coming at the very beginning of the clause. Refer to the following examples in italics:

41. The student asked *if* there is another kind of possible answer to this question.

42. She just brought another book on linguistics, *which* didn't help her at all. (*Here “which” can be both textual and topical theme.*)

43. *Just then*, she heard the knock on the door.



### 3.1.1.4.3.6 Marked and unmarked theme

Thematic markedness can tell how author organize information in a clause. In English, the choice of unmarked Theme depends on the mood type. In a ‘declarative’ clause, if the topical Theme is the Subject of the clause, this is an unmarked theme. If the topical Theme is not the Subject of the clause, it is a marked Theme. Refer to the following examples in italics:

44. Unmarked theme: *Mandy* gave a talk yesterday.

45. Unmarked theme: *The talk* was given by Mandy yesterday.

46. Marked theme: *Yesterday*, Mandy gave a talk.

47. Marked theme: *The talk*, Mandy gave yesterday.

### 3.1.2 Context-based text typology

The above sections in this chapter discuss the framework that I am going to adopt for grammatical analysis in the present study. In addition to the grammatical analysis, I will employ a context-based text typology (Matthiessen 2006, Matthiessen 2013a, 2013b, Matthiessen & Teruya 2014, Matthiessen, Teruya & Lam, 2010; Teruya 2007) to analyze students’ writing at the contextual level. I will introduce and explain the model in detail in this section.

Developed originally by Jean Ure, the context-based text typology was expanded and innovated by Matthiessen (2006, 2013a,b), Teruya (2007) and Matthiessen, Teruya & Lam (2010). They applied Halliday’s theory of context and theory of register as guiding principles in constructing the context-based text typology.

As Figure 3.3 indicates, there are eight socio-semiotic processes representing different fields of activity in human life. The eight main types can be grouped into two superordinate categories, which are social process and semiotic process (Matthiessen, 2013). Social process is a process of doing, while a semiotic process is one of expounding, reporting, recreating, sharing, recommending, enabling and exploring. Figure 3.3 shows the eight fields of this context-based text typology. I will apply this context-based text typology to analyze the text that the students have written through the whole year in their English learning. Next I will briefly introduce the eight socio-semiotic processes.



Figure 3.3 Context-based text typology — field of activity

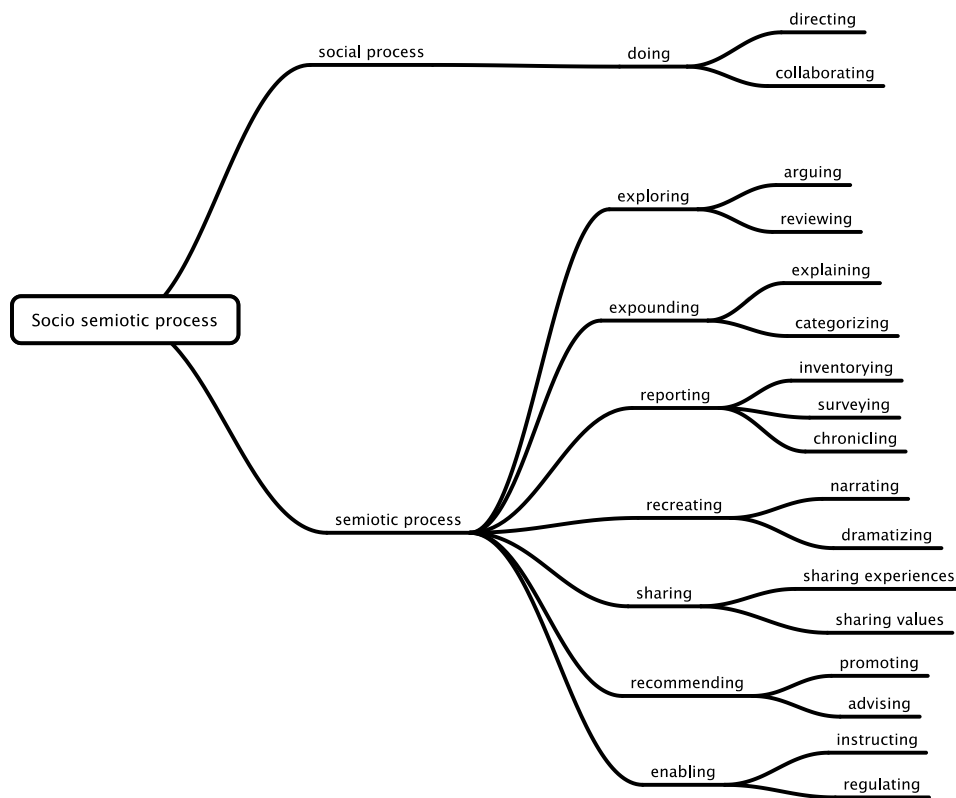


Figure 3.4 Socio-semiotic process

### 3.1.2.1 Social process

Under the subcategory of social process, there is only one type: doing. Following Matthiessen, Teruya, and Lam (2010) and Matthiessen (2013a,b), doing means some type of social behaviour, and we use language to facilitate it. And most of the time, social behaviour is teamwork, where members cooperate or are directed by one person.

### **3.1.2.2 Semiotic process**

Under semiotic processes, there are seven main types: exploring, expounding, reporting, sharing, enabling, recommending and recreating. Each of these seven main types is further divided into subtypes.

#### **3.1.2.2.1 Exploring**

Exploring means we use semiotics to explore public views, values and ideas. Under exploring, there are two subtypes, which are reviewing and arguing. Reviewing means use semiotics to express our values, opinions and thoughts about some commodity, such as a movie or book. Arguing means use semiotics to put forward and support our positions and ideas on some points, as in a public debate.

#### **3.1.2.2.2 Expounding**

Expounding means we use semiotics to expound general knowledge about the world. For example, most academic articles belong to expounding, as do science textbooks.

#### **3.1.2.2.3 Reporting**

Reporting means we use semiotics to report on particular phenomena. There are three subtypes, which are chronicling, surveying and inventorying. Chronicling means we use semiotics to chronicle particular events, as in news reports, personal biographies and historical recounts. Surveying means we use semiotics to create verbal maps of places, as in a guidebook. Inventorying means we use semiotics to list particular entities, for example, menus.

#### **3.1.2.2.4 Recreating**

Recreating means we use semiotics to recreate aspects of human life, typically imaginatively. There are two subtypes, which are dramatizing and narrating, for example plays and novels represent these two types respectively.

#### **3.1.2.2.5 Sharing**

Sharing means we use semiotics to share our personal experiences and values to establish maintain and negotiate our interpersonal relationships. There are two subtypes, which are sharing experiences and sharing values, for example Facebook and Twitter texts illustrate these types.

#### **3.1.2.2.6 Enabling**

Enabling means we use semiotics to enable people to undertake some activities or actions. There are two subtypes, which are instructing and regulating. Instructing means we use semiotics to give directions on how to do something, like a recipe, while regulating means we use semiotic to regulate people's behaviors, like lab regulations.

#### **3.1.2.2.7 Recommending**

Recommending means we use semiotics to recommend people to undertake some action. There are two subtypes, which are advising and promoting, like advice columns and advertisements.

This is a brief introduction of eight socio-semiotic processes that characterize the context-based text typology (Matthiessen 2006, Matthiessen 2013a, 2013b,

Matthiessen & Teruya 2014, Matthiessen, Teruya & Lam, 2010; Teruya 2007). I will use this framework to analyze and classify texts in student writing in the present study.

### **3.2 Research questions of this study**

The purpose of this study is to track and map the development of L2 English writing by secondary school students from Guangzhou, China, in the context of instructed L2 learning. I used a longitudinal case study method to collect students' English writing during one academic year. Employing context-based text typology outlined above as the main framework, I investigated the extent to which different kinds of text types can be identified in students' writings and what lexicogrammatical resources are used in each text type. I chose participants from a class of junior three (Grade 9, or Form 3 in the Hong Kong context) students in one of the top five high schools in Guangzhou.

The research questions of this study are:

- (1) How do students expand their register repertoires over a period of a year? What text types are evident in these students' writing during this period?
- (2) Among the text types identified in (1), what kinds of lexicogrammatical resources are deployed in these texts in terms of the three metafunctions in SFL?
- (3) What pedagogical and curriculum design implications can be drawn from the present study?

These three research questions are interrelated; for instance, the distribution profile of the text types helps us to understand the writing output under the influence of the

exam-based instructed classroom L2 English teaching, while the understanding of the text types pave the way for deeper and more insightful perception of the grammatical resources the students employ in their construction of the text. These research questions can be answered by looking at the students' writing corpus built up using the text typology framework outlined above. The first research question is related to the identification of the eight types of text types in text typology. They are expounding, exploring, recommending, enabling, doing, sharing, recreating and reporting. The second and third questions are about the employment of different grammatical resources in different texts. I will employ Halliday & Matthiessen's (2004) description of systems within the three metafunctions of SFL to conduct the text analysis.

Next I will introduce and describe the research context, the school, the class and the participants in order to define the settings and culture of the research project.

### **3.3 The Settings and culture of this study**

The context, school and the participants define the setting and culture of this study.

#### **3.3.1 The context**

The biggest group of second language writers in the educational setting is adolescents (Ortmeier-Hooper & Enright, 2011). L2 English learning is a compulsory course for all secondary school students in China. Most children start to learn English from primary school on; however, English is not a compulsory subject at that age. From junior one, everyone is normally required to take English courses. English language proficiency, especially the skill of writing, is a parameter institutions use to



distinguish candidates. Due to the unevenly distributed educational resources in China, however, students' English levels vary. This unequal distribution is due to two reasons. First, students cannot obtain much English exposure because of a mainly Chinese-speaking language environment. Second, the English language education varies across the nation. Specifically, large differences exist in English education, especially in the instruction of English writing, between eastern and western China, the rural and urban areas. Many schools do not even have a separate writing curriculum for their students.

In addition to the unequal access to educational resources, another problem with English language education in China is the culture of examination. In China, due to the number of the students, the most practical way to choose candidates is through exams. Therefore, obtaining high marks in various exams is essential for most of the students who aim for better education and more promising futures. For most of the students, this is the only route to upward social mobility, especially those who are from working class families. According to statistics from the Chinese Bureau of Education (2013), 9.2 million students took the college entrance exam in 2013, which set a new record. Because of this extremely important exam, most of the candidates prepare for it for at least one year. Their preparations consist largely in doing mock tests. The final year of high school is devoted to this kind of intensive and laborious activity. Teachers try to help the students obtain high marks. To some extent, there is no English learning at the end of the last year in high school except for tests and exam papers. Because this high-stakes test focuses on grammar and vocabulary, the teaching practices come directly from the exam. All these factors contribute to the formation of this vicious cycle of exam-driven English teaching and learning, which

decontextualizes language learning by focusing on memorization of grammar rules and vocabulary.

### **3.3.2 The research site**

The study was conducted in NO.X High School in Guangzhou, one of the top five high schools in the city based on a national rating scale that awards an A to the schools with the top performing students. I worked at this school before I registered in the PolyU Ph.D. program. So I am quite familiar with the context and the school system. Although this is called a High School, education at this school is for both junior and senior high students. English is one of the best subjects at this school; in fact, several times in the national college entrance exam, the students of this school have earned the highest marks in English in the Guangdong province, a province that is considered to be the best one in the nation. There is a team of qualified and experienced teachers in the department of English at this school because all teachers have degrees in English language or English education. The whole department always works as a team, and the teachers have a weekly meeting to discuss their progress and the difficulties they encounter during the week. They also form a team of experienced teachers to help any new teachers. Therefore, the teaching and researching culture at this school is fairly good compared to that at other schools. This environment results in a better teaching and learning community for students, teachers and researchers than in most schools. On the other hand, despite these positive conditions relative to other schools' English departments, most of the teachers at this school have encountered problems in their English teaching and many of them appear to be ready and willing to make changes in their English teaching practices.

### **3.3.3 The participants**

I took my 10 participants, 5 boys and 5 girls, from a class comprised of 50 junior three students from the school just described, consisting of 24 boys and 26 girls. As the first research of this kind, I aimed to describe and track the linguistic features of the best student writing, which can be a sample for the researchers and educators in this field in improving teaching and their teaching curriculum. I targeted this population based on Christie and Derewianka (2008), who describe what is possible in adolescent first language writing.

For this study, I operationalized the concept of “best student” as those students coming from one of the two most distinguished classes at the research site. Being placed in such a distinguished class is a two-step process; both steps are based on having received the highest scores on the school exams. In step 1, the students must earn high scores to be assigned to attend the NO.X High School, which has a national rating of A. In the national rating scale school systems are assigned one of five grades based on their students’ academic performance: A (the highest performing schools) B, C, D and E (the relatively lower performing schools). At every transitional stage, for example, from primary six to junior one, from junior three to senior one, students will be graded by placement tests. Those who obtain the highest marks can be accepted by A type schools, such as NO.X High School. Having been placed at NO.X High School, the students are tested again according to their interests and academic performance. Then, two classes of the most distinguished students will be chosen from each grade. For the present study, I have one class of the best students in this school as my participants.

The students have 40 minutes of English class every day, from Monday to Friday. In addition, there is a second class on Friday that is usually utilized either for the teachers to give feedbacks or sum up the points in their homework or learning in the past week, or for the teachers to give a mini test to the students. The motivation of the students at this school is relatively high, because they all have very good educational backgrounds and they all have a very clear goal in their mind: to aim for the best senior high school in Guangzhou.

### **3.4 Data collection**

The longitudinal data of this study comes from the participants' L2 English writing class over one school year: 2011-09 through 2012-07. In this section, I will describe the data (3.4.1), the stages in data collection (3.4.2), the transcription of the data (3.4.3), and the analysis of the data (3.4.4).

#### **3.4.1 Description of the data**

Each text in the corpus is about 100-120 words long, which is based on the requirement of the exam. The texts come from two sources: writing assignments and exam-based writing tasks. Students are given a writing task in each unit in the syllabus as writing assignment. Actually, according to the English teacher of the class I sampled texts from, at this school; students are required to write once a month. They put a lot of effort into practicing grammar and vocabulary. However, this is not linked to the writing task. In fact, typically, there are no systematic instructions on how to write. The students are simply given a topic and asked to write. Therefore, the students learn writing basically by their mimicking and digesting model texts from textbooks. At best, the teachers will discuss these texts only at the sentence level,

drawing attention to certain grammatical features and vocabulary items. The only other writing instruction students receive from their teacher is to recite the reading texts from textbooks aloud. For the exam-based writing, the second source of data collection, there is no instruction other than giving students information in Chinese on the chosen topic to help them to grasp the points in the exam. Therefore, for exam-writing, students merely need to interpret and re-shape the information about the topic; there is little need to innovate other than considering how to structure the writing. The assessment of the writing uses the traditional approach, which focuses on content, grammar and vocabulary.

Table 3.2 presents the details of each writing task over this yearlong study.

Table 3.2 Writing tasks the students have accomplished throughout a year

<b>Time</b>	<b>Topic</b>	<b>Details</b>
11th Sep 2011	Learn to smile	Advise others to smile (assignment)
11th Oct 2011	A letter to Mike	Write a letter to a friend, who is sick recently.
11th Nov 2011	Trip to Hangzhou	Sharing your travelling experiences to Hangzhou with your friends. (assignment)
11th Dec 2011	Steve Jobs	Describe Steve Jobs and his life.
12th Jan 2012	Lifelong learning	Discuss lifelong learning and how to practice it.
12th Feb 2012	An activity	Share an interesting activity. (assignment)
12th Mar	A letter to Alice	Write a letter to Alice and explain how to improve her relationship with her Mum.

Time	Topic	Details
2012		
8th Apr 2012	How to be a good learner?	State your views on how to be a good learner.
9th May 2012	Micro blog	Explore the advantages and disadvantages of micro blog. State your views on it.
10th Jun 2012	Charity sale	Share the charity sale took place in your school.

### 3.4.2 Stages in data collection

There were three stages in the data collection: the decision-making period, the pilot period and the main data collection period.

The first stage was to determine whether the school and the class were ideal for my Ph.D. study. With permission from the department head of English, I contacted the head teacher to look at the detailed information of the school and the target class. In addition, I was allowed to look at the students' writing assignments and their different learning materials (including textbooks, learning supplements, and their exam papers). I also went to their classroom for observations and talked to their teacher about various topics regarding the students' learning at this school. After several contacts and much communication with the head teacher, we both agreed to use the present class as my Ph.D. project participants. The head teacher and the department expressed their willingness to work and cooperate with me, saying that they need more research findings to support and boost their work.

The second stage of the data collection was piloting. The head teacher gave me several sets of students' writing. I analyzed each clause of the pilot data using the

theoretical framework I adopted in this study. This pilot period lasted from May 2010 to July 2010, which was the end of the second semester of form two. In order to better maintain the most natural output from the students' learning, we did not inform any of the subjects that their writing would be used for research.

The final stage was the main data collection period, which lasted from September 2011 until the end of June 2012. That means I collected data during the final academic year of the form 3 students. I kept in touch with the head teacher and obtained her cooperation in data collection. For the convenience of the head teacher, I collected data basically once every four weeks; however, we frequently communicated through online or face-to-face conversations. We agreed that the teacher would not adjust her teaching schedule to cater to my data collection. The students were given a writing task once a month. Each time, there was a writing task or an assignment; the head teacher would inform me immediately. She would grade all the writing tasks once after that and she would photocopy all the texts before giving them back to her students.

### **3.4.3 Transcription of the data**

All the texts were typed out, including any mistakes they contain, maintaining the original punctuation. For each text, the basic biographical information of each participant, like age, gender and number was noted. All the texts were numbered and sequenced chronologically, allowing for retrieval of individual texts and cross-sections of texts.

### **3.4.4 Analysis of the data**

The context-based text typology introduced in Section 3.4.1 is my framework for analysis and classification of the text types in the student writing. I will use the three metafunctions (specifically, the thematic analysis, modality analysis, and experiential and logical analyses) as the main framework to analyze the lexicogrammatical features of the texts (Halliday & Matthiessen, 2004). Next I will describe the three stages of data analysis.

#### **3.4.4.1 The initial stage**

The first stage began while data collection and transcription were in progress. As data arrived monthly, I saved and sequenced the data into different files and read the data comprehensively to obtain a first impression. I was sent 50 student samples. From this data pool and in conjunction with the head teacher, I selected 10 potentially suitable cases. I then evaluated each potentially suitable case as follows. First, I would read all the texts and grade them using the assessment criteria given by the school. Then, for writing assignments, I would compare my grading with the teacher's and the school's. If the writing was an exam task, I compared my grading with the panel of teachers' grading. In addition, I considered the students' English exam and writing record in the past one year, which proved to be a good way to choose the potential subjects. Combining the grading comparison and the previous academic performance record, 10 of the potential cases for my exhaustive analyses were chosen. Each participant had 5 writing samples; for each participant, I analyzed one of their writing samples.



For each of the 10 selected participants, I linked the texts to text typology by determining their location within it (see Figure 3.4). After the texts in the corpus were assigned to text types, I analyzed the texts based on the three variables that define context (field, mode and tenor). I mapped the contextual parameters of the texts based on the three variables.

After summarizing and defining the contexts, I conducted detailed analysis of the sample texts. I did four kinds of analyses, textual analysis, interpersonal analysis, experiential analysis and logical analysis. The purpose of the analyses at this stage was not to generate findings but to pilot the analyses in preparation for the main stages of the research.

#### **3.4.4.2 The middle stage: major data analysis**

With almost all data collected, typed and sequenced in the corpus, the longitudinal data were ready for analysis. There are five major steps for this massive data analysis stage: contextual analysis, textual analysis, interpersonal analysis, experiential analysis and logical analysis as shows in Figure 3.5.

First, I conducted contextual analysis using the context-based text typology described in Section 3.4.1 above (Matthiessen 2006, Matthiessen 2013a, 2013b, Matthiessen & Teruya 2014, Matthiessen, Teruya & Lam, 2010; Teruya 2007), Halliday's (1978) register framework and Martin & Rose's (2008) genre model. For contextual analysis, I included all 10 writing tasks to generate a map of text types the students experience over one academic year. I complemented this analysis by analyzing the 10 texts according to Martin's genre description. Next, I continued the contextual analysis

using Halliday's (1978) description of three variables in register: field, tenor and mode. As seen in Figure 3.2, each variable has its own sub-variable.

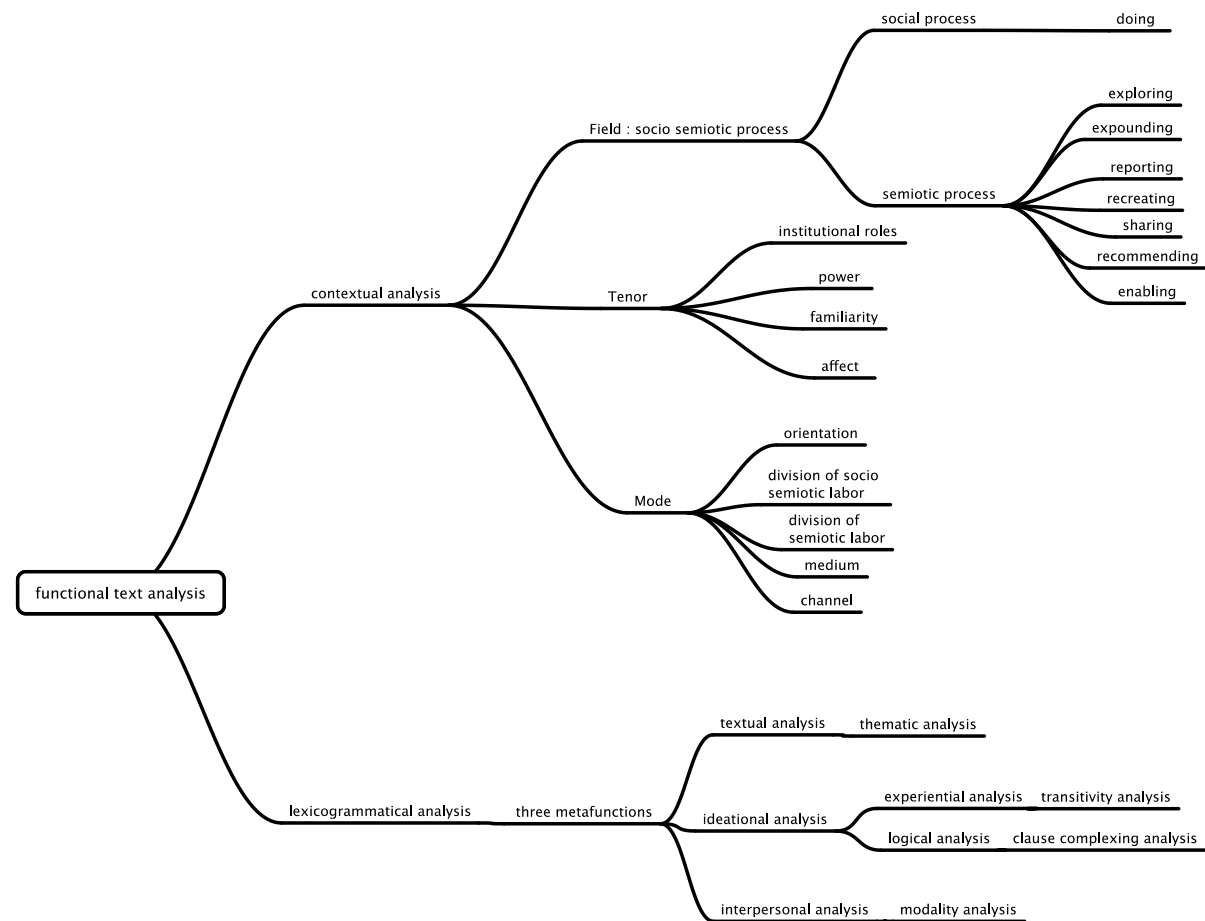


Figure 3.5 The analytical framework that the present study adopted

For the remaining stages of the massive data analysis, I analyzed the same amount of data with the first, fifth and the tenth writing tasks. In the second stage, I focused on a textual analysis of theme using an analytical framework that I culled from my literature review. At the text level, I chose Martin's (1992) macro-hyper theme to investigate how students organize information globally in a piece of text. At the paragraph level, I adopted Daneš (1974) model of thematic progression patterns to see how students deploy themes to form a logical and coherent paragraph. While at the clause level, to gain a better understanding of how theme is construed in the participants' writing, I looked at the distribution of different themes (textual, interpersonal and topical), multiple themes, and marked theme. All analyses were conducted manually. Relevant tables and figures will show the quantitative results. In addition to this quantitative analysis, I also include case studies at the end of the analysis to provide a glimpse of how students deploy theme in their writing.

Third, I conducted interpersonal analysis with the same amount data with a focus on the system of MODALITY from Halliday & Matthiessen (2004, 143-151); however, I utilized the methodological approach of analyzing modality in children's language developed by Torr (1995; 1998). I extracted all the instances of modality from the data and focused on the systems of TYPE, VALUE, and ORIENTATION. From this analysis, I generated the landscape of students' deployment of modal resources, which I will show in different tables and figures. I also include typical cases to demonstrate how students deploy modal resources in different registers.

Fourth, I conducted experiential analysis of all the data. I drew on the system of TRANSITIVITY (see section: 3.1.4.1) and focused mainly on the systems of PROCESS TYPE and of CIRCUMSTANTIATION. I categorized the 533 clauses that I extracted from

the texts into the six process types. I used Excel to generate the quantitative findings and map the landscape of process types employed by the students in their writing. I also analyzed all 533 clauses in terms of circumstantial elements, generating quantitative findings. Furthermore, I conducted registerial analysis of process type and circumstance too. As part of the summary of the linguistics features stemming from this experiential analysis, I will show some cases to illustrate how the students instantiate their meaning potential experientially.

Fifth, I analyzed students' lexicogrammatical resources by drawing on the system of CLAUSE COMPLEXING within the logical metafunction. Using the 533 extracted clauses, I first calculated the percentage of simplexes and complexes in students' writing. After that, I investigated the taxis, logico-semantic relations and the levels of the nexuses in students' writing. In the end, with a comprehensive summary of the deployment of clause complexes in students' writing, I also examined the registerial differences.

#### **3.4.4.3 Final stage: interpretation of the data analysis**

At this stage, all the analyses, including the resultant tables and figures, were checked by myself again to confirm the reliability of the findings and results generated to interpret the results. I refer to relevant research in first language and second language contexts. The insights that emerge from my analyses can inform writing instruction, curriculum reform and textbook design.

### **3.5 Summary of the chapter**

This chapter has described the methodology utilized in this longitudinal study of adolescent L2 writing in the Chinese mainland involving multiple perspectives on the writing by three students. Stemming from the main objective of the study, which is to investigate what text types and linguistic features I can identify in students' writing samples from one academic year of instructed English learning, the research questions were designed to explore both the individuals and the group in their writing development. SFL text analysis was adopted in analyzing the data. I have built a corpus of the students' writing for this research. Quantitative and qualitative methods were employed in the data analysis to secure the reliability of the findings. The findings interpret the significance of the study.

The next 7 chapters of my thesis will focus on different strands of analysis using the three metafunctions. They will include the major interpretations of the findings.

## **CHAPTER 4 FINDINGS: CONTEXTUAL ANALYSIS**

This chapter will report on the findings of the contextual analysis. I will start with a presentation of literature that focuses on studies of text types or genres in language learning, which helps conceptualize and frame the research questions that pertain to the domain of contextual analysis. Then, I will summarize the results and findings by mapping out the contextual parameters that the students deployed. Finally, I will discuss the features and problems that have been identified in this chapter.

### **4.1 Introduction**

In a functional perspective, there are at least two major aspects in learning a language — learning how to mean, and learning how to mean in different registers. First, learning a language means learning how to mean in the language (Halliday & Matthiessen, 2004, 110; Halliday, 1975). Meaning making is the heart of language learning, especially in how to make different texts function in different contexts. Mastering different types of texts operating in different contexts can help learners to make full use the linguistic resources in meaning making. Second, learning a language also means accumulating different registers operating in different contexts, thus gradually expanding one's registerial repertoire (Matthiessen, 2006). In order to expand their learners' registerial repertoires, language instructors must empower the learners by facilitating their engagement with different types of texts in different contexts. The present chapter will report on how the students demonstrated their active linguistic repertoires of text types in the course of one year of writing.

## **4.2 Literature review**

I will review the literature on text type studies in this section in the following streams: genre studies in primary and secondary education, genre studies in tertiary education, text typology studies. Then, I will raise the research questions that pertain to this chapter.

Traditionally, there are three major schools of genres that are widely recognized in the field of education (Hyon, 1996). They are the ESP School of genre (Swales, 1981), the North American School of genre (Miller, 1984) and the genre model of the Sydney School of SFL (Martin, Christie & Rothery, 1987). These different schools of genres offer different frameworks and cater to different users. I will elaborate on them with more details from the perspective of educational linguistics.

### **4.2.1 Genre studies in primary and secondary education**

The Sydney School investigates primary and secondary school texts (Martin & Rose, 2008). Its philosophies and conceptions of genre originated in a project that explored students' written texts in various subjects in a disadvantaged school in Sydney, Australia. The purpose of the project was to help the underachievers to become competent in their learning through mastering different genres that primary and secondary education required. This school of genre has exerted tremendous influence on academics in Australia and is gradually receiving more attention from the rest of the world. Over the past decades, numerous studies have been conducted within this framework. The most influential study is probably the latest conducted by Christie & Derewianka (2008) and Christie (2012). This study (Christie & Derewianka, 2008)



sampled students' texts from primary to late secondary school across different subjects in Australia to investigate how students' writing develops and what genres they need to write across the school years before university. They have identified typical genres in the students' writing in different subjects, and summarized their linguistic features. Similar studies investigating the genres of particular school subjects, e.g. history and English, have also been conducted. Coffin (1996, 2006) identified the genres of history texts from secondary history textbooks to investigate how the discourse of history is construed, and summarized the challenges these genres posed for students. In subject English, Christie & Derewianka (2008) summarized all the genres that students were required to write in the Australian context, and also mapped out the developmental changes of the linguistic resources in learning these typical genres in English across the school years.

These recent studies in the Sydney School of genre have broadened and deepened our understanding of how to apply the model of genre to the investigation of texts that students are required to learn at school. In addition, they have also provided us with important insights into how students' writing develops ontogenetically throughout the school years, such as the developmental trajectory of students' genres and related lexicogrammatical resources in meaning making.

In the past decades, the Sydney School (of SFL) of genre has played an important role in identifying genres that students have to master in their schooling, which has helped educationalists and teachers to sequence the students' learning paths by arranging different genres at different stages. However, the Sydney School of genre has not yet provided us with a holistic view of what is the general distribution of text types or

genres in students' learning. To be more scientific and accurate in sequencing all these texts, we need a more comprehensive model.

#### **4.2.2 Genre studies in tertiary education**

The ESP and the North America Schools of genre have dealt mostly with tertiary texts in language education.

The ESP school of genre originated in the teaching of academic writing to non-native English speakers who pursue their academic degrees in English-speaking countries (Swales, 1981; Swales, 1986; Swales, 1990a; Swales, 1990b; Swales, 1993; Swales & Feak, 1994). In the past decades, we have seen a proliferation of studies in this field emerge, like studies of research articles (Swales, 1981, 1990, 1993; Swales & Feak, 1994), science dissertations (Hopkins & Dudley-Evans, 1988), medical abstracts (Salager-Meyer, 1990), medical reports (Nwogu, 1991) and business letters (Bhatia, 1993). All these studies have exponentially boosted the teaching of academic writing in the ESL context. They have helped numerous students from all over the world who struggle with academic writing in English.

The North American School of genre, whose original focus was on L1 freshman composition, has gained less popularity in ESL contexts. It has focused on the teaching of L1 freshman composition (Miller, 1984), investigating texts from different institutions: hospitals (Schryer, 1993), scientific research institutes (Bazerman, 1988), tax accounting firms (Devitt, 1991) and bank offices (Smart, 1992; Smart, 1993).

Generally speaking, this school of genre deals with native speakers' texts, focusing on the rhetoric of the texts. Their purpose and aim are different from the present study. That is why I have drawn more on the other models.

#### **4.2.3 Text typology studies**

As well as the genre studies, we also have other theoretical lenses for looking at texts, like the context-based text typology introduced above in Section 3.4.1 (Matthiessen, Teruya & Lam, 2010; Matthiessen, 2013a,b). Matthiessen (2006) conceptualized second language learning as the gradual expansion of a learner's registerial repertoire. Pun (2011) applied the context-based text typology to investigate texts from Hong Kong secondary chemistry textbooks and identified the major text types and their lexicogrammatical features. The text types and the lexicogrammatical features are of great importance to educationalists to summarize what are the linguistic challenges for ESL students in learning chemistry through English and how language functions in knowledge construal in chemistry learning. Teruya (2009) applied text typology to investigate how adult intermediate Japanese learners progress from intermediate to advanced language learning by engaging with different text types. Guo (in press) undertook the registerial profiling of ESL textbooks from successive years of school in Hong Kong, showing how input is arranged for ESL teaching and learning.

#### **4.2.4 Learning path at primary and secondary level**

Matthiessen (pc) summarized what Christie & Derewianka (2008) and Coffin (2006) say about the sequence of genres in the history curriculum in Australian schools. He characterizes genres in terms of language as text types / registers. This sequence does

seem pedagogically quite well motivated because it represents a gradual increase in what students have to master as learn how to mean like historians (as Coffin, 2006), as shown in Figure 4.1.

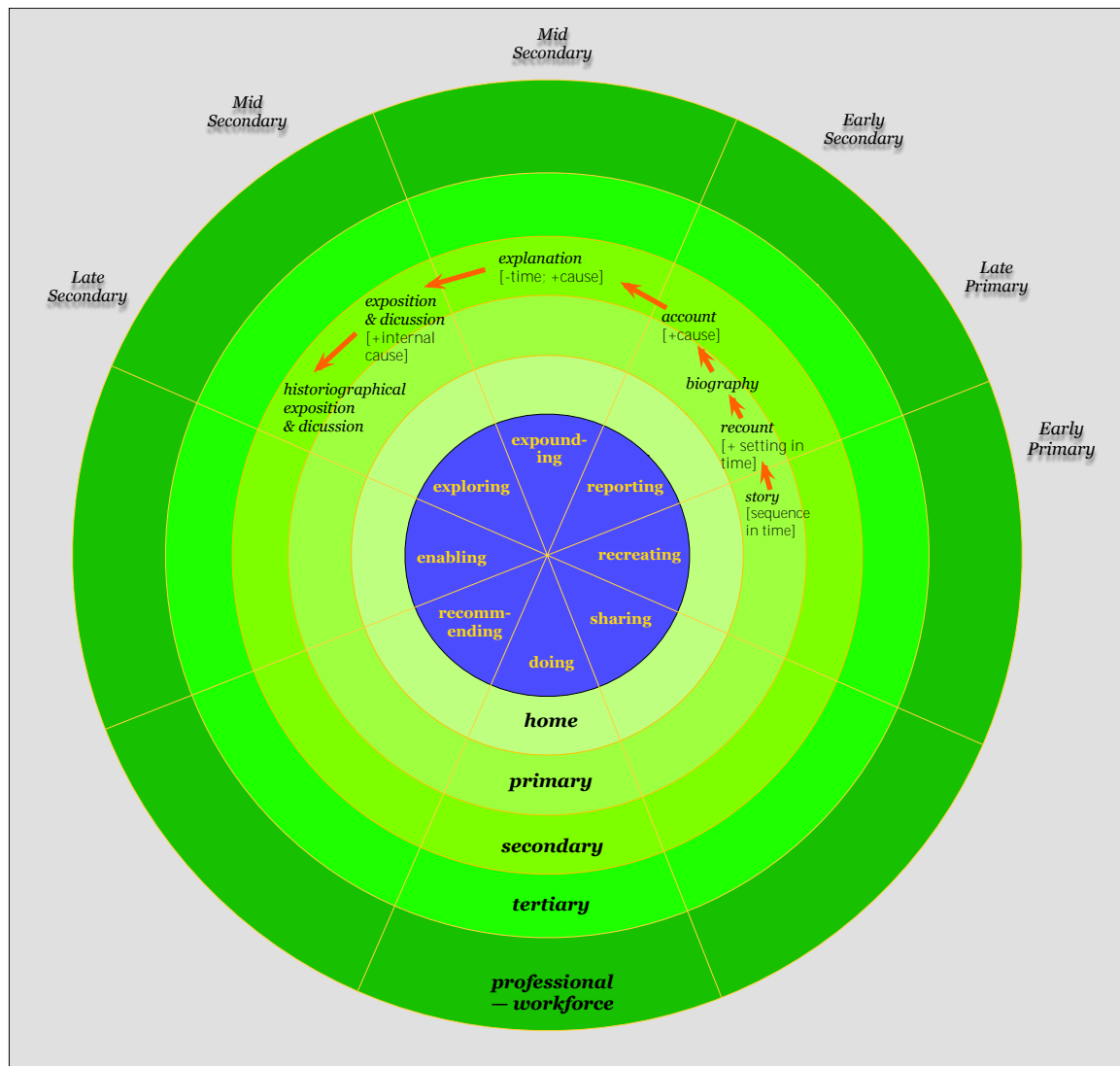


Figure 4.1 Learning paths that secondary students go through

The first they master the creation of strictly chronological accounts with attention to setting in time — historical recounts, biographies. Here's an example Matthiessen has analyzed in terms of RST (Rhetorical structural theory, Mann & Thompson, 1988):

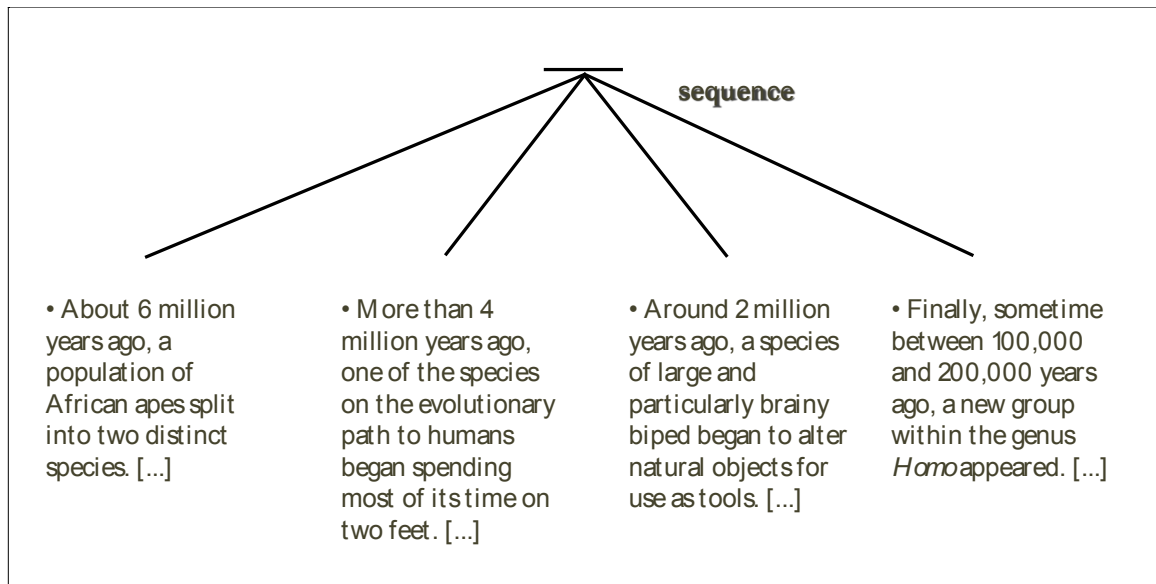


Figure 4.2 RST analysis of account

Having mastered the aspects of the meaning potential that they need to create such “verbal time lines”, they learn to add cause to time — historical accounts. These phases all take place within the ‘reporting’ context in the diagram — broadly speaking, they are learning the foundation of doing history — i.e. they are learning to record past events taking place over considerable periods of time. Having mastered the resources they need for tasks of this kind, they move into a context characterized by a different kind of field of activity, i.e. expounding rather than reporting. They now have to learn to background time and to foreground cause — to explain (classes of) events in history, like the examples Matthiessen has analyzed Coffin (2006) in terms of RST, as shown in figure 4.3.

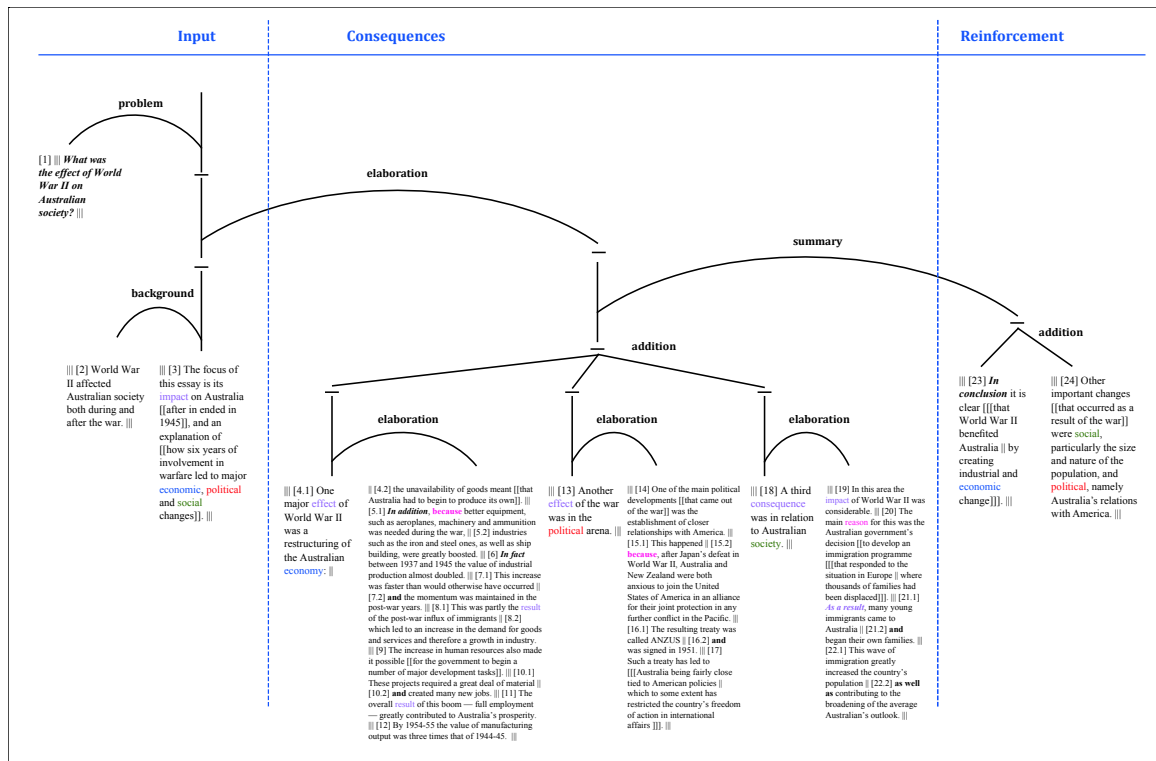


Figure 4.3 RST analysis of historical account

Having mastered the construal of causal relations between historical events — i.e. external cause, students are ready for a final move in terms of field of activity, adding ‘exploring’ to their repertoire of ‘reporting’ and ‘expounding’; they go from external cause to internal cause and learn how to problematize and argue about interpretations of history, as illustrated by one of the texts from Eggins, Martin & Wignell (1993) that Matthiessen has analyzed in terms of RST, a historical exposition, as shown in figure 2.4:

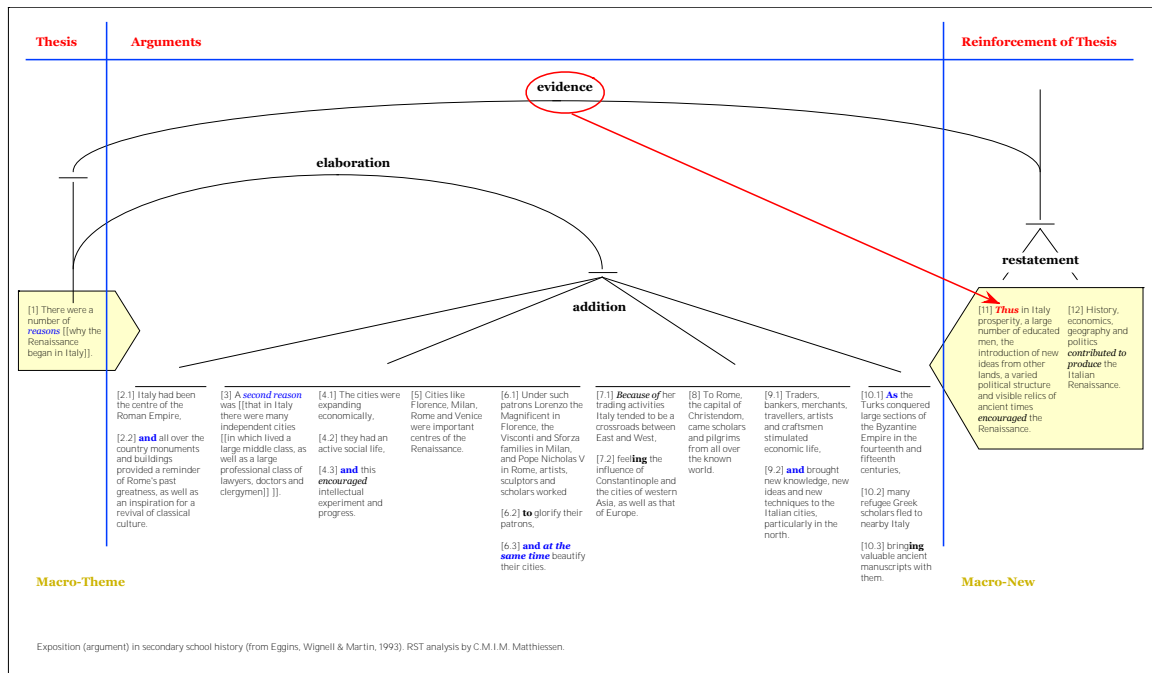


Figure 4.4 RST analysis of historical exposition

These studies show that registers could be sequenced in such a way that students are given the opportunity to expand their meaning potentials through registerial repertoires in an ordered way, learning simpler registers first and then moving on to increasingly more challenging ones.

Based on these studies, Matthiessen further compared and profiled the text types/registers that from different subjects, as shown in Figure 4.5.

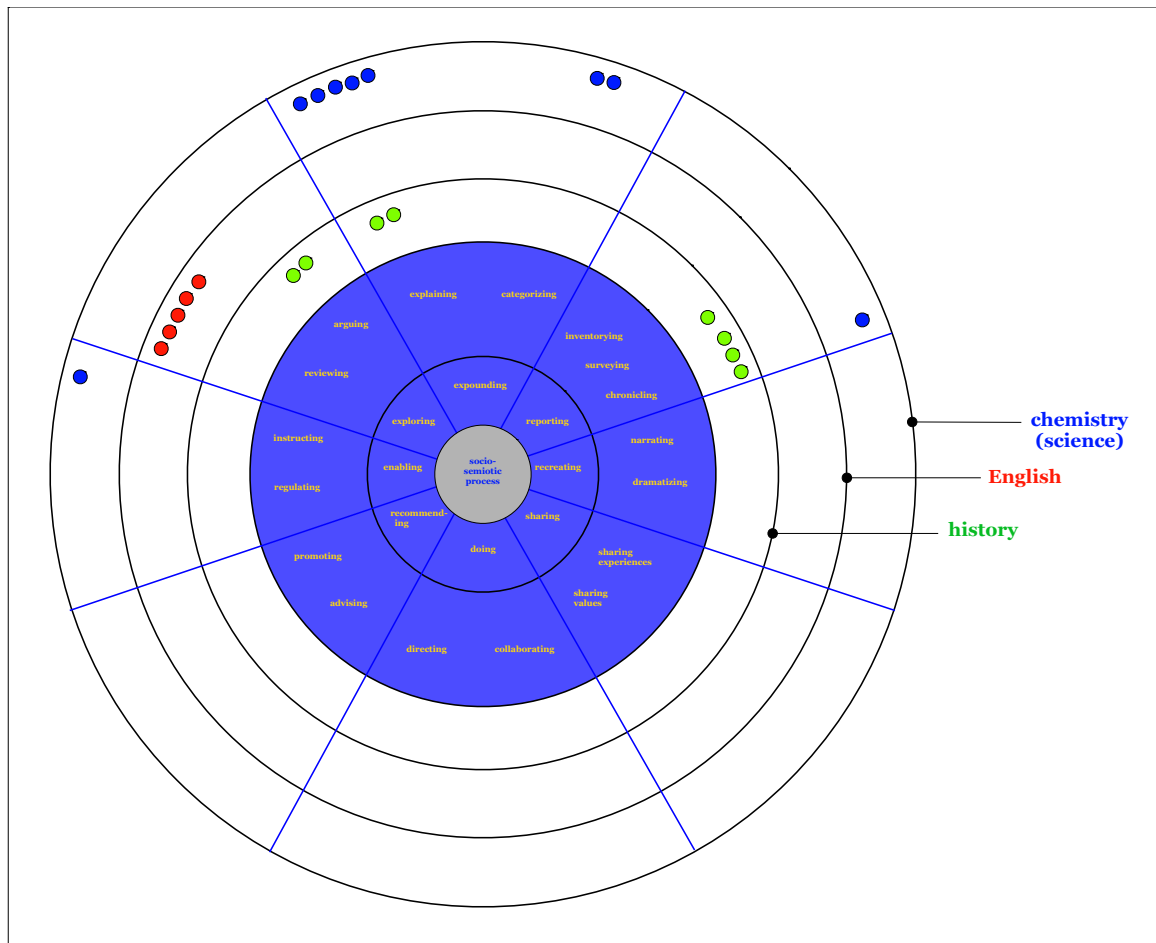


Figure 4.5 Registerial profiles of English, History and Science

Figure 4.5 simply shows the registerial profiles of English, History and Science (Christie & Derewianka, 2008; Coffin, 2006). It indicates that the students are given the opportunity to learn to write across the curriculum — the registers they are learning in their English classes, and the registers they are learning in other subjects.

However, as far as I can ascertain, no studies investigating learners' texts have adopted context-based text typology. This model is the one that has been adopted to conduct text type analysis with the data in the current study.



#### **4.2.5 Research questions**

Based on the literature I have discussed above, it is clear that genre is still one of the most important and dominant models in investigation of texts, especially learners' texts. In order to develop a richer picture of the students' writing, this study will investigate the textual data from two perspectives, that of the text typology model and that of the Sydney School (of SFL) genre model. Combined with the genre model, the present study aims to investigate the students' texts by deploying the text typology model (Matthiessen, Teruya and Lam, 2010; Matthiessen, 2013a, b).

#### **4.3 Methodology**

Since the theoretical framework, the participant, the research site and the data collection have been introduced in Chapter 3, I will not repeat this in this section.

#### **4.4 Results and findings**

##### **4.4.1 Background of the writing journey**

This section will deal with the ten writing tasks that the students addressed in their writing.

Table 3.2 shows the writing journey that the participants undertook during the two semesters at junior three. As indicated by the table, there were altogether ten writing tasks amounting to almost one per month. Most of the writing tasks were exam test writing tasks. However, the first and sixth were take-home assignments.

In writing task one; the students were required to discuss the benefits of keeping smiling and how to keep such a nice habit of smiling at everyone and everything. The second task required the students to write a letter to give some advice to a friend called Mike who often had been sick recently, advising him how to lead a healthy lifestyle and maintain good health. The third task was about sharing one's experience of a trip to Hangzhou. The students were required to recount the whole trip to Hangzhou to their friends. This provided opportunities for the students to practice using past tense and different verbs and adjectives to describe their past experiences. The fourth task was on the topic of Steve Jobs, the deceased CEO of Apple. Students were required to recount Steve Jobs bio-information chronologically and comment on his life. The last writing task of the first semester was on the topic of lifelong learning. It required the students to interpret lifelong learning according to their own understanding and to give ideas on how to accomplish lifelong learning. These are the first semester's writing tasks.

For the second semester, the first writing task was retelling an activity that the students had experienced. The second writing task was a letter to a friend named Alice, who had communication problems with her mum. The students were required to write a letter and give some ideas on how to improve the relationship between Alice and her mum. The third writing task of the second semester was about how to be a good learner. The students were required to provide different kinds of advice on how to be a good learner. The fourth writing task was about micro blog (a Chinese version of Twitter). The students were asked to discuss the advantages and disadvantages of micro blog and state their own opinions on it. The last writing

prompt was about a charity sale. The students were asked to report a charity sale that they had experienced in their school.

These are the ten writing prompts that the students wrote in response to over a year of schooling, the period of my one-year longitudinal study. I am going to deconstruct the students' writing within the frameworks of the context-based text typology summarized in Section 3.4.1 above and the theory of register provided by Halliday (1978).

#### **4.4.2 Field of activity: socio-semiotic process**

Based on Figure 3.3 above, Figure 4.1 summarizes the writing journey in the context-based text typology that the students have gone through. Among the eight socio-semiotic processes described in Section 3.4.1 above, I have identified four text types that are deployed in the students' writing. Characterized in terms of the eight socio-semiotic processes within context, they are recommending, sharing, reporting and exploring. Recommending is the most favored text type in the students' writing. It accounts for 50% of all the writing tasks. The second most favored type of text type is sharing, which accounts for 30% of all the students' writing. The fourth most favored types are exploring and reporting, each of which accounts for 10% respectively. As far as the other text types are concerned, I found no instances of deployment in a year of writing that's the focus of my longitudinal study.

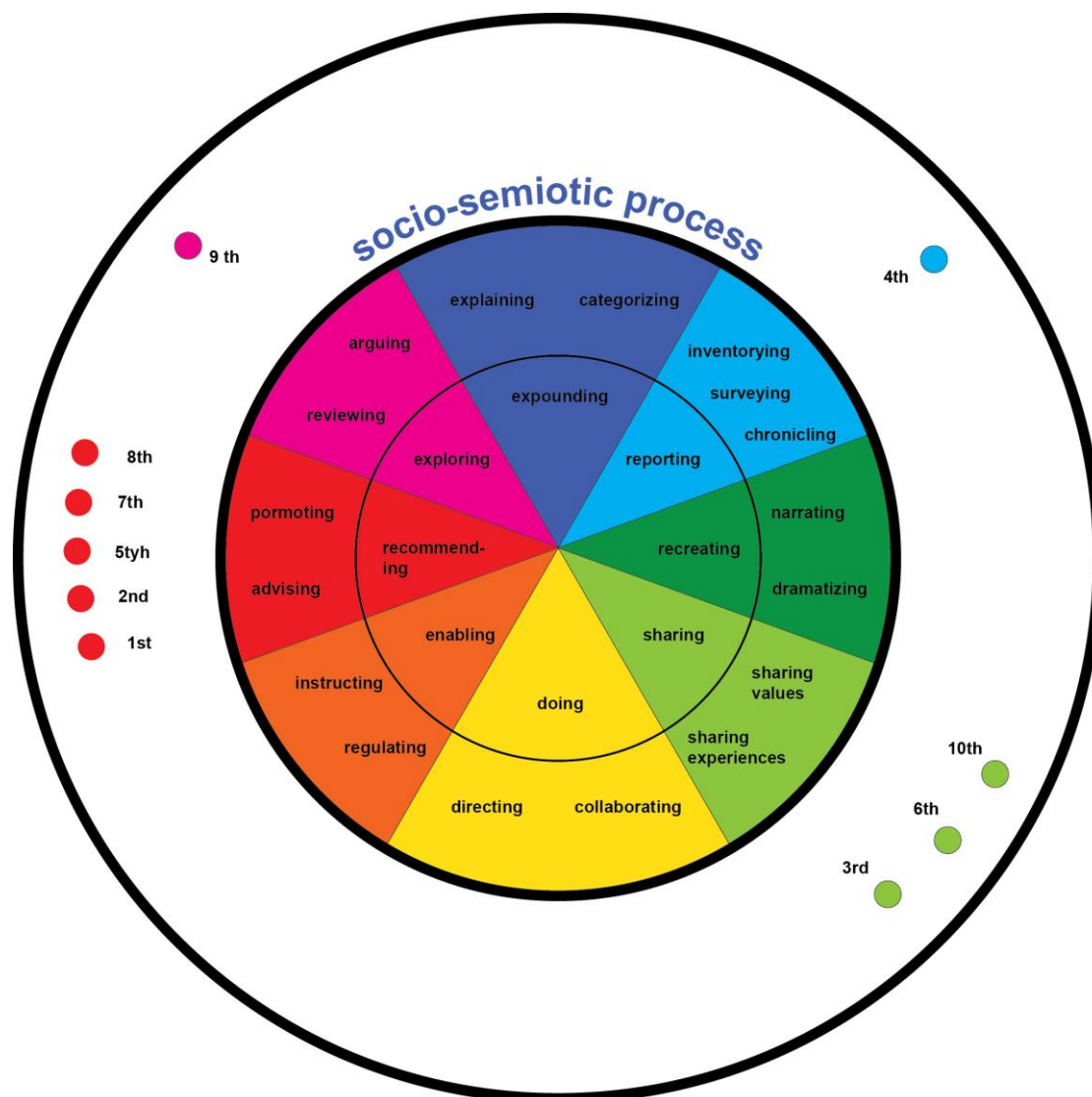


Figure 4.6 The students' writing tasks across the whole academic year

I then classified the text types according to the text typology to a further degree of delicacy, as shown in Figure 4.7. In the context of recommending, most of the writing tasks are advising. The students were required to state their opinions on some issues that are related to their daily lives and provide their suggestions and ideas on how to solve the problems. All of the sharing texts belong to sharing experiences rather than sharing values, where students were required to retell or talk about their personal experiences. Under exploring, students were required to argue rather than review. For example, under the topic the 'advantages and disadvantages of micro blog', the

students were required to support their identification of advantages or disadvantages with argumentation. Under reporting, the writing task involved is chronicling. The students were asked to recount Steve Job’s biographical information chronologically and state their opinions of Steve Jobs in the end of the biographical recount.

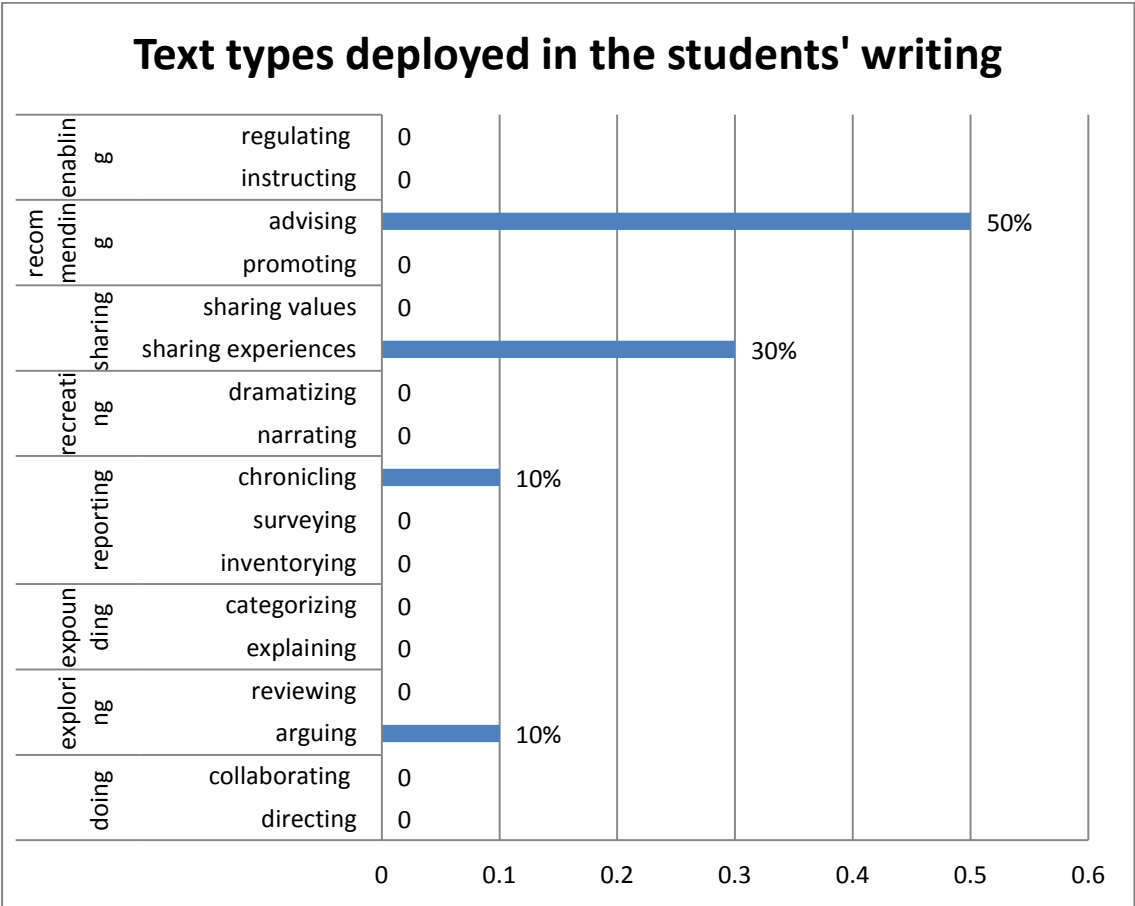


Figure 4.7 Text types that deployed in the students’ writing

I will use two cases from the students’ writing to illustrate the two most favored text types: recommending and sharing. These two examples represent the two pieces of typical texts from the same student in my study:

Student Number: No.1, Title: A letter to Mike, Text type: recommending

Dear Mike,

[1] I am sorry to hear that you get sick easily these days. [2] Here are some advice about how to have a healthy lifestyle.

[3] First of all, pay attention to what you eat. [4] Having a balanced diet is quite important. [5] Drink at least eight glasses of water per day. [6] Avoid food which are high in salt or sugar. [7] They can make you get ill easily.

[8] Second, having a good rest do good to your health. [9] It's necessary for you to go to bed early. [10] Then you can get up early without feeling tired the next day. [11] Make sure you get plenty of rest--at least 8 hours everyday.

[12] Third, you should do some sports, for example, doing morning exercise carefully. [13] I've been having the habit of going jogging very morning for years. [14] It makes me stay healthy. [15.0] So I'll be very pleased [15.1] if you would like to join me.

[16.0] Though it might be take time to get used to the following advice, [16.1] if you insist, [16.2] I'm sure you'll be healthier soon.

Best wishes!

Yours,

Simon

Student Number: No.1, Title: Trip to Hangzhou, Text type: sharing

Dear Friend,

[1] Last summer holiday, I went to Hangzhou by air with my parents for a trip. [2] Let me introduce my adventure to you. [3] I'm sure you will fall in love with Hangzhou as I do!

[4] On the first day of the trip, I went to the famous West Lake to go boating. [5] It was relaxing to see all the beautiful scenery, including the bridges and houses built in traditional style. [6] I took lots of photos in order to memorize the amazing views.

[7] The next day, I visited a small village with houses which have a long history. [8.0] I met a foreign tourist excitedly [8.1] and even became friends! [9] It was such a valuable experience for me.

[10.0] Hangzhou is not only famous for its beautiful views, [10.1]but also its delicious food. [11] I got a chance to try the famous Dongpo Pork. [12] It was named by Su Dongo, a great poet as well as a meat-lover in ancient China. [13] Dishes like the West lake fish and the Lion Head were worth trying too. [14] The food were so attractive that I put on much weight!

[15.0] Since Hangzhou was famous for its Dragon Well tea, [15.1] we went to shopping and bought some as gifts to friends. [16.0] Although the tea tasted good, [16.1] it was so expensive that I was shocked [16.2] when I saw the price!

[17] The trip to Hangzhou really made a deep impression on me. [18] It was one of the most fantastic cities I've ever been! [19] And I'm looking forward to visiting it again!

Yours,

Simon

These are two typical text types that I have identified in the students' writing. The first sample is recommending. The writer wrote a letter to his or her friend Mike, who was sick recently. The purpose of the letter is to greet Mike as well as to give him some advice on how to keep healthy. The writer started the letter with her greetings and continued to provide advice on how to keep healthy by listing the dos and don'ts. This is a piece of typical recommending text in the students' writing.

The second writing prompt is about sharing the writer's experience of traveling to Hangzhou. It is a piece of typical text of sharing: sharing experiences. The writer shared her experiences by writing a letter to her friend, recounting her trip. She signals the chronological organization of the text by deploying circumstances of time such as *on the first day of the trip*.

#### **4.4.3 Findings based on Halliday's theory of register and Martin's genre**

Drawing on Halliday's (1978) framework of context, I have deconstructed the writing tasks to see how the students configure their texts according to the requirements of the settings of the contextual variables of field, tenor and mode. Tables 4.2 and 4.3 show the details of the outer, educational contexts of the writing tasks and the inner contexts of the texts produced in response to the different writing tasks. The outer educational context of the writing consists of the field of the writing activities, the relationship between the writers and the instructors and the mode of the teaching and learning writing in this context. The inner context of the writing is comprised of the following: field, the activities, the experiential domain of the activities; tenor, the institutional roles, power relations, affect and familiarity between the writer and the

imagined readers; mode, division of labor, semiotics, orientation, medium and channel.

Table 4.1 “Outer” context of the students’ writing across the year

“Outer”, educational context	Learn to smile	Letter to a Mike	Trip to Hangzhou	Steve Jobs	Lifelong learning	An Activity	A Letter to Mum	How to be a Good Learner	Advantages and Disadvantages of Micro-blog	Charity Sale
Field	Practicing English composition	Practicing English composition	Practicing English composition	Practicing English composition	Practicing English composition	Practicing English composition	Practicing English composition	Practicing English composition	Practicing English composition	Practicing English composition
Tenor	Teacher- student	Teacher- student	Teacher- student	Teacher- student	Teacher- student	Teacher- student	Teacher- student	Teacher- student	Teacher- student	Teacher- student
Mode	Spoken or written instruction	Spoken or written instruction	Spoken or written instruction	Spoken or written instruction	Spoken or written instruction	Spoken or written instruction	Spoken or written instruction	Spoken or written instruction	Spoken or written instruction	Spoken or written instruction

As indicated in Table 4.1, the “outer” context of the students’ writing is the same under the three variables: field, tenor and mode. The field is that of practicing English composition. The tenor is determined by the teacher and student institutional relationship. The mode is spoken or written instruction. Therefore, there is no difference in the “outer” educational contexts among these writing tasks.



Table 4.2 “Inner” context of the students’ writing across the year

“Inner”, Context of text		Learn to smile	Letter to a Mike	Trip to Hangzhou	Steve Jobs	Lifelong learning	An Activity	A letter to Mum	How to be a good learner?	Advantages and disadvantages of micro blog	Charity sale
Field	Social-semiotic process	Recommending course of action: advising readers	Recommending course of action: advising readers	Sharing personal experiences	Reporting: chronicling events	Recommending course of action: advising readers	Sharing personal experiences	Sharing personal feelings	Recommending course of action: advising reader	Exploring the advantages and disadvantages of blog	Sharing an event
	Experiential domain	Effective social behavior: smile	Health	Trip to Hangzhou	Job’s life	Lifelong learning: suggestions and ideas	Extracurricular activities	Communication problems	Ways to be a good learner	Personal opinions on micro blog	Charity sale
Tenor	Institutional roles	Not clear	Friend to friend	Friend to friend	Not clear	Not clear	Not clear	Child to Mum	Not clear	Not clear	Not clear
	Power	Not clear	Equal	Equal	Not clear	Not clear	Not clear	Unequal	Not clear	Not clear	Not clear
	Familiarity	Not clear	Familiar	Familiar	Not clear	Not clear	Not clear	Familiar	Not clear	Not clear	Not clear
	Affect	Engaging readers: positive	Engaging reader: positive	Neutral	Neutral	Engaging reader: positive	Neutral	Neutral	Engaging readers: Positive	Engaging readers: Positive	Neutral
Mode	Orientation	Tenor-oriented	Tenor-oriented	Field-oriented	Field-oriented	Tenor-oriented	Field-oriented	Tenor-oriented	Field-oriented	Field-oriented	Field-oriented
	Division of socio-semiotic labor	Text constitutive of context	Text constitutive of context	Text constitutive of context	Text constitutive of context	Text constitutive of context	Text constitutive of context	Text constitutive of context	Text constitutive of context	Text constitutive of context	Text constitutive of context
	Division of semiotic labor	Language only	Language only	Language only	Language only	Language only	Language only	Language only	Language only	Language only	Language only
	Medium	Written	Written	Written	Written	Written	Written	Written	Written	Written	Written
	Channel	Hand-written	Hand-written	Hand-written	Hand-written	Hand-written	Hand-written	Hand-written	Hand-written	Hand-written	Hand-written
Genre		Advice column	Advice column	Recount	Biographical Recount	Advice column	Recount	Advice column	Advice column	Exposition	Recount

Based on the “outer” context to the “inner” context, Table 4.2 provides detailed information about each writing task. The following are the major findings of the inner context analyses.

#### **4.4.3.1 Field**

There are two sub-categories under field, which are socio-semiotic process and experiential domain. Socio-semiotic process is illustrated in Section 4.4.2. The experiential domains are interpersonal behavior (smiling), health, traveling, Jobs’ life, lifelong learning, extracurricular activities, communication, good learner, micro blog and charity sale. All these experiential domains are relevant to the students’ daily lives.

#### **4.4.3.2 Tenor**

According to Halliday (1978: 142-152), tenor is comprised of four sub-categories, which are institutional role, power, familiarity and affect. As for institutional roles, 70% of them are not clear in the writing task. Only the second, the third and the seventh writing tasks are clear. They are all letters by the students addressing their friends or family members. Power relations are also indeterminate. 70% of them are not clear while just 30% are clear. The three letters are equal in terms of power, as they are all letters to friends. It is the same with ‘familiarity’. 70% of all the writing tasks are not so clear on the degree of familiarity between readers and the writers. The three letters are clear in terms of the degree of familiarity, which accounts for 30% of all the writing tasks. As for affect, half of the writing tasks involve engaging the readers positively, while the rest of the writing tasks are neutral. The 1<sup>st</sup>, 3<sup>rd</sup>, 5<sup>th</sup>, 8<sup>th</sup>

and 9<sup>th</sup> writing tasks engage the reader positively by writing about smiling, lifelong learning, health, be a good learner and opinions on micro blog. The rest of the writing tasks are neutral in affect.

#### **4.4.3.3 Mode**

According to Halliday (1978: 142-152), there are five variables constituting mode. They are orientation, division of socio-semiotic labor, division of semiotic labor, medium and channel, summarized by Matthiessen ( pc). As indicated in Table 4.2, most of the writing tasks are the same with these five variables, except orientation. In orientation, half of the writing tasks are tenor-oriented, such as the letters that the students were asked to write. The other half of the writing tasks are field-oriented, such as trip to Hangzhou, Steve Jobs. The students were required to construe their experiences in these writing tasks. The division of socio-semiotic labor is text constitutive of context. The division of semiotic labor is language only. The medium is written. The channel of the communication is graphic: hand-writing. These are all the same across the writing tasks.

#### **4.4.3.4 Genre**

I shall now draw on Martin's description of genres (e.g. Martin & Rose 2008) to identify genres in the students' writing and to map their generic stages. Three genres can be identified in the students' writing:

- advice: the 1<sup>st</sup>, 2<sup>nd</sup>, 5<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> writing tasks;
- recount: the 3<sup>rd</sup>, 4<sup>th</sup>, 6<sup>th</sup> and 10<sup>th</sup> writing tasks; and
- exposition: the 9<sup>th</sup> writing task.

I will now illustrate the schematic structure of a typical text of each genre that I have identified in these texts.

Table 4.3 Comparison between the two models: socio-semiotic process and genre

field: socio-semiotic process		genre	generic stages	writing tasks
reporting	chronicling	biographical recount	(1) Orientation (2) Recount of the events (3) Moral lesson	4 <sup>th</sup>
sharing	experiences	personal recount	(1) Orientation (2) Recount of the events	3 <sup>rd</sup> , 6 <sup>th</sup> and 10 <sup>th</sup>
recommending	advising	advice	(1) Statement of the purpose (2) Suggestions (1.2.3...) (3) Ending	1 <sup>st</sup> , 2 <sup>nd</sup> , 5 <sup>th</sup> , 7 <sup>th</sup> and 8 <sup>th</sup>
exploring	arguing	discussion	(1) Specification of the issue (2) Pro and cons (3) Statement of opinion	9 <sup>th</sup>

### Sample one: Genre of Advice

Title: A letter to Mike, Student: No.1 Time of writing: 2<sup>nd</sup>.

Generic stages	Sample text
Statement of the purpose	Dear Mike, [1] I am sorry to hear that you get sick easily these days. [2] Here are some advice about how to have a healthy lifestyle.
Suggestion one	[3] First of all, pay attention to what you eat. [4] Having a balanced diet is quite important. [5] Drink at least eight glasses of water per day. [6] Avoid food which are high in salt or sugar. [7] They can make you get ill easily.
Suggestions two	[8] Second, having a good rest do good to your health. [9] It's necessary for you to go to bed early. [10] Then you can get up early without feeling tired the next day. [11] Make sure you get plenty of rest--at least 8 hours everyday.
Suggestion three	[12] Third, you should do some sports, for example, doing morning exercise carefully. [13] I've been having the habit of going jogging very morning for years. [14] It makes me stay healthy. [15.0] So I'll be very pleased [15.1] if you would like to join me.
End of the letter	[16.0] Though it might be take time to get used to the following advice, [16.1] if you insist, [16.2] I'm sure you'll be healthier soon. Best wishes! Yours, Simon

### Sample two: Genre of recount

Title: Steve Jobs, Student: No.1 Time of writing: 4<sup>th</sup>.

Generic stages	Sample text
Orientation	[1] Steve Jobs was famous as the former CEO of Apple Inc. [2] He was a man full of wisdom. [3] During his life, he never gave up.
Recount of the events	[4] In his 20s, he set up Apple Inc. in his parents' garage. [5] Nine years later, he was fired unfortunately. [6] However, failure didn't knock him down. [7] He found his aim again several months later. [8.0] He tried his best to work hard [8.1] and set up two more companies within five years. [9] The companies achieved great success. [10] Jobs soon became popular all around the world.
Moral recommendation	[11] "Nothing is impossible to a willing heart." [12] According to Jobs's story, we can learn that nothing is really over until the moment we stop trying. [13] So don't be afraid of fighting against difficulties. [14.0] Our dream will surely come true [14.1] as long as we insist.

These are two typical instances of the genres that I have identified in the students' writing.

## **4.5 Discussion**

In this section, I will present a discussion based on the analysis and findings presented in section 4.4.

### **4.5.1 Recommending: the dominant text type**

Among the four text types that I have identified, recommending is the most favored text type in the students' writing. Surprisingly, what I have found in the present study is quite different from what Christie & Derewianka (2008) found in the Australian context. In the Australian context, secondary school students write more sharing texts in subject English. According to Christie & Derewianka (2008), there is no instance of a recommending text found in the whole writing journey at secondary level. However, in the class I studied, half of the writing prompts are recommending texts. Teachers favor assigning tasks in which the students should provide suggestions or advice, such as how to keep smiling, how to be a good learner. The reason why teachers favor this type of writing tasks is because of the exam driven culture. In China, the exam still plays an essential role in assessing students' academic performance (Lee, 2013). Most of these writing tasks follow the style writing exam requirement. That is why the students in my study have written so many texts that are similar in terms of field of activity in their writing practice.

### **4.5.2 Tenor awareness**

Through the analysis of the “inner” context, I have found some very important details about tenor relations building in the students' writing: most of the writing tasks are not clear about tenor relations building. From the perspective of an outside observer,

they did not provide enough tenor information with the writing prompts that they assigned to the students. No tenor awareness is demonstrated in these writing prompts. From the perspective of the students, due to the lack of explicit information from the writing prompts provided, the students were never taught about the importance of developing the ability to write texts in contexts characterized by an increasing range of tenor values over time as they continue to learn to write texts belonging to different registers. Because of this, the texts written by the students were not clear about who is the addressee of the writing task. That is why we do not know whom are they addressing when we read their writing. So, if the teachers are aware of this and provide more detailed information on tenor to the students, the students definitely will be more informed on how to build up the field and the interpersonal relations between them and their imagined readers.

#### **4.5.3 Culturally marked text**

From the contextual analysis of these texts, we can learn that all these compositions are culturally marked from the perspective of educational view. The students tend to end their texts with a part that focuses on moral or educational lesson. They attempt to educate their cohorts by concluding their writing on the topic or issues arising in their writing tasks. I will illustrate this with some sample extracts from their writing.

In the reporting texts, after recounting Jobs' life, the writers like to end their writing by exhorting their cohorts to learn from Jobs:

[12] According to Jobs's story, we can learn that nothing is really over until the moment we stop trying.  
[13] So don't be afraid of fighting against difficulties. [14.0] Our dream will surely come true [14.1] as long as we insist.

(Extract from student No.1, 4<sup>th</sup> writing task)

In recommending, after discussing the advantages of lifelong learning, the writers end their texts by advising their fellow students to practice the principle of lifelong learning. Here is an example from a student's extract:

[12] In the way remembering that "the secret of success is the constancy of hard work," [13] we may have a more positive attitude towards lifelong learning. [14] I think the idea of lifelong learning should be widespread in order to live a more well-being life.

(Extract from student No. 6, 5<sup>th</sup> writing task)

As we can see from the samples above, no matter in which context, the students tend to address similar moral lessons at the end of their texts. This is quite an interesting finding in the present study.

#### **4.5.4 Variations of genres**

The genres that I have identified in the present study have their own characteristics. Motivated by the methodology deployed by Martin & Rose (2008) in describing genres, I have summarized the students' texts. Genres of advice, recount and exposition have been identified. However, when I attempted to map out their generic stages, I found that genres from the present study have differences and similarities to the genres described by Martin & Rose (2008), or Christie & Derewianka (2008). As we can see from the generic stages set out in Section 4.4.3.4 above, some of the differences are as follows: in addition to the typical stages in a specific genre, in every genre the writers tend to end their writing with some suggestions or ideas to seek to educate their cohorts. Furthermore, most of the advice appears in the form of a letter. Some of the advice is configured by different pieces of suggestions throughout the letter, while others consist of an explanation of a phenomenon and then suggestions. These are the variations that I have found in the ESL context.



#### **4.6 Summary of the chapter**

Chapter 4 has summarized the text types and genres that the students have written in this longitudinal study. The findings from text type analysis indicate that there is an uneven distribution of text types in the students' learning. Of all the ten writing tasks I have investigated, recommending is the most favored text type. Moreover, only four text types have been identified in the students' writing. They are recommending, sharing, exploring and reporting. The contextual analysis shows that the teachers and the students lack tenor awareness in the L2 writing instruction and writing. At the end of the chapter, I proposed the adoption the framework of register theory to empower the teachers to improve their instruction. Furthermore, teachers or educationalists should arrange the writing tasks as a principled progression of registers way so that students continue to meet new learning opportunities — new opportunities to expand their meaning potentials and teachers can track how well the students' progress is, which is aligned with what Matthiessen (2006) pointed that learners expand their personal meaning potentials by adding registers to their registerial repertoires. The findings from this chapter have shed some light on the teaching of ESL writing and the design of the writing curriculum. Chapter 5 will report findings of the thematic analysis.

## **CHAPTER 5 FINDINGS: THEMATIC ANALYSIS**

This chapter reports the findings from the thematic analysis within the textual metafunction. I will present a body of literature that specifically focuses on studies involving thematic analysis to conceptualize and frame the research questions that pertain to the domain of textual metafunction. I will then introduce the system of THEME as described in SFL, with a coding schema. Finally, I will summarize the findings and map out the lexicogrammatical resources the students deployed within the system of THEME. Based on the findings, I will also discuss the features and issues in the students' deployment of thematic resources.

### **5.1 Introduction**

I present a body of literature concerned with thematic analysis of different texts from various institutions so as to frame my research and conceptualize the research questions guiding it in this chapter.

#### **5.1.1 THEME in systemic functional linguistics**

Inspiring from his work in Chinese and drawing the tradition from the Prague school, the concept of THEME was borrowed and expanded by Halliday in SFL. Theme is the element that serves as the point of departure of the message (Halliday & Matthiessen, 2004: 64). It also locates and orients the clause within its discourse context. It plays a key role in starting a clause and leading to the construal of the texture of the whole piece of text. Matthiessen (1995b) demonstrated that THEME could be used as an enabling resource in the construal of knowledge in language.

### **5.1.2 Previous studies based on thematic analysis**

Thematic analysis and related research has attracted considerable attention from various researchers in the past decades :(1) Educational — studies of foreign / second language learning and teaching, studies of L1 academic writing, (2) other institutional settings: translation studies

(1) Educational contexts. In the context of foreign language teaching, Ryshina-Pankova's (2011) study indicated that German learners' ability to control and operate the various Themes in their L2 college German book reviews reflect their language advancedness. Through her cross-sectional data consisting of 56 book reviews written by three levels of L2 College German students in the German Department of Georgetown University, she showed that what she had hypothesized was right that the more advanced the students' German is, the better control of Themes they have. Based on her findings, she provided some hints on how to improve the design of the writing curriculum for advanced level L2 German learners.

Through thematic analysis, North (2005) found that it was possible to see the disciplinary differences between art and science students in their academic writing. Even though they were undergraduate students, there did exist disciplinary differences in their academic writing: art students write better than science students in terms of organizing Themes in their writing, for example, the manipulation of thematic progression in their writing.

In order to improve researchers' academic writing, Lores (2004) built up a corpus of abstracts by collecting 36 published research articles in the field of applied linguistics.

She found that linear and constant thematic developments were common in the two models of abstracts : two major types of rhetorical organization, here called the IMRD type and the CARS type.

The application of thematic analysis in the educational context is mostly restricted to tertiary education context as we can learn from the literature. The present study will extend the context from tertiary education to secondary education to gain more findings from secondary ESL writing studies.

(2) In addition to educational contexts, thematic analysis has been applied to contexts in other institutions — including professional communication, and translation. In professional communication, Cheung (2011) collected 7664 texts to study the differences of Theme composition between Chinese and English. Based on the randomly chosen 160 texts chosen for exhaustive analysis (80 Chinese and 80 English), he found that the differences in Theme construal between Chinese and English texts lie in the different cultural expectation and grammatical structures between the two languages. He proposed in the conclusion that this comparative thematic analysis can enhance the cross culture communication in business communication.

In translation studies, there have been a number of studies based on theme analysis, including Spanish and English (Munday, 2000), Korean and English (Kim, 2007). Williams (2009) demonstrated that using the technique of thematic progression would help the translator in translating.

Thematic analysis has been applied to many different fields with various texts and has yielded many findings. Yet, we haven't seen any application of thematic analysis in adolescent ESL learners' written text. If we can provide more insights to the selections of Themes in English texts written by secondary ESL learners, we will certainly enrich and expand the field of thematic analysis. In return, these findings will feedback to the teaching of L2 English writing.

### 5.1.3 Frameworks of thematic analysis

In order to have a clearer picture of the area of investigation and analytical frameworks that the most recent research has deployed, I have synthesized the details and tabulated them, as shows in Table 5.1

Table 5.1 Comparison of the field and analytical frameworks of recent studies

Year	Author	Field	Corpus	Methodology (Analytical Framework)			
				Simple & multiple Theme	Markedness	Topical Theme	Thematic progression
2011	Cheung	Business Communication	Promotion Pamphlet	N/A	N/A	Theme selection	N/A
2005	North	Academic writing	History writing	Orientating Theme	N/A	Topical Theme	N/A
2004	Lores	Academic writing	Abstract	N/A	N/A	N/A	Thematic patterning
2003	Martinez	Academic writing	Biology articles	Multiple Themes	Markedness	Structure of topical Theme	N/A
2011	Adebola	Daily communication	Text messages	Multiple Themes	Markedness	N/A	N/A
2003	Taboada & Lavid	Conversation	Appointment-scheduling dialogues	Multiple Themes	Markedness	Topical Theme	Thematic patterning

As Table 5.1 shows, thematic analysis has been applied to many areas. However, most of the studies drew selectively from the system of THEME while there is no study looking at the whole system comprehensively. Furthermore, data for these studies are texts produced by adults, which is a relatively stable language system compared with adolescent and children's evolving language systems. Therefore, this chapter aims to shed some light on adolescent English L2 writing in China.

Given the observations above, the present chapter, aims to address the following research questions:

- (1) Textually speaking, how do students deploy the THEME system in organizing the “flow of information” in their texts in order to guide their readers, at clause, paragraph and text level?
- (2) Does the deployment of different Themes reflect registerial differences? How do deployments differ?
- (3) Does the present study have any implications for pedagogy and curriculum design?

## **5.2 Methodology**

### **5.2.1 Coding**

I explore the system of THEME in the students' writing. Figure 5.1 represents the theoretical and descriptive framework that I have developed from the system of THEME in SFL, with which I aim to explore the students' writing at three levels of a text: clause, paragraph and text.

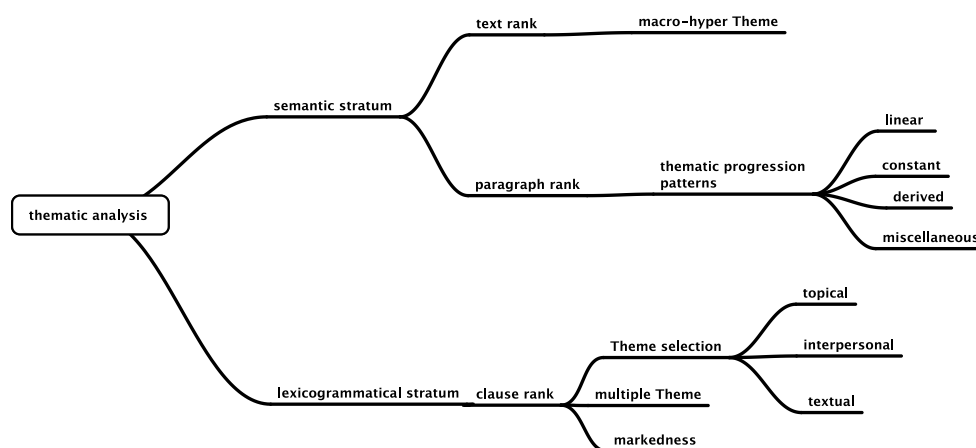


Figure 5.1 The theoretical framework for the thematic analysis

As indicated in Figure 5.1, I will draw on the whole system of THEME to investigate the students' writing, exploring how the students deploy THEME at different levels of their writing to construe the texture of a piece of text. Based on this framework, I will elaborate more on the coding of the data in the coming sections.

### 5.2.1.1 Three types of Themes

In the identification of different types of Themes, I followed the methodology provided by Martin, Matthiessen, & Painter (2010).

Table 5.2 Three types of Themes

Classification	Thematic element	Instance
Ideational Theme	Participant	<i>Michael Halliday</i> founded the Sydney school of linguistics.
	Circumstance	<i>In 2010</i> , she went to Italy to do research.
	Process	<i>Avoid</i> the food that is high fat.
Interpersonal Theme	Finite	<i>Shall</i> we go to the party tonight?
	Wh-element	<i>Why</i> didn't they show up in the class?
	Vocative	<i>Jenny</i> , let's finish our project today.
	Adjunct (interpersonal)	<i>Luckily</i> , she caught up with the last bus back.
Textual Theme	Structural conjunction	He usually comes to work at nine in the morning; <i>but</i> today, he was two hours late.
	Relative	We had a great dinner, <i>which</i> was cooked by Mandy.
	Conjunctive	<i>Finally</i> , I finished all the tasks.
	Continuative	<i>Well</i> , I won't follow this methodology to do the study.

### 5.2.1.2 Markedness

As for markedness analysis, I also applied the framework provided by Martin, Matthiessen, & Painter (2010). In their approach, markedness means the Theme is not the subject of the clause, while for unmarked theme; it is the subject of the clause. The following examples illustrate this:

Marked Theme:

Circumstance:

*On the first day*, we went to the campus and did the orientation. (Time)

*Slowly*, he walked around the house. (Manner)

Process:



(1) *Says* Mr Morrison.

Participant:

*The best student in the class* you deserve the title.

In addition to these three types, other types of Themes in this study were coded as unmarked Theme. I deployed the following approach outlined in subsection 5.2.1.1 to identify marked and unmarked Theme.

### **5.2.1.3 Multiple Theme**

When the Theme of a clause is comprised of more than topical Theme, it is referred to as multiple Theme. Halliday (1967a) mentioned multiple Theme in his book and demonstrated how to identify multiple Theme in a clause. There can be several combinations of the multiple Theme, for example, interpersonal Theme + topical Theme, Textual + topical Theme, or textual Theme + interpersonal Theme + topical Theme. Whatever the combination and the order of these Themes are in the clause, as long as the textual Theme and the interpersonal Theme are placed before the topical Theme, it is considered to be multiple Theme. Halliday's (e.g. 1967a/8) principle is that in English the Theme extends up to and includes the first experiential element of the clause (the topical part of the Theme).

I provide some examples in Table 5.3

Table 5.3 Examples of multiple Themes

Theme			Rheme
textual	interpersonal	topical	
And	luckily,	she	was alright.
Well	apparently,	the concert	will be cancelled tonight.
However,	/	she	failed again.
/	Sadly,	we	missed the bus.

I will carry out the thematic analysis based on Halliday's description of the system of THEME.

#### 5.2.1.4 Thematic progression patterns

Since I have shown how to code the selections of clausal Themes in the students' writing, I will focus on the progression patterns of Themes in the students' writing at paragraph level in this part.

Daneš (1974) model of thematic progression encompasses three typical thematic progression (henceforth TP) patterns: linear TP, constant TP and derived TP.

(1) Linear TP pattern is one of the most basic patterns in which the Rheme of the previous clause is picked up as the Theme of the subsequent clause, as shown in the following example:

"The parents went to *the teacher*. *The teacher* accepted to shoulder the responsibility to supervise these *naughty students*. *The students* finally listened to the teacher and cooperated in the class."

(2) Constant TP

In this pattern, the Theme of each clause is the same, even though not necessarily identical in wording; for example:

“*She* saw the stranger was approaching her door, but *she* didn’t open the door for him. *She* got frightened by the experience last time she had. *She* pretended there was nobody in the house and kept hiding in some corner of the house.”

### (3) Derived TP

In this pattern, different Themes are derived from the same topic. In the following example, taken from Daneš (1974: 120), New Jersey in the first clause functions as the sub-topic from which the subsequent Themes are derived:

“*New Jersey* is flat along the coast and southern portion; the north-western region is mountainous. *The coastal climate* is mild, but there is considerable cold in the mountain areas during the winter months. *Summers* are fairly hot. *The leading industrial production* includes chemicals, processes food, coal, petroleum, metals and electrical equipment. *The most important cities* are Newark, Jersey City, Paterson, Trenton, Camden. *Vacation districts* include Asbury Park, Lakewood, Cape May, and others.

In addition to these three main patterns, there exist some patterns that Daneš did not cover. In my coding system, I labeled these Themes as “miscellaneous” type. These are the coding schemas of TP patterns in this study, which I expand upon below.

#### 5.2.1.5 Macro and hyper Theme

I deployed Martin’s (1992) model to identify macro-Theme and hyper-Theme in the students’ writing. According to Martin, macro Theme can be viewed at the level of a whole text; hyper-Theme is at the level of a paragraph, while Theme is at the level of a clause. Similar to Halliday’s (1981) analogy between text and clause, he proposed this classification to show that thematicity does not operate just at clause level, but also beyond this “micro-level” at higher levels — viz. the paragraph and the text. This analysis system offers a more comprehensive account of the texture of a text.

Therefore, in Martin's (1992) account: macro Theme is a sentence or set of sentences which predicts a series of hyper-Themes, while hyper-Themes are the introductory sentences of paragraphs that predict the interaction of different clausal Themes in the paragraphs they introduce. Hyper-Themes help specify the topic of the paragraph, providing an orientation for the sub-topics specified by clausal Themes. In this study, hyper-Theme is like the topic sentence of a paragraph. Here I will illustrate the thematic principle with the following example from one of the students:

(Macro Theme is in bold; Hyper-Theme is in italics.)

Example:

I am sorry to hear that you get sick easily these days. **Here are some advice about how to have a healthy lifestyle.**

*First of all, pay attention to what you eat.* Having a balanced diet is quite important. Drink at least eight glasses of water per day. Avoid food which are high in salt or sugar. They can make you get ill easily.

*Second, having a good rest do good to your health.* It's necessary for you to go to bed early. Then you can get up early without feeling tired the next day. Make sure you get plenty of rest--at least 8 hours every day.

*Third, you should do some sports,* for example, doing morning exercise carefully. I've been having the habit of going jogging very morning for years. It makes me stay healthy. So I'll be very pleased if you would like to join me.

Though it might be take time to get used to the following advice, if you insist, I'm sure you'll be healthier soon.

(No.1, 3<sup>rd</sup> Writing task: A Letter to Mike)

### 5.3 Results and findings

#### 5.3.1 Overall deployment of different types of Themes

The overall employment of different types of Themes is summarized in Figure 5.2.

As shown in Figure 5.2, the majority of the Themes in the students' writing are topical Themes, which account for 72.5% of all Themes (percentage of clauses with a topical Theme: total: 533 clauses). 24% of the Themes in the students' writing are textual Themes, while the least frequent type of Theme is interpersonal Theme, at 3.5%.

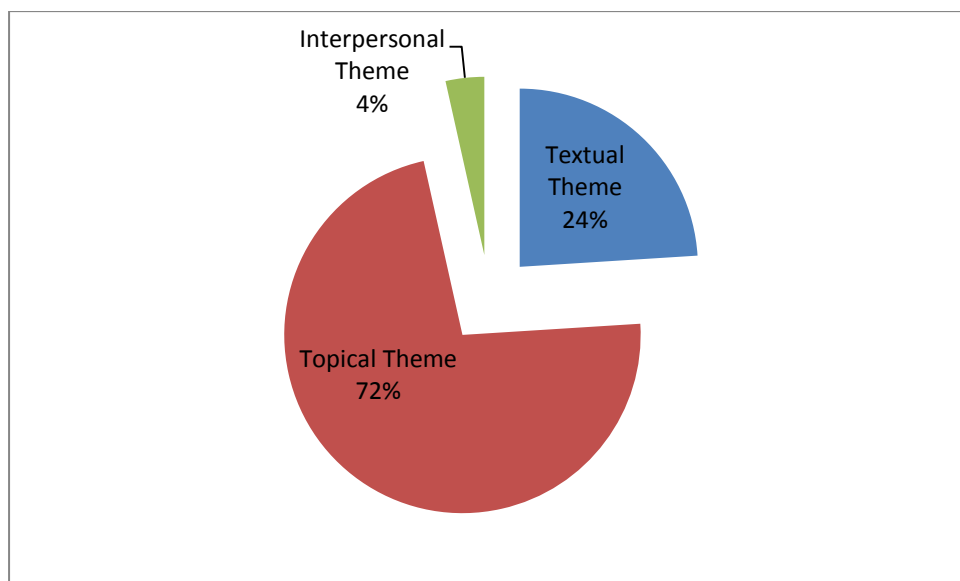


Figure 5.2 Different types of Themes deployed in the students' writing

##### 5.3.1.1 Details on different Themes

Based on the classification of the different types of Themes presented in Section 5.3.1 immediately above, I will now zoom in to look at the selections of different Themes.

### 5.3.1.1.1 Topical Theme

I identified various topical Themes in the students' writing. According to the taxonomy of topical Theme provided by Halliday & Matthiessen (2004: 79-87), I have summarized the topical Themes in the students' writing as follows: Figure 5.3.

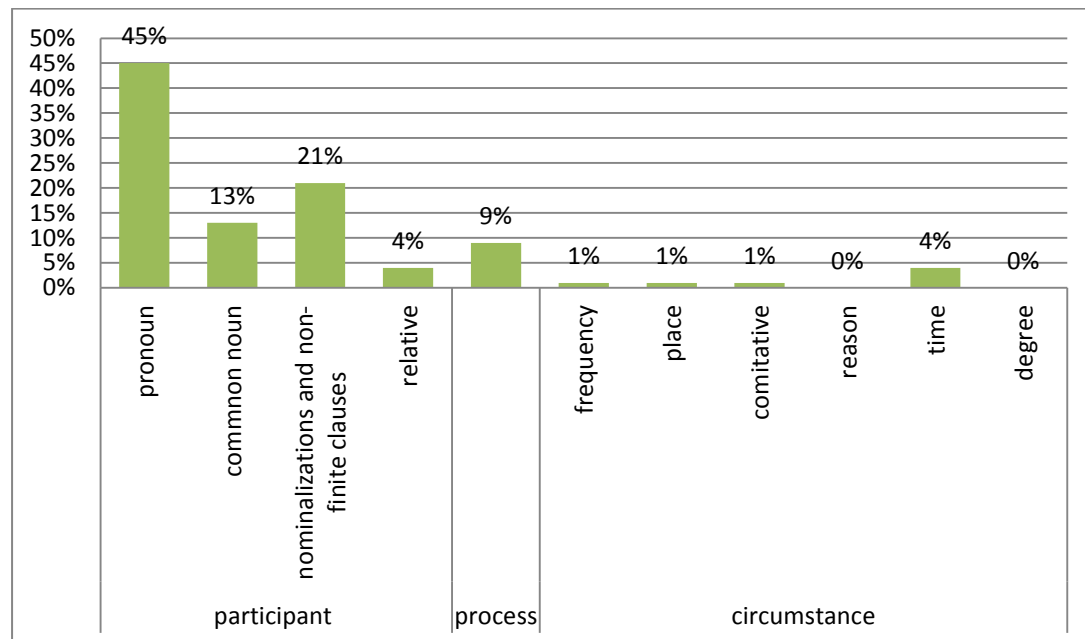


Figure 5.3 Topical Themes in the students' writing

As indicated from Figure 5.3, three main types of topical Themes have been identified in the students' writing:

- 83% of the topical Themes are participants.
- 9% of the topical Themes are processes.
- while 7% of the topical Themes are circumstances.

Participant Themes are pronouns, common nouns, nominalizations or relatives. There is no sub-type in process. Circumstantial Themes cover frequency, place, comitative, reason, time and degree.

### 5.3.1.1.1 Participant as topical Theme

As I mentioned at the beginning of this section, 83% of the topical Themes are participants — realized by one of four different types of nominal group: pronoun, common noun, relative and nominalization. Among these four types, pronouns are the most frequent, at 45%, followed by nominalizations at 21%, common nouns: other (not nominalizations) at 13% and relatives at 4%. Examples are as follows:

Pronoun as participant

(1) *It's* a symbol of happiness. (No. 1, 1<sup>st</sup> writing task)

(2) *This* can be a key to success. (No. 1, 1<sup>st</sup> writing task)

Common noun as participant

(1) *The activity* was very interesting. (No.3, 10<sup>th</sup> writing task)

(2) However, *micro blog* has many disadvantages too. (No.5, 9<sup>th</sup> writing task)

Nominalizations and non-finite clauses as participant

(1) *Sleeping enough* is important. (No.4, 2<sup>nd</sup> writing task)

(2) *Doing well* in classes is the most important. (No. 5, 8<sup>th</sup> writing task)

Relative as participant

(1) *What's* more,... (No.7, 1<sup>st</sup> writing task)

### 5.3.1.1.2 Process as topical Theme

9% of the topical Themes are processes. Most of these cases appear at the end where authors want to express their opinions on something or give some ideas or solutions to some problems. Here are some examples:

(1) *Don't stop* learning until you die. (No.1, 5<sup>th</sup> writing task)

(2) *Drink* at least eight glasses of water per day. (No.1, 2<sup>nd</sup> writing task)

#### **5.3.1.1.3 Circumstance as topical Theme**

Circumstance as topical Theme accounts for 7% of all the topical Themes identified in the students' writing. For some types of circumstance there is only one case in 533 clauses, which is so infrequent that these instances can be ignored. However, among these sub-types, there are some circumstances that are deployed more often than the rest. Here are some examples from the data:

Time

(1) *This morning*, our school had a charity sale on the playground. (No. 1, 10<sup>th</sup> writing task)

(2) *In 5 years*, he started 2 new IT companies. (No. 2, 4<sup>th</sup> writing task)

Comitative

(1) *Without this*, a man could never stand. (No. 9, 1<sup>st</sup> writing task)

#### **5.3.1.1.2 Interpersonal Theme**

Since the data are written texts, interpersonal Theme is rare. Out of the 533 clauses that I analyzed, there are only 18 interpersonal Themes. Three types of interpersonal Theme, identified according to Halliday & Matthiessen (2004) and Martin, Matthiessen & Painter (2010), namely the Finite and modal Adjunct (including mental clauses serving as explicitly subjective expressions of modality). No cases of WH-element and Vocative have been identified. Wh-interrogative and Vocative are seldom deployed in these registers. Below, I present some typical cases of interpersonal Theme.



#### **5.3.1.1.2.1. Finite as interpersonal Theme**

In ‘negative imperative’ clauses, Finites serve as interpersonal Theme; for example:

*Don’t* be selfish of giving out your smile. (No. 9, 1<sup>st</sup> writing task)

*Don’t* stop learning until you die. (No. 1, 5<sup>th</sup> writing task)

*Don’t* treat leaving school as the end of learning. (No. 10, 5<sup>th</sup> writing task)

The students deployed these kinds of interpersonal Theme in their writing when they come to use imperative clauses. Most of the time, they use interpersonal Theme in the context of recommending.

#### **5.3.1.1.2.2. Adjunct as interpersonal Theme**

In the students’ writing, Adjunct also serves as interpersonal Theme, for example:

*Psychologically*, smiling can be the best way to stay positive. (No. 6, 1<sup>st</sup> writing task)

*Apparently*, we do benefit from a great deal from lifelong learning. (No. 6, 5<sup>th</sup> writing task)

*Most importantly*, it’s the best way for you to enrich yourself with knowledge and become useful and wise person indeed. (No. 7, 5<sup>th</sup> writing task)

The deployment of Adjunct as interpersonal Theme shows that the students use these adjuncts to strengthen their voice and opinion on some topic or statement, where they explicitly show their views and opinions.

#### **5.3.1.1.2.3. First or second person “mental” clauses as interpersonal Theme**

Some instances of mental clauses as interpersonal Theme also appear in the data, although they are not frequent; for example:

*I think* it's really a wonderful idea to hold the charity sale. (No. 4, 10<sup>th</sup> writing task)

The students deploy “I think”, i.e. metaphorical modality of probability, in their writing to give their opinions and ideas on some topics. Findings from the present study have some resonance with what Christie and Derewianka (2008) found. As novice writers, students will deploy more every day, simple and more spoken-like language to express their meanings.

#### **5.3.1.1.3 Textual Theme**

In this section, I focus on textual Themes in the students' writing, using Halliday & Matthiessen's (2004: 79-87) differentiation of three different components in textual Theme: continuatives, conjunctives and the conjunctive Adjunct. Since all of the data are written texts, no case of continuatives as textual Theme has been identified. Details for the other two types appear in the following sections.

##### **5.3.1.1.3.1 Textual Theme construction**

Table 5.4 shows the number of cases of the textual Theme in the students' writing.

#### **Conjunction as Textual Theme**

As Table 5.4 below shows, there are a total of 143 cases of conjunction deployed in the data. Hypotactic conjunctions account for 47.5% while paratactic conjunctions account for 52.5%.

Table 5.4 Conjunction as textual Theme

Type	Example	Number	Percentage
Hypotactic	As, because, when, since ...	68	47.50%
Paratactic	And, but, so, then, or, for	75	52.50%
Total		143	100%

#### Conjunctive Adjunct as textual Theme

As shown in Table 5.5, there are 8 types of conjunctive Adjuncts in the students' writing. Among these, "temporal" and "adversative" are the two most common types, both at 29%. The "additive" covers 17%, while each of the other types appears only once.

Table 5.5 Conjunctive adjunct as textual Theme

Type	Example	Number	Percentage
Additive	As well as, besides	4	17%
Adversative	On the other hand, however	7	29%
Appositive	In other words	1	4%
Causal	therefore	1	4%
Summative	All in all, in a word	2	8%
Temporal	Firstly, at last, in the end	7	29%
Variative	instead	1	4%
Verificative	In fact	1	4%
Total		24	100%

### 5.3.2 Multiple and simple Theme

In this section, I will report how the students deploy multiple and simple Theme in their writing. The findings are presented in Figure 5.4:

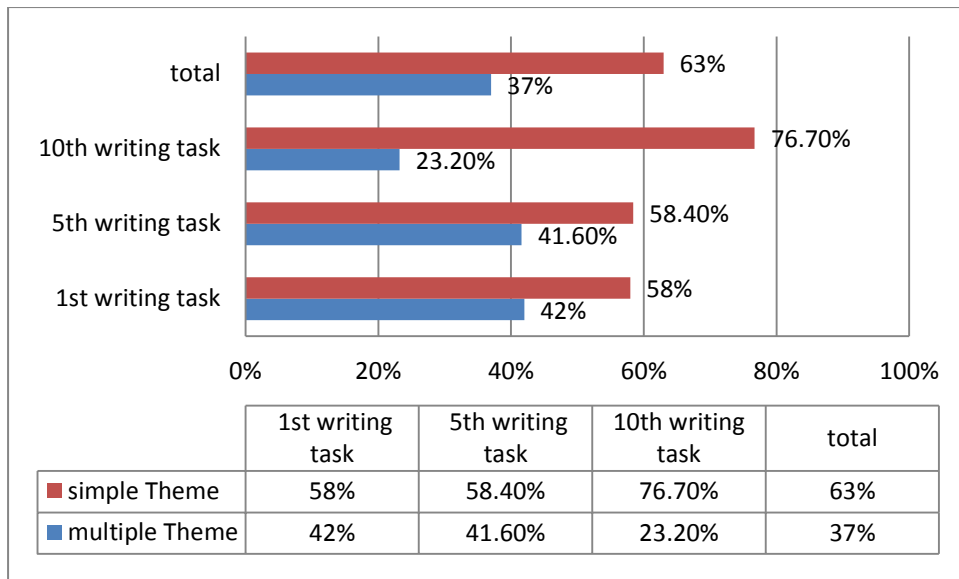


Figure 5.4 Deployment of multiple Theme and simple Theme

As shown in Figure 5.4, the ratio of multiple Theme to simple Theme is 37% to 63%. A chronological view of the results reveals that in the 1<sup>st</sup> and the 5<sup>th</sup> writing tasks, the percentage of multiple and simple Theme is almost the same, while in the 10<sup>th</sup> writing task, the deployment of the simple Theme rises little, comprising 76.7% of all Themes. As explained in Section 5.3.1.1.2, there are registerial differences in the deployment of Theme.

### 5.3.3 Markedness

#### 5.3.3.1 Overall deployment

Figure 5.5 shows the overall deployment of marked and unmarked Themes employed by the students.

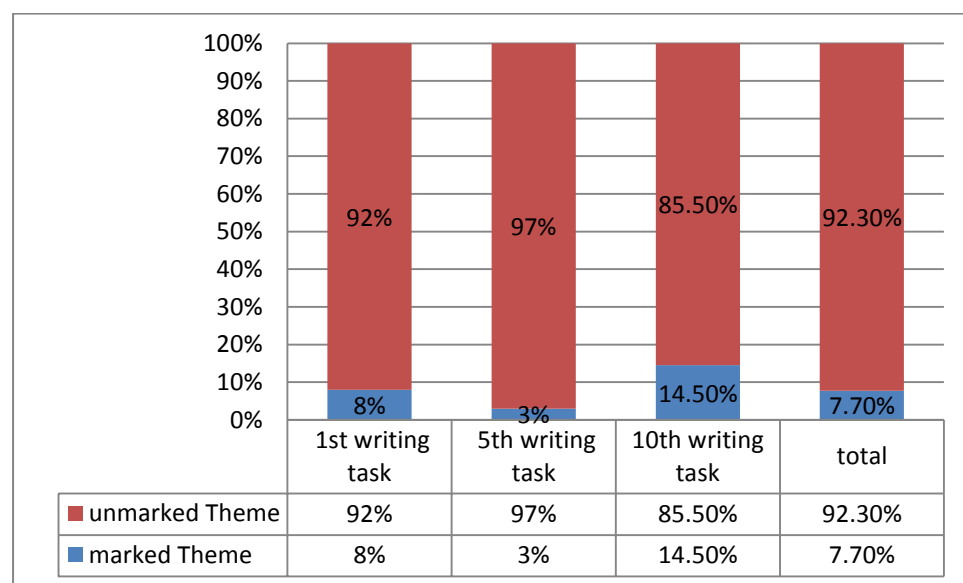


Figure 5.5 Marked and unmarked Theme in the students' writing

Unmarked Theme dominates in the students' writing. Generally speaking, most of the marked Themes are circumstances (see Section 5.3.1.1.1.3 above). Unmarked Themes account for 92.3% of all the topical Themes, while marked Themes account for just cover 7.7%.

#### 5.3.3.2 Time as marked Theme

Circumstances of time make up most of the marked Themes. The students have demonstrated their ability to use circumstances of Time as Theme to stage temporal sequences, especially in sharing text. Here is an example:

### **Text Trip to Hangzhou**

*Last summer holiday*, I went to Hangzhou by air with my parents for a trip. Let me introduce my adventure to you. I'm sure you will fall in love with Hangzhou as I do!

*On the first day of the trip*, I went to the famous West Lake to go boating. It was relaxing to see all the beautiful scenery, including the bridges and houses built in traditional style. I took lots of photos in order to memorize the amazing views.

*The next day*, I visited a small village with houses, which have a long history. I met a foreign tourist excitedly and even became friends! It was such a valuable experience for me.

Hangzhou is not only famous for its beautiful views, but also its delicious food. I got a chance to try the famous Dongpo Pork. It was named by Su Dongpo, a great poet as well as a meat-lover in ancient China. Dishes like the West lake fish and the Lion Head were worth trying too. The food was so attractive that I put on much weight!

Since Hangzhou was famous for its Dragon Well tea, we went to shopping and bought some as gifts to friends. Although the tea tasted good, it was so expensive that I was shocked when I saw the price!

The trip to Hangzhou really made a deep impression on me. It was one of the most fantastic cities I've ever been! And I'm looking forward to visiting it again!

(No.1, 3<sup>rd</sup> writing task)

### **5.3.3.3 Location as marked Theme**

The students also use location as marked Theme in their writing. Example:

*In many ways*, we learn ... (No. 2, 5<sup>th</sup> writing task)

### **5.3.4 Thematic progression patterns**

#### **5.3.4.1 Overall employment**

Figure 5.6 shows the thematic progression patterns in the students' writing. I will illustrate them in detail in the coming section.

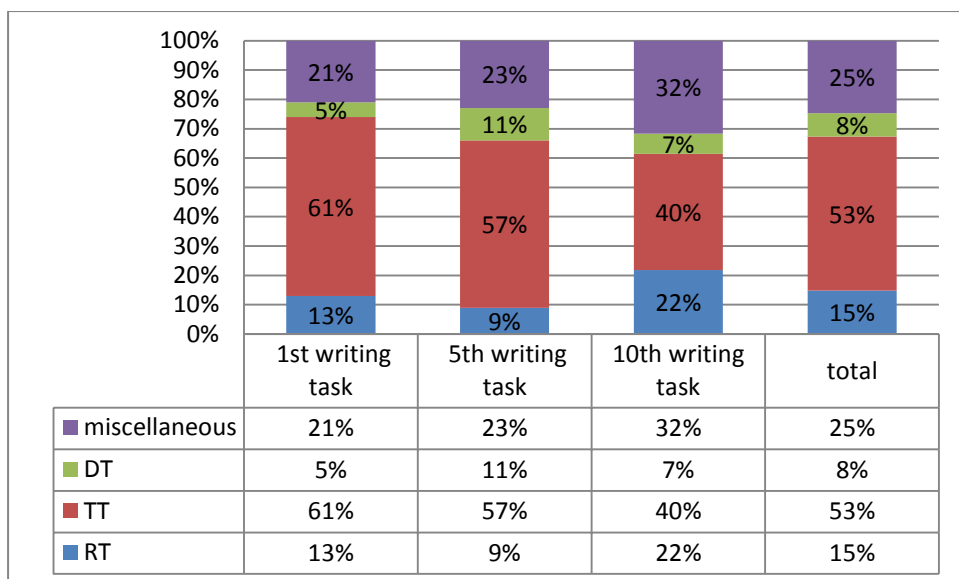


Figure 5.6 Thematic progression patterns in the students' writing (RT= rheme theme, TT= theme theme, DT= derived theme)

#### 5.3.4.2 Constant thematic progression

As shown in figure 5.6, the most favored type of thematic progression pattern is constant TP, which accounts for 53% of all the TP patterns in the students' writing; for example:

[10] *Newterm* is a good example.

[11] *He* was well known because of his findings.

[12.0] *However, he* was just sitting under a apple tree

[12.1] *and* had a rest

[12.2] *when he* thought about the great problem

(5th writing task, No. 5)

#### 5.3.4.3 Miscellaneous patterns

The second-most favored type of thematic progression pattern in the students' writing is miscellaneous, at 25% of the TP patterns; for example:

[11] *We* can understand the world better because of it, too.

[12.0] *As the saying* goes

[12.1] "*one* is never too old to learn".

(5<sup>th</sup> writing task, No. 2)

These are typical examples in which the Themes do not link the clauses in a way that structures the message of the text.

#### 5.3.4.4 Linear thematic progression

The third type of thematic progression pattern is linear thematic progression, which accounts for 15% of the thematic progression that the students employed; for example:

[5.0] *It* can also help you be confident again,

[5.1] *because you* should know that sometimes the one who knock you down is just yourself.

(1<sup>st</sup> writing task, No. 1)

#### 5.3.4.5 Derived thematic progression

The fourth type of thematic progression, which is deployed least in these data, is derived theme; it is the least common, at 8%; for example:

[5] *There* are lots of ways we can achieve lifelong learning such as going to museums and reading books of all kinds.



[6.0] *Even doing physical exercise* can help,

[6.1] *for it* teaches us how to keep healthy and became strong.

[7.0] *Travelling* is the best way we get knowledge

[7.1] *since we* see a lot feel a lot and think a lot.

(5<sup>th</sup> writing task, No. 2)

As illustrated in the above example, lots of ways is the main theme in this excerpt. The derived Themes are doing physical exercise and travelling, which both complement the main Theme of the excerpt. This student has deployed the derived theme to structure and organize his writing, which makes the paragraph more coherent and cohesive.

### 5.3.5 Macro-hyper Theme overall employment

Referring to the previous section on TP patterns that focuses on the paragraph level, this part will focus mainly on the text level, with the purpose of seeing how students organize the information in a text at the macro level. Christie & Dreyfus (2007) found that organizing information and distributing it in an organized and meaningful text strategically could be taught in secondary writing instruction. I deployed their methodology in identifying the stages in these students' writing, with the aim of summarizing their characteristic ways of presenting information in the text. With the ten best writing samples, I present two examples from the students' writing tasks from the same student (the 5<sup>th</sup> writing and the 10<sup>th</sup> writing task). The text structure can be summarized as follows, where  $\wedge$  denotes sequence (Christie & Dreyfus, 2007).

Theme Identification  $\wedge$  Hyper-Theme one  $\wedge$  HyperTheme two  $\wedge$  Reiteration of the Theme

The first part of the text, which is called “Theme Identification” and has the function of stating the Theme in a text, allows us to predict the hyper-Themes in the coming sections. The second stage, referred to as “Element Evaluation”, is comprised of different hyper-Themes which support the Theme in the first part. The last stage, which is called “Reiteration of the Theme”, has the function of concluding the text by restating its Theme.

Using Christie & Dreyfus’s (2007) methodology, I selected student No.6’s fifth and tenth writing tasks to represent the corpus as examples reflecting the larger dataset (Tables 5.6 and 5.7):

Table 5.6 Laying out the stages in the schematic structure of Sample Text 1

Macro-Theme: Topic, Importance of lifelong learning .	[1] <i>Lifelong learning is very important to us all.</i>
Hyper-Theme One: Keep lifelong learning.	<p>[2] <i>Lifelong learning means that we should keep on learning in the lifetime.</i></p> <p>[3.0] In other words, it means learning isn't only available in school</p> <p>[3.1] as well as the graduation ceremony isn't the end of learning.</p> <p>[4] Visiting museums of variety and picking worthwhile books to read are the first two ways of lifelong learning by being knowledgeable in something.</p> <p>[5.0] Beside them, practice is the best master,</p> <p>[5.1] so exercise and traveling can be good choices.</p>
<p>Hyper-Theme Two: Benefits from keeping lifelong learning.</p> <p>Benefit 1</p> <p>Benefit 2</p> <p>Benefit 3</p> <p>Benefit 4</p> <p>Summary</p>	<p>[6] <i>Apparently, we do benefit a great deal from lifelong learning.</i></p> <p>[7] The first is a long-term learning surely trains us to be particularly good in a specific field.</p> <p>[8.0] The second is, generally speaking, a man of wisdom is far more popular among people,</p> <p>[8.1] which may do much good to his appearance in others.</p> <p>[9] The third is the great spirits such as being persistent, brave, calm and so on in this process.</p> <p>[10] The fourth is that it provides clear guidance to our dream and future.</p> <p>[11.0] All in all, it pushes us to grow up and to become someone with maturity and rationality,</p> <p>[11.1] so that we focus more on our own values in a better way.</p> <p>[12] In the way remembering that" the secret of success is the constancy of hard work,"</p> <p>[13] we may have a more positive attitude towards lifelong learning.</p>
Restatement of the topic: Keep lifelong learning.	<p>[14.0] <i>I think</i></p> <p>[14.1] <i>the idea of lifelong learning should be widespread in order to live a more well-being life.</i></p>

Table 5.7 Laying out the stages in the schematic structure of Sample Text 2

Macro-Theme: Topic of the report.	[1] <i>This morning, our school had a charity sale on the playground.</i>
Hyper-Theme One: Great event!	[2] <i>It was a great event.</i> [3] The articles were from our students. [4] There were various sorts of things, such as pens, notebooks, toys and some books or magazines. [5] These colourful things made the event more attractive. [6] Teachers and students showed great interest in charity sale. [7] Everyone took pleasure in it.
Hyper-Theme Two: Huge success!	[8] <i>It was a huge success.</i> [9.0] The activity became more meaningful [9.1] as the money will be given to Project Hope. [10.0] I think [10.1] this activity gave us a chance to play a role as a qualified customer or seller. [11] At the same time, we made our contribution to Project Hope.
Restatement of the positive nature of the activity	[12] <i>What a meaningful and interesting activity it is!</i>

The tables above summarize the features that this text contains in terms of macro-Theme and hyper-Theme. The sample text has the Macro-Theme in the opening of the paragraph, which helps establish the main idea of lifelong learning and Hyper-Themes that the text will develop in the coming paragraphs. The Hyper-Themes are salient at the beginning of each paragraph in the text. They are the first clause or clause complex that link to the macro-Theme on lifelong learning. This writer makes a passage of text coherent and cohesive by using the textual resources of Theme. The sample text illustrates the successful construction of the overall unity of a text by novice learners.

Looking more closely at the details of each paragraph, we can see how successful novice writers organize the information under each hyper-Theme. From the example, we see how they elaborate each hyper-Theme by arranging more details under it. Let's take No. 6's fifth writing task as an example. Student No. 6 attempts to elaborate the benefits that we can obtain from participating in lifelong learning. He

attempts to present the supporting details point by point under the hyper-Theme, as shows in Table 5.8.

Therefore, the successful writer knows how to deploy the macro-hyper Theme strategy to organize the information in a text to fulfill the communicative goal.

Table 5.8 Hyper-Theme and the details

Hyper-Theme	[6] <i>Apparently, we do benefit a great deal from lifelong learning.</i>
Benefit 1	[7] The first is a long-term learning surely trains us to be particularly good in a specific field.
Benefit 2	[8.0] The second is, generally speaking, a man of wisdom is far more popular among people, [8.1] which may do much good to his appearance in others.
Benefit 3	[9] The third is the great spirits such as being persistent, brave, calm and so on in this process.
Benefit 4	[10] The fourth is that it provides clear guidance to our dream and future.
Restatement	[11.0] All in all, it pushes us to grow up and to become someone with maturity and rationality, [11.1] so that we focus more on our own values in a better way. [12] In the way remembering that "the secret of success is the constancy of hard work," [13] we may have a more positive attitude towards lifelong learning

### 5.3.6 Summary of the findings

This section summarizes the linguistic features mapped out in this chapter. The general findings appear in Table 5.9.

In general, for most of the students at the beginner level, even though they are not sophisticated L2 writers, their L2 language use has already developed to incorporate the basic Macro-Hyper Theme structures. In the brief writing tasks analyzed in this

study lies the embryo of successful writing in future. At the same time, this analysis can also provide feedback to teachers who are teaching at this level.

Overall, on the clause level, students used many pronouns as topical Theme. Their Theme construction is simple. On the paragraph level, students deployed linear thematic progression most frequently when they developed their meanings with hyper-Theme. From the thematic progression patterns students have deployed, we can conclude that novice writers cannot deal with the clause complexes freely and that the logic between clauses is not well organized.

Table 5.9 Summary of the linguistic features in the students' writing: textual metafunction

Different levels	Categories	Summary
Text level	macro-hyper Theme	(1) Basic macro-hyper Theme awareness is demonstrated.
		(2) Macro-hyper Theme is arranged strategically in a text.
		(3) Hyper-Theme is developed strategically and logically in a text.
Paragraph level	thematic progression patterns	(1) Constant thematic progression is the most favored type.
		(2) Miscellaneous type of thematic progression is the second favored.
		(3) Linear TP patterns are also found.
		(4) Derived theme is rare.
		(5) TP patterns is found to be task dependent.
Clause level	topical Theme	(1) 83% of the topical themes are participants.
		1.1 Almost half of these participants are realized by pronouns in students' writing.
		1.2 About 25% of these participants is realized by nominalization.
		1.3 Common nouns and relatives are also found functioning as participants.
		(2) 9% of topical Themes are Processes
		(3) 7% of topical Themes are circumstance, which are realized

		mostly by Time.
	interpersonal Theme	(1) Interpersonal Themes are infrequent.
		(2) Interpersonal Theme are comment Adjuncts.
	textual Theme	(1) Most of the textual Themes are conjunctions.
		(2) Hypotactic and paratactic conjunctions are almost the same percentage.
		(3) Causal “because”, additive “and” and adversative “but” are the most favored conjunctions.
		(4) Most of the Textual Themes are conjunctive Adjuncts.
		(5) Temporal and adversative conjunctive Adjuncts are the most favored types.
	markedness	(1) More than 92% of the themes are unmarked.
		(2) Marked Themes are infrequent. Most of them are circumstances of time and place.
	multiple Theme	(1) Simple Themes are dominant.
		(2) One third of the Themes are multiple Themes.
		(3) Multiple Themes are still relatively simple in structure.

## 5.4 Discussion

Taking the systemic functional text analysis approach to adolescent L2 writing, this chapter depicts THEME selection in English texts written by junior three Chinese English learners by analyzing the longitudinal data from a corpus 500 texts. Our findings generate some practical and insightful implications for understanding of L2 English writing by Chinese adolescent ESL learners, the selection of THEME at different levels, the registerial differences in THEME selections, the texture of these learners’ texts and of course the issues rose from the analysis. I will discuss these in the present section.

### **5.4.1 Theme as an element in illustrating registerial difference**

The dominant writing tasks are recommending and sharing. The students have selected different Themes in different text types: the 1<sup>st</sup> and the 5<sup>th</sup> tasks are similar ('recommending') while the 10<sup>th</sup> is different ('sharing'). Furthermore, if we look at topical Theme selections, we can perceive more details on registerial differences under different categories, for example, the 10<sup>th</sup> writing is a sharing text that focused on charity sale, we can identify numerous circumstances of Time as marked Theme, while the 1<sup>st</sup> and the 5<sup>th</sup> are recommending texts with more interpersonal selections engaging readers, such as interpersonal grammatical metaphor "I think". The students deploy more nominalization as topical Theme in the 1<sup>st</sup> and the 5<sup>th</sup> writing task while they adopt more pronouns as topical Theme in the 10<sup>th</sup> writing task. In a word, registerial differences appear at different levels of the texts — at clause, paragraph and text level. Teachers of English should bear this kind of awareness in mind when they design a writing syllabus and choose the materials for their students.

### **5.4.2 THEME as enabling resource**

Matthiessen (1995b) demonstrated that THEME could be deployed as an enabling resource in knowledge construction. Interestingly, similar findings have been generated from this study. The deployment of macro and hyper-Theme in the students' writing demonstrated it. Most of the students have shown their abilities in organizing macro and hyper-Theme in their writing at the global level, which helped them to construct the meaning in a logical and coherent way. As Martin (1992) stated, THEME does not function as starting a clause. If we can train the students to handle the THEME in the writing in a more appropriate way, cohesion and coherence in their

writing will be improved. Theme will become the real enabling resource in helping students in expanding their meaning repertoire.

### **5.4.3 THEME as an indicator of language proficiency**

As we can see from the results in this chapter, Theme selection in the students' writing is relatively simple in the students writing. These findings have some resonance with what Ryshina-Pankova (2011) found: Theme selection can be an indicator of students' language proficiency level. She demonstrated that advanced level writers could handle complex Theme construction in their writing skillfully and adequately while those students whose language level is relatively low could not handle this. Based on this finding, we can apply Theme selection in assessing students' writing at different levels.

## **5.5 Summary of the chapter**

This chapter has discussed the findings of thematic analysis. The THEME selection in English texts written by ESL adolescent learners demonstrates that the ability to control THEME at different ranks (text — paragraph — message (rank)) is not the same. Globally speaking, looking from the top, the students are confident and familiar with the organization and marshaling of hyper and macro-Theme in producing a coherent and cohesive text. However, if we look at findings from the other rank: paragraph rank, the picture is quite different. As discussed in Section 5.4, findings show that students are not sophisticated in deploying TP in their writing at the paragraph rank, which indicates that their weakness in distributing and organizing Theme and Rheme in creating a logical and coherent text for each paragraph is shown. Registerial



difference in deployment of Themes in their writing is the most salient features of THEME selections at the clause rank. Besides, cultural markedness is also reflected in the students' writing, like the deployment of hyper-Theme in expressing their moral evaluation at the end of each of texts.

Through the quantitative and qualitative analysis of the data, the present chapter has yielded comprehensive and insightful details in the system of THEME selection in written texts, which once again has proven what Halliday (2009; ISFC36) said that SFL is applicable linguistics. Furthermore, as one of the four major chapters of findings in the present study, the contribution from this part is important to our global understanding of the students' writing.

In Chapter 6, I will turn to the interpersonal analysis of the texts selected from the corpus, focusing on the system of MODALITY.

## **CHAPTER 6 FINDINGS: INTERPERSONAL ANALYSIS**

This chapter reports the findings from MODALITY analysis in the interpersonal metafunction. I will review a body of literature that focuses on studies of modality, which helps conceptualize and frame the research questions that pertain to the domain of the interpersonal metafunction. I will then introduce the system of MODALITY in SFL and the coding schema. Finally, I will summarize the findings and map out the lexicogrammatical resources that the students deployed in their writing under the system of MODALITY. Based on the findings, I will discuss the features and issues rising from the students' deployment of modal resources in their English learning.

### **6.1 Introduction**

According to Halliday (e.g. Halliday, 1978, 1984; Halliday & Matthiessen, 2004), the interpersonal metafunction provides the resources for speakers to enact roles and relations; it operates alongside the ideational metafunction, which provides speakers with the resources for construing their experiences of the world. Investigation of interpersonal linguistic resources is of great importance as part of understanding learning in general and language development in particular. As a number of scholars have pointed out (Halliday, 1970; Perkins, 1983), MODALITY is a complicated part of the language system, which allows users to express very subtle and nuanced meanings in interaction. Both in L1 and L2 study, the extent to which language users can deploy the appropriate modal resources in their expression of their meanings can be an important indicator in gauging their language proficiency.

## **6.2 Overview of MODALITY study in language development**

Adopting the L1 development perspective, Perkins (1983) emphasized that MODALITY is essential to children's social, moral and intellectual development. It links closely with children's growth. Investigating L2 learning, Gibbons & Markwick-Smith (1992) explored the challenge of learners of English to master the full range of the MODALITY system in a native-like way.

Many studies with different frameworks and methodologies have been conducted on MODALITY in both L1 and L2 language development (Basham & Kwachka, 1989; Bublitz, 1992; Coates, 1988; Gibbons & Markwick-Smith, 1992; Hinkel, 1995; Hinkel, 2009; Shepherd, 1993; Smoczynska, 1993; Stephany, 1993). We can categorize these studies into the following two main streams: MODALITY studies of in L1 and L2 development context.

### **6.2.1 MODALITY studies in L1 development contexts**

The early works that investigated children's modal auxiliaries go back to Major (1974). Subsequent relevant studies used a similar approach; that is, they adopted experiments to test children to see if they understood modal auxiliaries in their interactions (Coates, 1988; Major, 1974; Noveck, Ho, & Sera, 1996). In addition, there were a series of studies that adopted a longitudinal approach to track the development of children's modal resources (Bassano, 1996; Choi, 1991; Shatz, Wellman, & Silber, 1983; Smoczynska, 1993; Stephany, 1986). Methodologically, all these studies are complementary to each other, such as, they focused on different age groups of children to investigate their MODALITY development. The findings helped

build up the whole picture of children's MODALITY development in a complementary way. As systemic functional linguists began investigating language development in the 1960s, they applied a new theoretical lens in looking at MODALITY in children's language (Halliday, 1975; Painter, 1984; Torr, 1998). Torr (1998) documented her daughter's language development over a period of over two years. She investigated the development of the MODALITY system in her daughter longitudinally, which helped fill the gaps in the earlier picture of the development of MODALITY. Her study showed that MODALITY plays an important role in children's language development.

### **6.2.2 MODALITY studies in L2 context**

Scholars in L2 development studies have also paid some attention to the development of MODALITY (Gibbons & Markwick-Smith, 1992; Hinkel, 1995; Hinkel, 2009; Holmes, 1988).

Among these, Holmes (1988) pointed out the importance of modal resources in ESL textbook compilation. He stated that we should arrange the appropriate modal resources in ESL textbooks to help the learners to learn these modal resources.

Using Halliday's systemic functional description of MODALITY as resource (e.g. Halliday, 1985), Gibbons & Markwick-Smith (1992) compared a class of ESL learners' deployment of these resources in writing with that of a class of secondary school L1 learners. They found that ESL students can deploy the modal resources as well as their L1 cohorts did, provided that the students were given explicit instruction in the use of MODALITY from SFL. Even though their study was a trial one, the

findings showed that SFL could provide a new perspective on ESL classroom instruction.

Investigating modal verbs from the perspective of cultural values can be insightful and interesting in L2 development context. Hinkel (1995) compared 455 cross sectional essays of different topics written by university students from China, Japan, Korea, Indonesia, and Vietnam with 280 essays on similar topics written by native speakers of an US cohort. Her findings suggested that the deployment of the modal auxiliaries were culturally and contextually dependent. Westerners and Asians showed significant differences in deploying obligation and necessity modal auxiliaries. She found that Asian students deployed more obligation and necessity than their American cohorts did. In a more recent study she did on MODALITY, she compared similar groups of university students in the US context from a corpus 718 essays written by students of American, Chinese, Korean, and Japanese. She (2009) concluded that modal auxiliary deployment is significantly influenced by the writing topics and the students' linguistic backgrounds. Moreover, this study again showed that different values and cultural differences exerted tremendous influence on the deployment of modal auxiliaries in the students' writing.

### **6.2.3 Gaps from the previous studies and research questions**

Various perspectives with different frameworks have been applied in research on MODALITY in language development. Most of the studies have been conducted in the first language setting (Basham & Kwachka, 1989; Choi, 1991; Coates, 1983; Coates, 1988; Leech, 2003; Shepherd, 1993; Smoczynska, 1993). There is a need for more research attention to be given to the L2 context. Theoretically speaking, the

frameworks that have been adopted for the previous studies are not that systematic. They decontextualized the system of MODALITY and extract a part of the system to study (Hinkel, 1995, 2009; Holmes, 1988). A more systematic and comprehensive theoretical framework would be desirable, because it can cover more and unveil more details in MODALITY study. Methodologically speaking, there are not so many longitudinal data in the previous research (exceptions being Bassano, 1996; Stephany, 1986; Torr, 1998). Multiple cases with longitudinal data would absolutely make the research findings more convincing and generalizable. Furthermore, all of the previous studies focused on modal auxiliaries in the MODALITY system but metaphorical modal expressions have been ignored (Gibbons & Markwick-Smith, 1992; Hinkel, 1995, 2009).

Thus, the present study attempts to fill the gaps left by the previous studies by (1) looking at the all the expressions of MODALITY, both congruent and metaphorical; (2) looking at the whole system of MODALITY as a system of meaning-making rather than a list of modal auxiliaries. Three research questions guided the investigation in this chapter:

(1) Interpersonally speaking, how do the students deploy the system of MODALITY in the creation of text, for example, type, orientation, value and polarity? and to what extent does this meaning potential expand over time as they write a succession of texts?

(2) Does the deployment of different modal resources reflect registerial differences? How do deployments differ?

(3) Does the present study have any implications for pedagogy and curriculum design?

### **6.3. Methodology**

#### **6.3.1 MODALITY in systemic functional linguistics**

The system of MODALITY provides language users with the resources for assessing propositions and proposals in terms of degrees of validity between the two poles defined by polarity: yes or no. Modal expressions also could be considered as a kind of indeterminacy. According to Halliday & Matthiessen (2004, p146-147), Modality is organized into modalities for assessing propositions and modalities for assessing proposals — modalization and modulation, respectively. Modalization covers usuality and probability, while modulation consists of obligation and inclination. These are the four main types of MODALITY. There are a number of semiotic resources to express modal meanings, for example, modal auxiliaries, modal adverbs, tag questions, fall-rise intonation and a wide selection of non-linguistic and paralinguistic devices such as facial expressions, hesitation, stutter (Holmes, 1988).

However, because the data of the present study is all written data, I only focus on lexicogrammatical resources that express modal meaning. I will focus on the congruent type of modal expressions, like modal auxiliaries (e.g. can, should, must) and modal adverbs (e.g. perhaps, probably, certainly), as well as the metaphorical expressions, where a cognitive mental clause (e.g. I think, I suppose that ...) or a relational one (e.g. it is possible that ...) has come to stand for an explicitly subjective or objective MODALITY.

Drawing on Halliday & Matthiessen (2004, 143-151), I will elaborate the system of MODALITY that I am going to employ in this study, as shows in Figure 6.1 and 6.2:

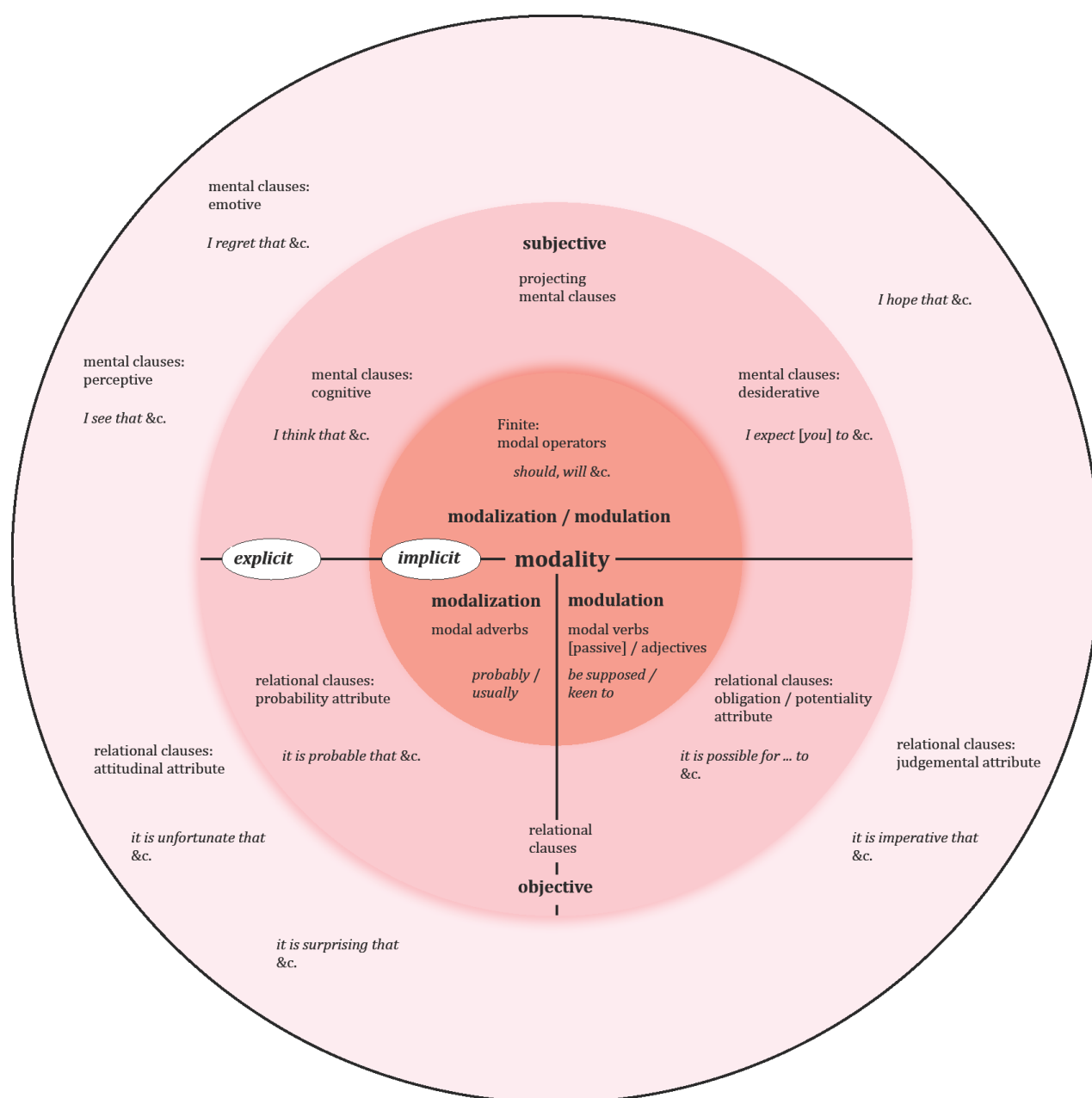


Figure 6.1 Modality in SFL



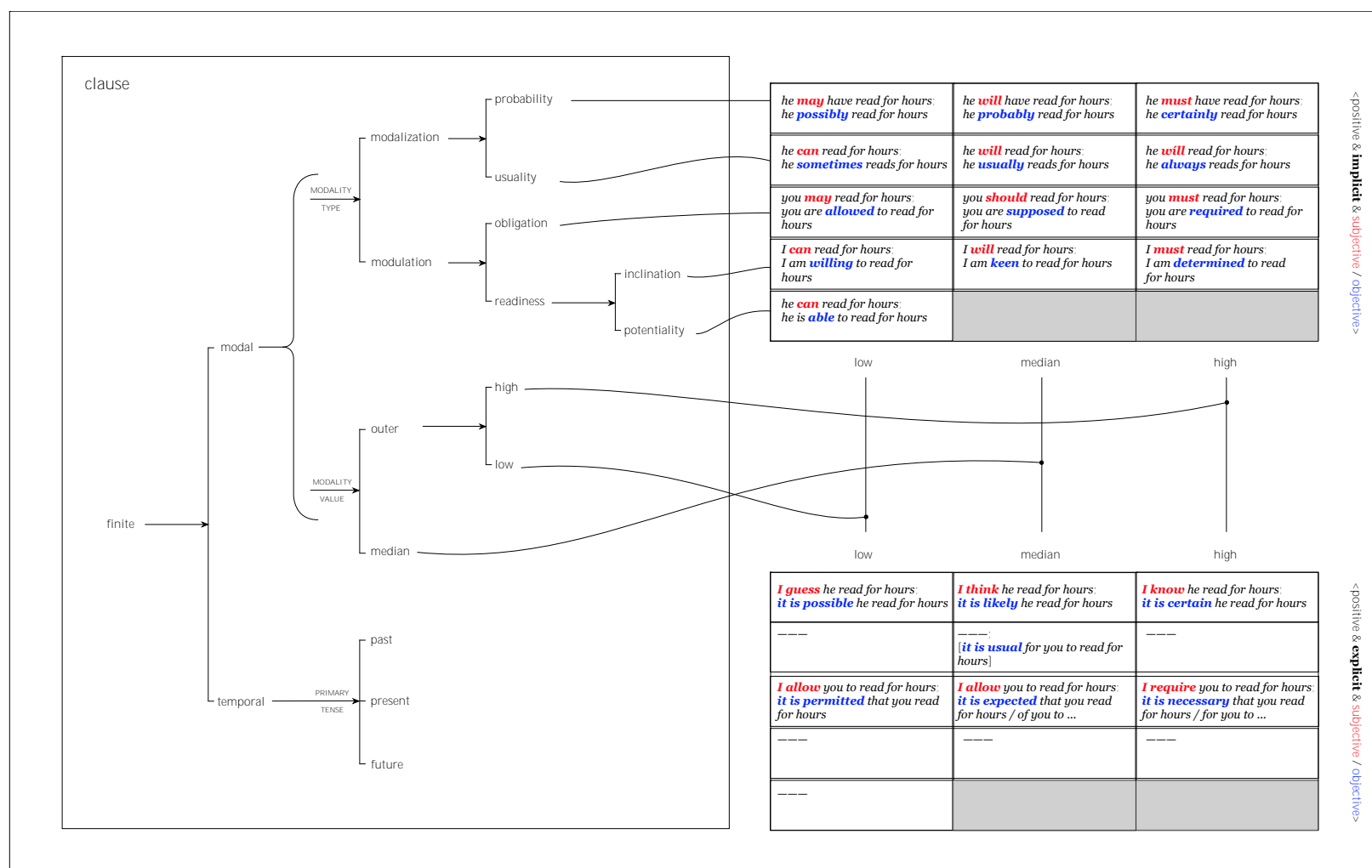


Figure 6.2 System of MODALITY in systemic functional linguistics (drawn by Matthiessen, 2013a)

### **6.3.1.1 Type**

As discussed in Section 6.3.1, there are two main types of modalities: modalization and modulation in this system. Modalization is the modality of propositions and modulation is the modality of proposals. Within modalization, there are probability and usuality, while in modulation; there are obligation and inclination.

### **6.3.1.2 Orientation**

According to Halliday & Matthiessen (2004), modalized expressions can be classified into subjective and objective orientation. Cognitive mental clauses like “I think, I guess” and modal auxiliaries are subjective expressions; while attributive relational clauses like “it’s necessary, it is expected that” or a modal adverbs “probably, usually” are objective expressions.

In addition, modal expressions can also be categorized into explicit and implicit orientation.

### **6.3.1.3 Value**

Value stands for the relative force of the modal expressions. Modality is a cline or scale between ‘yes’ and ‘no’ — a scale with three degrees, systemicized as ‘outer: high / low’ and ‘median’.

Take probability for example, “must” belongs to high value; “can” belongs to median value, while “might” belongs to low value.

#### 6.3.1.4 Polarity

Polarity can be positive and negative. For example,

(a) I *can* finish the work today. (b) I *can't* do it now. In these two example, “can”

represents positive modality while “can’t” represents negative modality.

#### 6.3.2 Data collection

I collected 10 writing tasks during the one yearlong longitudinal study. I chose the 10 best students’ writing, focusing on their writing from the beginning of the year (the 1<sup>st</sup> writing task), the middle (the 5<sup>th</sup> task) and the end (the 10<sup>th</sup> task) for exhaustive and manual analysis. The first writing task in the data was an assignment while the other two were finished in class within a limited time, 30 minutes. The topics of the three writing tasks are shown in Table 6.1:

Table 6.1 Writing topics for the data set

Time	Topic	Details
Sep-11	Smiling	Talk about the importance of smiling. State your opinions.
Jan-12	Lifelong learning	Talk about the importance of lifelong learning.
May-12	Charity sale	Report on the charity that takes place in your school. Share your experiences and opinions on it.

#### 6.3.3 Coding of the data

Here are the steps in coding the data in this study:

First, all the modal expressions were identified in the students' writing based on the system of MODALITY. Then, modality types, orientation, value and polarity were counted and summarized. Third, quantitative findings were generated. Finally, salient features of the deployment of modality in these students' writing were recognized.

## **6.4 Findings and results**

### **6.4.1 Overall employment**

Figure 6.3 shows the overall deployment of the MODALITY in the students' writing. Globally speaking, among all the data, I have identified 533 clauses and extracted 156 modalized clauses. These 156 modalized clauses account for 29.2% of all the 533 clauses. I have identified 40 modalization expressions and 116 modulation expressions, which account for 25.6% and 74.4% of all the modalized clauses respectively.

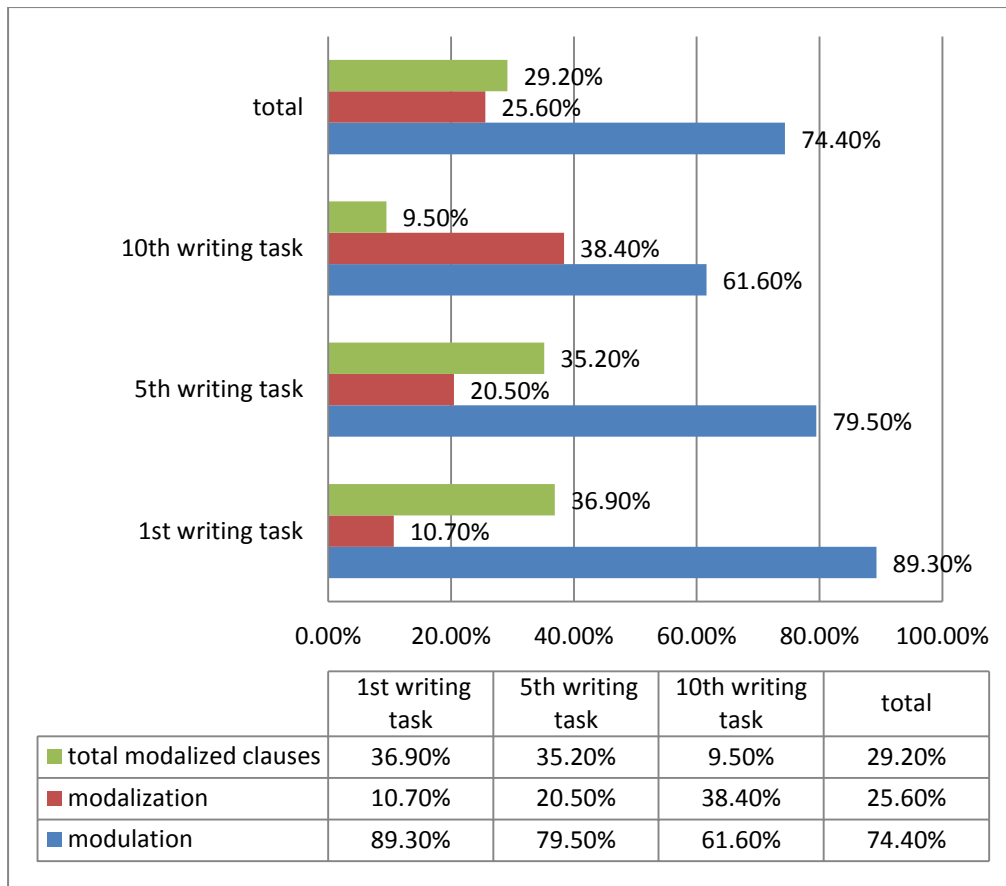


Figure 6.3 Overall deployment of MODALITY

Figure 6.3 indicates that the students prefer modulation to modalization in their writing based on the 533 clauses I have identified. Of all the modalized clauses they have deployed, the number of modulated expressions is almost twice bigger than that of modalized expressions.

If we look at the data chronologically, we can see that deployment of MODALITY varies significantly among the 1st, the 5th and the 10<sup>th</sup> writing tasks; while the 1st and the 5th writing tasks have the similar number and percentage of the modalized clauses, the number of the modalized clauses in the 10<sup>th</sup> writing task is relatively low. I will discuss the possible reasons in Section 6.5.

## 6.4.2 Types of MODALITY

This section reports the findings of the students' selections of the different types of MODALITY; see Figure 6.4 and 6.5.

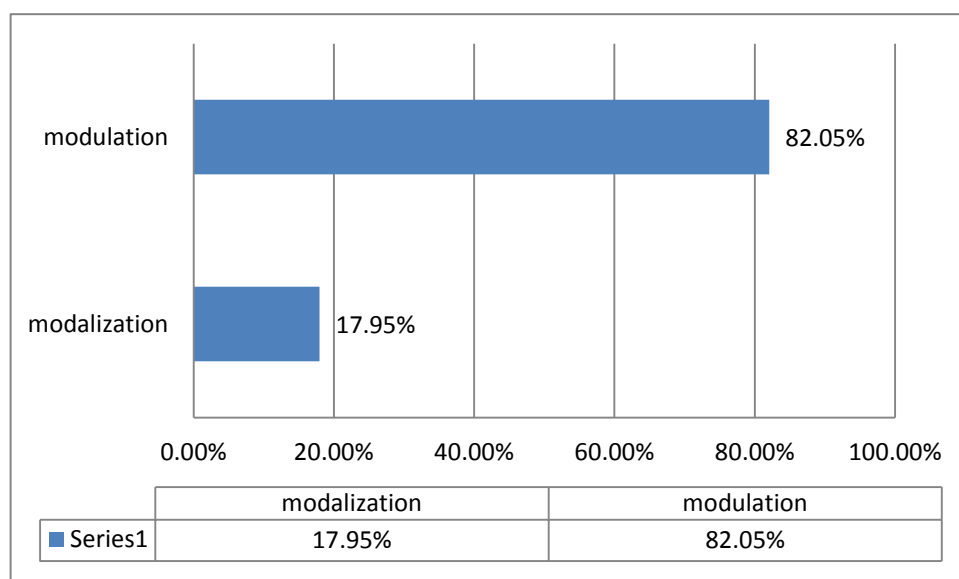


Figure 6.4 Modalized and modulated clauses

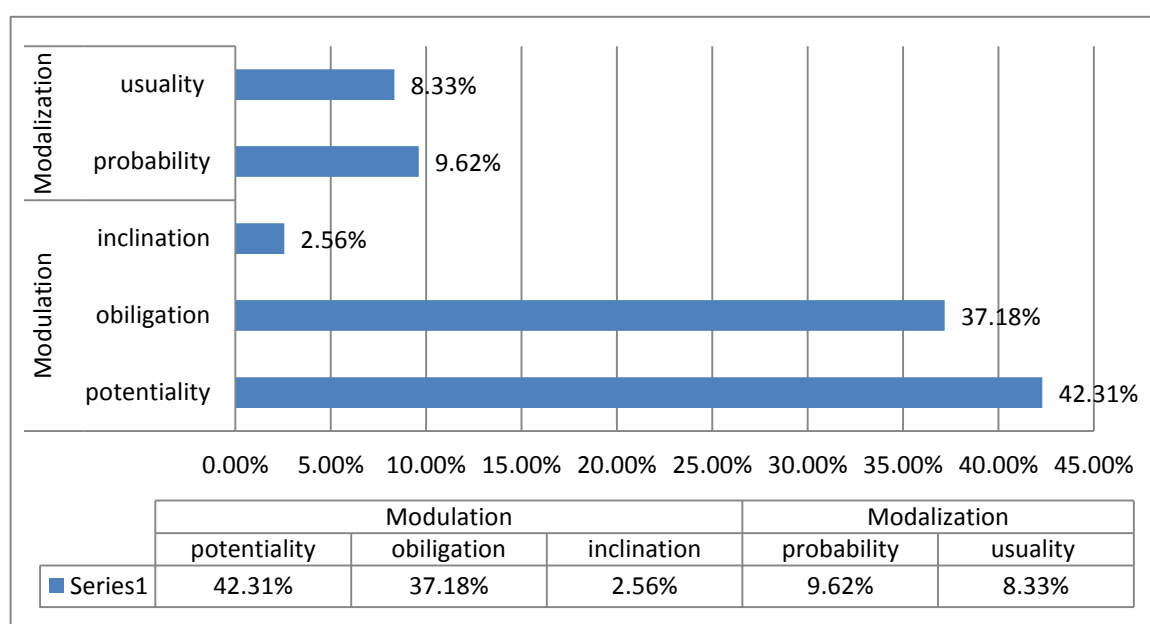


Figure 6.5 Type of MODALITY in the students' writing

As discussed in Section 6.4.1, the percentage of ‘modalization’ and ‘modulation’ are 17.95% and 82.05% (total: 153 modalized clauses) , respectively. Modulation is thus considerably more frequent in the students’ writing than modalization. Figures 6.5 shows the deployment of different types of MODALITY in the students’ writing, based on the system of MODALITY set out in Figure 6.4 above. The most frequently selected type of MODALITY is ‘potentiality’ (66 instances, 42.31%), closely followed by ‘obligation’ (58 instances, 37.18%). The third most frequent type of MODALITY is ‘probability’ (15 instances, 9.62%). The least common types are ‘usuality’ (13 instances, 8.32%) and inclination (only 4 instances, 2.56%). These are the frequencies of selections across the texts produced for the three writing tasks.

### 6.4.3 Orientation

In this section, I present the findings from the analysis of orientation of MODALITY in the students’ writing. Figure 6.6 shows the overall deployment of orientation.

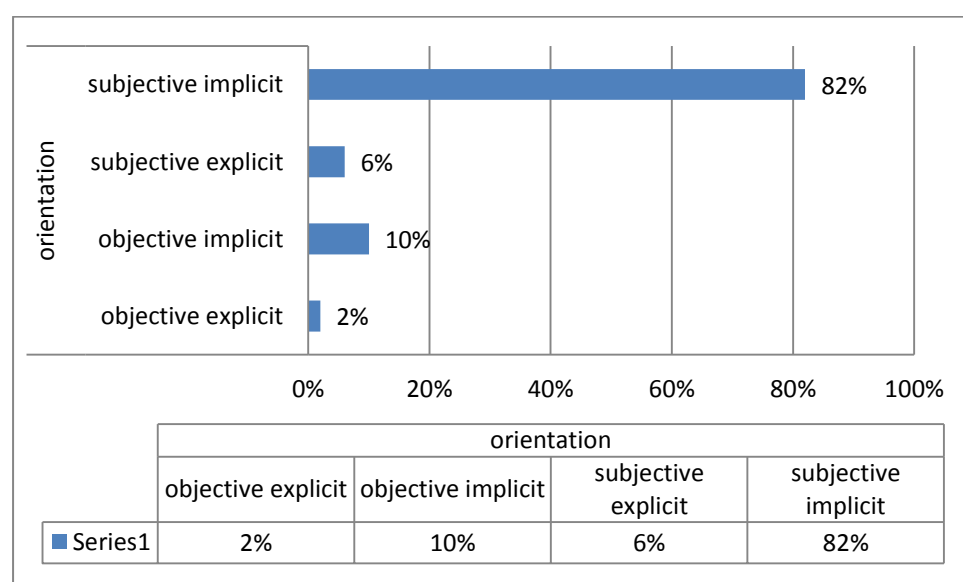


Figure 6.6 Orientation of MODALITY in the students’ writing

Figure 6.6 shows the orientation of MODALITY the students deployed in their writing. The most frequent selection is subjective implicit (136, 82%), the option realized by modal auxiliaries as Finite. The second most frequent is objective implicit (10%), the option realized by modal adverbs as Adjunct. In other words, selections of ‘implicit’ far outnumber selections of ‘explicit’. There are 9 and 3 cases of subjective implicit and objective explicit orientation, which account 5% and 2% respectively. I will present typical examples from the students writing to illustrate this. Examples are as follows:

Subjective implicit:

- (1) So, we **should** remember to keep smiling. (No. 3, 1<sup>st</sup> writing task)
- (2) It **can** make people relaxed and comfortable. (No. 4, 1<sup>st</sup> writing task)
- (3) We **can** know more about the world. (No. 4, 5<sup>th</sup> writing task)

Objective implicit:

- (4) Failures **sometimes** can be fulfilling in your world. (No.5, 1<sup>st</sup> writing task)

Subjective explicit:

- (5) **I think** lifelong learning can make us wise. (No.8, 5<sup>th</sup> writing task)
- (6) **I’m sure** we will become wise. (No.8, 5<sup>th</sup> writing task)

Objective explicit:

- (8) At last, **it’s necessary** for you to have passion and be friendly. (No.9, 1<sup>st</sup> writing task)

This is the global view of orientation type in the students’ MODALITY system.



#### 6.4.4 Value

Figure 6.7 presents frequency in the students' selections of degrees in the system of VALUE.

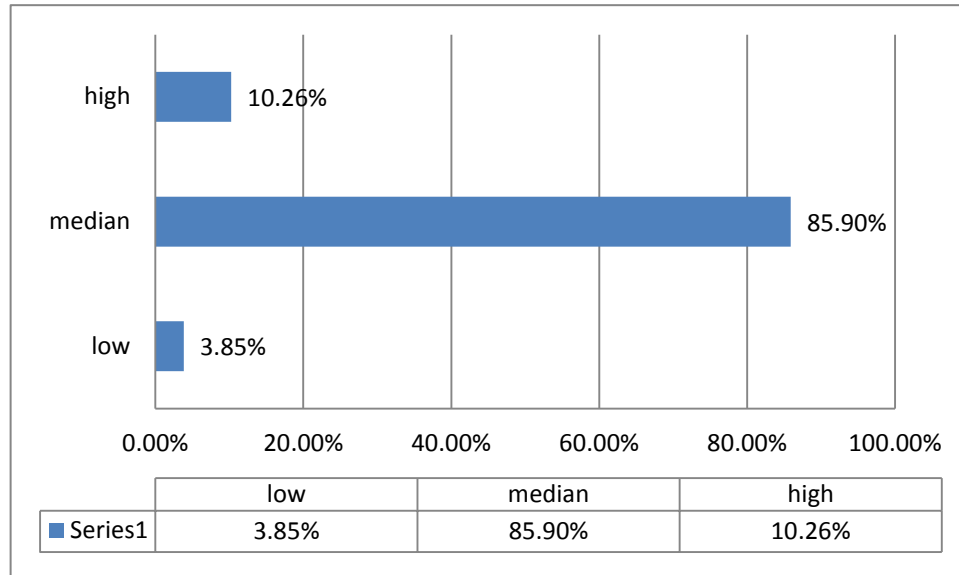


Figure 6.7 Value of modal resources the students deployed

Among the three types of value, 'median' is the most common, accounting for 85.90% of all the three types (total: 156 modalized clauses). For example, in probability, the students will use modals such as, "can", "may", while for obligation, they tend to use "should", "can" ect. They seldom deploy "must", "have to", and "can't" these modals in their writing. This is similar to what Leech (2003) found: people nowadays seldom deploy high value or low value MODALITY everyday discourse. The reason he gave from his study is that democratization.

### 6.4.5 Realization

In this section, I will present the realization type of modal resources in the students' writing, as shown in Figure 6.8.

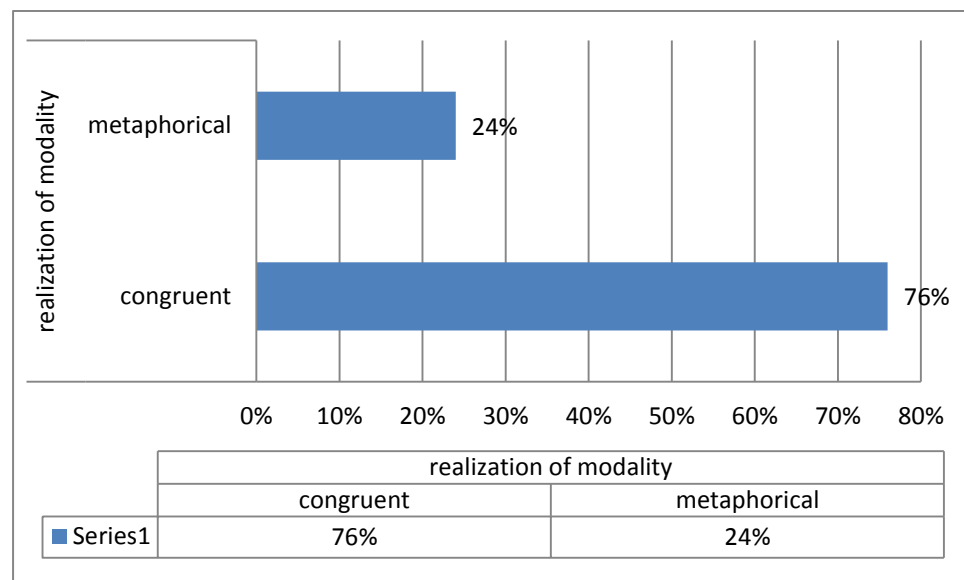


Figure 6.8 Type of realization of MODALITY in the students' writing

According to Halliday & Matthiessen (2004), MODALITY is realized not only by modal verbs but also by modal Adverbs. Implicit manifestations of the contrast in orientation, subjective vs. objective, are realized congruently by modal auxiliaries (or other modal verbs or adjectives within the verbal group) or modal adverbs. In addition, the system has evolved ways of expressing the contrast in orientation explicitly, and this involves a metaphorical expansion of the system whereby resources from other parts of the grammar are “co-opted” to provide more expressive potential. Cognitive or desiderative mental clauses have been co-opted to realize explicit manifestation of subjective orientation (I think &c) and attributive relational clauses have been co-opted to express explicit objective orientation (it is probably &c). These are not simply called metaphorical — they are metaphorical because they involve a metaphoric mode of using resources from other parts of the grammar, outside the system of modality.

Based on this on Halliday & Matthiessen (2004, 2013), 119 modal expressions are congruent realization, which accounts for 76% of all the modal expressions. There are 37 cases of metaphorical realization. We can learn that the students favor the implicit subjective modality. One of the reasons is that all the students are novice writers and their linguistic resources are limited. Therefore, when they are required to express MODALITY, they will turn to their limited modal verbs to express themselves instead of deploying the other resources.

## **6.5 Discussion**

Section 6.5 has presented the general findings of the present chapter, while this section discusses the findings and implications from these analyses.

### **6.5.1 Registerial difference in modal resources employment**

#### **6.5.1.1 Overall description of registerial difference**

As we zoom in on the findings and take a more thorough look, we can observe the registerial differences among these three writing tasks. Referring to Matthiessen, Teruya & Lam's (2010) taxonomy of socio-semiotic process, the 1<sup>st</sup> and 5<sup>th</sup> writing tasks belong to 'recommending', while the 10<sup>th</sup> is 'sharing'. In order to delineate a detailed picture of the registerial differences presented in these data, I have generated Figure 6.9, which provides us with a whole picture of the registerial differences in the deployment of MODALITY in these students' writing.

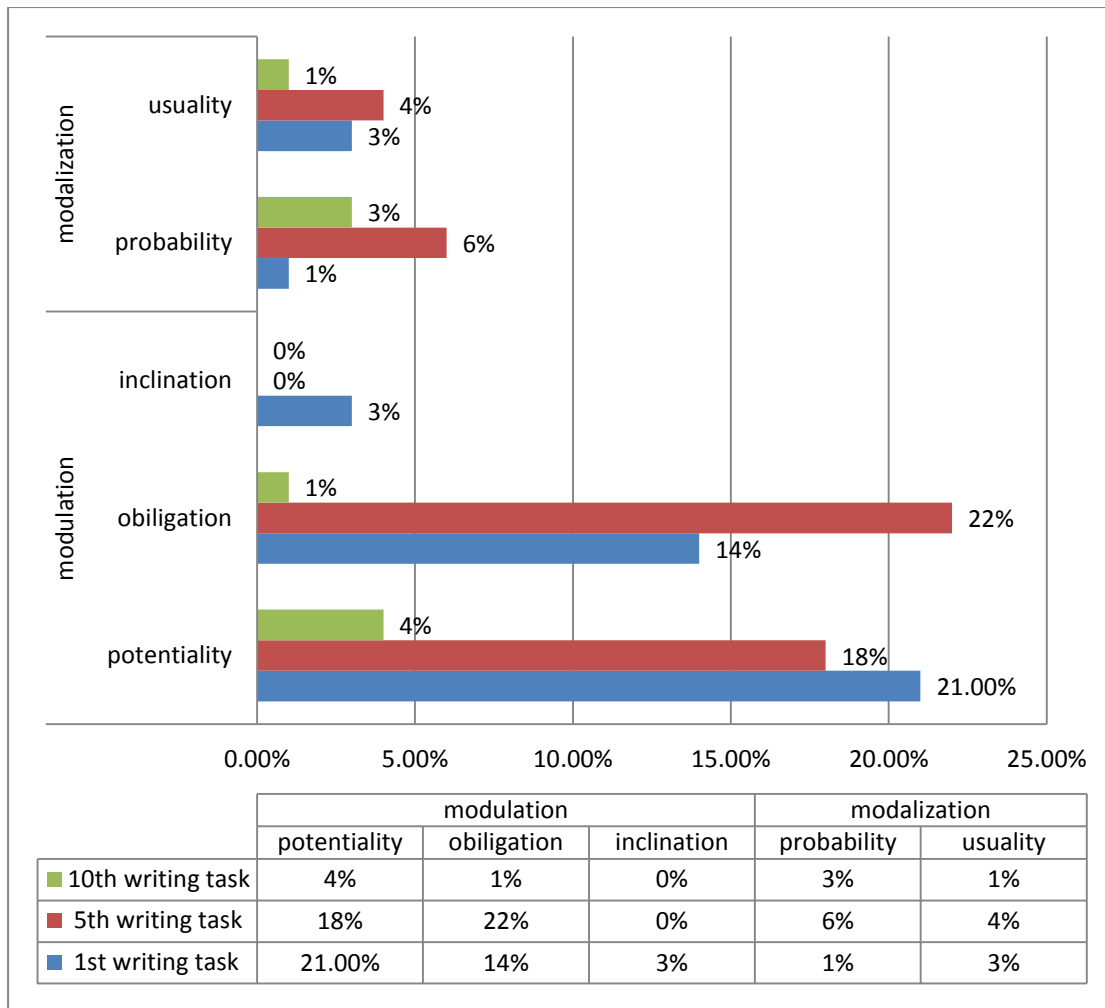


Figure 6.9 Registerial differences in the deployment of MODALITY

Figure 6.9 shows very clearly the registerial differences in the deployment of MODALITY based on the different writing tasks. When students are asked to write texts for a ‘recommending’ context (the 1<sup>st</sup> and the 5<sup>th</sup> writing tasks), they make many ‘modal’ selections — 75% of them being ‘modulation’ rather than ‘modalization’. In contrast, when the students are asked to write texts for a ‘sharing’ context (the 10<sup>th</sup> writing task), they will make fewer ‘modal’ selections, and ‘modulation’ and ‘modalization’ is a little more balanced.

The picture of registerial differences is consistent with what Hinkel (1995; 2009) found. Besides the overall number of deployment description, I will present a case study here to illuminate the registerial differences among the three writing tasks.

### 6.5.1.2 Case study

The overall profile of selections made by the students in the three sets of texts has been reported in Section 6.4.1 with the quantitative data. I will show three pieces of the written texts that were produced by the same student. From the quantitative analysis to qualitative analysis, I aim to bring out more facts from the deployment of MODALITY in the students' language system.

Case A was chosen randomly from the ten cases that I have analyzed. She is one of the best students in this class, who can actually represent this group of students in terms of English proficiency. Below I present her three written texts, chronologically.

Title: Smiling; No. Student: No. 5
<p>[1] Smiling is one of the most important forms of body language.</p> <p>[2] It's an attitude of life.</p> <p>[3] Adults seldom smile.</p> <p>[4.0] They always smile</p> <p>[4.1] when they want something.</p> <p>[5] People should learn about how to give a smile, a genuine smile.</p> <p>[6] First, you should smile to yourself.</p> <p>[7.0] When you get into trouble and feel very sad,</p> <p>[7.1] just smiling.</p> <p>[8.0] It can help you overcome the problem</p> <p>[8.1] and let you be confident again.</p> <p>[9] Smile can be the key to success.</p> <p>[10] And then, try to smile to other people.</p> <p>[11.0] Remember</p> <p>[11.1] you should give them a genuine smile.</p> <p>[12] Without any words, smile can help you be closer to people.</p> <p>[13] Smile is very important in our daily life.</p> <p>[14.0] It is a kind of language which can warm people's heart,</p> <p>[14.1] and everyone can understand it easily.</p> <p>[15] Just remember to keep smile, a genuine smile like a baby.</p>

Title: Lifelong learning; No. Student: 5

- [1] Lifelong learning is very important to us all.
- [2.0] Lifelong learning means that we should keep studying,
- [2.1] but not just in school.
- [3] The things what we have learnt in school are not enough.
- [4] It's just a small part in our lives.
- [5] So we should never stop studying after school.
- [6] There are many different ways to have a lifelong learning.
- [7.0] We can go to the museums,
- [7.1] read different kinds of books,
- [7.2] do exercises,
- [7.3] and even go for a trip.
- [8] It's important to care everything in our daily lives.
- [9.0] Because sometimes we can learn something useful
- [9.1] just when we are playing, eating, and even taking a rest.
- [10] Newterm is a good example.
- [11] He was well known because of his findings.
- [12.0] However, he was just sitting under a apple tree
- [12.1] and had a rest
- [12.2] when he thought about the great problem.
- [13] Lifelong learning is good for us.
- [14] Because it can help us in our daily lives.
- [15.0] For example, when we have troubles,
- [15.1] we can use the things we have learnt to solve the problems.
- [16] Keep studying forever.

Title: Charity sale; No. Student:5

- [1] This morning, our school had a charity sale on the playground.
- [2] All the things we sold were from students.
- [3.0] Some of them brought their pens, notebooks, toies to sell,
- [3.1] while others brought some books, magazines, and so on.
- [4.0] Most of the students and teachers in our school took part in it,
- [4.1] and everyone was polite and helpful.
- [5] The charity was very successful.
- [6] All the money we earned would give to the Project Hope,
- [7] we were happy about it.
- [8.0] I enjoyed the activity very much,
- [8.1] though I was very tired.
- [9] Because it is a pleasure for me to help the people in need.
- [9.0] And I made up my mind to study hard,
- [9.1] I will try my best to help the poor people!

Based on these writings, I have extracted all the modal clauses and categorized them into different categories based on the system network set out in Figure 6.1 above: see Table 6.2.

Table 6.2 Modal clauses that employed in Case A's writing

Types/Writing task	1st writing task	5th writing task	10th writing task
<b>Modalization: probability</b>	[8.0] It <i>can</i> help you overcome the problem [9] Smile <i>can</i> be the key to success.		
<b>Modalization: usuality</b>	[3] Adults <i>seldom</i> smile. [4.0] They <i>always</i> smile		
<b>Modulation: obligation</b>	[1] Smiling is one of the <i>most important</i> forms of body language. [5] People <i>should</i> learn about how to give a smile, a genuine smile. [6] First, you <i>should</i> smile to yourself. [11.1] you <i>should</i> give them a genuine smile. [13] Smile is <i>very important</i> in our daily life.	[1] Lifelong learning <i>is very important</i> to us all. [2.0] Lifelong learning means that we <i>should</i> keep studying, [2.1] but not just in school. [5] So we <i>should</i> never stop studying after school. [8] It's <i>important</i> to care everything in our daily lives.	
<b>Modulation: inclination</b>	[4.1] when they <i>want</i> something. [12] Without any words, smile <i>can</i> help you be closer to people. [14.0] It is a kind of language which <i>can</i> warm people's heart, [14.1] and everyone <i>can</i> understand it easily	[7.0] We <i>can</i> go to the museums, [9.0] Because sometimes we <i>can</i> learn something useful	[9.1] I <i>will</i> try my best to help the poor people!

More modal clauses were deployed in the 1st and the 5th writing tasks, while for the 10th writing task, deployment decreased dramatically as we can observe in Table 6.2. The most frequent type of MODALITY is obligation. These findings are similar to the previous findings in Hinkel's studies (Hinkel, 1995; Hinkel, 2009). She found that,

compared with American students, Chinese students tend to deploy more obligation in their writing to express their values and beliefs about family, education, friendship (Hinkel, 2009), which was quite different from the western culture. She further explains this difference by arguing that US culture is oriented towards individualism, while Chinese culture is oriented towards collectivism. The individualistic culture will pay more attention to themselves while the collectivist culture will require people to think of others when they do things.

In addition, these findings of the deployment of obligation also are consistent with Leech's (2003) findings concerning the deployment of different modal auxiliaries.

With the development of colloquialization and Americanization, more "need to" and "should" will be used in our language because of the decline in the usage of "must".

This process was also interpreted as the "democratization", where the speakers will purposefully avoid the overt statements of power and authority (Leech, 2003). Furthermore, we can understand that the dominant usage of obligation in Chinese English writing appear in secondary school, which could implicate the tertiary English education with the insights from it. For example:

[1] Smiling is one of the most important forms of body language.

[2] People **should** learn about how to give a smile, a genuine smile.

[3] First, you **should** smile to yourself.

Case A has employed metaphorical modal expressions here in her writing, like example (1). By leveraging of this mode of realization, she has emphasized the importance of smiling. Besides, she also has adopted the congruent type of obligation



in her writing, like example [2] and [3]. She has given her advice by using the modal auxiliaries “should”. As for task 10, I have not detected any instances of obligation in her writing.

Besides the deployment of obligation, Case A also prefers to deploy ability in her writing, which also is a salient feature in her writing. Like most of the students in this study, she tends to select ‘potentiality’ in her ‘recommending’ texts. In these recommending texts, the students select ‘obligation’ to enforce their advice and they support that with indications of ‘potentiality’. For example:

[4] Without any words, smile **can** help you be closer to people.

[5] It is a kind of language which **can** warm people’s heart,

[6] and everyone **can** understand it easily

### **6.5.2 Over-use of modal auxiliary “can”**

Having discussed registerial differences in the selections students make in the system of MODALITY, I will now turn to the over-use of one particular modal auxiliary, *can*. As we can see from the findings, 43% of modal selections are of the type ‘potentiality’. The use of “can” in the students’ writing is very salient, which is similar to the findings from the previous study (Hinkle, 1995; 2009). This use of “can” is illustrated by the following ‘recommending’ text:

[1.0] As we know,  
 [1.1] smiling is one of the most important forms of body language.  
 [2.0] It's a symbol of friendliness  
 [2.1] and everyone **can** understand it.  
 [3.0] Smiling to other **can** improve the relationship between you and make you closer,  
 [3.1] but do you know that smiling to yourself **can** also be a positive attitude of life.  
 [4] Smiling to yourself **can** help you solve the unhappy things in your life, for example, failing an exam.  
 [5.0] It **can** also help you be confident again,  
 [5.1] because you should know that sometimes the one who knock you down is just yourself.  
 [6] This **can** be a key to success.  
 [7] So we **can** see that smiling is very important in our daily life.  
 [8] Remember to keep smiling.  
 [9.0] I'm sure  
 [9.1] smiling **can** make your life more colorful.

As shown in the sample, of all the 14 clauses in this text, this student deployed 8 modal clauses with modal auxiliary of “can”. The frequency of “can” is fairly high in a short written text. The author explained the potentiality of “can” repeatedly in his writing to support his ideas of the advantage of smiling. This finding bears some similarities to what Hinkel (1995; 2009) found in her study, where she used tertiary level ESL student’s essays to investigate the MODALITY deployed in Asian ESL students and the American native speaker cohorts. She found that Japanese students would deploy numerous instances of “can” in their writing, which was explained by Izutsu (1998) as a weakness in one’s personal judgment or uncertainty of one’s opinion to some events. In a word, the students’ over-use of “can” can be an implication of their employability of modal resources in their writing.

### **6.5.3 Congruency as an indicator of students’ language proficiency**

As shown in Section 6.4.5, 76% of the students’ modal realizations is of the congruent type, which indicates the level of the students’ writing. Furthermore, I also found that when the students deploy modal resources, they would like to choose in the system of subject person: interactant: speaker (*I*) / speaker-plus (*we*) plus the modal auxiliaries

in their modalized clauses. In expressing their obligation, almost all of the instances begin with “we should”, or “I should”, while in realizing ability, they begin the clause with “we can” or “I can”, as in the following examples:

Obligation:

(1) We **should** always study as we grow.

(2) Therefore, we **need** to keep studying.

(3) We **should** remember keep smiling.

Ability:

(1) We **can** easily do our lifelong learning.

(2) We **can** easily solve the unhappy problems in our life.

(3) It **can** also help you to become confident again.

As shown from the examples above, even in their deployment of MODALITY in their writing, the students opted for the simplest structures. Their writing topics are fairly close to their daily lives. In the L1 context, Christie & Derewianka (2008) found that students deploy more congruent expressions in their nascent writing, while as they progress through the educational system, especially with the development of the subject knowledge, they will expand their register repertoire and master more metaphorical expressions characteristic of more “learned” registers such as explanations and expositions at the same time.

#### **6.5.4 Summary of the modal resources deployed in the students’ writing**

Table 6.3 presents a summary of the modal resources that were deployed in the students’ writing, which will provide a landscape for teachers and researchers to refer to when they revise their syllabus or instruction materials.

Table 6.3 Summary of the modal resources that employed by the students

MODALITY		Summary
Type	Obligation	(1) Obligation: subjective: implicit is the dominant type of MODALITY.
		(2) Most of the obligation selections are realized congruently.
		(3) ‘Should’ is the only modal auxiliary realizing obligation.
		(4) Some of the realizations are metaphorical, but not many.
		(5) Modal Adjuncts are deployed occasionally.
	Readiness	(1) Most of the readiness is realized by potentiality: potentiality: subjective: implicit.
		(2) ‘can’ is frequently deployed in the students’ writing.
		(3) Most of the realization is congruent, mainly by modal auxiliary “can”.
		(4) There are some cases of willingness, but just a few.
	Probability	(1) Probability is not the major type deployed.
		(2) Most of them are realized by mental projection of “I think”.
		(3) Modal adjuncts are rarely seen.
		(4) A few cases are congruent while most of them are metaphorical.
	Usuality	(1) Usuality is realized by Adjuncts.
		(2) They are rarely seen in the students’ writing, not dominant.
Orientation		(1) The dominant type of orientation is subjective-implicit (82%).
		(2) The students deploy a considerable number of pronouns to start the clause, which is subjective.
		(3) The second favoured type of orientation is objective-implicit.
		(4) The other two types are rarely seen.
Value		Most of the value in the students’ writing is median.

In addition to the summary summarized in Table 6.3, I have also visualized the frequency of selection of modality by the students in the following figure, Figure 6.10.

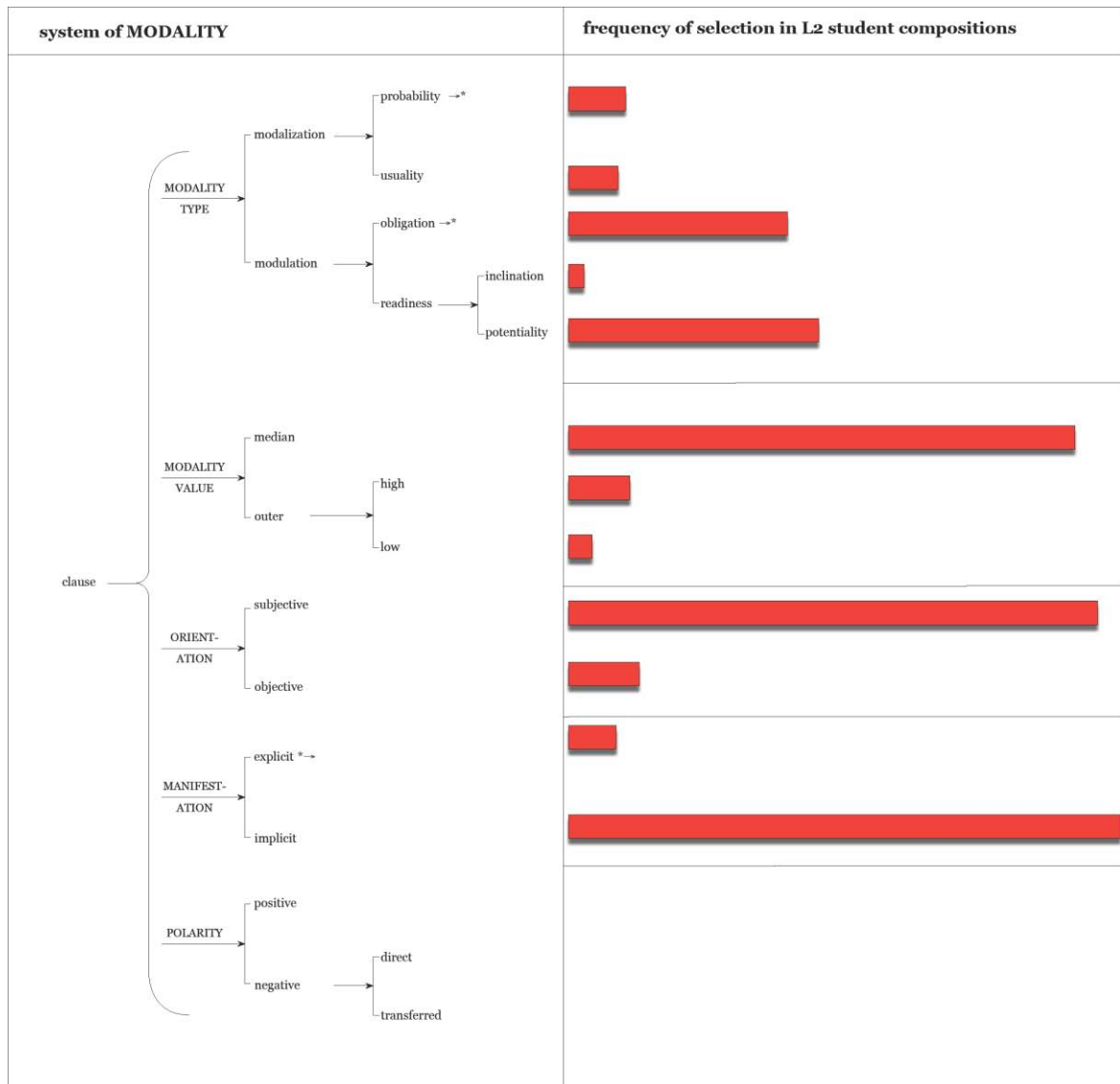


Figure 6.10 Frequency of selection of modality in L2 student composition

## 6.6 Summary of the chapter

This chapter presents the findings of a longitudinal study that demonstrates how the system of MODALITY, as described by M.A.K. Halliday in systemic functional terms as a meaning-making resource, can be used to investigate adolescent Chinese ESL learners' writing in terms of their partial mastery and deployment of the resources. Based on the findings and discussion, I have summarized the linguistics

features in these students' written text in the system of MODALITY, in order to provide the whole landscape of the students' deployment of modal expressions in their writing and throw some light on the design of curriculum and writing instruction: more specifically, on the registerial composition at secondary level English education in Chinese mainland.

In the MODALITY system, the students deploy numerous modal expressions of obligation, which is consistent with what Hinkel (1995; 2009) found, to express their thoughts and beliefs as a part of typical East Asian culture. The three successive writing tasks are registerially different — the first two being located in 'recommending' contexts and the last in a 'sharing' context, which provides feedbacks to the writing curriculum design and writing teaching in actual practice. The over-deployment of modal auxiliary "can" also indicates the students' employability on MODALITY in their writing. Through this, as writing instructors and researchers, we should teach the whole system of MODALITY to the students to equip them with the full resources of MODALITY (Gibbons & Markwick-Smith, 1992), in order to let them choose the right features in expressing themselves instead of over-using of one type of modal resource.

Chapter 7 will report the findings of transitivity analysis.

## CHAPTER 7 FINDINGS: EXPERIENTIAL ANALYSIS

This chapter will report the findings from the transitivity analysis. I will review a body of literature that focuses on studies of TRANSITIVITY, which helps conceptualize and frame the research questions that pertain to the domain of the experiential metafunction. I will then introduce the system of TRANSITIVITY as it has been described in SFL, together with the coding schema for the present study. Finally, I will summarize the findings and map out the lexicogrammatical resources that the students deployed. Based on the findings, I will discuss the features and issues of the students' deployment of TRANSITIVITY system in their English learning.

### 7.1 Introduction

From a traditional perspective, transitivity is considered as a system of the verb, which is classified into two categories: transitive and intransitive. From the perspective of Halliday's SFL, transitivity is treated as a system of the clause, thus involving not only verbs but also as nominals and circumstantial elements linked to them (Halliday, 1967a, b, c; Halliday & Matthiessen, 2004: Chapter 5). In traditional grammar, the grammar of a language was explored and described "from below"; in this sense, it was word-based. This made sense for languages like Ancient Greek and Latin since there's a good deal of "word grammar" that's fairly easy to observe — morphological variation in the form of nouns, verbs and so on. Scholars then moved upwards, asking what the significance of these different forms was, so they gradually arrived at notions like Subject and Object based on contrasts in nominal case. Since traditional grammar was word-based, many systems were first interpreted as systems of the word — the case system of the noun, the tense system of the verb, the voice

system of the verb, and the transitivity system of the verb, and so on. In contrast, most modern grammars — both functional and formal ones — are clause-based: the grammar is viewed “from above” in terms of the rank-scale (in functional approaches, it tends to be viewed “from above” also in terms of the hierarchy of stratification). So systems that were traditionally interpreted as word systems have now been reinterpreted as clause systems — including the system of transitivity (Halliday, 1967a,b, 1968).

As the major system of the clause in the experiential metafunction, TRANSITIVITY is considered to be one of the most important parts in investigating human language systems. Functionally speaking, TRANSITIVITY helps us to look at the system of language as a resource for construing the flow of events in human experiences. Systemically speaking, TRANSITIVITY provides us with a system network for exploring human experiences through language holistically and to varying degrees of delicacy, such as through the systems of PROCESS TYPE, and CIRCUMSTANCE. Through the investigation of these systems, we can reach a deeper and more thorough understanding of language in use.

Ever since the first systemic functional descriptions of TRANSITIVITY (Halliday, 1967/8), these descriptions have been applied to different fields. Originating from the description of the English language, this model has also been tested and deployed in describing other languages, including: Chinese (Halliday & McDonald, 2004; Halliday, 2005), English (Matthiessen, 1995a; Matthiessen, 1999; Matthiessen, 2002), German (Steiner & Teich, 2004), French (Caffarel, 2004; Caffarel, 2006), Japanese (Teruya, 2004; Teruya, 2007), Vietnamese (Thai, 1998; Thai, 2004), Tagalog (Martin, 2004), Telugu (Prakasam, 2004), Pitjantjatjara (Rose, 2004), Indonesian



(Sujatna, 2012; Tomasowa, 1990), Mbembe (Barnwell, 1969), Nzema (Mock, 1969), Thai (Patpong, 2006), Western Desert (Rose, 2001), (Modern Standard) Arabic (Bardi, 2008), Beja (Hudson, 1973), Akan (Matthiessen, 1987a; Matthiessen, 1987b), Finnish (Shore, 1992) and Oko (Akerejola, 2005). These descriptions from functional linguists help us have a more thorough understanding of the TRANSITIVITY model typologically. In addition to language description, the model of TRANSITIVITY has been applied to different fields of language studies as well, such as academic writing, studies of literature, critical discourse analysis, multimodality, pedagogical discourse and medical discourse.

## **7.2 Review of studies on TRANSITIVITY**

SFL has been developed as an approach to language that has the power to be applied in many contexts and has come to be characterized as applicable linguistics (Halliday, 2007; Matthiessen, 2009, 2013). The wide application of the TRANSITIVITY model is good evidence for this claim. Over the past decades, a great many studies have been conducted with this model, which have generated rich findings from different perspectives. The major fields of studies in TRANSITIVITY can be summarized as follows: academic writing, studies of literature, critical discourse analysis, multimodality, pedagogical discourse and medical discourse.

### **7.2.1 Academic writing**

Martines (2001) examined 21 research articles from different fields to explore the relationship between the TRANSITIVITY system and the realization of different parts in academic articles. His findings show that as a professional writer of academic

articles, one should know how to adopt an impersonal stance by deploying different process types. The results also provided implications on how to teach academic writing to ESL learners by explicit demonstration of the linguistic features summarized in his study.

Jiang (2012) investigated the conclusion section in MA theses in linguistics written by Chinese linguistics MA students and American linguistics MA students. Based on her findings, she pointed out that significant differences exist in the selection of options from the system of TRANSITIVITY in the writing of conclusions between native English speakers and non-native speakers. Native English speakers tend to deploy more material processes than the non-native English speakers do. She proposed that the application of the TRANSITIVITY model to the instruction of academic English reading and writing is beneficial and practical, because it helps teachers diagnose problems in their students' writing (cf. Gibbons & Markwick-Smith, 1992).

Using data from 100 tertiary ESL learners' essay from China and Singapore, Lu (2012) found that as the students progressed from draft to draft in their assignments, they tended to add more material process in their draft to enrich the article in terms of scientific aspects. She proposed that applying the TRANSITIVITY model in academic writing would enhance ESL students' academic writing, especially in training them about how to deploy relational process in their academic writing.

In a study of book reviews, Babaii & Ansary (2005) used a corpus that comprised 90 book reviews from three disciplines — physics, sociology and literature — as data, and investigated the differences in using different parts of the system of TRANSITIVITY. The results showed that physics book reviews have a higher

percentage of passive voice, non-human participants, relational and existential processes and a lower percentage of human participants than sociology and literature book reviews do. It substantively enrich our understanding of book reviews from different disciplines, which help disciplinary teachers and educators improve the instruction on how to write book reviews, for example, how to organize the information and how to use the system of TRANSITIVITY in book review writing in different disciplinaries.

In a word, the system of TRANSITIVITY can be used as a tool in instruction (Martines, 2001), diagnosis (Jiang, 2012), enhancement (Lu, 2012) and description (Babaii & Ansary, 2005) of ESL academic writing. However, all of the above studies involved post-adolescent students. The present study will adapt some of the methods they have used in order to study L2 adolescent writing.

### **7.2.2 Studies of literature**

Numerous studies have been conducted in literary studies with the model of TRANSITIVITY. It links linguistics and literature research together.

Transitivity analysis can help deconstruct how male and female identities are formed in novels. Through transitivity analysis of the hero and heroine's conversation in Shaw's play *Pygmalion*, Gallardo (2006) found that different combinations of process types can help gender construal in literary studies. She found that men are construed as more concerned with rational matters while women are construed as caring more about the emotional side of their relations.

Additionally, TRANSITIVITY analysis also can be useful in describing the diverse worldviews that are exhibited by different characters in novels. By analyzing the novel *A passage to India* written by E.M. Forster, Al Mashaqbah (2009) demonstrated that Forster used the system of TRANSITIVITY to construe the different worldviews that different characters exhibit in the novel. He proposed that SFL should be introduced explicitly and systematically in classroom language learning, in order to equip the students with this powerful meaning-making tool.

Cunanan (2011) found that deploying linguistic devices in literature appreciation can help and reinforce the understanding of novels. She concluded that literature teaching could be informed by embedding a linguistic approach in the analysis of literary texts, like TRANSITIVITY analysis.

These studies demonstrated that explicit TRANSITIVITY analysis can help both teachers and students become more aware of how meaning is construed by text. However, its use in ESL context, nothing has yet been done.

### **7.2.3 Critical discourse analysis**

The description of the system of TRANSITIVITY is also deployed in critical discourse analysis study, where it helps explain the relationship between language and ideology in media discourse. By analyzing an extract from BBC news broadcast, Haig (2011) investigated the process types in news. And she found that ideologies are construed experientially in the text by process types.

#### **7.2.4 Multimodality**

Based on Kress and van Leeuwen's Visual Grammar (1996), Motta-Roth & Nascimento (2009) investigated how the TRANSITIVITY system is instantiated in visual texts and what kinds of pedagogical implications we can draw from this type of analysis. They further developed the description of the TRANSITIVITY system in visual grammar and proposed that description of visual grammar is insightful and beneficial to foreign language learning and teaching, especially in facilitating students in enhancing and extending their understanding of multimodal texts in meaning making.

#### **7.2.5 Pedagogical discourse**

Christie (1995) investigated the two types of registers used in primary school when teachers are teaching. Through functional text analysis, especially TRANSITIVITY analysis, she found that students' understanding of the regulative register help determine the learning effect of the content knowledge in classroom learning. This study helps us understand the learning and instructing in primary education.

#### **7.2.6 Medical discourse**

TRANSITIVITY analysis has yielded some practical insights in the investigation of discourse produced by dementia patients. Mortensen (1992) investigated a 58-year-old female Alzheimer patient and conducted TRANSITIVITY analysis of her conversation. Results showed that realization of participants and circumstances in the TRANSITIVITY model indicated impairment of the patient's language system. Decrease in the number of lexical items was also thought to contribute to the

reduction of the experiential meaning in her conversation. Linguistically, these studies shed some new light on the study of language impairment in Alzheimer patients that patient's language system can indicate their health condition.

In medical education, Chan & Shum (2011) investigated how students used the different process types in the TRANSITIVITY system to construe their meaning in their reflective essays in a dissection class. They analyzed two medical essays written by two first-year students from The University of Hong Kong. Through the analysis of process types deployed by the students in their reflective essays, they found that a good reflection essay has higher percentage of mental and relational processes. Based on the findings in this project, they proposed that the TRANSITIVITY system in SFL could be used as an objective framework to assess the depth of students' learning.

#### **7.2.7 Gaps from the previous literature and research questions**

TRANSITIVITY analysis can be used in different institutions with different purposes. Studies using the description of the system of TRANSITIVITY have been undertaken in different fields, academic writing, medical discourse, literary studies, critical discourse analysis, multimodality and pedagogical discourse.

The followings are the knowledge gaps that I have found from previous studies. First, in terms of metafunction, I have not found any experiential studies of adolescent ESL writing. Doing such a study surely will enrich the field. Second, methodologically, the theoretical frameworks employed by the previous studies are selective parts of the system of TRANSITIVITY, such as PROCESS TYPE (Haig, 2005). However, the present study attempts to apply the description of the system of TRANSITIVITY as a

whole to investigate the students' writing holistically and systematically. It is hoped that we can have a more thorough understanding of the students' writing by doing this. Last but not least, no previous study has taken a longitudinal perspective that will allow understanding of the development of students' control of TRANSITIVITY.

With all these gaps left, the following research questions have guided this study:

- (1) Experientially speaking, how do students deploy the TRANSITIVITY system in construing their experience of quanta of change in the flow of events, especially through their selections in the systems of PROCESS TYPE and CIRCUMSTANTIATION?
- (2) Does the deployment of different process types and circumstance types reflect registerial differences? How do deployments differ?
- (3) Does the present study have any implications for pedagogy and curriculum design?

### **7.3 Methodology**

#### **7.3.1 TRANSITIVITY model in SFL**

According to Halliday & Matthiessen (2004: Ch. 5), TRANSITIVITY helps construe human experiences into the manageable chunks of process + participants + circumstances. The transitivity system configures processes, participants and circumstances. I will elaborate a little on them in the following section.

### 7.3.1.1 Process type

The system of PROCESS TYPE can be classified into six major process types in English, as we can refer to the grammar in English in Figure 7.1 (Halliday & Matthiessen, 2004: 172).

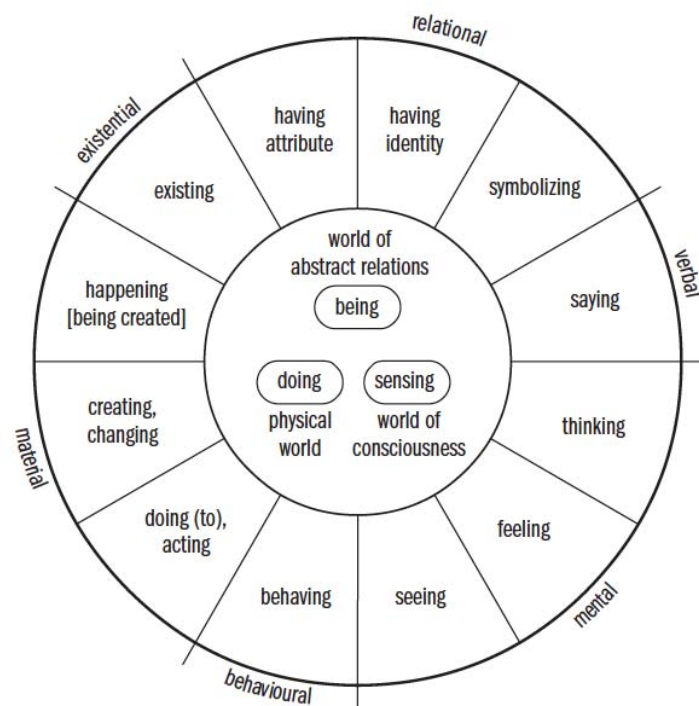


Figure 7.1 The grammar of experience: types of process in English (Halliday & Matthiessen, 2004: 172)

As shown in Figure 7.1, there are 6 primary process types in English. According to Halliday & Matthiessen (2004), among the six process types, there are three types that are major ones. They are material, mental and relational processes, while behavioral, verbal and existential are minor ones. Here I will present some examples to illustrate different process types: see Table 7.1



Table 7.1 Process types in English

Process type	Sub-category	Example
material	event	The rice <i>cooked</i> .
	action	She <i>cooked</i> the rice.
mental	perception	She <i>saw</i> the thief.
	cognition	She <i>could not remember</i> his name.
	emotion	He <i>hates</i> cola.
	desideration	I want Chinese food.
relational	attributive	Mary <i>is</i> slim.
	identifying	She <i>is</i> the monitor.
behavioral		Henry <i>smiles</i> at his failure.
verbal		She <i>told</i> me the truth.
existential		There <i>is</i> a tree outside.

### 7.3.1.2 Participant

Every clause is a configuration of a participant and one or more elements involved in it. Participants are directly involved in the process, bringing it about, being affected by it, benefitting from it. In contrast, circumstances are only indirectly involved in the process. Each process type represents a different configuration of process + participants, and participant are labeled according to the nature of the process type. Table 7.2 shows the different participants in different process types.

Table 7.2 Participants in systemic functional linguistics

Process type	Nuclear participant	example	Non-nuclear participant
material	Actor, Goal	<b>She</b> cooked <b>the rice</b> .	Initiator, Recipient. Client, Scope, Attribute
mental	Senser, Phenomenon	<b>She</b> saw <b>the house</b> .	Inducer
relational: attributive	Carrier; Attribute	<b>She</b> was <b>strong</b> .	Attributor, Beneficiary
relational: identifying	Token, Value	<b>She</b> is <b>the leader</b> .	Assigner
behavioral	Behaver	<b>She</b> smiled.	Behaviour, Scope
verbal	Sayer (Target)	<b>She</b> said.	Receiver, Verbiage
existential	Existent	<b>There</b> is <b>a nice pub</b> .	

### 7.3.1.3 Circumstance

Refer to Chapter 3, Section 3.1.1.4.1.4, Table 3.1.

### 7.3.1.4 Framework for the transitivity analysis

The general analytical framework deployed in the present chapter is shown in Figure 7.2. As indicated in Figure 7.2, there are two major categories that I have analyzed: process types and circumstantiation

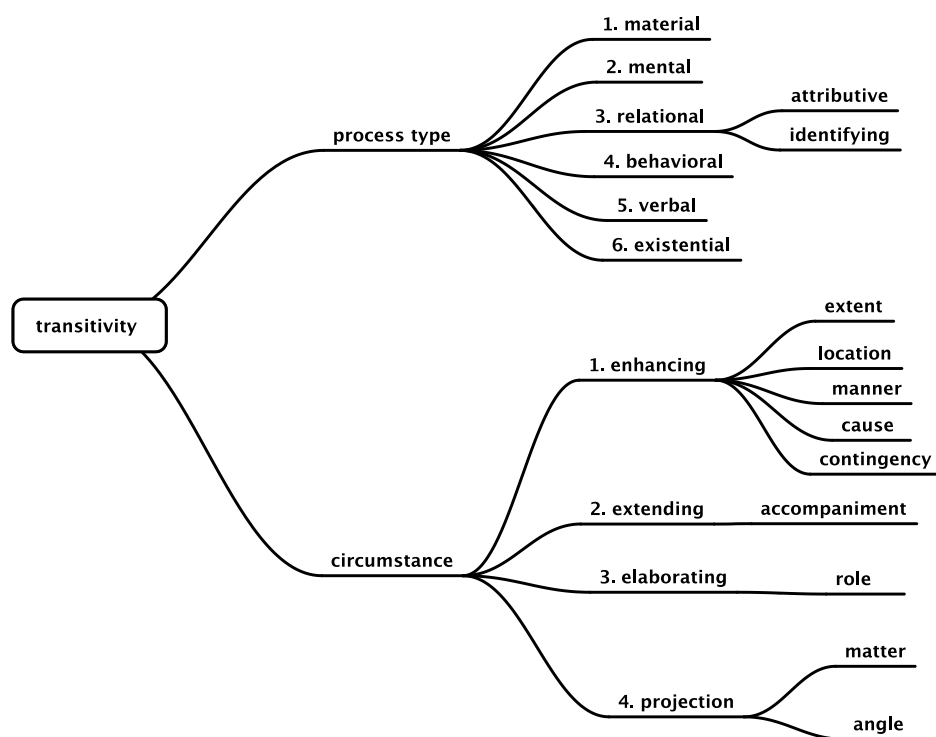


Figure 7.2 Working framework employed for transitivity analysis

## 7.4 Results and findings

### 7.4.1 Process type

In this section, I will focus on reporting the findings from the configuration of process type in the students' writing. I will first show the overall deployment of selections within the system of PROCESS TYPE, and then I will present more findings in detail for different registers.

### 7.4.1.1 Overall deployment of process types

I will present the overall deployment of process types in the students' writing in Figure 7.3.

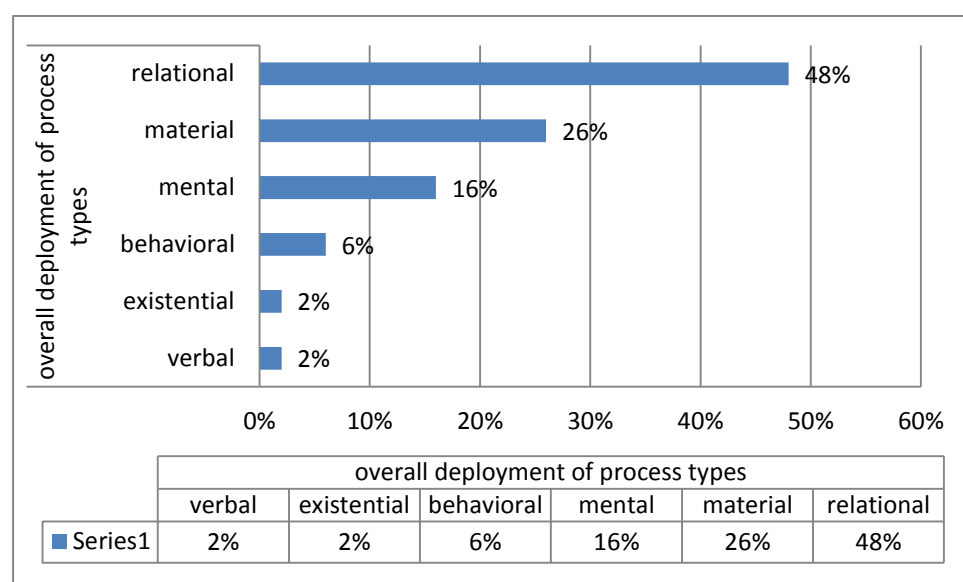


Figure 7.3 Overall deployment of process types in the students' writing

Figure 7.3 shows the overall deployment of process types in the students' writing. In all the three writing tasks I have investigated, I have identified 533 clauses. As Figure 7.3 above indicates, by far the most favored process type in the students' writing is 'relational' with a percentage of 48% (the grammar of having and being). This is followed by 'material' with a percentage of 26% (the grammar of doing and happening), which is in turn followed by 'mental' with a percentage of 16% (the grammar of sensing) and 'behavioral' with a percentage of 6% (the grammar of behaving). 'Verbal' and 'existential' are the two minor types, each with a percentage of 2%.

In order to have a more thorough understanding of the process type composition in different contexts, I also compared the findings from the present study with the findings from Matthiessen (2006). Matthiessen (2006) summarized the landscape of process type in English by analyzing more than 5000 clauses from different registers in modern English. I take this comparison as a reference to my own study. The comparison findings are shown in Figure 7.4.

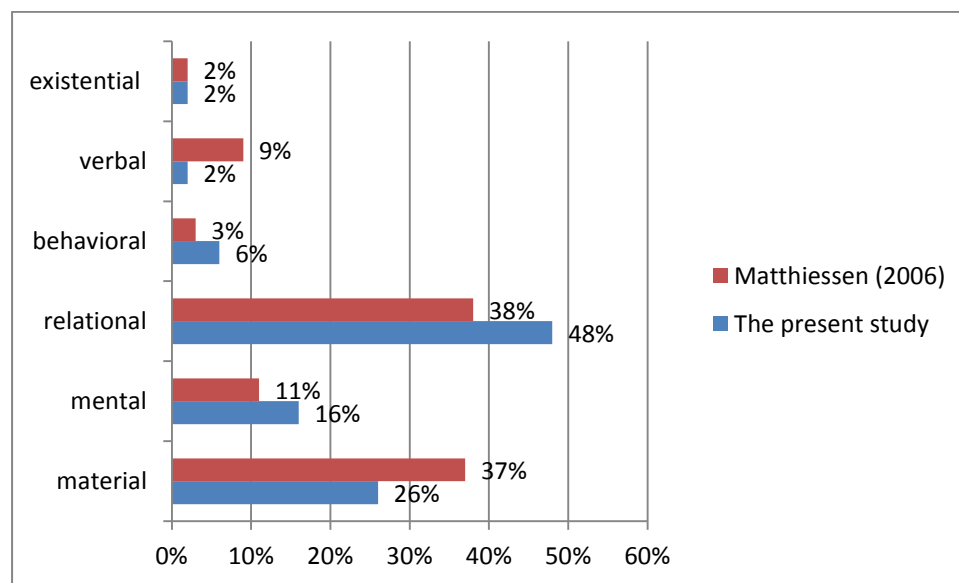


Figure 7.4 The comparison of process types in two studies

Figure 7.3 provides the landscape of the process type distribution in the students' writing in term of number: relational > material > mental > behavioral > verbal > existential. Combined the findings from Matthiessen (2006), the present study generated different patterns of process type as Matthiessen' study. It is still interesting to note that relational process is the most dominant type in the present study. More findings and discussion will be shown in section 7.5.

### 7.4.1.2 Deployment of process type in different registers

Figure 7.4 shows the instantiation of process types in the students' writing tasks. We can observe more subtle differences by looking at the details of each writing task.

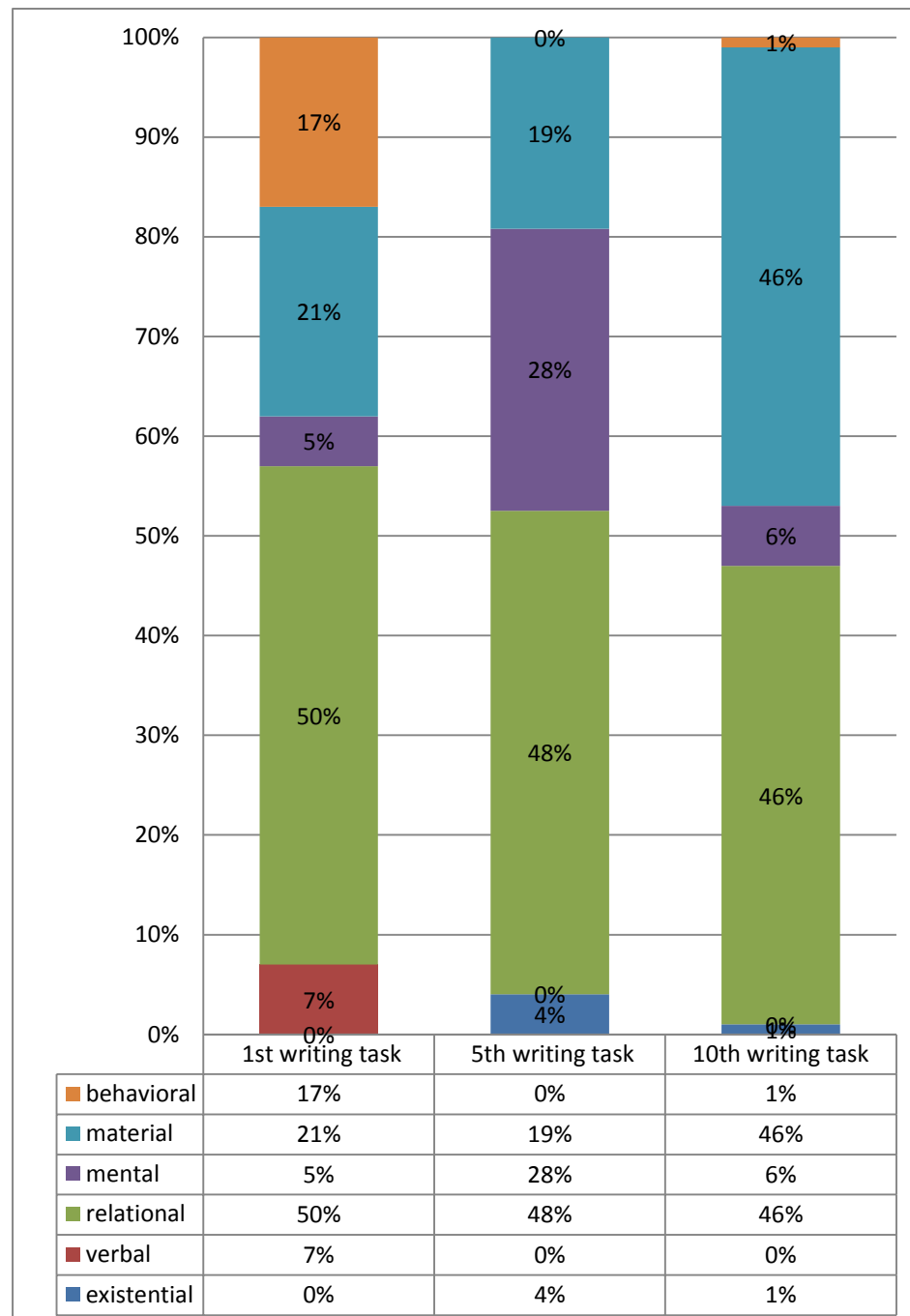


Figure 7.5 Instantiation of process type in different writing tasks

Figure 7.5 shows the deployment of process type in different registers from the students' writing. Globally speaking, different registers present different configurations of process types. Among the six process types, 'relational' is the most common type in the students' writing, accounting for nearly 50% of all the process types. Since the 10<sup>th</sup> writing task is a sharing text, we can note that the students deployed more material processes here than in the other writing tasks — 45.6%. In the 5<sup>th</sup> writing task, the students deployed more mental processes, because they needed to express their opinions on lifelong learning and how to practice it. In the 1<sup>st</sup> writing task, we can see that this is the only writing task in which the students deployed behavioral processes. If we look back to the topic, we can find the reason. The topic of the first writing is about smiling. The students deployed many behavioral processes that are related to the behavior of "smiling". Therefore, we can perceive the registerial differences in the configuration of a text through different process type combinations.

#### **7.4.1.3 Characterization of process types**

Of all the processes I have identified in the data, I have found that 'relational' is the most favored type in the students' writing, while 'material' numbers the second and 'mental' numbers the third. In this section, I will characterize the major process types by summarizing the verbs that the students deployed in their writing. Due to the limited number of verbal and existential processes identified in the present study, I concentrate on relational, material, mental and behavioral processes.

#### 7.4.1.3.1 Relational process

‘Relational’ is the dominant process type among the six process types in all the tasks. Of all the 533 clauses I have identified, there are 257 instances of relational process clauses (48%). As for writing tasks, two of them are recommending, involving more abstractions and explanations. For example, (1) abstractions: *Nowadays, people regard knowledge as power.* (2) explanations: *Smile’s important for people’ since it’s the sound of strength when you face difficulties, it helps to rebuild success.* Therefore, we can expect more relational processes here when the students need to construe their abstractions and explanations in their writing. Based on these 257 cases of relational process clauses, I have conducted a further study to look at the two major types of relational process: attributive and identifying, to investigate how the students used these two types of relational process: see Figure 7.5.

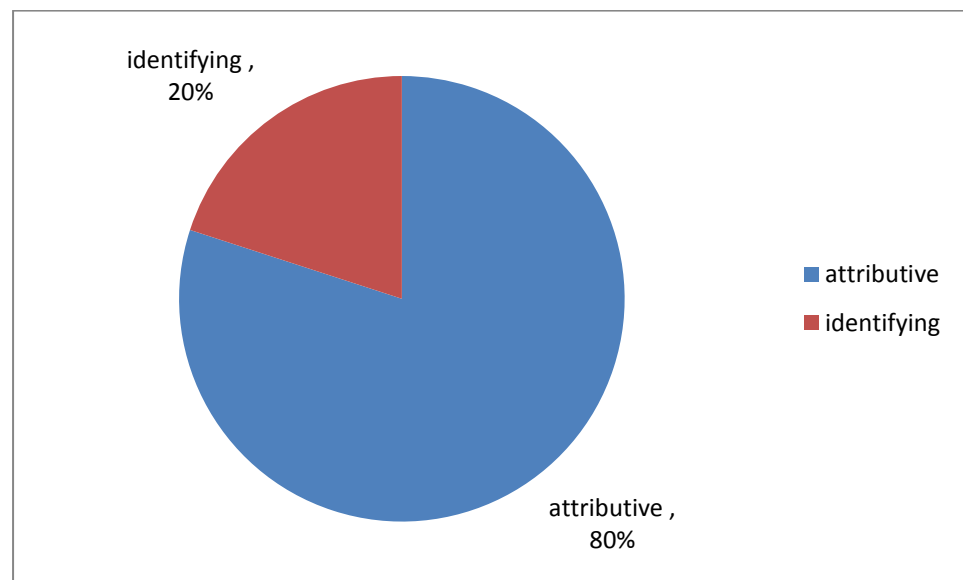


Figure 7.6 The overall deployment of the two types of relational processes: attributive and identifying



As indicated in Figure 7.5, most of the relational clauses are attributive, — 80%; the remainder are identifying — 20%. Compared with the findings from Pun (2011), the students in the present study employed more attributive relational clauses than identifying relational processes. This is probably due to the difference in the text types in these two studies. Pun’s texts are from chemistry textbooks, where the most important field of activity is that of ‘expounding’ chemical theory, so we can expect identifying relational clauses to be favored. However, for the present study, the text types are ‘recommending’ and ‘sharing’ so there are not so many explanations and identifications in these writing. Let me now give some examples of how students use relational clauses in their writing.

#### (1) Attributive relational clauses

Source	Process	Process type	Medium	Agent	Beneficiary, Range	Circumstance
No.1, 1st writing [1]	Is	relational: attributive	Lifelong learning		is very important	[Angle:] to us all
No.1, 10th writing [10]	was	relational: attributive	The charity sale		such a meaningful activity	
No.9, 5th writing [10.1]	Is not	relational: attributive	Lifelong learning		so easy	

As shown by the examples, the students deployed a considerable number of these attributive relational clauses in discussing their opinions about different cases, like smiling, lifelong learning and charity sale. By selecting these attributive relational clauses, they stated their opinions on these topics, especially in expressing their attitudes.

## (2) Identifying relational clauses

Source	Processes	Process type	Medium	Agent	Beneficiary, Range	Circumstance
No.6, 5th writing [4]	are	relational: identifying	Visiting museums of variety and picking worthwhile books to read		the first two ways of lifelong learning	
No.9, 5th writing [1.0]	means	relational: identifying	that one should never stop learning	Lifelong learning		

When students were required to express or explain some abstract concepts, they tended to deploy identifying relational process as the examples above show.

I have also summarized the verbs that students deployed to realize relational processes in their meaning making: see Table 7.3.

Table 7.3 Verbs that contribute to realization of relational process in the students' writing

1 <sup>st</sup>	be, become, make, feel, show, cause, count, face, get, have, mean, own, play (an important role), suggest
5 <sup>th</sup>	be, become, mark, mean, get, grow, have, keep, lie, regard as, treat as
10 <sup>th</sup>	be, become, have, show

### 7.4.1.3.2 Material process

'Material' is the second most favored process type in the students' writing — at 26%. Compared with the other two writing tasks, more material process appeared in the 10<sup>th</sup> writing task, a 'sharing' text type. Therefore, of all the 139 instances of material processes, there are 57 instances in the 10<sup>th</sup> writing task, while there are 35 and 47 instances in the 1<sup>st</sup> and the 5<sup>th</sup> writing tasks, respectively. However, most of the processes are realized by common and general verbs rather than by lexically more specific ones, such as "go", "help", "brought", "had", "take part in"; the novice writers opt for fairly low-delicacy processes. Furthermore, we can also note that the

tendency of the students' deployment of process type is highly homogeneous. The only explanation I can provide here is that they were taught by the same teacher, used the same materials, wrote the same writing task and had the same limitation of linguistic resources.

Here I will present the verbs list that realize the Process in material clauses in the students' writing: see Table 7.4

Table 7.4 Verbs that realize the Process in 'material' clauses in the students' writing

1 <sup>st</sup>	accumulate, improve, change, come up, come with, communicate, decrease, depend, fail, fall, find back, fulfill, gain, gather, harvest, increase, live, make, overcome, persist, rebuild, restrain, return, solve, stand, start, try, work out (No. = 28)
5 <sup>th</sup>	achieve, benefit, bring, complete, do good to, persist on, finish, fulfill, get, give, go, go out, increase, influence, leave, make, play, provide, push, sit, spend, start, take, teach, use, visit, widen, widespread, write (No. = 29)
10 <sup>th</sup>	buy, hold, keep, bring, devote, do, donate, get, give, go on, help, join, make, provide, sell, take part in, teach (No. = 18)

#### 7.4.1.3.3 Mental process

Of all the 533 processes I have identified in my data, 79 cases, or 15%, of them are 'mental'. Most of the mental processes are from writing task 5<sup>th</sup> (recommending). In the other two writing tasks, I only found several instances. As I have mentioned in the previous section, the 5<sup>th</sup> writing task is about lifelong learning, inviting the use of vocabulary related to learning and the selection of mental processes to construe the experience of lifelong learning. Under the text type of 'recommending', the students are required to present their opinions and suggestions on how to practice lifelong learning. When they need to present their ideas on how to practice lifelong learning, more mental clauses such as "I think" appear in their writing (also refer to Chapter 6

in Modality) . All these contribute to the increase in mental processes. I will extract cases and demonstrate how the students use mental process.

Example one:

(1) Talking learning

[11] Since we can *learn* about what the places look like with our own eyes.

[12.0] we all *know*

[12.1] that learning provides us with knowledge.

(No.1 5<sup>th</sup> writing task)

(2) Giving advice

[9.0] If we *learn* during our whole life,

[9.1] we can *know* more about the world

[9.2] and *understand* it better.

(No.4, 5<sup>th</sup> writing task)

As we can see from the two examples, the students deployed more mental processes in discussing the importance of lifelong learning. These are the typical cases of mental process in this group of students' writing.

I will present the list of verbs that help realize Process in mental clauses in the students' writing in Table 7.5.

As shown in Table 7.5, under the four sub-types of mental processes, cognitive mental process is the most common type. The perceptive and desiderative types are similar in terms of number, while the emotive is the least favored in the students' writing. It is only deployed in the 10<sup>th</sup> writing (sharing).

Table 7.5 Verbs that realize the Process in ‘mental’ clauses in the students’ writing

	1st	5th	10th
<b>perceptive</b>	discover,	feel, meet, see,	feel, find,
<b>cognitive</b>	be sure, know, learn, remember, tolerate, understand,	be sure, focus on, know, learn, read, remember, study, think, understand	expect, be sure,
<b>desiderative</b>	want, wish		hope, wish
<b>emotive</b>			enjoy, like, take pleasure in

#### 7.4.1.3.4 Behavioral process

‘Behavioral’ is a minor process in the students’ writing; there are only 29 instances (6%). However, when I zoom in on these data, I find that most of the behavioral processes are from the first writing task, which is about smiling. In the other two writing tasks, behavioral processes are rare. It is also interesting to observe that most of the Processes in ‘behavioral’ clauses are realized by the verb “smile”. I will show two instances to illustrate:

(1)[5] People should learn about *how to give a smile, a genuine smile*. (No. 5, 1<sup>st</sup> writing task)

(2) [2] we should learn to *smile to ourselves*. (No. 3, 1<sup>st</sup> writing task)

#### 7.4.1.5 Summary of process type

Table 7.6 presents the findings from the PROCESS TYPE analysis in this section.

Table 7.6 Summary of process types in the students’ writing

Process type	Summary
Material	1. Material clauses take up 26% of all the process types, making them the second most favored process type.
	2. Registerial differences show in the deployment material process.
	3. As novice writers, the students choose verbs in material clauses that are relatively

Process type	Summary
	simple and general in meaning, which indicates the limitation of the students' linguistic resources.
	4. The deployment of material process in the students' writing is highly homogenous under the same writing prompt.
Relational	1. Relational clauses account for 48% of all the process types, making them the most favored process type.
	2. Attributive relational clauses account for 80%.
	3. Identifying relational clauses (20%) are deployed to explain and expound abstract concepts.
	4. The deployment of relational clauses also varies according to register.
Mental	1. Mental clauses account for 15% of all the process types.
	2. Most of them appear in recommending texts.
	3. Most of the mental processes are deployed in the solution part of recommending texts, such as "I think".
	4. Cognitive mental process is the most favored type.
Behavioral	1. Only 6% of processes are behavioral.
	2. Most of the behavioral processes appear in the 1st writing task, which is about "smiling".
	3. Just two verbs realize this process, which are 'smile' and 'cry'.
Existential	1. There are only 12 instances of existential process.
	2. Existential process is deployed in the solution part as giving suggestions.
Verbal	1. Verbal processes are also rare.
	2. They serve in clauses nexuses of projection — direct quoting of famous people's locutions to support the students' argument.

## 7.4.2 CIRCUMSTANTIATION

In this section, I present the findings from the analysis of circumstances in the students' writing holistically and registerially.

### 7.4.2.1 Overall deployment of circumstantial elements

According to Halliday & Matthiessen (2004: 259-279), circumstances can be grouped into four broad categories: enhancement, extension, elaboration and projection; and

these can be differentiated further in delicacy. Based on the 212 circumstances I have extracted from the data, I will show three degrees of delicacy in the overall deployment in Figure 7.6 (primary delicacy), Figure 7.7 (secondary delicacy) and Figure 7.8 (tertiary delicacy).

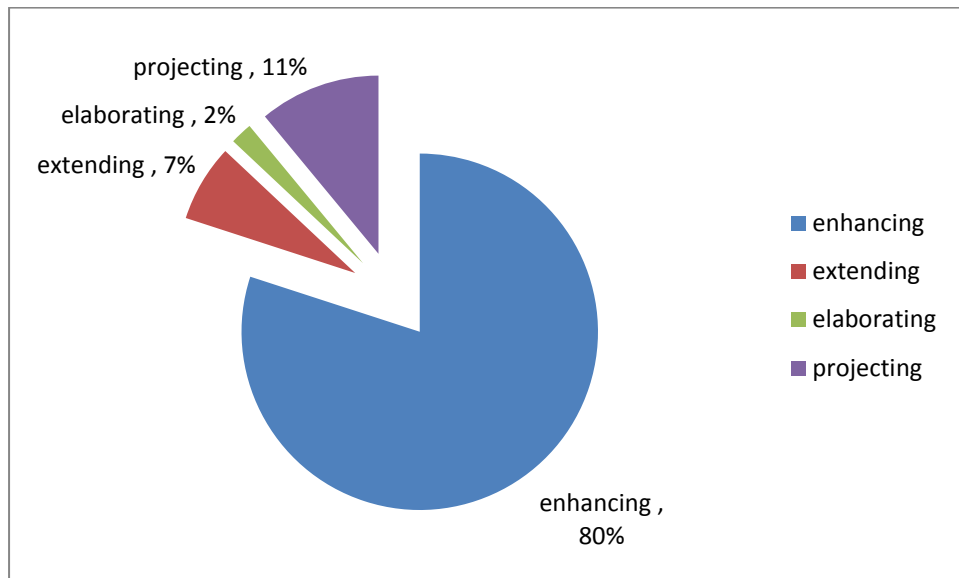


Figure 7.7 CIRCUMSTANCE TYPE: first degree of delicacy

Figure 7.7 shows that of all the four categories of circumstances, enhancing is the most favored type — at 80%. The second favored type is projecting — at 11%. The third and the fourth are extending and elaborating, which account for 7% and 2% of all the circumstances.

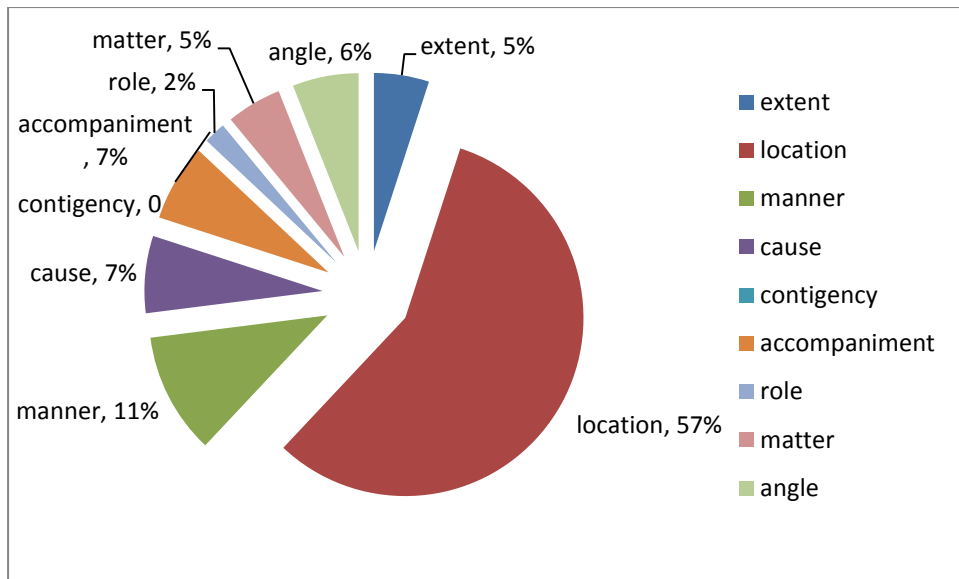


Figure 7.8 CIRCUMSTANCE TYPE: second step in delicacy

At the second degree of delicacy (Figure 7.8), there are nine sub-types of circumstances. Location is the most favored type — at 57%. The second favored type is manner (11%), while the third and the fourth are cause and accompaniment (both 7%). Angle and extent are the fifth and the sixth favored types in these writing, which account for 6% and 5%. The seventh and eighth favored types with the percentage of 5% and 2% are matter and role, while there is no instances of contingency. This is the overall deployment of the nine sub-types of circumstances in the students' writing at the second level of delicacy.



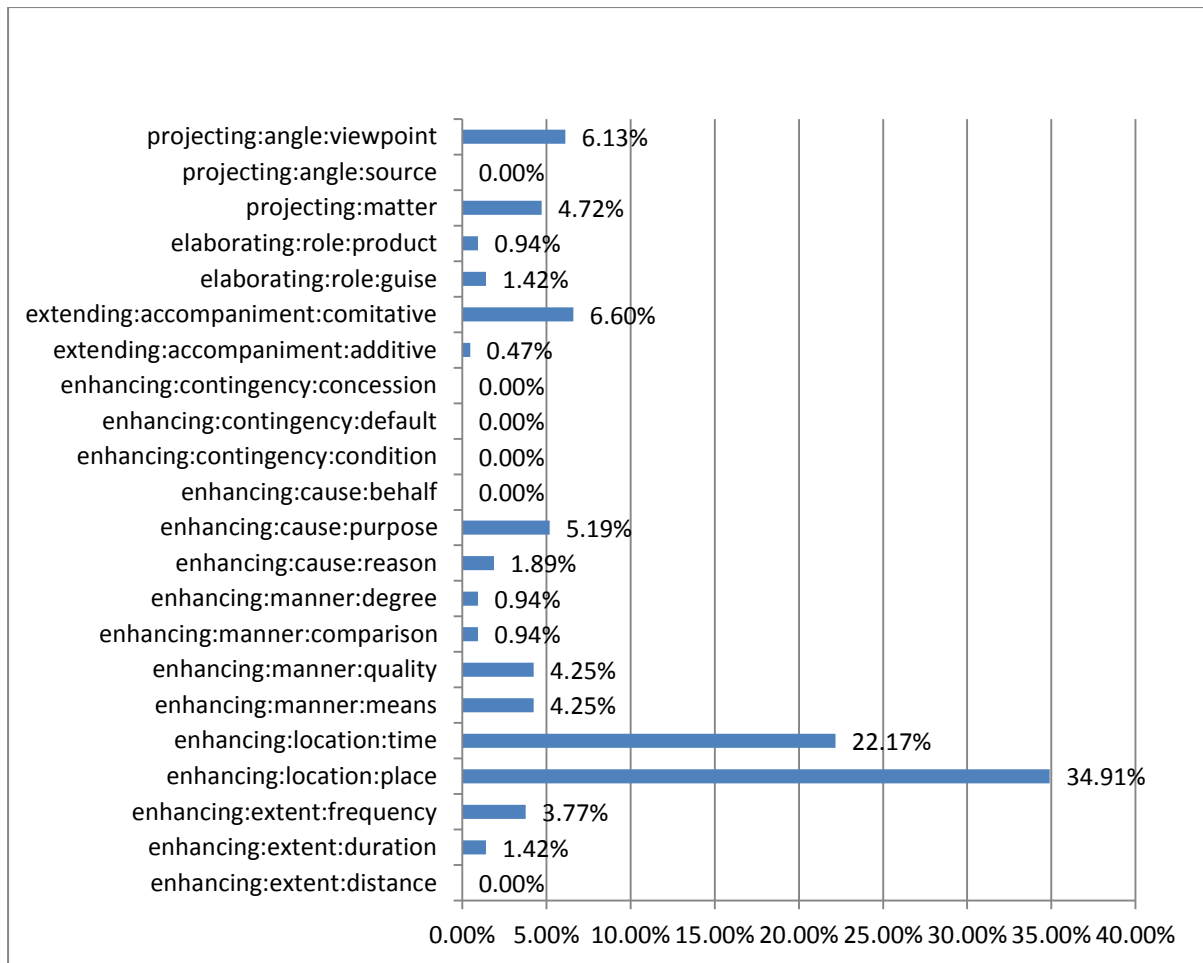


Figure 7.9 CIRCUMSTANCE TYPE: third step in delicacy

Figure 7.9 shows the overall instantiation of circumstances at the third degree of delicacy. Of all the 212 circumstances, time and place are the two most favored types, which account for 34.91% and 22.17%. The second most favored type is comitative — at 6.6%. The third favored type is viewpoint — at 6.13%. Purpose accounts for 5.19%. Matter accounts for 4.72%. Quality and means have the same percentage of 4.25%. This is the overall employment of different types of circumstances at the third level of delicacy of circumstance.

In a word, among all the circumstances that the students deployed, almost 60% of them are enhancing: location: time and enhancing: location: place. The present study

bears some similarities with what Matthiessen found in 1999 and 2006 (Matthiessen, 1999, 2006) that there is a skewing on the distribution of circumstance. Another finding that I think it is essential and interesting for the present study is that enhancing logico-semantic relations is the most favored type in augmenting clauses, which is similar to the augmentation of the clause that will be reported in Chapter 8, which focuses on clause complexes.

#### 7.4.2.2 CIRCUMSTANTIATION in different registers

In this section, I will present the findings of the analysis of circumstantiation in different registers. Details are shown in Figure 7.10.

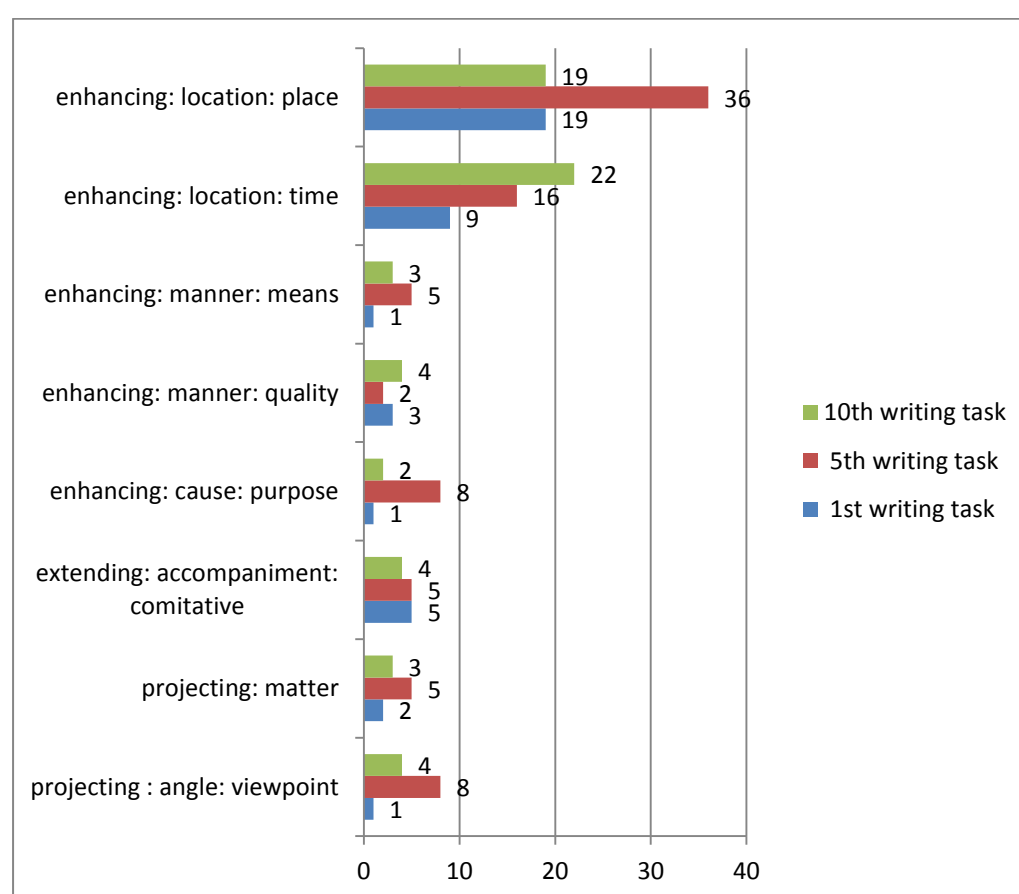


Figure 7.10 Circumstantial elements in different registers

In terms of number, the 5<sup>th</sup> writing task has the highest number of selections of circumstances — 94 instances, as shown by the Figure 7.10. The 1<sup>st</sup> and 10<sup>th</sup> assignments have 50 and 68 instances, respectively. If we focus on the number of circumstances, there are real differences among these three writing tasks. We can see the differences under these columns: place, time, purpose, viewpoint and matter. In place, the numbers differ sharply, 1<sup>st</sup> (19), 5<sup>th</sup> (36) and 10<sup>th</sup> (19). Notable differences also exist in time. They are 1<sup>st</sup> (9), 5<sup>th</sup> (16) and 10<sup>th</sup> (22). Circumstances of purpose also differ among the three writing tasks, 1<sup>st</sup> (1), 5<sup>th</sup> (8) and 10<sup>th</sup> (2). Circumstances of viewpoint also differ: 1<sup>st</sup> (1), 5<sup>th</sup> (8) and 10<sup>th</sup> (4). Circumstances of duration only occur three times, in the 10<sup>th</sup> writing task. In order to provide more details, I will show three typical examples from the students' writing to illustrate how they deployed circumstances to augment their clauses.

Sample one: Lifelong learning

- [1] Lifelong learning is very important *to us all*.
  - [2] Lifelong learning means that never stop learning.
  - [3] We should always learn things *in your whole lives*.
  - [4] Learning is not just in school.
  - [5] You can learn cooking *at home*, sports *in the gym* and many other things *outside the school*.
  - [6] Also, leaving school doesn't mean that you stop learning.
  - [7.0] It is said
  - [7.1] that knowledge is power.
  - [8 .0] Continue learning more knowledge
  - [8.1] whether you are graduated or not.
  - [9] There are many ways for lifelong learning.
  - [10.0] Go *to the library*
  - [10.1] and read some books.
  - [11] It is fantastic to enjoy the world in the books.
  - [12] Doing exercise or going *somewhere for a trip* also do good.
  - [13.0] I think
  - [13.1] lifelong learning can make us wise.
  - [13.0] Whether we are clever or not *at birth*,
  - [13.1] if we always keep learning,
  - [13.2] I'm sure
  - [13.3] we'll become wise.
  - [14] Lifelong learning is very important *for us*.
  - [15] We should spend our whole life learning things.
- Source: ( 5<sup>th</sup> writing task, No.8)

Sample two: Charity sale

[1] ***This morning***, our school had a charity sale ***on the playground***.

[2] It was such an valuable experience ***for me***.

[3] ***During the sale***, many students brought their own stuffs for sale like pens, notebooks, toys, books magazines, etc.

[4] The sale attracted quite a lot students and teachers to take part in.

[5] Regarding the positive responses from them, the charity sale was held ***successfully in a way***.

[6] ***After the activity***, all the money we had got was donated to the Project Hope.

[7] We were glad that we could make a contribution to the development of the education for poor kids.

[8.0] On the other hand, we learnt much ***about business, selling, marketing***

[8.1] and got well trained on them.

[9] Apart from these, what inspired me most from the sale was that the greater understanding on "One is always happier to give than to receive".

Source: (10<sup>th</sup> writing task, No.9)

These are the two typical examples from the corpus, providing a glimpse of how the students deployed different circumstances in different registers. Sample one is from the writing of student No. 8. As I have mentioned in the previous sections, the 5<sup>th</sup> writing task is about lifelong learning. The students express their opinions on what lifelong learning is and how to do it as a secondary school student. In this task, the student deployed numerous circumstances of place to tell their readers where they can practice lifelong learning. As shown in the sample text, “at school”, “at home”, “in your whole life”, “outside the school”, ‘in the books’ etc., the writer deployed 7 instances of place, providing different choices to practice lifelong learning spatially.

Sample text two, which is the 10<sup>th</sup> writing task, is taken from student No. 9 in the corpus. This is a recount on sharing the charity that the students had in their school recently. Compared with sample one, student No. 9 has deployed more circumstances of time to locate the whole charity sale temporally. Sample one exerted strenuous effort on the spatial while sample two gave more attention to the temporal part, e.g. ‘this morning’, ‘during the sale’, ‘after the activity’. Furthermore, these circumstances

of time also function as marked Theme bringing out the chronological development of the text.

In addition to these differences, student No. 8 deploys circumstances of angle to state her opinion. She keeps stating the importance of lifelong learning by using the same clause pattern: *Lifelong learning is very important for us*. Through this case illustration, we can see how student augment their clauses.

These are the overall and detailed circumstance deployment in the students' writing. I will present the summary of circumstance employment in the students' writing that is based on the analysis in section 7.4.2.3.

#### **7.4.2.3 Summary of the deployment of circumstance in the students' writing**

Based on the analysis of circumstances, I have characterized the students' circumstance selections in Table 7.7.

Table 7.7 Summary of the deployment of circumstance in the students' writing

	Types	Summary
enhancing	(1) Extent	(1) Sparse instances of extent appear in the students' writing. Only frequency is deployed, with several cases.
	(2) Location	(1) Most of the circumstances deployed belong to this category. It accounts for 60% of all.
		(2) Place is the most favored type. The students tend to deploy more prepositional phrases here, such as, "at home", "at school".
		(3) Slightly fewer instances deployed here compared with place, but it still has a dominant role after place. Prepositional phrases are also common, such as "this morning", "after the activity", "during the process".
	(3) Manner	(1) It accounts for 11% of all the circumstances.
		(2) Means and quality are the two major types that appeared, like, means: "by lifelong learning", "by visiting parks and reading books"; quality, "easily", "hard".
	(4) Cause	(1) It accounts for 7% of all the circumstances.
		(2) Most of them are purpose, which is commonly realized by "for us", "for a trip".
	(5) Contingency	(1) No case is found.
extending	(6)	(1) It takes up 7% of all the circumstances.
	Accompaniment	(2) Comitative is the dominant type. All of them are "with" phrases, such as "with the help from the volunteers".
elaborating	(7) Role	(1) It has a low percentage of employment, which could be ignored.
projection	(8) Matter	(1) It accounts for 5% of all the circumstances.
		(2) Most of them are "about" prepositional phrases, such as, "about the world", "about the great problem".
	(9) Angle	(1) It accounts for 6% of all the circumstances.
		(2) Most of them are realized by "to" and "for" prepositional phrases, such as "to us", "for me".

### **7.4.3 Case study**

In this section, I will extract two typical cases from the data as case studies to complement the findings from the quantitative analysis in sections 7.4.1 and 7.4.2. The two texts are chosen from the fifth and the tenth writing tasks. Both of them are from student No. 6. Tables 7.8 and 7.9 show the transitivity analysis of the two texts.

Table 7.8 Ideational analysis of Text: 1

CLAUSE	AGENCY		PROCESS TYPE					CIRC.
		mat.	behav	mental	verbal	relat.	exist	
[1] Lifelong learning is very important to us all.	mid:ran					attr&intens		
[2] Lifelong learning means that we should keep on learning in the lifetime.	mid:ran					ident&intens		
[3.0] In other words, it means learning isn't only available in school	mid:ran					ident&intens		location
[3.1] as well as the graduation ceremony isn't the end of learning.	mid:ran					ident&intens		
[4] Visiting museums of variety and picking worthwhile books to read are the first two ways of lifelong learning	mid:ran					ident&intens		
[4.1] by being knowledgeable in something.	mid:ran					attr&intens		location
[5.0] Beside them, practice is the best master,	mid:ran					ident&intens		
[5.1] so exercise and traveling can be good choices.	mid:ran					ident&intens		
[6] Apparently, we do benefit a great deal from lifelong learning.	eff	trans&enhance						location



[7] The first is a long-term learning surely trains us to be particularly good in a specific field.	mid:ran					ident&int ns		
[8.0] The second is, generally speaking, a man of wisdom is far more popular among people	mid:ran					ident&int ns		
[8.1] which may do much good to his appearance in others.	eff	trans&ext en						
[9] The third is the great spirits such as being persistent, brave, calm and so on in this process.	mid:ran					ident&int ns		
[10] The fourth is that it provides clear guidance to our dream and future.	mid:ran					ident&int ns		
[11.0] All in all, it pushes us to grow up and to become someone with maturity and rationality,	eff	trans&ela bo						comitati ve
[11.1] so that we focus more on our own values in a better way.	mid:ran			cog&ph en				location
[12] In the way remembering that" the secret of success is the constancy of hard work,"	mid:ran			cog&ph en				
[13] we may have a more positive attitude towards lifelong learning.	mid:ran					attr&poss		location
[14.0] I think	mid:ran			cog&ph en				
[14.1] the idea of lifelong learning should be widespread	mid:non ran	trans&enh an						
[14.2] in order to live a more well-being life.	eff	trans&ela bo						

Table 7.9 Ideational analysis of Text 2

CLAUSE	AGENCY	PROCESS TYPE						CIRC.
		mat.	behav	ment.	verb	rela.	exis	
[1] This morning, our school had a charity sale on the playground.	eff	creative						location
[2] Students brought their pens, notebooks, toys, books and magazines for selling.	eff	tra&exten						
[3] Many students and teachers took part in the activity.	eff	tra&enhan						
[4] Some volunteers helped keep things in order.	eff	tra&elab						
[5] The charity sale went on well.	eff	tra&elab						quality
[6.0] In the end, all the money earned was donated to the Project Hope	eff	tra&exten						
[6.1] in order to help more people in need.	eff	tra&elab						
[7.0] No matter who we are,	mid:ran					iden&inten		
[7.1] We are all naturally born as brothers and sisters.	mid:ran					attr&inten		
[8] So it literaturally becomes responsibility for people who are anxiously praying for better lives.	mid:ran					attr&inten		quality
[9] This is the important lesson learnt from the charity sale besides joy and happiness.	mid:ran					iden&inten		

[10] It was really a meaningful day for me.	mid:ran					attr&int en		degre e
[11] And I've made up my mind to do more in charities in the future.	eff			desi&ph en				locatio n

I will use these two examples to show how they complement the findings that I have generated from the quantitative analysis.

As indicated in Tables 7.8 and 7.9 above, registerial differences are clearly presented in these two cases. The difference of the process type selections are shown in Figure 7.10.

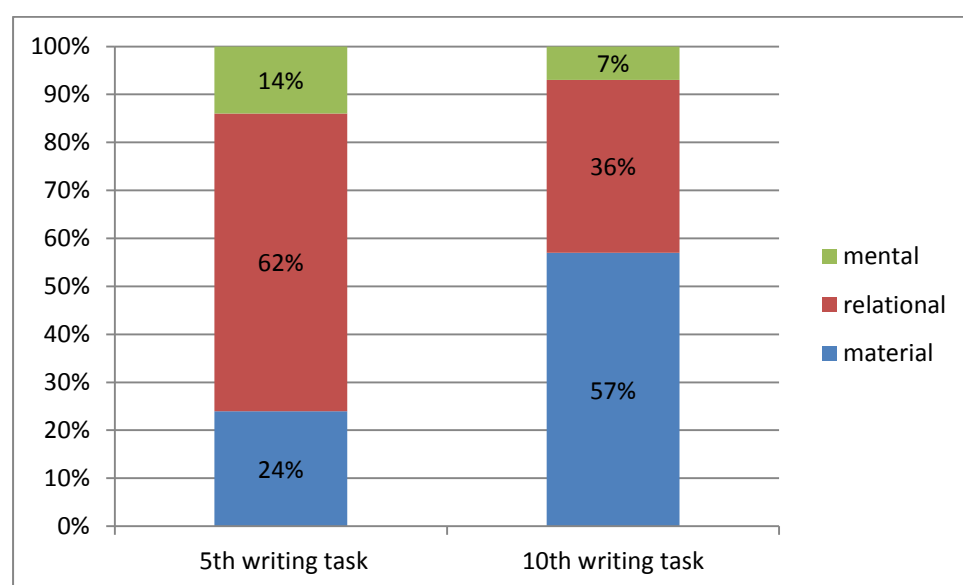


Figure 7.11 Frequencies of process types in the two cases

Figure 7.11 shows the registerial differences between the two text types in the students' writing: recommending and sharing. In the clauses in these two texts, there are only three process types, viz. material, relational and mental; they differ in frequency. As indicated in Figure 7.10, relational processes are the most frequent at 62% of all the process types in the 5<sup>th</sup> writing task. However, the 10<sup>th</sup> writing task is quite different, with material processes accounting for 57%. Thus the writing tasks vary significantly in terms of their frequency profiles of process types.

So far I have focused on PROCESS TYPE, but the writing tasks also differ registerially in terms of another transitivity system, viz. AGENCY — the contrast between

‘effective’ and ‘middle’; for example, in 5<sup>th</sup> writing, 24% of all the clauses are effective; while in 10<sup>th</sup> writing, it accounts for as much as 57%. This again proves that there are more relational processes in recommending texts and more material processes in sharing ones.

As far as circumstances are concerned, the students select more locations in recommending texts than in sharing ones. I have found location of time in sharing texts but none in recommending texts. All of these instances can help us obtain a more concrete and vivid understanding of registerial differences in the students’ writing.

#### **7.4.4 Discussion**

The TRANSITIVITY analysis — covering both PROCESS TYPE and CIRCUMSTANTIATION — has brought out registerial differences among the texts in the different writing tasks. In recommending texts, there are more relational processes than in sharing texts; but in sharing texts, there are more material processes. In addition, in sharing context, the students deploy more circumstances of time than in recommending texts.

‘Relational’ is the most favored process type, which may be surprising — particularly in view of what Matthiessen (1999, 2006) found registerially mixed samples, where ‘relational’ and ‘material’ clauses were roughly equal in frequency. Among ‘relational’ clauses, ‘identifying’ ones, ‘attributive’ clauses were four times as frequent as ‘identifying’ ones — 80% vs. 20%.

This finding triggers my reflection on the teaching and assessing of students’ learning in terms of process types, especially the instruction and employment of relational process in students’ learning. If the students are instructed with these linguistic

devices, they can learn better. For example, in learning identifying relational process, students will know more on how to use this “formula” to arrange the knowledge and ideas they have learnt and construe the meaning they desire to express, while for attributive relational process, they will know how to use this “formula” to describe things.

Among the four main types of mental processes in Halliday & Matthiessen (2004: 197), I found that ‘cognitive’ is the most favored type, and the most common verbs of cognition are “think”, “learn” and “remember”, with registerial differences. We can see that more mental verbs on learning occur in the fifth writing prompt. For this reason, as teacher and educationalist, we have the responsibility to facilitate students’ learning journey by creating and providing more different contexts where students can have more opportunities to deploy these resources. In return, this kind of exposure will definitely expand their breadth and depth of the aggregation of different registers (Matthiessen, 2006b).

The most favored circumstances are those of time and place, with registerial differences. Time is more common in sharing texts while place is more common in recommending texts. Due to the limited linguistic resources that the students have, they still have rather limited mastery of circumstances as a resource for construing experience according to the needs of different registers. I would recommend more explicit instruction and demonstration of the system of circumstance in the students’ writing. Moreover, a more fine-tuned sequence of circumstance in the writing curriculum is strongly recommended, for example, a sequence of registers providing different opportunities to engage with circumstantial transitivity..

## **7.5 Summary of the chapter**

This chapter presents the findings of a longitudinal study that demonstrates how the description of the system of TRANSITIVITY (e.g. Halliday, 1967a; Halliday & Matthiessen, 2004: Ch. 5) can be used to investigate adolescent Chinese ESL learners' writing to bring out their partial mastery and deployment of the resources. Based on the findings, I have summarized the linguistics features in these students' written text in the system of TRANSITIVITY, in order to provide the whole landscape of students' deployment of process types and circumstances in their writing and throw some light on the design of curriculum and writing teaching at secondary level English education in Chinese mainland.

Chapter 8 will report the findings from logical analysis.

## **CHAPTER 8 FINDINGS: LOGICAL ANALYSIS**

In this chapter, I will review a body of literature of clause complex studies in SFL. I will raise three search questions based on the review. I will introduce the methodology and the framework for the present chapter. Then, I will present the findings from the data analysis. Lastly, I will summarize the students' CLAUSE COMPLEX system and initiate a discussion on it.

### **8.1 Introduction**

Having a good command of the logical systems for creating clause complexes allows the speaker or writer to combine information together in a tighter and more logical way, which helps them to achieve their communicative purpose in a more skillful way (Halliday & Matthiessen, 2004: 371; Ping & Geok, 2005). In fact, Ping & Geok (2005) have argued that the appropriate deployment of clause complexes in writing should be included in the writing curriculum, since it is one of the most important parameters in judging students' language proficiency.

### **8.2 Literature review**

Traditionally, many studies have investigated clause complexes from different perspectives, such as Haiman & Thompson's (1984) typological approach to clause combining, Longacre & Thompson's (1985) study of typological variation in adverbial clauses, Thompson's (1985) and Ford & Thompson's (1986) study of clause combining and Matthiessen & Thompson's (1988) study of rhetorical complexing.



Adopting a functional perspective as a “filter” in reviewing the literature, I have identified the following studies from different fields, presenting different findings concerning the system of CLAUSE COMPLEX. Among these, Matthiessen’s (2002) pioneering study is one of the most delicate and exhaustive studies of the clause complex. Matthiessen used a corpus of more than 52,000 words with 6,100 clauses to study the clause complex as part of the lexicogrammatical system. The findings from his analyses show that the clause complex system is a highly indeterminate one. The holistic study of the clause complex in this study also revealed that there are no absolute real boundaries between different grammatical systems in the clause complex but that they are actually interrelated systems. Furthermore, this comprehensive investigation of the clause complex deepens our understanding of the CLAUSE COMPLEX as a system methodologically and epistemologically.

In clinical linguistics, the system of CLAUSE COMPLEXING has been applied in investigation of patients’ discourse. Armstrong (1992) documented an aphasic patient’s discourse and compared it with the discourse from normal people. He found that the aphasic patient employed the same range of taxis and logico-semantic resources in terms of degree of delicacy as normal people did. However, the aphasic patient tended to deploy more parataxis than normal people did. The study also indicated that the investigation of the CLAUSE COMPLEX system can help understand the aphasic patients’ language system, which in turn contributes to the understanding of aphasic patients’ brain and its pathological issues. Zinken et al. (2010), in a longitudinal study of 97 patients’ discourse, found that their overall deployment of clause complexes in narratives indicated their success in having finished a mental guided help program. These studies both showed that deployment of

the system of CLAUSE COMPLEXING can indicate a patient's language proficiency. Analogically, the present study attempts to investigate the system of CLAUSE COMPLEXING in adolescents' L2 learners' English writing, aiming to unveil how much of the system of CLAUSE COMPLEX has been deployed by the students.

In educational linguistics, the description of the system of CLAUSE COMPLEXING has been applied to the field of L2 writing. Ping & Geok (2005) analyzed Singapore secondary school students' writing, contrasting good and poor writers' texts. Their findings show that there was a significant difference in the employment of clause simplexes and clause complexes, with weak writers employing many more instances of clause simplexes than the good writers. They finally proposed that due to the poor understanding of conjunction and clausal relations by poor writers, purposeful inclusion and explicit instruction in the clause complex in secondary writing classes is indispensable to the success of the ESL learners' L2 writing. Baklouti (2011) compiled a corpus of academic articles from six disciplines comprising 120 abstracts, in order to summarize the deployment of clause simplexes and complexes in academic article abstracts. He found that the natural sciences have a higher proportion of clause simplexes than the humanities do. Furthermore, hypotaxis is more favored by the humanities than the natural sciences. Methodologically, however, these studies only covered the simplexes, complexes and the deployment of conjunctions in realizing the logico-semantic relations in clause complexes. The present study will attempt to include the depth of nexuses of clause complexes to provide a more detailed account of the intricacy of clause complexes, aiming to fill the aforementioned knowledge gaps.

In register studies, the system of CLAUSE COMPLEXING has been explored in oral and written discourse. Drawing on a corpus of spoken and written texts from different registers, Greenbaum and Nelson (1995) found that there was no salient distinction between speech and writing in terms of relative complexity. However, spoken language, being the most distinctive category, has the highest proportion of simplexes and the lowest of proportion of subordination and coordination. Employing data from interviews with dog fanciers in Sydney, Nesbitt & Plum (1988) investigated the probabilistic profile of the system of the clause complex in narrative style texts. They found that the variables of expansion and projection are related to sub-genre even within the same genre. There are generic differences in the deployment of different combinations of the clause complex in different genres. However, taxis and different logico-semantic relations did not vary significantly with respect to genre. Given the findings from these studies of different registers, the present study attempts to include more registers from a different institution in order to produce more findings for the “big picture” of clause complexing.

These studies have contributed to the clause complex as theorized in SFL substantially. Taking account of the methodological, theoretical gaps presented in this review, the present study takes the investigation of the clause complex a step further, with the purpose of looking at how adolescent L2 learners deploy the clause complex system in the creation of texts within different registers. The following research questions guide this chapter:

(1) How do students deploy the clause complex system in organizing their texts logico-semantically in terms of relations such as restatement, addition, condition and reason?

(2) Do combinations of taxis and logico-semantic relations vary according to register? How do deployments differ?

(3) Does the present study have any implications for pedagogy and curriculum design?

### **8.3 Methodology**

As I have introduced the participants, the school, the data and the general principles of SFL in Chapter three, I will focus on illustrating the system of clause complex and how I do the data analysis in this section.

#### **8.3.1 Theoretical framework**

The present study adopts the system of clause complex as theorized in SFL (Halliday & Matthiessen, 2004: CH6), shown in Figure 8.1, to investigate the students' system of CLAUSE COMPLEX in their English learning.

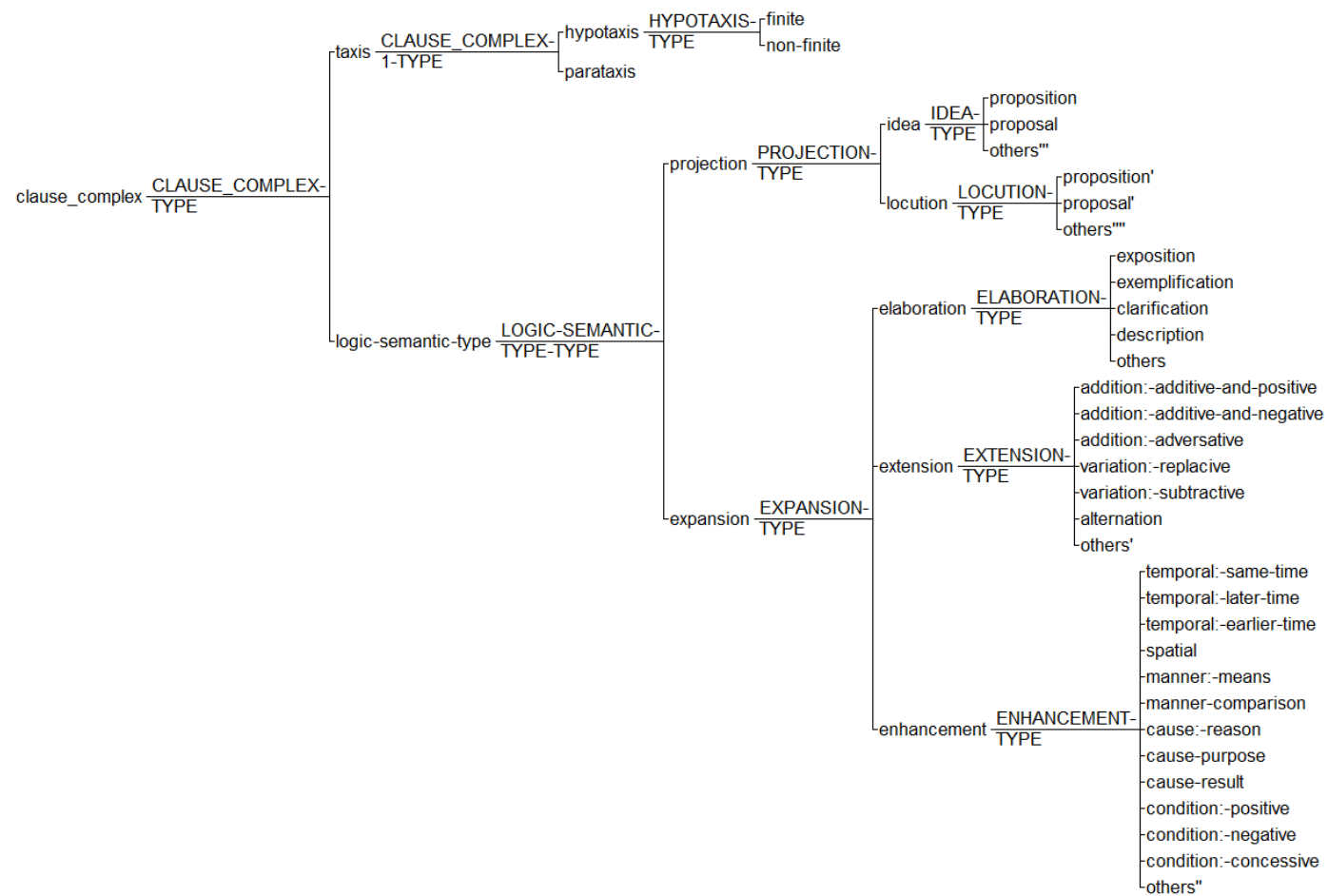


Figure 8.1 System of CLAUSE COMPLEX in English (adapted from Halliday & Matthiessen, 2004)

The system of clause complex is realized through different taxis and logico-semantic relations. As shown in Figure 8.1, the system of clause complex embodies two major dimensions: the system of taxis, which consists of two types of clauses relations, viz. parataxis and hypotaxis, and the system of logico-semantic relations between clauses, viz. projection and expansion. The two types of taxis are similar to the clause relations coordination and subordination in traditional grammar. Parataxis concerns the relation between two clauses that are in a relationship of equals, whereas hypotaxis concerns the relation between two clauses that are not equal, and where one is dependent on the other one. However, while hypotaxis is distinguished clearly from rank shift (embedding), subordination covers them both, failing to make the distinction (as argued by Matthiessen & Thompson, 1988).

As mentioned above, the two major types of logico-semantic relations, i.e. projection and expansion are at the first degree of delicacy. If we take one further step in delicacy, five types of logico-semantic relations are posited as sub-systems. Projection consists of locution and idea. For locution, projection is the relationship between a ‘verbal’ clause and a clause or clauses representing the “content” of saying, while idea concerns the mental event that is projected by the mental process. The system of expansion in the next step in delicacy is comprised of extension, elaboration and enhancement. Extension consists of clauses adding new elements or giving an alternative to it. Elaboration is further differentiated into restatement, specification and exemplification. Enhancement is a circumstantial relation of time, place, cause, reason, condition or concession (Halliday & Matthiessen, 2004: 383).

Table 8.1 Realization of TAXIS and LOGICO-SEMANTIC TYPE

		Parataxis [1 2 3...]	Hypotaxis [ $\alpha$ $\beta$ $\gamma$ ...]
projection	idea [‘]	1 Jimmy thought ‘2 ‘My mother will come.	$\alpha$ Jimmy thought ‘ $\beta$ that his mother would come.
	locution [“”]	1 Jimmy said “2: “My mother will come.”	$\alpha$ Jimmy said “ $\beta$ that his mother would come.
expansion	elaboration [=]	1 It was nothing bad; =2 it was just a cold.	$\alpha$ It was nothing bad, = $\beta$ which was a relief.
	extension [+]	1 Jimmy knew +2 and his mother knew.	$\alpha$ Jimmy played the game + $\beta$ as well as entertaining his guests.
	enhancement [ $\times$ ]	1 Jimmy knew, $\times$ 2 so her mother knew.	$\alpha$ Jimmy knew this news $\times\beta$ by listening to the radio.

### 8.3.2 Coding of the data

Drawing on the study conducted by Matthiessen (2002), I will basically replicate how he conducted the data analysis. First, I identified the clause boundaries in the students’ compositions and numbered the clauses. Then, I extracted all the clause complexes in my corpus manually. After that, I identified the taxis and logico-semantic relations between clauses. The only way the present study is different from Matthiessen’s (2002) analysis is that I could not perform my analysis with the corpus tool SysFan (Wu, 2009), which he used with his data analysis. This is because of the degree of delicacy of my analysis is too high for SysFan. It cannot conduct analysis at the delicacy beyond the subtypes of projection and extension in the system of clause complexing. Before the massive data analysis, I performed pilot data coding for better quality and consistency of data analysis. After that, I consulted with a colleague to assess my coding and reach agreement on the conflicting issues arising from the data analysis.

## 8.4. Results

### 8.4.1 Overall deployment of taxis and logico-semantic relations in the students' writing

In this section, I present the overall findings of the deployment of taxis and logico-semantic relations in the students' writing, in order to map out the students' repertoire of choices within the system of clause complexing.

#### 8.4.1.1 Simplexes vs. Complexes

Figure 8.2 shows the different configurations of simplexes and complexes in texts that come from different studies conducted in different language learning contexts.

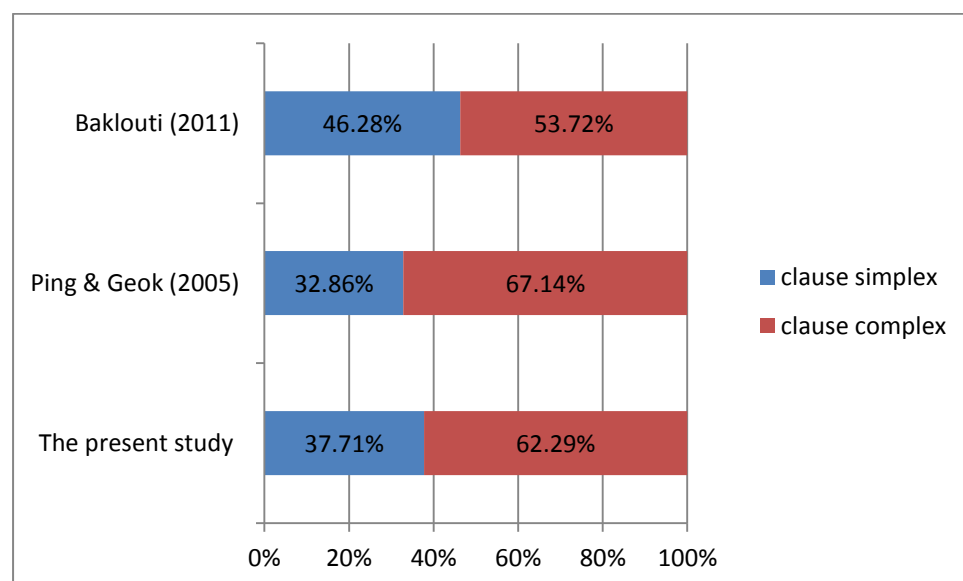


Figure 8.2 The ratio of simplexes and complexes in different contexts

As we can see from Figure 8.2, the ratio of simplexes to complexes in the present study falls in between the findings of the two previous studies reviewed above. In Ping & Geok's (2005) study, the ratio of clause simplex to clause complex is 62.29%



to 37.71%, while for Baklouti's (2011) study the ratio is 53.72% to 46.28%. The present study bears some similarities to Ping & Geok's study. The reason for this similarity is that the data that both studies investigated secondary school ESL learners' written texts, while Baklouti's study focused on investigation of academic writing in a more technical and special register.

#### 8.4.1.2 Logico-semantic relations

Figure 8.3 shows the different combinations of logico-semantic relations in the students' writing.

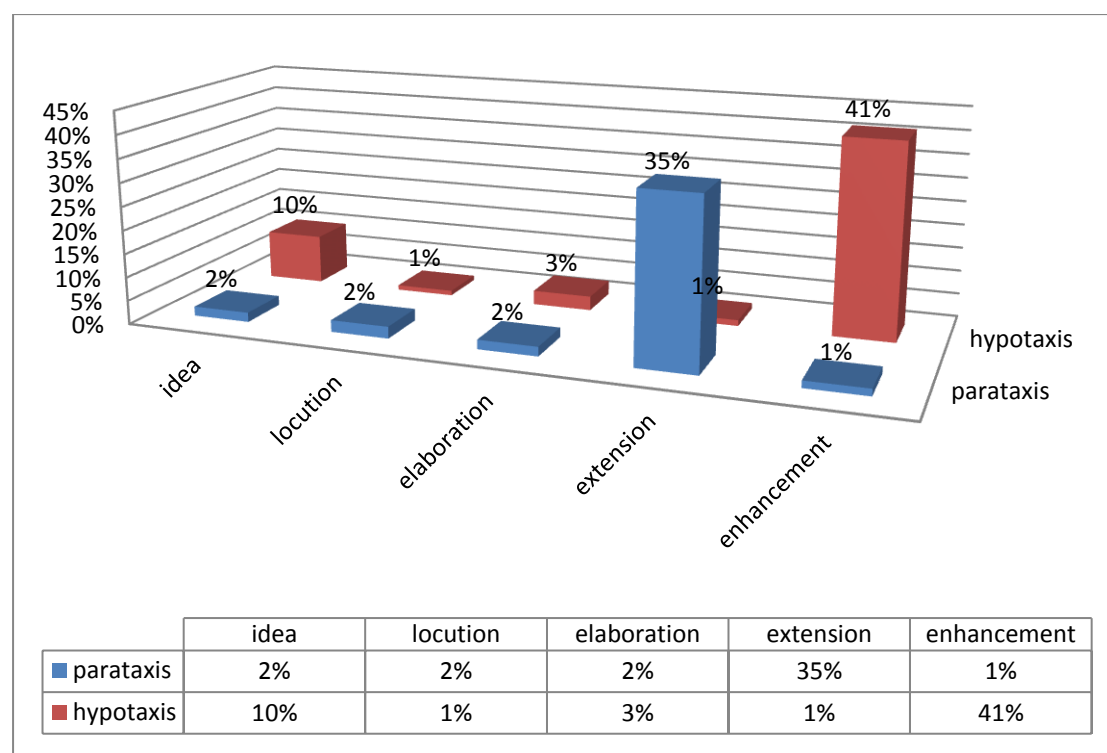


Figure 8.3 Logico-semantic relations in the students' writing

The most favored type of logico-semantic relations in the students' writing is hypotactic: enhancement, which accounts for 41% of the total. Paratactic: extending is the second favored combination, which accounts for 35% of all the instances. Besides

the two most favored types, the third type is hypotactic: locution, which accounts for 10% of all the instances. As for the rest of the combinations, the numbers are quite low, so they can be ignored in our discussion.

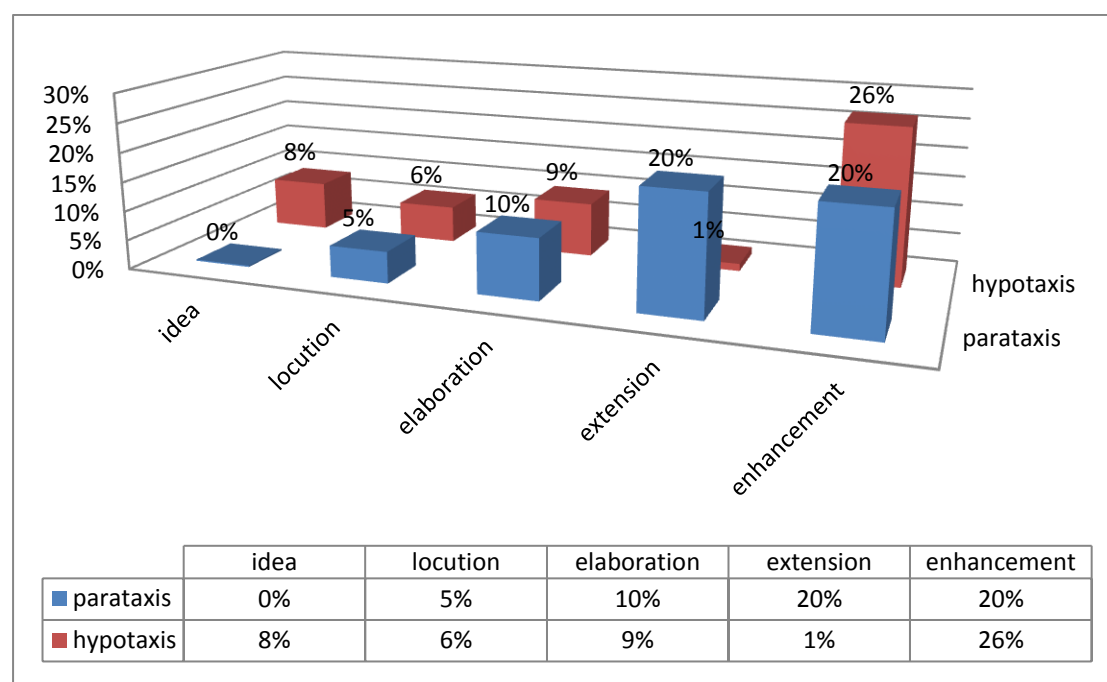


Figure 8.4 Logico-semantic relations in Matthiessen's study (Matthiessen, PC)

In order to have a comparison with the study that is based on modern English, I refer to Matthiessen's long term project on clause complex (Matthiessen, PC). Figure 8.4 shows the general logico-semantic relations from his findings. The corpus he used consists of 6864 clauses encompassing diversified registers from contemporary English.

As we can see from Figure 8.4, the most favored logico-semantic relations from Matthiessen's study is hypotaxis: enhancement, which is the same with the present study. However, the percentage is different, while in the present study, it takes as much as 41%. Parataxis: extension is also the second most favored logico-semantic relation in Matthiessen's study, which takes up 20%. Compared with the present study,

the percentage is much lower. In addition to these two dominant logico-semantic relations, Matthiessen's study show that more other logico-semantic relations are found in modern English, compared with ESL learners' compositions, for example, hypotaxis: elaboration and parataxis: elaboration.

### 8.4.1.3 Taxis choice

Figure 8.5 presents the different combinations of taxis at different levels of the students' clause complexes.

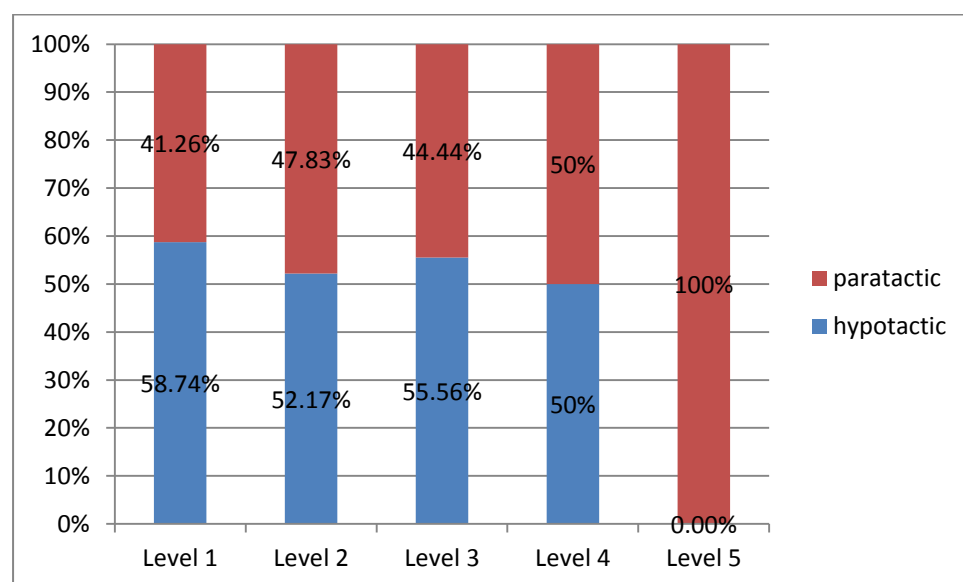


Figure 8.5 Taxis choice in the students' writing at different levels

Figure 8.5 shows the different ratios of hypotaxis and parataxis at five levels. The different combinations of hypotaxis and parataxis are quite similar at the first four levels, while at the final level, where there is just one instance, parataxis takes up all the percentage. If we look at the findings level by level, it is obvious that hypotaxis is dominant at all levels. Let's take level one as an example; the ratio between hypotactic and paratactic is 58.74% to 41.26%. The second third and the fourth levels

have the same ratio. In a word, hypotaxis is always favored over parataxis in the students' writing.

#### 8.4.1.4 Delicacy in enhancement

As shown in Figure 8.3, hypotactic: enhancement is the most favored type of logico-semantic combination — at more than 41% of all the instances. Figure 8.5 shows more details on the delicacy of enhancement.

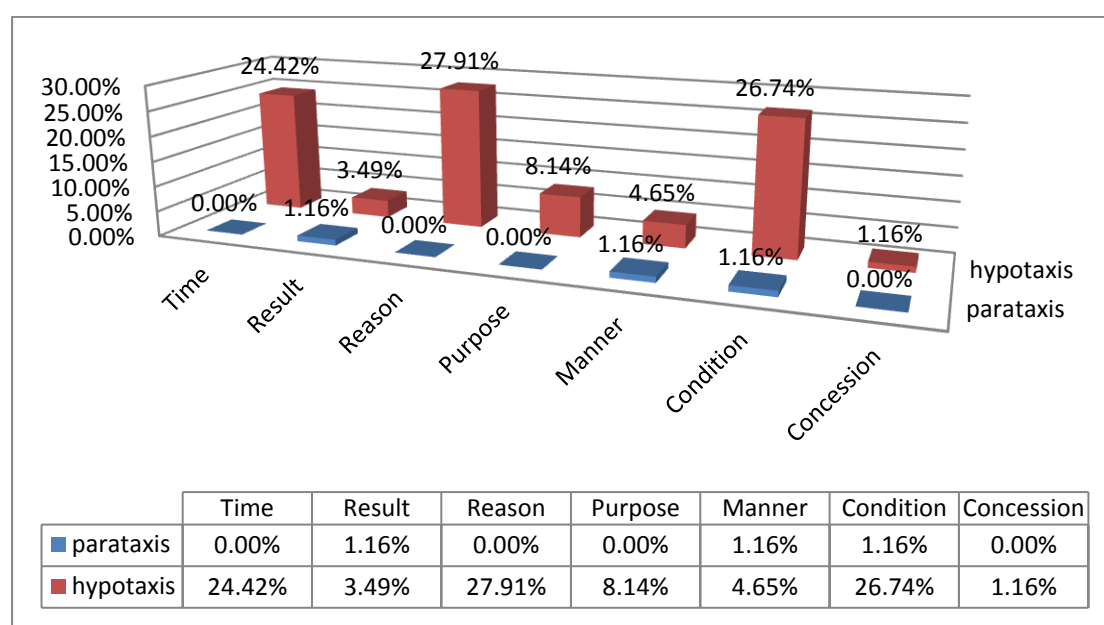


Figure 8.6 The deployment of enhancement in the students' writing

As indicated in Figure 8.6, most of the enhancement is hypotactic, while there are just a few cases of parataxis. Among all these sub-types of enhancement, the most favored combination is hypotactic: reason, at nearly 28% of all the enhancement instances. The second-most favored combination is hypotactic: condition, at almost 27% of all the instances, while the third favored type is: hypotactic: time, with a percentage of

24.42%. The fourth is hypotactic: purpose with a percentage of 8.14%. As for the rest of the other combinations, the instances are so few that they can be ignored here.

Since I have delineated the landscape of enhancement in numbers and percentage, I will take a step further to look at the realization of different types of enhancement in the students' writing. In this section, I will illustrate the four most frequently deployed sub-types of enhancement, because they account for most of the realizations of enhancement in the students' writing. They are condition, reason, time and purpose. Here I will illustrate each sub-type with examples from the students' writing.

#### **8.4.1.4.1 Condition**

There are three types of realizations of condition in the students' writing. The students employ the conjunctions "if" and "when". In addition, some instances are realized without conjunction. Here are some instances:

##### **(1) Conjunction "if"**

This is the most favored type of condition in the students' writing, which takes up more than 60% of all the instances. Here is an instance:

[6.0] Only will we learn those

[6.1] **if** we have much enough practice in the real society. (No.9, 5<sup>th</sup> writing task)

##### **(2) Conjunction "when"**

[5.0] Thomas Jefferson once said

[5.1]: "**When** you are angry,

[5.2] count 10 before you speak,

[5.3] If very,

[5.4] count a 100.” (No.6, 1<sup>st</sup> writing task)

### (3) Without conjunction

There are few cases of this type.

[15.0] The older we grow,

[15.1] the more we should learn. (No.1, 1<sup>st</sup> writing task)

#### **8.4.1.4.2 Reason**

As we can see from the previous figures, reason takes up almost 28% of all the instances of enhancement. There are 5 types of conjunctions that realize the logico-semantic relation of reason:

#### (1) Conjunction “because”

This is the most favored type of conjunction of reason in the students’ writing.

Examples are as follows:

[5.0] It can also help you be confident again,

[5.1] because you should know

[5.2] that sometimes the one who knock you down is just yourself. (No.1, 1<sup>st</sup> writing task)

[5.0] We should also learn to smile to others.

[5.1] Because it can let people become more and more closer. (No.3, 1<sup>st</sup> writing task)

#### (2) Conjunction “as”

The students also deploy “as” in their writing to realize the relation of reason, e.g.:

[15.0] As the whole world busy changing into a global village,

[15.1] communication is becoming more and more important. (No.7, 1<sup>st</sup> writing task)

### (3) Conjunction “since”

“Since” is as frequent as “because”, e.g.:

a. [6.0] Since we are living in a fast-developing time,

[6.1] it’s important to learn something new and keep our minds fresh. (No.1, 5<sup>th</sup> writing task)

[7.0] What’s more,

b. [7.1] since there are lots of museums and libraries in the city

[7.2] and Internet becomes so convenient and popular for us to surf on,

[7.3] we can easily do our lifelong learning. (No.9, 5<sup>th</sup> writing task)

### (4) Conjunction “so”

“So” is also deployed in the students’ writing to realize the relation of reason, e.g.:

[19.0] Life is too short to have regrets,

[19.1] so you’d better make the best of it. (No.6, 1<sup>st</sup> writing task)

### (5) Conjunction “for”

This is not frequently seen in students’ writing. But there are some cases, e.g.:

[6.0] Even doing physical exercise can help,

[6.1] for it teaches us how to keep healthy

[6.2] and became strong. (No.2, 5<sup>th</sup> writing task)

#### 8.4.1.4.3 Time

Enhancement of time is also frequently deployed in the students' writing, which covers almost 25% of all the instances. I will give some typical examples with different conjunctions.

##### (1) Conjunction “when”

This is the most favored type of realization, e.g.:

a. [15.0] For example, when we have troubles,

[15.1] we can use the things we have learnt to solve the problems. (No.5, 5<sup>th</sup> writing task)

b. [4.0] Smile's important for people

[4.1] since it's the sound of strength

[4.2] when you face difficulties. (No.9, 1<sup>st</sup> writing task)

##### (2) Conjunction “as”

The students also employ conjunction “as” to realize time, e.g.:

[16.0] So we should keep learning

[16.1] as time goes by. (No.1, 5<sup>th</sup> writing task)

##### (3) Conjunction “until”

It is not frequently used in the students' writing.

[4.0] Learn

[4.1] until you die. (No.7, 5<sup>th</sup> writing task)



#### (4) “Whenever”

There are two instances in the students’ writing, e.g.:

[13.0] On the other hand, learning gives us some support

[13.1] and makes us feel some relief

[13.2] whenever we meet difficulties. (No.1, 5<sup>th</sup> writing task)

These are the detailed realization of enhancement in the students’ writing. I will go onto discuss the registerial difference of deployment of clause complexes in the students’ writing in the next section.

### 8.4.2 Registerial comparison

#### 8.4.2.1 Comparison of taxis

Figure 8.7 shows the differences in the frequency of choices in taxis in two different registers, in recommending and sharing contexts.

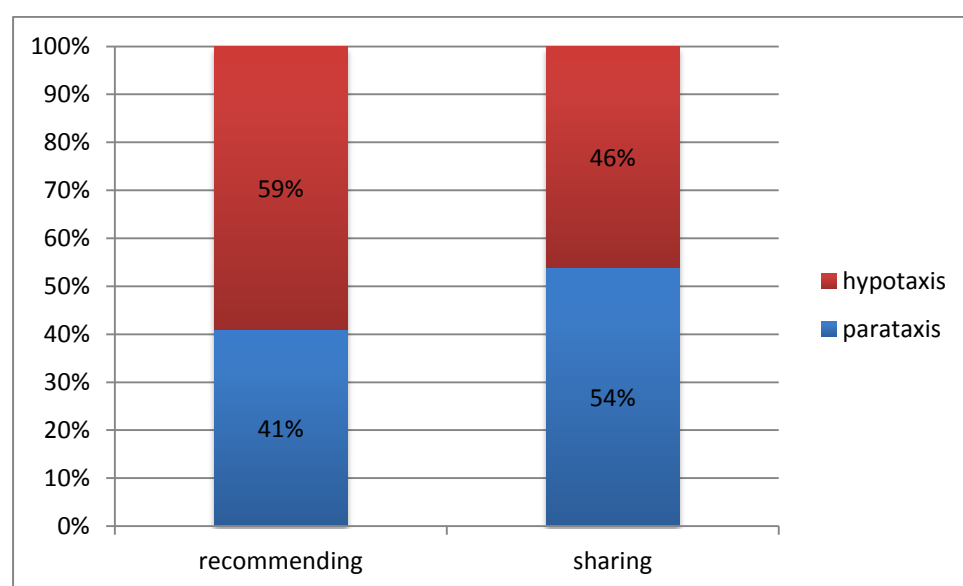


Figure 8.7 Proportions of hypotaxis and parataxis in different registers

As discussed in the previous section, there are two different registers in the present study, “sharing” and “recommending”. There are more paratactic combinations (54%) than hypotactic combinations (46%) within the sharing register. However, it is just the opposite for “recommending”, where there are more instances of hypotaxis (59%). Thus we can see the registerial differences in the different deployment of taxis.

#### 8.4.2.2 Comparison of logico-semantic relations

As Figure 8.3 shows, hypotactic: enhancing, and paratactic: extending are the two most frequent types of logico-semantic relations in the data, which together take up almost 80% of all the combinations. In order to have a more insightful look at these two combinations, I will present the results of the comparison of the two different registers.

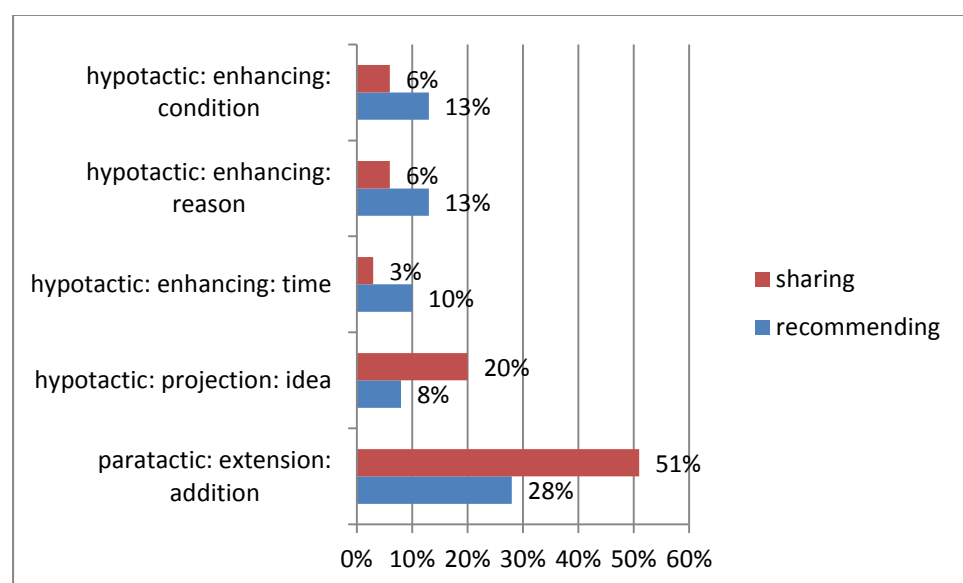


Figure 8.8 Comparison of different logico-semantic relations between two registers

As Figure 8.8 shows, five major logico-semantic relations present obvious registerial differences; for the clarity and convenience of the data presentation, I will focus on the most common combinations. As for paratactic: extending, the percentage is fairly high in the “sharing” register, which accounts for as high as 51.43%, while there is just 28.3% in the “recommending” register. Hypotactic: projection: idea accounts for 20% in sharing, while it accounts for 7.83% in “recommending”. Except for these two combinations that appear more in the text of “sharing”, for the rest of the combinations, there are more instances deployed in “recommending” texts, like “condition”, “reason” and “time”.

### **8.4.3 Case study**

Table 8.2 shows the registerial differences between two typical texts in terms of text types, namely recommending and sharing from the students’ compositions.

Table 8.2 Two sample cases of deployment of clause complexes in the students' writing

Text one: Recommending	Logico-semantic relations	Text two: Sharing	Logico-semantic relations
[1] Lifelong learning means that one should never stop learning until death takes him away.		[1] This morning, our school had a charity sale on the playground.	
[2.0] Nowadays, people regard knowledge as power [2.1] and many think [2.2] that learning in school is essential.	(1) paratactic: extension: addition (2) hypotactic: projection: idea	[2] Students brought some pens, notebooks, toys, books and magazines to sell.	
[3.0] However, learning lies everywhere, [3.1] for example we may widen our sight by TV programmes or newspaper.	(1) paratactic: elaboration: exemplification	[3] Many students and teachers joined in it.	
[4] Graduation is not the end of learning, too.		[4.0] We were all active [4.1] and it's a really exciting activity.	Paratactic: extension: addition
[5.0] Instead, we the learn more outside school, [5.1] like how to be tolerant, [5.2] how to be faithful, [5.3] how to be friendly, etc.	(1) paratactic: elaboration: exemplification	[5] All the things we brought were sold.	
[6.0] Only will we learn those [6.1] if we have much enough practice in the real society.	(1) hypotactic: enhancement: condition	[6.0] We got a great amount of money [6.1] and all of it would be given to Project Hope.	Paratactic: extension: addition
[7.0] What's more, [7.1] since there are lots of museums and libraries in the city [7.2] and Internet becomes so convenient and popular for us to surf on, [7.3] we can easily do our lifelong learning.	(1) hypotactic: enhancement: reason (2) paratactic: extension: addition	[7] The aim of the charity sale is to help the students who live poor lives.	
[8.0] Or we can also do some sports, [8.1] go out for traveling, [8.2] which are all efficient ways.	(1) hypotactic: elaboration (2) Paratactic: extension: addition	[8.0] We can help them live and study better [8.1] by selling something useless for us.	Hypotactic: enhancement: means
[9] We need to make the best use of these valuable resources.		[9] It's a very valuable experience for me.	

Text one: Recommending	Logico-semantic relations	Text two: Sharing	Logico-semantic relations
[10.0] Lifelong learning isn't always so easy, [10.1] but if we do persist on learning the whole of our life, [10.2] and never settle down to get stronger of ourselves. [11.0] We may discover [11.1] that we not only know more about everything, [11.2] but also get the ability to hurdle any difficulty with no fear. [11.3] Then our dreams will be so close to us.	(1) paratactic: extension: adversative (2) hypotactic: enhancement: condition (3.0) paratactic: extension: addition (3.1) paratactic: extension: addition (4) hypotactic: projection: idea (5) paratactic: extension: addition	[10.0] I found	Hypotactic: projection: idea
		[10.1] that it was such a pleasure to help others through this activity. [11] It made my life more meaningful and valuable.	
[12.0] Start learning right now, [12.1] the more people are influenced by us [12.2] the better the world gets.	(1) paratactic: elaboration: exposition (2) hypotactic: enhancement: condition	[12] What you give is much more important than what you get.	
[13.0] Let a voice fulfill our minds [13.1] "Never too old to learn."	Paratactic: projection: locution	[13.0] We should start out small to offer our help to others [13.1] and make our lives enjoyable and meaningful.	Paratactic: extension: addition

The prompt for text one was 'lifelong learning'. The students were required to discuss what their conception of lifelong learning is and how to practice it. The text type is recommending. In the sample text I have extracted from the corpus, five generic stages have been identified: *i. definition of lifelong learning, ii. further elaboration of this concept, iii. ways to practice lifelong learning, IV. benefits of lifelong learning and v. recommendation of lifelong learning*. I will now discuss how the writer deploys different selections of taxis and logico-semantic relations to realize the patterns of meaning in a recommending text.

The first part is the brief introduction of the topic, which discusses the definition of lifelong learning. The writer here does not deploy any clause complexes to represent this conception of lifelong learning; instead he deploys an embedded clause nexus to state his definition of lifelong learning ([[[*that one should never stop learning*|| *until death takes him away*]]]).

At the second stage, the writer further illustrates what lifelong learning is. First, the writer deploys paratactic: extension: addition to illuminate the concept of lifelong learning.

	[2.0] <i>Nowadays, people regard knowledge as power</i>	[2.1] <i>and many think</i>	[2.2] <i>that learning in school is essential.</i>
hypotactic nexus:		α	β
paratactic nexus:	1	+2	

Then, he continues by selecting hypotactic: projection: idea to represent what people think of lifelong learning. In order to express the point that learning is everywhere, the writer employs two examples to illustrate how we could learn outside school. After that, the writer ends the paragraph by employing hypotactic: enhancement: condition

(Only will we learn those|| if we have much enough practice in the real society.) to state the importance of learning outside school.

In the third part of the text, the writer begins to provide readers with ways to practice lifelong learning. The writer starts with hypotactic: enhancement: reason to state that lifelong learning is not difficult for us, as we could find numerous ways to practice it.

	<i>[7.0]</i> <i>What's</i> <i>more,</i>	<i>[7.1] since</i> <i>there are lots</i> <i>of museums</i> <i>and libraries</i> <i>in the city</i>	<i>[7.2] and</i> <i>Internet becomes</i> <i>so convenient</i> <i>and popular for</i> <i>us to surf on,</i>	<i>[7.3] we can</i> <i>easily do our</i> <i>lifelong</i> <i>learning.</i>
paratactic nexus	1		+2	‘β
hypotactic nexus	α			

In addition, he deploys paratactic: extension: addition and hypotactic: elaboration to further elaborate the various ways that are feasible for students.

	<i>[8.0] Or we can also do some sports,</i>	<i>[8.1] go out for traveling,</i>	<i>[8.2] which are all efficient ways.</i>
paratactic nexus	1	+2	
hypotactic nexus	α		‘β

After the elaboration of ways of practicing lifelong learning, the writer further demonstrates the benefits of lifelong learning in the fourth paragraph. He employs paratactic: extension: addition: adversative to state the difficulty in keeping doing lifelong learning. Then, he employs hypotactic: enhancement: condition to further claims that if we could keep doing it, we could overcome all the difficulties in our life. Three paratactic: extension: addition clauses are employed here. Besides, he also

deploys hypotactic: projection: idea here to state the benefit of practicing lifelong learning.

After discussing all these definitions, solutions and benefits, the writer ends with a recommendation, where he advises readers to practice lifelong learning. He deploys paratactic: elaboration: exposition to elaborate the benefit of practicing lifelong learning.

	<i>[12.0] Start learning right now,</i>	<i>[12.1] the more people are influenced by us</i>	<i>[12.2] the better the world gets.</i>
paratactic nexus	1	+2	
hypotactic nexus		$\alpha$	$\beta$

Furthermore, he further illuminates his point by deploying hypotactic: enhancement: condition. In concluding the whole piece of writing, in order to put more emphasis on the argument of practicing lifelong learning in one's life time, the writer uses paratactic: projection: locution to restate the importance of doing lifelong learning. (*Let a voice fulfills our minds|| "Never too old to learn."*)

As the above analysis shows, the writer employs different combinations of tactic and logico-semantic relations, developing his reasoning about the benefits of engaging in lifelong learning. This context provides the opportunity for the students to learn these resources.

The second piece of writing (Text Two) is about experiences of an activity with the prompt 'Charity Sale', where students are required to talk about a charity sale in their school in the previous week. As we can see from the topic, the text type is that of



sharing. Three stages have been identified in this writing: background, recount of the event and evaluation of the event. In this text, there are only five clause complexes. The writer deploys three instances of paratactic: extension: addition to describe the activity. He also employs hypotactic: enhancement: means to expand on the way the students accumulated the donation money from the charity sale, while in the evaluation stage, he deploys one instance of hypotactic: projection: idea to state his own opinion of the charity sale. The writer then ends his composition with a paratactic: extension: addition to extend the account of the benefits from the charity sale.

Compared with the previous recommending text, this sharing text has fewer instances of clause complexes. In a sharing text, there are fewer opportunities to express reason, condition and other logical relations, as the text is mainly about what happens chronologically. However, in the context of recommending, the writer has to rely on enhancement: condition or enhancement: reason in order to persuade the readers to take action. Thus this detailed case analysis shows how the students deploy different combinations of taxis and logico-semantic relations in different registers.

Table 8.3 Overall employment of clause complex in the students' writing

Taxis and logico-semantic relations	Verb in projecting clause	Conjunction	Instances
(1) Hypotactic: projection: idea	know	that	We all <b>know</b> that learning provide us with knowledge.
	be sure		I <b>am sure</b> we will become wise.
	wish		We will devote the money that we collect in the charity sale to project hope and I <b>wish</b> it will help the people in need have brighter future.
	think		I <b>think</b> lifelong learning can make us wise.

Taxis and logico-semantic relations	Verb in projecting clause	Conjunction	Instances
	hope		I <i>hope</i> I will be the seller again next time.
	found	that	I <i>found</i> that it was such a pleasure to help others through this activity.
	discover	that	We may <i>discover</i> that we not only know more about everything, but also get the ability to hurdle any difficulty with no fear.
	remember	that	However, <i>remember</i> that you should find out your best learning ways and keep them on all the time.
(2) Hypotactic: projection: locution	say	that	It is <i>said</i> that knowledge is power.
(3) Hypotactic: elaboration		which	The second is, generally speaking, a man of wisdom is far more popular among people, <i>which</i> may do much good to his appearance in others.
(4) Hypotactic: elaboration: exemplification		such as	Learning to smile to yourself can help you solve the unpleasant things in your life, <i>such as</i> failing in exams.
		like	I was sure that offering kindness would make all of us feel warm, <i>like</i> the sun shining on our hearts.
(5) Hypotactic: enhancement: purpose		in order to	I think the idea of lifelong learning should be widespread <i>in order to</i> live a more well-being life.
(6) Hypotactic: enhancement: manner: means		by	Visiting museums of variety and picking worthwhile books to read are the first two ways of lifelong learning <i>by</i> being knowledgeable in something.
(7) Hypotactic: enhancement: cause: result		so that	It can increase your knowledge <i>so that</i> you will become more thoughtful.
(8) Hypotactic: extension: addition: adversative		while	Some of them brought their pens, notebooks, toys to sell, <i>while</i> others brought some books, magazines and so on.
(9) Hypotactic: enhancement: concession		though	I enjoyed the activity very much, <i>though</i> I was very tired.
(10) Hypotactic:		when	For example, <i>when</i> we have troubles, we can use

Taxis and logico-semantic relations	Verb in projecting clause	Conjunction	Instances
enhancement: time			the things we have learnt to solve problems.
		as	So, we should keep learning <i>as</i> we grow.
		whenever	On the other hand, learning gives us some support and makes us feel some relief <i>whenever</i> we meet difficulties.
		until	Learn <i>until</i> you die.
		after	<i>After</i> you leave school, you can still learn in society.
(11) Hypotactic: enhancement: reason		because	We are able to have more friends as well, <i>because</i> we are wiser and more admirable by lifelong learning.
		since	<i>Since</i> we are living in a fast-developing time, it's important to learn something new and keep our minds fresh.
		as	<i>As</i> the world busy changing into a global village, communication is becoming more and more important.
(12) Hypotactic: enhancement: condition		if	<i>If</i> we learn to smile to ourselves, we can easily solve the unhappy problems in our life.
		as	<i>As</i> you smile to life, life will smile on you.
(13) Paratactic: projection: idea	remember		So <i>remember</i> ; keep smiling.
(14) Paratactic: projection: locution	say		Thomas Jefferson once <i>said</i> : "when you are hungry, count 10 before you speak. If very, count 100."
			Let a <i>voice</i> fulfills our minds: "never too old to learn".
(15) Paratactic: elaboration: exemplification		for example	Smiling to yourself can help you solve the unhappy things in your life, <i>for example</i> , failing an exam.
(16) Paratactic: extension: addition: adversative		but	The first aspect is that school is a place to get knowledge from, <i>but</i> it's not the only one.
(17) Paratactic:		but	Don't be selfish of giving out your smile, because

Taxis and logico-semantic relations	Verb in projecting clause	Conjunction	Instances
extension: variation: replacive			it never decreases, <i>but</i> accumulates each time.
(18) Paratactic: extension: addition: additive		and	It's helpful for picking up confidence again <i>and</i> leads you to success.
(19) Paratactic: enhancement: condition		and	At last, it's necessary for you to have passion and be friendly, <i>and</i> only will you discover the wonder of life and friendship.
(20) Paratactic: enhancement: reason		so	Finally, lifelong learning is important for us to become a clever, thoughtful, imaginative person, <i>so</i> start lifelong learning now.
		for	Even doing physical exercise can help, <i>for</i> it teaches us how to keep healthy and became strong.

## 8.5 Discussion

In this section, I will discuss the findings generated from the previous analysis in the present chapter.

### 8.5.1 Simple, congruent deployment

As we saw from the summary of the clause complexes in the students' writing, the most favored types of logico-semantic relation are paratactic: extension: addition, hypotactic: enhancement: reason and hypotactic: enhancement: condition. All of the realizations of these clause complexes are through simple and frequently used conjunctions like "and", "because" and "if", which is very likely to be because of the students' limited linguistic resources.

### **8.5.2 High- frequency of paratactic: extension: addition**

Among all the 201 instances of the clause complexes in the students' writing, I have identified 65 instances of paratactic: extension: addition, which covers 35% of all the cases. Compared with the other types of logico-semantic relation, this is a quite a high frequency. Furthermore, as seen from the analysis above, the more preferred text type for this logico-semantic relation is “sharing” text. In this context, the students prefer to deploy “and” to continue their recounting of the events.

### **8.5.3. Registerial differences**

From the comparison of the two registers I have identified in the present study, registerial differences exist in the deployment of clause complexing. As we have seen, there are more paratactic: extension: addition complexes in the charity sale texts, while there are more hypotactic: enhancement: reason, and hypotactic: enhancement: condition complexes in the lifelong learning texts, where more employment of the logic of reasoning and conditioning is required to achieve the general goal of recommending some type of behaviour like smiling or lifelong learning. These findings have shed some light on the teaching of writing from the perspective of deployment of clause complexes.

### **8.5.4. Skewing of enhancement clauses**

In his text-based quantitative and qualitative study of the system of PROCESS TYPE, Matthiessen (1999) found that the more frequent options are selected in a system network, the more elaborated these options tend to be. It is possible to hypothesize that this is a general principle that applies also to the system of LOGICO-SEMANTIC

TYPE. Paratactic: extension: addition is dominant in the present study. Hypotactic: enhancement is also favored in the students' writing, which accounts for more than 60% of all the instances in clause complexes. This is another reason that we need to put more emphasis on the instruction of this part of the complexing system. As I have already mapped out the whole system of the students' clause complexes, in future research, we can take one more step to compare the students' system of clause complex to the whole system of the clause complex, in order to map out the hierarchy of difficulties in the clause complex system of ESL learners. Then, applied linguists and educationalists can use these findings to feedback the pedagogical grammar of the system of clause complex.

## **8.6 Summary of the chapter**

This chapter presents the findings of a longitudinal study that demonstrates how the system of clause complexes, as described by M.A.K. Halliday in systemic functional terms, can be used to investigate adolescent Chinese ESL learners' writing in terms of their partial mastery and deployment of the resources. Based on the findings and discussion, I have summarized the linguistics features in these students' written text in the clause complex system, in order to provide the whole landscape of the students' deployment of clause complexes. This may be useful in the design of curricula and writing teaching at secondary level English education in mainland China.

In the clause complex system, the students deploy numerous paratactic: extension: addition complexes, which are realized mostly by the conjunction "and". The three successive writing tasks are registerially different — the first two being located in 'recommending' contexts and the last in a 'sharing' context. These findings can

provide feedback to the writing curriculum design and writing teaching in actual practice. Through this, as writing instructors and researchers, we can better ensure that the students gain control over the whole system of CLAUSE COMPLEXING (along the lines suggested for the system of MODALITY by Gibbons & Markwick-Smith, 1992), so that they have the resources to express themselves clearly and logically in different contexts.

Chapter 9 will discuss the overall findings from the present study.

## **CHAPTER 9 DISCUSSION AND CONCLUSIONS**

Chapter 9 will synthesize the findings from the three metafunctional analyses presented in Chapters 4 through 8. I will discuss the findings with the points stemming from the present study in Section 9.2. I will highlight the implications and contributions of the present study in Section 9.3 and 9.4. Finally, I will conclude the thesis with a discussion of limitations and future research directions in Section 9.5 and 9.6.

### **9.1 Summary of the major findings**

Based on a corpus of ESL texts written over a year by secondary-school students at one of the top five high schools in Guangzhou, the present study adopted the theoretical lens of systemic functional linguistics to investigate adolescent ESL writing with multiple analyses, i.e.: (1) contextual analysis (in terms of field, tenor and mode), and (2) lexicogrammatical analysis (covering, experiential, logical, interpersonal and textual analyses). These different analyses helped explore adolescent ESL writing holistically and comprehensively.



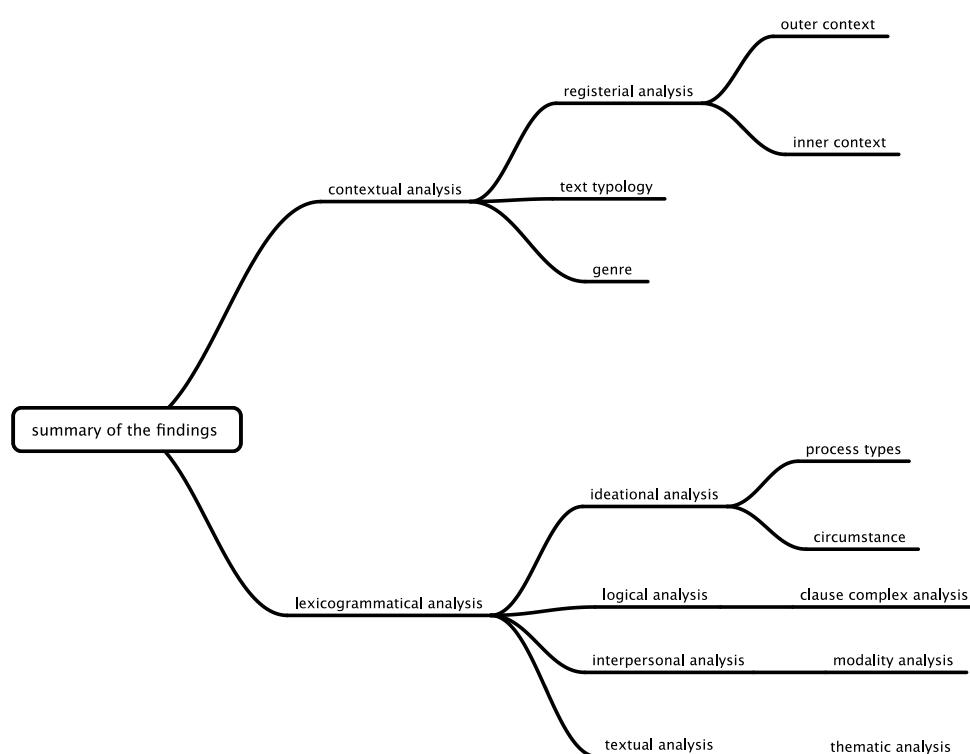


Figure 9.1 Working framework as used in the analysis of the students' writing

As presented in Chapter 3, the following are the research questions posed for this study. I will discuss each of the research questions in turn.

(1) How do students expand their registers/ text types over a period of time? What text types can we identify in these students' writing during this period?

(2) Among the text types identified in (1), what kinds of lexicogrammatical resources are constructed in these texts, within the three metafunctions of language?

(3) What kinds of pedagogical and curriculum design implications can we obtain from the present study?

### **9.1.1 Findings of research question (1)**

(1) How do students expand their registers/ text types over a period of time? What text types can we identify in these students' writing during this period?

As for research question one, I have gone through all the ten compositions that the students have written during the school year that is the focus of my study. I have identified considerable variation among the written texts submitted by the students throughout the year —but this variation is registerial in the first instance rather than temporal. This is because of the design of the curriculum and the writing tasks — a design that seems to fail to embody a registerial progression that could support learning paths characterized by expanding meaning potential.

Among all the texts that students have written, I have identified four text types; characterized in terms of the primary field of activity represented in Figure 3.3 above, they are: recommending, exploring, sharing and reporting. As for the other four primary fields of activity — recreating, expounding, doing and enabling, I have not found any texts operating in contexts characterized by them in these students' writing.

Through the contextual analysis in Chapter 4 based on Halliday's register theory (1978), I have found that both the teachers and the students lacked tenor awareness. In the case of the teachers, looking at the information provided by them in the writing prompts, we can see that while information about field and mode is fairly clearly expressed and stated (see Chapter 4 above), tenor information in the writing tasks is

seldom clear or comprehensive. In the case of the students, they thus did not obtain sufficient information to build up the interpersonal relations between themselves and their (imagined) readers. Therefore, we cannot be very clear about whom they are addressing when we read their texts. The second salient finding from the contextual analysis concerns the text types that the texts that the students have written belong to. As we can see from the findings in chapter 4, half of the texts are recommending — the most favored text type in the students' writing. The reason is that students are required to produce the same text type when they sit for exams. As long as exams still play an essential role in distinguishing candidates in China (Lee & Coniam, 2013), students have to practice the same type of texts time after time and year after year.

### **9.1.2 Findings of research question (2)**

(2) Among the text types identified in (1), what kinds of lexicogrammatical resources are instantiated in the texts belonging to these types, within the three metafunctions of language — the textual metafunction, the interpersonal metafunction and the ideational metafunction, with its two ideational modes, the experiential and the logical modes?

To answer this question, I carried out four metafunctional analyses, devoting one chapter to each: textual analysis (Chapter 5), interpersonal analysis (Chapter 6), experiential analysis (Chapter 7) and logical analysis (Chapter 8). The findings are as follows.

## Textual analysis

Table 9.1 presents the findings from the textual analysis. It summarizes the findings based on the rank scale I have studies: text rank, paragraph rank and clause rank.

Table 9.1 Findings from the textual analysis

Ranks	Categories	Summary
Text rank	macro-hyper Theme	(1) Basic macro-hyper Theme awareness is demonstrated.
		(2) Macro-hyper Theme is arranged strategically in a text.
		(3) Hyper-Theme is developed strategically and logically in a text.
Paragraph rank	thematic progression patterns	(1) Constant thematic progression is the most favored type.
		(2) Miscellaneous type of thematic progression is the second-most favored.
		(3) Linear TP patterns are also found.
		(4) Derived Theme is rare.
		(5) TP patterns are found to be task dependent.
Clause rank	topical Theme	(1) 83% of the topical Themes are participants.
		1.1 Almost half of these participants are realized by pronouns in the students' writing.
		1.2 About 25% of these participants are realized by nominalization.
		1.3 Common nouns and relatives are also found functioning as participants.
		(2) 9% of topical Themes are Processes
		(3) 7% of topical Themes are circumstances, which are mostly circumstances of Time.
	interpersonal Theme	(1) Interpersonal Themes are infrequent.
		(2) Interpersonal Themes are comment Adjuncts.
	textual Theme	(1) Most of the textual Themes are conjunctions.
		(2) Hypotactic and paratactic conjunctions are almost the same percentage.
		(3) Causal "because", additive "and" and adversative "but" are the most favored conjunctions.
		(4) Most of the Textual Themes are conjunctive Adjuncts.

Ranks	Categories	Summary
		(5) Temporal and adversative conjunctive Adjuncts are the most favored types.
		(1) More than 92% of the Themes are unmarked.
	markedness	(2) Marked Themes are infrequent. Most of them are circumstances of Time and Place.
		(1) Simple Themes are dominant.
	multiple Theme	(2) One third of the Themes are multiple Themes.
		(3) Multiple Themes are still relatively simple in structure.

Textually, the students show the basic macro-hyper Theme awareness in their organization of information. Empowered with the basic macro-hyper Theme awareness, the students demonstrate the basic ability to organize information in a text strategically, which helps them distribute and organize the information in a text in a coherent and logical way. To be more specific, the students know that they can use the system of THEME as an “enabling” resource — guiding their readers in their processes of interpretation (Matthiessen, 1995). This seems to be the least problematic aspect of writing for the students.

At the paragraph rank, I applied the framework of thematic progression patterns (Daneš, 1974) to investigate the students’ Theme construction and information distribution. In contrast with their management of macro-thematic patterns at text rank, the students show their limitation and weakness in handling this part. Among the four major types of thematic progression patterns I have identified, the constant and miscellaneous types are the most common in their paragraph construction. As for constant thematic progression type, lots of students deployed pronouns to start their clauses. However, the relatively high frequency of the miscellaneous type suggests

that the students are not good at organizing their information, which leads to poor command in terms of the enabling nature of the textual metafunction — in terms of THEME, using the resources to guide readers in their interpretation of the text e.g. by highlighting “grow points” for them as they construct knowledge out of the text at the paragraph rank. Findings from this part suggest that empowering ESL students with this awareness in arranging Themes in a more strategic way to achieve more organized texts is essential.

At the clause rank, I have investigated Theme construction: topical Theme (noting the distinction between unmarked and marked ones), interpersonal Theme, textual Theme, and multiple and simple Theme to investigate how students construct Theme. Simple topical Themes (Themes consisting of only topical Theme) are the most frequently seen Themes, which account for as much as 72.5% of the entire clause Themes (Total: 533 clauses). Among these topical Themes, 83% of all topical Themes are participants, which are nominal groups — pronominal ones being most common, while 9% and 7% of them are processes and circumstances, respectively. Out of the 533 clauses, 24% have textual Themes. Most of them are conjunctions, the favorite types being ‘reason’, ‘addition’. Out of the 533 clauses, only 3.5% of all the clauses have interpersonal Themes. They are realized mostly by comment adjunct. As for Markedness, most of the Themes are unmarked Themes. Just 8% of the topical Themes are marked, mostly circumstances of Time. Simple Themes are dominant in these students’ writing, compared with the multiple Themes. Just one third of the Themes are multiple Themes.

Interpersonal analysis

Table 9.2 presents the findings from the interpersonal analysis, which focuses on the system of Modality in the students' writing.

Table 9.2 Findings from the interpersonal analysis

MODALITY		Summary
Type	Obligation	(1) Obligation: subjective: implicit is the dominant type of MODALITY.
		(2) Most of the obligation selections are realized congruently.
		(3) “Should” is the only modal auxiliary realizing obligation.
		(4) Some of the realizations are metaphorical, but not many.
		(5) Modal Adjuncts are deployed occasionally.
	Readiness	(1) Most of the inclination belong to potentiality: potentiality: subjective: implicit.
		(2) “can” is frequently deployed in the students’ writing.
		(3) Most of the realization is congruent, mainly by modal auxiliary “can”.
		(4) There are some cases of willingness, but just a tiny number.
	Probability	(1) Probability is not the major type deployed.
		(2) Most of them are realized by mental projection, “I think”.
		(3) Modal Adjuncts are rare.
		(4) A few cases are congruent while most of them are metaphorical.
	Usuality	(1) Usuality is realized by Adjuncts.
		(2) They are rare in the students’ writing, not dominant.
Orientation		(1) The dominant type of orientation is subjective-implicit (82%).
		(2) The students deploy lots of pronouns (subjective) to start the clause.
		(3) The second most favoured type of orientation is objective-implicit.
		(4) The other two types are rare.
Value		Most of the value in the students’ writing is median.

To summarize:

(1) Modulation is much more common than modalization, which must be a registerial effect related to the popularity of recommending texts.

(2) Modality deployment reflects registerial differences in the students' writing. For example, more selections of obligation occur in recommending context than in sharing context.

(3) Most instances of obligation are realized congruently. Among all the modal auxiliaries, "should" is the most favored one in expressing obligation. We can also identify some cases of modal Adjuncts occasionally, for example, "important".

(4) The students deploy "can" frequently, in some extreme cases in every clause — most with the sense of 'potentiality'.

(5) Probability is not the most common type of modality; most of the selections that occur are realized by the metaphorical expression "I think".

(6) Usuality is not frequent.

(7) Most of the values of modality are "median", "high" and "low" being rare.

In a word, modality is not fully mastered by these novice writers. There is skewing in the deployment of different types of modality. Besides modal auxiliaries, the students should be encouraged to expand their range to include more explicit manifestations of orientation (perhaps of objective orientation in particular). We can empower students to master the system of modality by deploying more metaphorical expressions of modality and refer to registerially comparable texts by native writers.



## TRANSITIVITY analysis

In the transitivity analysis, I have focused on the systems of PROCESS TYPE and CIRCUMSTANTIATION, leaving a more systematic account of the system of AGENCY for another occasion; the findings are summarized in Table 9.3.

### PROCESS TYPE

Table 9.3 Findings from the experiential analysis

Process type	Summary
Material	1. Material clauses take up 26% of all the process types, making them the second most favored process type.
	2. Registerial differences show in the deployment of material process.
	3. As novice writers, the students choose verbs in material clauses that are relatively simple and general in meaning, which indicates the limitation of the students' linguistic resources.
	4. The deployment of material process in the students' writing is highly homogenous under the same writing prompt.
Relational	1. Relational clauses account for 48% of all the process types, making them the most favored process type.
	2. Attributive relational clauses account for 80%.
	3. Identifying relational clauses (20%) are deployed to explain and expound abstract concepts.
	4. The deployment of relational clauses also varies according to register.
Mental	1. Mental clauses account for 15% of all the process types.
	2. Most of them appear in recommending texts.
	3. Most of the mental processes are deployed in the solution part of recommending texts, such as "I think".
	4. Cognition mental process is the most favored type.
Behavioral	1. Only 6% of processes are behavioral.
	2. Most of the behavioral processes appear in the 1st writing task, which is about "smiling".
	3. Just two verbs realize the Process in 'behavioural' clauses, which are 'smile' and 'cry'.
Existential	1. There are only 12 instances of existential process clauses.

	2. Existential process is deployed in the end as giving suggestions.
Verbal	1. Verbal clauses are also rare.
	2. They serve in clause nexuses of projection — direct quoting of famous people's locutions to support the students' argument.

(1) The deployment of different process types reflects registerial differences in the students' writing. More relational processes are found in recommending than in sharing texts, while more material processes are found in sharing texts.

(2) The students favor relational process over the other process types, at 48%. Next in frequency are material processes, at 26%. Relational processes mainly consist of attributive relational processes, which accounts for 80% of all the relational processes. The verbs realizing the Process in relational clauses are various. Verbs realizing the Process in material clauses are simple and general in meaning, such as “do”, “make”.

(3) Mental process is the third most favored type at 16%. Among the four types of mental verbs that realize mental process, cognitive mental verbs are the most favored in the students' writing, such as “remember”, “understand”, “learn”.

(4) Behavioral, existential and verbal processes are the minor types.

Table 9.4 Findings from the circumstantial analysis

	Types	Summary
enhancing	(1) Extent	(1) Sparse instances of extent appear in the students' writing. Only frequency is deployed, with several cases.
	(2) Location	(1) Most of the circumstances deployed belong to Location. It accounts for 60% of all.
		(2) Place is the most favored type. The students tend to deploy more prepositional phrases here, such as, “at home”, “at school”.
		(3) Slightly fewer instances of Manner deploy here compared with Place, but they still has a dominant role after place. Prepositional phrases are also common, such as “after the activity”, “during the process”.

	Types	Summary
	(3) Manner	(1) It accounts for 11% of all the circumstances.
		(2) Means and quality are the two major types that appeared, means: “by lifelong learning”; quality, “easily”, “hard”.
	(4) Cause	(1) It accounts for 7% of all the circumstances.
		(2) Most of them are purpose, which is commonly realized by prepositional phrases “for a trip”.
	(5) Contingency	(1) No case is found.
extending	(6) Accompaniment	(1) It takes up 7% of all the circumstances.
		(2) Comitative is the dominant type. All of them are “with” phrases, such as “with the help from the volunteers”.
elaborating	(7) Role	(1) It has a low percentage, which can be ignored.
projection	(8) Matter	(1) It accounts for 5% of all the circumstances.
		(2) Most of them are “about” prepositional phrases, such as, “about the world”, “about the great problem”.
	(9) Angle	(1) It accounts for 6% of all the circumstances.
		(2) Most of them are realized by “to” and “for” prepositional phrases, such as “to us”, “for me”.

(1) Among the four major types of circumstance in the first degree of delicacy, enhancing is the most favored type, at 80%. The second most favored type is projection, at 11%. Extending and elaborating account for 2% and 7%, respectively.

(2) On the second level of delicacy, location is the most favored type, which accounts for 57% of all circumstances. Manner is the second most favored type, at 11%. Cause and Accompaniment are both around 7%.

(3) Circumstance selections also vary across registers. There are more circumstances of Time in sharing texts and more circumstances of Place in recommending texts.

(4) The students deploy Location frequently.

Logical analysis

(1) There are more simplexes in the students' writing than clause complexes. The ratio of clause simplexes to clause complexes is 62.29% to 37.71%.

(2) Hypotactic enhancement and paratactic extension are the two most frequent types; they account for 41.29% and 35.32%, respectively.

(3) Registerial differences are shown in the deployment of clause complexes in the students' writing. In recommending texts, there are more 'condition', 'reason' and 'time', while in sharing texts, there are more relations of 'addition'.

(4) Under enhancement, the most favored types of logico-semantic relations are 'condition', 'reason' and 'time', which are combined mostly with hypotaxis.

(5) Most of the logico-semantic relations are realized congruently by conjunctions, while there are very few cases that are realized metaphorically.

(6) The students deploy paratactic: extension: addition frequently, with 'and' as the most favored conjunction.

## **9.2 Discussion**

### **9.2.1 Learning how to mean in a second language**

The students gradually expand their personal meaning potentials (ontogenesis as growth of meaning) through engagement with texts that belong to varied registers operating in distinct situation types. The expansion of a learners' personal meaning potential thus occurs through the expansion of the learner's personal registerial repertoire (and thus also of their contextual repertoire).

There is thus a central link between the expansion of the meaning potential and the expansion of the registerial and contextual repertoire. As a learner's meaning potential grows, they can operate in an increasing variety of contexts. The present study has demonstrated this as the students have experienced ten writing tasks in a yearlong learning journey.

Matthiessen (pc) has tried to summarize and visualize this "growth" of the meaning potential based on the work by Halliday (1975), Christie, Derewianka (2008) and others, as shown in Figure 9.2.

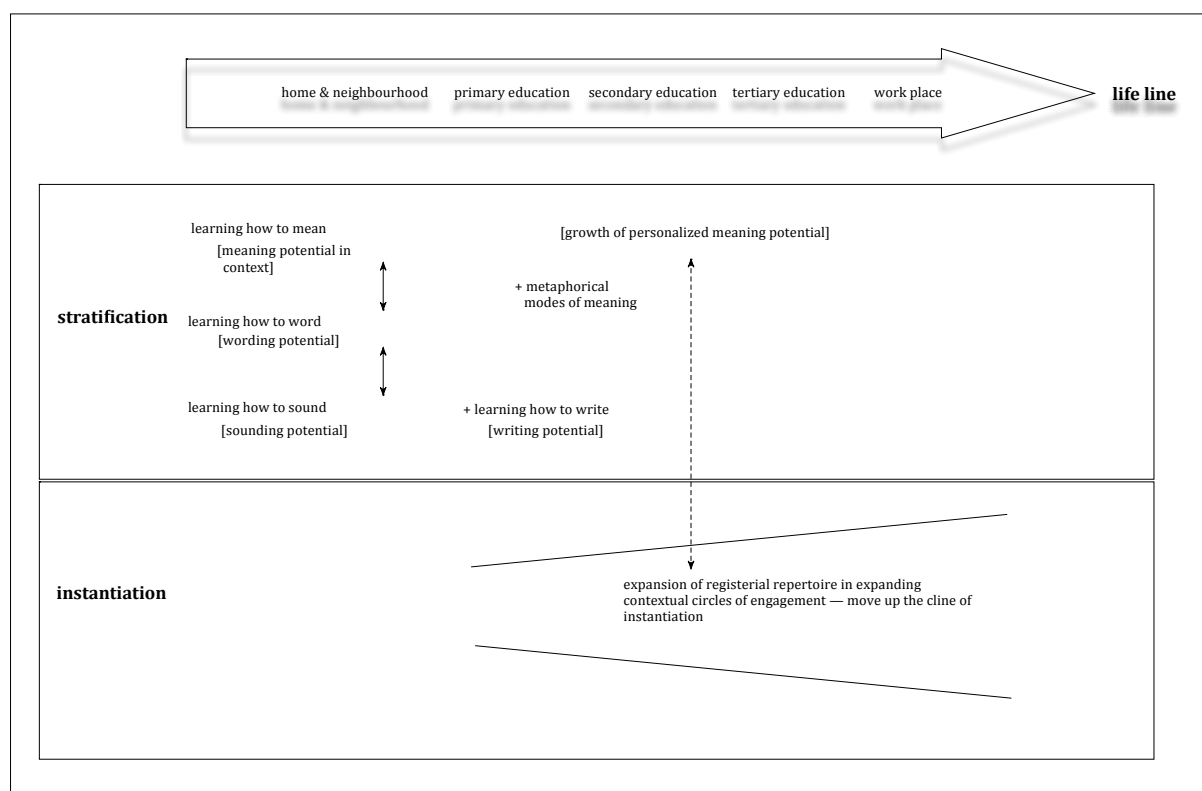


Figure 9.2 Growth of meaning potential across school years (Based on Christie & Derewianka (2008))

Within this “life line”, it is possible to locate the secondary school students' learning journeys. One interesting part of learning how to mean in a second language is that learners probably have to take a step back developmentally. I will discuss this in Section 9.2.2.4. This

finding from the present resonates with Halliday's (1991) observations. Even though the students are probably already well into ideational grammatical metaphor in Chinese, this step back is perhaps comparable to what Halliday has said about the developmental step back when children begin to learn to write, as represented below:

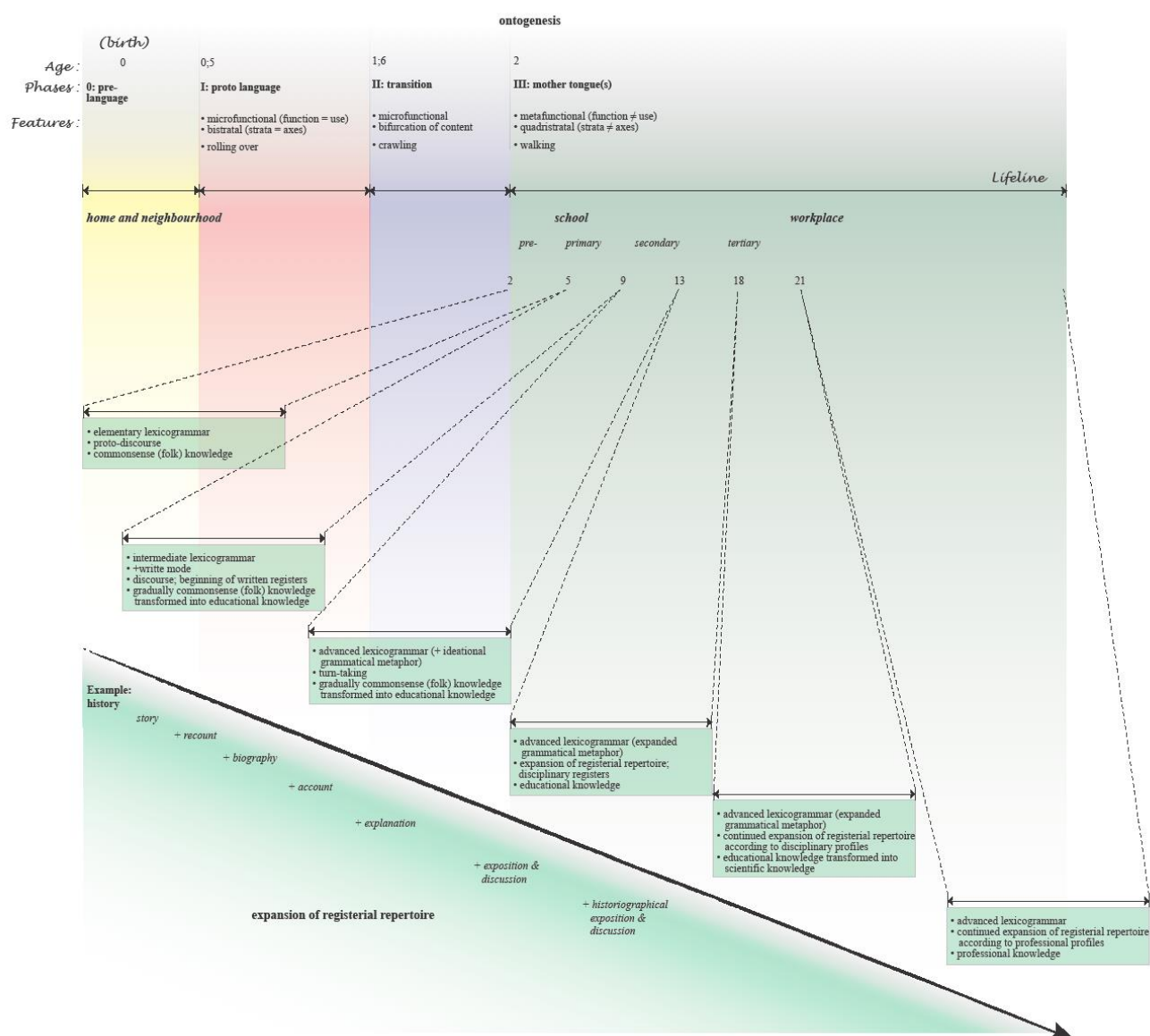


Figure 9.3 Ontogenetic development of language

The diagram is designed to suggest how the learner's meaning potential (here under headings like "advanced lexicogrammar") grows as his or her registerial repertoire grows. Behind this is the basic insight that a language can be conceptualized as an aggregate of registers (see Matthiessen, 1993).

### 9.2.1 Registerial differences

The students' texts vary registerially, the two most common text types being recommending and sharing. The registerial differences are evident in all the metafunctional analyses as shown in Figure 9.4.

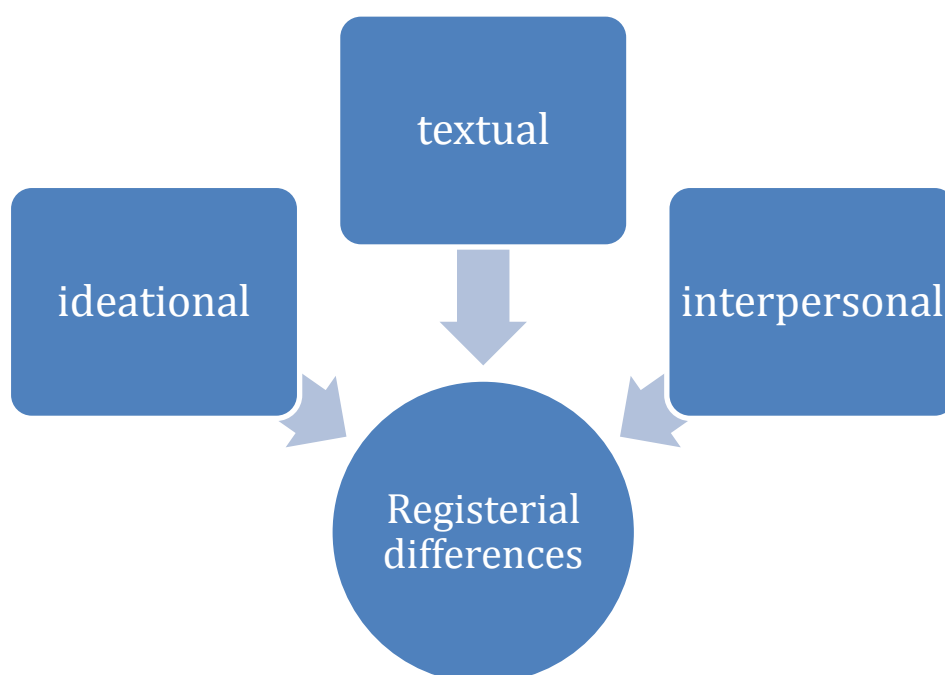


Figure 9.4 Registerial differences observed in the three metafunctions.

As indicated in Figure 9.4, analyses from the three metafunctions revealed that they are interrelated with each other. Details are presented in Table 9.5.

Table 9.5 Summary of registerial differences in the students' writing

<b>metafunction</b>	<b>system</b>	<b>term</b>	<b>context — field: recommending [1<sup>st</sup> &amp; 5<sup>th</sup> tasks]</b>	<b>context — field: sharing [10<sup>th</sup> task]</b>
<b>textual</b>	<b>(TOPICAL) THEME</b>	<b>unmarked</b>	92%, 97%	85%
		<b>marked</b>		higher proportion of ‘marked’
	—	<b>multiple</b>	higher proportion of multiple (just over 40%)	lower proportion of multiple (just over 20%)
	[...]			
<b>interpersonal</b>	<b>MODALITY [TYPE]</b>	<b>obligation</b>	common in recommending texts	very rare
		<b>inclination</b>	only in 1 <sup>st</sup> composition, not common	no instances
		<b>potentiality</b>	common in recommending texts	very rare
		<b>probability</b>		
	[...]			
<b>experiential</b>	<b>PROCESS TYPE</b>	<b>material</b>	around 20%	almost half (46%)
		<b>mental</b>	only common in 5 <sup>th</sup> composition	
		<b>relational</b>	around half (50%, 48%)	a bit less than half (46%)
	[...]			
	<b>CIRCUMSTANTIATION</b>	<b>locative &amp; temporal / spatial</b>	‘spatial’	‘temporal’
<b>logical</b>	<b>TAXIS</b>			
	<b>LOGICO-SEMANTIC TYPE</b>	<b>extending</b>		‘additive’
		<b>enhancing</b>	‘causal’, ‘conditional’	‘temporal’

Table 9.5 shows a summary of different aspects that are found registerially different in the students’ writing. As indicated in Table 9.5, registerial differences are brought out by the



three metafunctional analyses: the textual analysis, the interpersonal analysis, the experiential analysis and the logical analysis.

- From the textual analysis, I have found that the deployment of THEME system, the deployment of topical Theme, the thematic progression patterns and the deployment of multiple Themes are registerially different.
- There are three major aspects of registerial differences found in the interpersonal analysis: the number of modal instances, the deployment of obligation and probability, such as, instances of modality. There are more instances of modality found in recommending texts, compared with sharing texts, because in sharing texts, the students were required to recount and share their experiences, activities that invited primary tense rather than modality. However, in recommending texts, the students were required to realize their interpersonal meaning potentials through deploying various modal resources, especially in expressing certainties.
- From the experiential analysis, I have identified the following aspects that are registerially different in the students' writing. They are process types and circumstance. As for process type, there are more material processes in sharing texts, while there are more mental processes in recommending texts, especially when the students were required to provide suggestions and solutions. As for circumstance, time is found more frequently deployed in sharing context, while place is more often deployed in recommending context.
- The logical analysis also reveals that registerial differences are found in the students' deployment of clause complexes in different registers with different logico-semantic relations. For example, there are more clause simplexes in sharing texts while there are more clause complexes in recommending texts. Besides, logico-semantic relations

also vary according to register, more ‘condition’ and ‘reason’ are found in recommending texts while more ‘addition’ and ‘time’ are found in sharing texts.

Through the summary of registerial differences identified in the students’ writing, we can see how the students deployed their linguistic resources to achieve the goals associated with contexts characterized by different fields of activities.

### **9.2.2 Culturally marked texts**

Referring back to the findings from the previous chapters, we can easily observe that there are some parts that are culturally marked in the students’ writing. Contextually speaking, the generic stages of texts are found to be culturally marked. There are some generic stages or schematic moves that we cannot find in the genres mapped by the Sydney School scholars (Martin & Rose, 2008). Take the genre of advice in the students’ writing as an example, the students will end this type of text with an evaluation or summary part that have very distinctive moral values or a lesson in it. Through this, the students aimed to rouse their cohorts to pay attention to the point or the argument they have made. I will show two examples to illustrate the points in the following:

- Textually speaking, the deployment of the pronoun “we” is also culturally marked in all of the writing. The students frequently deployed the pronoun “we” to address to their cohorts in order to educate them or share their opinions.
- Interpersonally speaking, the deployment of modality in the students’ writing is also very interesting. For example, there are a great many choices of ‘obligation’ in the students’ writing, especially in the context of recommending. The students deployed modal auxiliary “should” (implicitly subjective) frequently in educating their cohorts.

The modal auxiliary “can” is also deployed frequently. We can see that the students believe that “can” can do everything in their writing.

All these characteristics from the students’ writing help characterize the adolescent ESL L2 writing in the Chinese mainland.

### **9.2.3 Homogeneity of their writing styles and contents**

As we can observe from the findings, when assigned the same topic, the individual students produced almost the same written text with the same structure, the same wording and even the same length; there was very little individual variation among them. Therefore, there is a lack of diversity in these students’ writing, including a lack of originality. The most plausible explanation I can give is that education in China, even in Asia, is still exam driven (Lee & Coniam, 2013). Obtaining higher marks is still the biggest motivation for most students and parents. For this reason, teachers naturally become the students’ exam instructors or facilitators who help them to obtain higher marks to secure their future opportunities. They will refer to the exam and teach the students to write the genres that students need to learn to master for exams. As for the learning of these exam genres, the traditional practice of training students to write these texts is to create a sample that is similar to the desired text and then provide the same instruction to the students before they write (Lee, 2013; Lee & Coniam, 2013). Therefore, we can see that the students wrote very similar assignments using the same template. This has exerted tremendous influence on their conception of L2 writing in their language learning. That is why we see the homogeneity of their writing styles and contents.

### **9.2.4 Tenor awareness in construing registers**

As discussed in Chapter 4, I found that it is impossible to identify whom the author is addressing in the writing task, which leads to the confusion about the communicative purpose

of the task. From the samples I have gathered, generally speaking, only field and mode specifications are given, while the tenor is always ignored. The curriculum is not based on the systemic functional approach — or any other kind of approach that includes functional and contextual insights and considerations; instead it is still the traditional approach. Therefore, we could imagine that most of the teachers do not have the knowledge of context and the contextual variables of field, tenor and mode. It is not surprising that the students in the present study don't know how to handle tenor in their writing. If teachers know how to deconstruct the situation type of a writing task into field, mode and tenor, it will definitely enrich the students' understanding of the specific writing task. Once the teachers or educationalists adopt a context-based approach (Halliday, 1978; Halliday & Matthiessen, 2004), the students will definitely benefit from this approach and the awareness, and so enactment, of tenor in the students' writing will be more successful.

#### **9.2.5 Congruent realization of different types of linguistic resources**

I have observed that most of meanings are realized congruently. Christie & Derewianka (2008) found that in the early years of their schooling, students would deploy more congruent expressions. With the development of their language proficiency, they would expand their register repertoire and learn more metaphorical expressions, especially when they come to content learning, in subjects such as history, chemistry.

- In terms of interpersonal systems, choices in modality are realized congruently 76% of the time, mainly by modal auxiliaries (Section 4.5).
- In terms of logical systems, the conjunctions that the students deployed are restricted mainly to the three logico-semantic relations 'reason', 'condition' and 'addition'. I

have observed that in their writing, they tend to deploy simple conjunctions in linking the clauses to form clause complexes, e.g. “because”, “if”.

### **9.2.6 Limited linguistic resources demonstrated**

From the synthesis of the findings in the present study, I have also found that as novice learners, the students’ linguistic repertoires are limited. Take chapter 7 as an example, the deployment of different verbs in realizing different processes is relatively limited. Among all of the data I have analyzed manually, I just found 30 verbs that realize the Process in the material clauses and 15 verbs that realize the Process in mental clauses. In terms of the writing tasks and the quantities of the writing, the number of the verbs deployed by the students is small and fairly limited.

## **9.3 Implications of the present study**

### **9.3.1 School as an institution**

Based on the discussion in section 9.2, I will suggest the following implications for pedagogy and curriculum design.

We can use SFL to develop a multi-faceted, well-rounded understanding of schools as institutions —using the ordered typology of systems (semiotic — social — biological — physical), the "architecture" of semiotic systems, and so on.

Figure 9.5 below covers just one part of this —there's more to be done in order to capture the relationship between schools and institutions like the EDB in Hong Kong and of course the institution of the family, in order to cover different semiotic and social groups (e.g. teachers, administrations; teachers and students; students on their own; students and parents; teachers and parents).

And of course we need to add a timeline to represent the unfolding of curricula, syllabi and learning journeys.

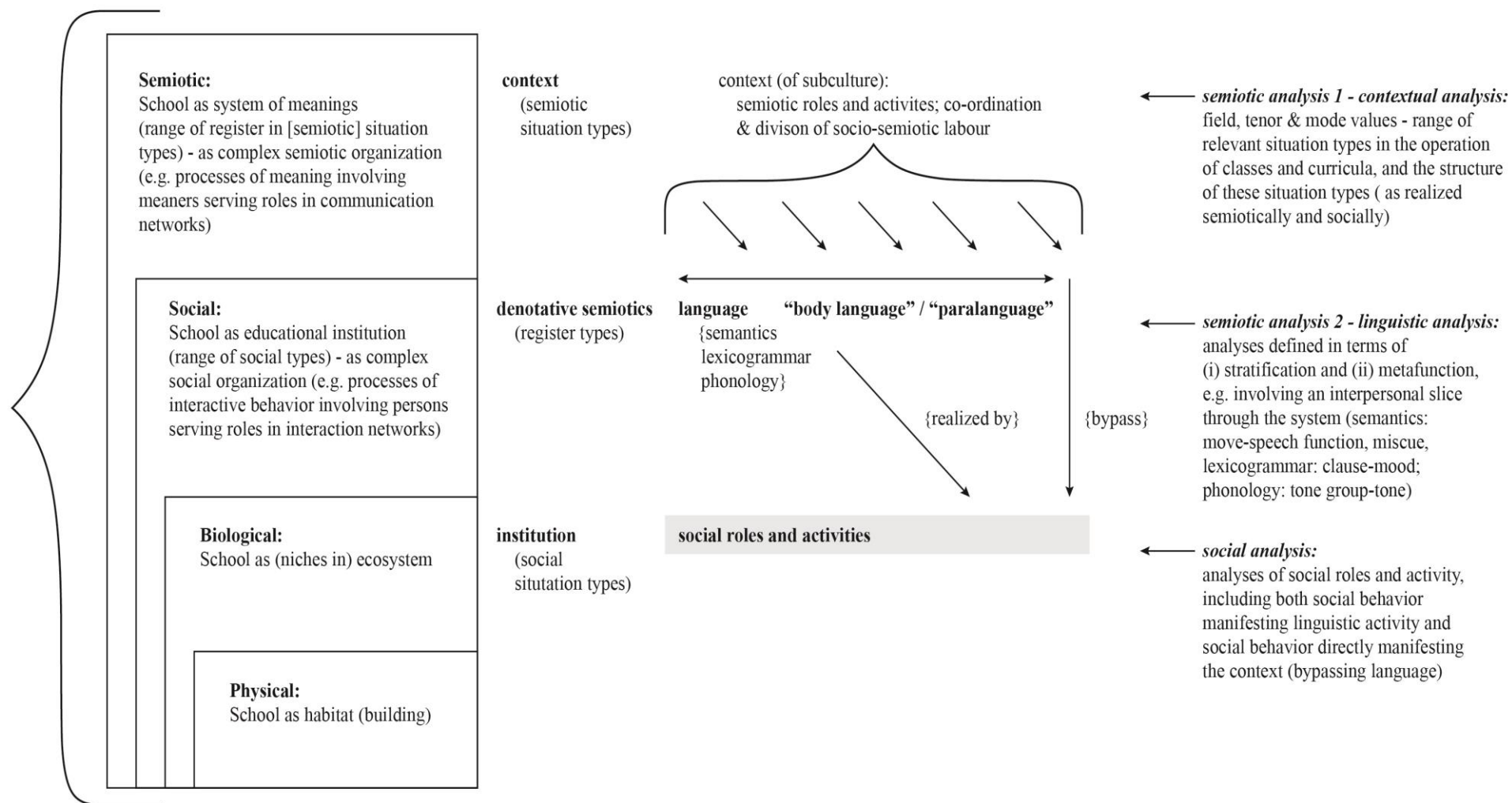


Figure 9.5 The "architecture" of semiotic systems

But I think using semiotic-social "cartography" to map out schools as domains of meaning and behaving, in interaction with other institutions is important.

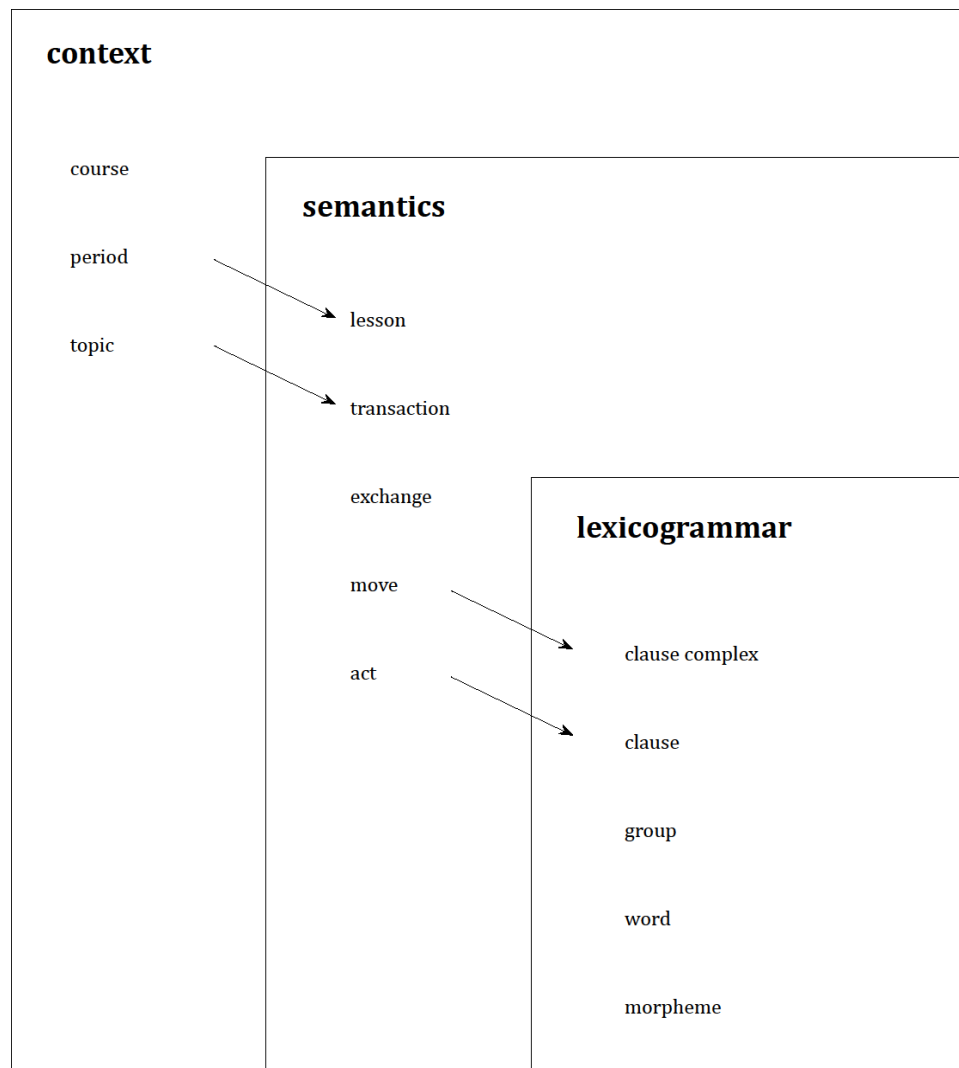


Figure 9.6 School as a domain of meaning and behaving

This diagram is of course fairly "macro"; but we can also zoom in on lessons in which writing (instruction) takes place, relating to the classic work by Sinclair & Coulthard (1975): So we could adapt their account, and try to locate the teaching and practice of writing within it.



### 9.3.2 Implication for writing curriculum design

Curriculum design suggestions are proposed based on the findings. As seen from the analyses in the findings, there is no register or text type awareness found in the students' writing. Furthermore, we cannot either find any registerial progression in the students' writing. Register theory (Annabelle etl, 2008; Ghadessy, 1993; Halliday, 1978; Halliday & Matthiessen, 2004; Hasan, 1973; Matthiessen, forthcoming) should be applied in reconstructing the L2 writing curriculum for the school. A lack of awareness of tenor in writing instruction and writing (Chapter 4) is obvious, with implications for the current L2 writing curriculum in secondary schools in China. By adopting text typology and register theory, we can guide the teachers to conceptualize L2 writing as making meaning in context again, especially in configuring writing tasks as communicative events. The deconstruction of the three parameters of field, mode and tenor can and should practically inform the policy makers and curriculum designers. Furthermore, a very large number of studies from both L1 and L2 writing research have motivated us to reconceptualize this (Christie & Derewianka, 2008; Christie, 2010; Byrnes, 2009; 2010; 2013; Ortega, 2013). We can spropose concrete steps to renovate the L2 writing curriculum in secondary schools in China based on findings from the present study.

First, genre, register and text typology are highly recommended for inclusion in the curriculum. The inclusion of text typology (Matthiessen, Teruya & Lam, 2010; Matthiessen, 2013) in choosing and incorporating writing materials for writing instruction is also indispensable to a successful and comprehensive writing teaching for secondary level, especially in ESL context. This conceptualization of texts definitely can equip us with a more objective and scientific way to filter and incorporate the appropriate materials into our program. Borrowing from the successful story of the German Department Georgetown

University (2010), we could explicitly make genre and register concrete and attainable by degrees for teachers and learners. Registerial difference should be highlighted in the curriculum; only in this way could we make register become a part of meaningful component in students' learning journey. Matthiessen (2006) believes that learning a language is learning to expand the meaning repertoire by accumulating different registers from different contexts of use.

Second, implications from the metafunctional analysis should be incorporated into the curriculum design. We can inform teachers and students about the three metafunctions in language by embedding the concept of metafunction into the curriculum design. For example, by incorporating the experiential function, we can arrange the different verbs with different selections of tenses in the system to realize their ideational meanings, in which different registers open up opportunities to learn different aspects of the lexicogrammar of transitivity. By demonstrating different registers function in different contexts, we can highlight the most salient metafunctional features of the register, such as, tenor-oriented (e.g., letter) or field-oriented (e.g., story). Congruent expressions can be placed at the beginning level of the students' writing tasks, increasing in number with the level of proficiency: so the curriculum will start with registers where the congruent mode of meaning is more prominent and then gradually move towards registers where the incongruent mode of meaning is more prominent, as in the Georgetown move towards registers of academic German. We can explicitly include some metaphorical expressions to provide students with practical experience to deploy them. As we can see from the present analysis, the students have mastered the basic and the congruent types of expressions in their writing, but there are few cases of metaphorical expressions. We can also make linguistic features from the analysis of different metafunctions explicit and learnable, especially for beginners (Byrnes, 2013b; Ryshina-

Pankova & Byrnes, 2013). For example, with a clearer registerial progression, they should be able to develop their lexicogrammatical resources of transitivity in the ‘material’ area for construing richer and more delicate accounts of ‘doing-&-happening’, instead of being stuck with a small handful of very general verbs.

Third, in the development of the materials for writing instruction, we can link all the writing tasks to the reading tasks in each unit. From the perspective of socio-cultural theory proposed by Lantolf & Thorne (2006), output and input should be consistent in order to line up what the writing task requires the students to accomplish. Otherwise, reading and writing will be divided and the learning outcome will not be maximized.

### **9.3.3 Implication for L2 writing pedagogy**

Findings from the present study also suggest ways of enhancing the present practice of L2 writing instruction. In addition to a theoretically sound curriculum, instruction is also critical in how students can encapsulate intensive thought processes in appropriate language. Simply knowing how to scaffold each register is not enough; rather the point is how to make the scaffolding fit into a forty minute class. Furthermore, training teachers and educationalists with the basics of SFL is also fundamental to the improvement of the SFL-informed pedagogy (Halliday, 1975, 1993, 2004; Martin & Matthiessen, 2012) and its philosophies. Relevant studies have already found that introducing teachers and students to the world of SFL and genre can help boost the teaching and learning in adolescent L2 writing (Gebhard, Chen, Graham, & Gunawan, 2013; Harman, 2013). Therefore, more inclusion and innovation in the pedagogy is feasible and practical.

### **9.3.4 Implication for the reconceptualization of the current L2 English education**

The present study also includes some findings that further explicate why English education is not successful in China. Large-scale studies have demonstrated that Asian ESL learners' written output is quite different from what is written by native speakers given the same writing assignment (Hinkel, 1998, 2005). Inclusion of appropriate model texts would help the Chinese students compare their writing to native English speakers'. Otherwise, there is no "mirror" to reflect their "self-portrait" during their learning process, especially for students who learn English in Chinese speaking regions where there are fewer opportunities to experience an authentic English environment. This kind of comparison is currently lacking and students are led to write China-English, with culturally marked features as discussed in the previous chapters.

Furthermore, English education in China is strongly influenced by exams and marks. One lesson we can learn from the present study is that we need to reconceptualize what is language learning and L2 writing. If we continue practicing the traditional approach in English teaching and learning, what we can hope to get from our students are still decontextualized, meaningless and pointless texts. The consequences of this type of language learning are fatal to the growth of the students' L2 development, especially when they go on to their tertiary education. What the students can write are texts instantiating the exam oriented registers that came with them from their high schools. This will absolutely become an obstacle on their path towards becoming professionals in their fields. As Matthiessen (2006) pointed out, learning a language is equal to aggregating an increasing range of the registers that constitute a language, forming a registerial repertoire. As a language learner expands his or her registerial repertoire, s/he is empowered to take on a growing range of roles in new contexts. Therefore, as language teachers and educationalists, we should bear in

mind that we need to have the right language teaching philosophies to guide our instruction in order to cultivate a class not of exam takers but of language users.

#### **9.4 Contribution of the present study**

The present study investigated adolescent ESL writing longitudinally by adopting the theoretical lens of systemic functional linguistics. The findings of the present study have revealed some salient features in the current adolescent L2 writing instruction and learning in the Chinese mainland. From the previous summary of findings and discussions, we can conclude that the present study has also made some contributions to the field methodologically, theoretically, pedagogically and conceptually.

##### **9.4.1 Methodological and theoretical contribution**

The present study has deployed the framework of systemic functional linguistics to the study of adolescent L2 writing, which has extended the scope of the framework's application. As Halliday (2009) has pointed out, SFL is a school of applicable linguistics. The present study has also transferred the methodology of investigation of writing across school years from Christie & Derewianka's (2008) model to the ESL context. For example, the present study covers a period of one academic year in ESL context. The data is from ESL students' English learning, which is narrower in terms of subjects investigated compared with Christie and Derewianka' (2008) study. Besides, the application of the SFL framework combined with longitudinal data is also a new perspective to look at the whole landscape of students' ESL writing. In return, this can complement the cross-sectional study in SLA study (Byrnes & Ortega, 2008).

For the analytical tools, I have also selected different specific analytical items from the system that could provide a more thorough and multiple perspectival ways to look at the writing comprehensively and ecologically. For example, the combination of genre (Martin & Rothery, 1987) and text typology (Matthiessen, Teruya & Lam, 2010; Matthiessen, 2013) to look at the texts that the students have written help us to produce more findings from different perspectives. The generic analysis provides us with the schematic structures of the students' writing, while the text type analysis provides us with the whole picture of the text types in the students' learning journey as well as the specific linguistic resources that help realize these text types. It also gets resonance from what Halliday (2009) said complementarity in linguistics that investigation of the same data with different analytical tools will reap different findings. Moreover, the multiple perspectives in looking at the lexicogrammatical features of the texts also have contributions to the interpretation of findings, for example, interpersonal analysis will be enriched immediately if we can combine modality analysis with appraisal analysis. All these combined approaches and methods in the present study have made contributions to the theory and methodology for similar future studies.

#### **9.4.2 Curriculum design contribution**

The findings from the present study help us revisit the ESL writing curriculum design.

Firstly, the whole landscape of the written texts that the students have produced over a year could help us to revisit the curriculum and syllabuses that we are using. Based on the rich and detailed findings from different theoretical lenses, we can design a more tailor-made writing curriculum for the present school. For example, based on the findings from the three

metafunctional analyses, we could include the following ideas into our writing curriculum design.

Experientially, we can add the system of TRANSITIVITY into our writing curriculum design. In choosing sample texts, we can purposefully choose texts that are of different text types. Then, different verbs and tenses in different texts can be learnt explicitly.

Logically, we can embed the system of CLAUSE COMPLEXING into the design of our writing curriculum. Since different text types favour different logico-semantic relations, if we embed different logico-semantic relations into the writing tasks, the students can learn to deploy these resources consciously.

Interpersonally, we can also include the system of MODALITY into the writing curriculum design. By doing this, the students are provided with opportunities to practice different modal recourses under different contexts. For example, they can learn (some of) the resources of obligation by processing texts in recommending contexts but also in enabling: regulating contexts.

Textually, the basic Theme-Rheme concept can be introduced as well, in order to instruct students to deploy the basic principle in manipulating information flow in their writing.

Secondly, all these empirical findings can help educationalists and policy makers to design a more scientific L2 writing curriculum that can boost the students' learning efficiency in a more reasonable and tractable way. Unlike the present school I studied, there is no L2 writing curriculum, which could not help evaluate the instruction and learning in a sequenced way. However, with the findings and the new methodology, we could conduct our future studies in

a more scientific way so that all the instruction and learning can be assessed and tracked (Byrnes, 2011).

### **9.4.3 Pedagogical contribution**

One of the ultimate aims of the present study is to revolutionize and innovate the present L2 writing teaching at secondary level in China. The findings from the present study have already explicitly provided us with very informative and actionable ideas on how to empower the current teachers and educationalists with the philosophy that knowing some linguistic knowledge is a bonus to the writing teachers' career development. The contextual analysis in Chapter 4 has already shown us how to apply the account of text types and registerial differences in language teaching. As teachers and educationalists, we should have a holistic view of the curriculum, like when and how we should give certain text type to the students, in which ways, under which circumstance and context. All these instructional issues could be solved once we empower the teachers and educationalists with this kind of holistic thinking, or like Byrnes'(2013a) curricula thinking. Furthermore, as teachers and educationalists, another pedagogical contribution the present study could explicitly show us is that accounts of resources in language are indispensable to a good writing teacher's instruction. If teachers can have some linguistics knowledge, such as SFL, it would definitely help them to deconstruct texts when they carry out their teaching of L2 writing in the class (Byrnes, 2013a). And once they are equipped with accounts of resources in language, they would know how to choose the right sample texts that could boost students' learning efficiently and effectively.



## 9.5 Limitations of the present study

Though the present study has yielded a great many of findings concerning adolescent L2 writing with the help of systemic functional text analysis, as it is still an exploratory study in nature, its limitations need to be spelled out when we want to interpret and act on these findings. In discussing the limitations of this study, I will focus mainly on representativeness and generalizability of the findings, exhaustiveness of the analytical coverage and the nature of the data.

As for exhaustiveness of the analytical coverage, I have deployed a multiple-perspective way to investigate the students' writing; the analysis was not **exhaustive** but instead **selective**: I chose to focus on one or two major systems for each metafunction. By adding other systems, such as APPRAISAL (Martin & White, 2005), we might produce more comprehensive findings.

As for representativeness and generalizability of the findings, the number of participants in the present study is also very small. I have included only one class of the 50 best students in one of the top five high schools in Guangzhou. With this participant limitation, we must also cautious when we want to generalize the findings. If we can include more schools with different cultures into the future study, the results will be more generalizable.

As for the nature of the data, the findings of the present study were generated only from text analysis. I have not included any information of the teachers and the students on how they perceive L2 writing instruction and their texts. Lack of this ethnographic information also may weaken the reliability of the findings to some extent. All these limitations remind us that application of the findings from the present study should be cautious and careful.

## 9.6 Future research direction

The present study has also addressed several research avenues for future study. Table 9.6 presents the relevant details in terms of methodology.

Table 9.6 Possible research avenues for future study

Methodology		The present study	Future study
Subject	Number of participants	50	More
	Number of schools	1	More schools with different cultures
Data	Data type	English written texts only (output)	Textbook and written texts (input and output)
	Classroom observation	No	Yes
	Interview of teachers and students	No	Voices from teachers and students
	Questionnaires	No	More perceptions
Theories	SFL oriented	Yes	SFL plus other theoretical frameworks, such as socio culture theory.

First, we should attempt to include more participants from different institutions, which can add more different elements into the data in order to generate more reliable findings with certain representativeness. Furthermore, we can include voices of writing teachers and students in our analysis, which would add more interesting insights from the perspective of human agency. Once we obtain all this information, we can learn more about the ecology of adolescent L2 writing from different channels in a more comprehensive way. From an ethnographic perspective, we can also include classroom observation of students' learning and teachers' instruction, which can provide us with more details from their learning process. Third, future study also can implement the philosophy of SFL to the curriculum, and track students' writing development in a longitudinal way. To be more accurate, we need more analyses of individual's ontogenetic development of their writing. Fourth, more theoretical frameworks are preferred if we want to generate more findings from different perspectives,

such as theories from socio culture theory. Fifth, including more schools of participants different levels into a bigger project can help draw a richer and fuller picture of adolescent ESL writing in a more scientific way, which will absolutely help link to the L2 writing at tertiary level together and form a systematic map of relevant studies in L2 writing. Last but not least, the other interesting part is: when is a second language "spliced into" the learner's meaning potential, we can perhaps think of this "splicing into" (or "grafting onto") as the beginning of the development of a multilingual meaning potential. It would of course be fascinating to know what the students' registerial repertoires are in Chinese in terms of their writing in Chinese -- in comparison with what they are expected to be able to write in English. This is worth adding to the list of future research topics to investigate the bilingualism or multilingualism in second language learning as well (Ortega, 2013).

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## **Appendices**

### **Appendix A Transcript of student writing (The 5<sup>th</sup> time)**

#### **No.1**

##### **Title: Lifelong Learning**

Lifelong learning is very important to us all.

Lifelong learning means that we should not only study in school but also in our daily life. Also, the end of our school career isn't means we should give up studying.

There are many ways to have a lifelong learning such as, going to museum, taking exercise and traveling. In my opinions, the most important point is reading books--- just like a saying "Books are our best friends."

There are many advantages of Lifelong learning. Because what we learned from school is just a little part of the world. So you'll be a common person, if you don't have the sense of Lifelong learning.

#### **No.2**

##### **Title: Lifelong Learning**

Lifelong learning means that learning is not only at school. Learning is in many aspects. Social life teaches us too. So graduating from school doesn't stand for the end of learning.

When we aren't in school days, we still have various ways to absorb knowledge. Going to museum is suitable for teenagers, because it doesn't cost much, Reading some books in libraries is not a bad choice. But I think traveling helps us learn better. On our trips, we can learn about the nature, about the history, and about the exotic customs in other areas. And don't forget exercise. Doing exercise help us learn about our bodies. All the ways above help us keep lifelong learning.

Lifelong learning benefits a lot. It keep us from being out of days. It can make us happier.

The society has entered a lifelong-learning period. Let's keep lifelong learning together.

### **No.3**

#### **Title: Lifelong Learning**

Lifelong learning is very important to us all.

Lifelong learning means that we can learn everywhere, not only at school. School studying can give us a lot of knowledges, but the end of school studying is not the end of lifelong learning.

There are many ways to learn, such as going to the museum, reading books, taking sports, travelling and so on. Lifelong learning contains everything , learning is not only mean reading books.

Lifelong learning can bring us many new skills and there can help us overcome most of difficulties in the future.

In a word, all of us should have the habit of learning everytime, everywhere, keeping lifelong learning will let you feel the life more and more colourful.

### **No.4**

#### **Title: Lifelong Learning**

Lifelong Learning is very important to us all.

Lifelong learning means that we learn all our lives. We can learn everywhere, not only at school, but also in daily lives. More importantly, we ought not to stop learning after graduating. I think we should keep on learning no matter when it is, where we are, and how old we are.

Lifelong learning is every good for us, too. It can make us smarter, as well as make us know more things we didn't know before. Besides, if we keep on learning, we'll not be "out" so that we can communicate with each other better.

There're many ways to learn. For example, we can visit the museum to learn about the local history. Reading books, doing exercise and travelling are also good choices for us.

Let's start learning from now on, do our best to help Guangzhou become a "learning city"!

### **No.5**

#### **Title: Lifelong Learning**

Lifelong learning is very important to us all.

Lifelong learning means that keep studying all the life. Having the habit of learning besides school is very important. We should not regard graduating from school as the sign of stop

studying. There is a famous Chinese saying, "Don't stop learning until you die". Since we are living in a fast-developing time, it's important to learn something new and keep our minds fresh.

There are many ways of doing lifelong learning. Besides learning from books, we can visit some museums. Doing sport can also help keep the knowledge in mind. It's also important to travel often. Since we can learn about what the places look like with our own eyes.

We all know that learning provides us with knowledge. On the other hand, learning gives us some support and makes us feel some relief whenever we meet difficulties. Learning brings us so many benefits. The older we grow, the more we should learn. So we should keep learning as time goes by.

## **No.6**

### **Title: Lifelong Learning**

Lifelong learning is very important to us all.

Lifelong learning means that getting and using knowledges in your whole life as much as you can.

We must remember that we shouldn't only study at school. Also, it doesn't mean that you can stop studying when you graduate from school.

There are a lot of ways for us to have lifelong learning. For example, you can go to museums or libraries to get knowledges from reading books or another special way when you are free. And it is possible to get some useful experience by doing exercises or travelling outdoors.

Lifelong learning can bring a lot of benefits for us. You will find that your thinking is so young and never gets old. And you can make your life more wonderful.

Never give up lifelong learning, and become a clever and useful person.

## **No.7**

### **Title: Lifelong Learning**

Lifelong learning is very important to us all.

Lifelong learning means that continue learning all our lives. Perhaps many people think that studying at school is enough. Lifelong learning needs us study things outside the school. Also, graduating from the school isn't really over.

There are many ways to learn outside the school. Going to the museums can help us keep



the history in minds. Doing exercises can help us never give up lose weight and get healthy. Reading book as well as travelling around the city is a good way to study. Lifelong learning can make us curious so that we will be interested in everything around us. It's easy for us to learn lifelong.

Let's start learning lifelong and build the learning city together.

## **No.8**

### **Title: Lifelong Learning**

Lifelong learning is very important to us all.

Lifelong learning means that studying is not only at school, but also in everywhere. It also means that the end of the school is not the end of studying, people should keep studying after finishing school.

To be a lifelong learning person you should often go to the library. It's a good place for reading and studying. And you should read a lot of books, you can get a lot of knowledges from them. You can also study by travelling because you can learn the interesting cultures of the places you travel to. But remember, without a healthy body, you can't study well. So you must take exercise every day.

In fact, lifelong learning not only helps us get knowledges, but also brings us happiness. I'm sure you will thank lifelong learning one day for having showed so many wonderful things of this wonderful world to you.

## **No.9**

### **Title: Lifelong Learning**

Lifelong learning is very important to us all.

Lifelong learning means that not only study at school but also keep learning all our life. It would never stop until we are not alive.

There are several ways to learn. By visiting the museums, we get plenty of knowledge. Reading the books make us wise and feel some relives. We can improve our body by doing exercise and we can also get the ability to overcome the difficulties during the sports. How can we know more information about the world around us? Traveling is considered to be a good way.

I think that one of the lifelong learning 's advantages is that it makes our life meaningful and wonderful. We make the best use of our time to learn instead of let them go away.

Let us do the lifelong learning from now on.

#### **No.10**

##### **Title: Lifelong Learning**

Lifelong learning is very important to us all.

Lifelong learning means that keep learning all the life. We can learn anywhere, such as at home, at work, not just at school. Leaving school and going to work don't mean that we can stop learning. We should keep on learning, and we can learning many valuable experience from working.

There are many ways to learn. For example, we can visit museums to learn some history. And we can read books, you can find many interesting knowledge from books. Also, taking exercise and travelling can learn things too. So, lifelong learning is not a difficult thing.

Lifelong learning has many advantages. If we keep on learning, we can know more knowledge and make our life more colourful. And our city will become better and better. That's why we should learning all the life.

Let's learn all the life, and we will have a brighter future.

#### **No.11**

##### **Title: Lifelong Learning**

Lifelong learning is very important to us all.

Lifelong learning means that we should learn after leaving school. Of course, studying hard at school is important. But it is also necessary for our work to study new skill and knowledge.

There are lots of ways to learn, for example, when we read the books, we can know the culture of other cities and understand how to face the difficulties. Also, going to museum, taking a exercise and travelling can help us learn more.

Lifelong learning makes us more confident and easily making more friends. More importantly, it is good for our health and make our lives more happy.

A perfect life comes from lifelong learning.

#### **No.12**

##### **Title: Lifelong Learning**

Lifelong learning is very important to us all.

Lifelong learning means that we should learn every day. Learning should not just in school.

We can learn in many places like park, home, and street. It's not the end of study when we leave school.

In order to lifelong learning, the first way we can go to the museum and library, to look for some informations and books we need. Then the second way, do some exercise and go travelling are also good choices. During the trip, we can know a lot of different cultures and languages.

Learning lifelong let us feel happy and excited. In the knowledge world, we will find many strange and interesting things we didn't know before. Lifelong learning make our life colourful and beautiful.

### **No.13**

#### **Title: Lifelong Learning**

Lifelong learning is very important to us all.

Lifelong learning means that people should study for whole life, learning is not only at school, but also learning from other small places. It's not the end when you finish studying at school. It is a new start for you to learn from the society.

There are lots of sources to learn. Such as go to museum, read various kinds of book, do exercise, go out for a tour and so on.

If you can study all the time. You can be a wise person. You can also be a useful person to help many others in trouble.

Lots of people consider keeping lifelong learning as a difficult job. But try your best to do it. Maybe you will find some interests.

### **No.14**

#### **Title: Lifelong Learning**

Lifelong learning is very important to us all.

Lifelong learning means that we should study not only at school, but in many other places. Also, graduation doesn't mark the end of learning. We should always study as we grow.

There are lots of ways we can achieve lifelong learning such as going to museums and reading books of all kinds. Even doing physical exercise can help, for it teaches us how to keep healthy and became strong. Travelling is the best way we get knowledge since we see a lot, feel a lot and think a lot. As we can see, we can study everywhere.

In many ways we learn and in many ways we benefit. Lifelong learning provides new things

for us and keep us "in" but not "out". We can understand the world better because of it, too.

As the saying goes "one is never too old to learn", lifelong learning does good to us and completes our lives.

#### **No.15**

##### **Title: Lifelong Learning**

Lifelong learning is very important to us all.

Lifelong learning means that you should not only study at school, but also keep learning in the rest of your life. Remember there is no ending of studying.

When you begin to work, there are also many different ways to keep studying. For example, you can go to museums, read books and do exercise to get knowledge. It is helpful for you to travel around the world, too.

As you can see, the advantages of lifelong learning are quite clear. Knowledge will make you pleased and satisfied. And it can help you get a good job and work better. That's why you should study all the time.

So try now! Keep the ways of lifelong learning in the mind and study in the whole of your life. I'm sure you'll live better.

#### **No.16**

##### **Title: Lifelong Learning**

Lifelong learning is very important to us all.

Lifelong learning means that we should learn in everywhere and everytime for our whole life. Don't think that we only need to learn in the school, because learning is in everywhere. Learning has no end, even if you leave school. After leaving school, you still have much things to study, so don't stop from studying.

You may ask how to learn? In fact, there are many ways to learn. You can spend your free time on museum and library to know about the history and to read. Going traveling and doing exercises are also useful.

Lifelong learning can bring many benefits to you. It can increase your knowledge so that you will become more thoughtful. It can also let you understand more things so that you will become independent.

Finally, lifelong learning is important for us to become a clever, thoughtful, imaginative person, so start lifelong learning now!

**No.17****Title: Lifelong Learning**

Lifelong learning is very important to us all.

Lifelong learning means that we should study in all our life. Studying is not just in our school, we take a lot of time in society, so the end of school is not the end of learning.

During our life, we have many ways to have lifelong learning, such as going to the museum, reading books, doing exercise, going for a trip and so on. Lifelong learning is not difficult, we can find many ways to do it.

Lifelong learning brings us many new knowledges. It can also improve our ability to make friends, do a good job.

Lifelong learning is useful and important. Let us begin our lifelong learning.

**No.18****Title: Lifelong Learning**

Lifelong learning is very important to us all.

Lifelong learning means that never stop learning. Leaving school is not the end of learning. There are many ways to learn besides going to school. You can get knowledge easily by reading books. If you are interested in science or art, you can visit museum. To learn a new skill, taking exercise is a good choice. Travelling is also a good way since you can learn the history and culture of different places, and every trip is a valuable experience.

Lifelong learning can make you more confident and wiser. People who keep learning all their lives always have clever brains and new mind. They are always full of new ideas because they know more about the world they live in. Learning doesn't have an end. So remember: it is never too old to learn.

**No.19****Title: Lifelong learning**

Lifelong learning is very important to us all.

Lifelong learning means that never stop learning. Here are my views. First, learning is not only at school, but also in many other places. Or, we can say that, no matter where we stay in, don't stop learning.

Following my first point, I believe that school is just a traditional way to learn knowledge. It's never the end of our lifelong learning.

Third, we can learn in all kinds of ways. We can read books at home. We can visit museums. We can also learn the history and customs by traveling. More importantly, we should do sport often. (Why do sport?" From doing sport, we learn never giving up. Further, lifelong learning can make us more wise and clever. It's also let us learn the newest things, in that case. We can show our wisdom and catch people's eyes when we are in conversation.

In general, no matter where we go, no matter how old we are, we can never stop learning.

## **No.20**

### **Title: Lifelong Learning**

Lifelong learning is very important to us all.

Lifelong learning means that you should keep learning during your life. A lifelong-learning person studies not only at school, but also in any place if possible. For these people, study won't be ended after graduation. They also study in the rest of his life.

To be a lifelong-learning person, you can start with going to the museums, you also need to read books and newspapers in your spare time. Besides, remember that doing sports is a good way to learn. You may learn something about health and sports, and you can keep fit as well. Lastly, it is relaxing for you to go outside for a trip, and surely you will get more knowledge.

In my opinion, lifelong learning can make yourself confident and stunning. In all, I hope you can start out small to be a lifelong-learning person. And soon you will find your life is well improved.

## **No.21**

### **Title: Lifelong Learning**

Lifelong learning is very important to us all.

Lifelong learning means that it is not the end of study when we leave school. We should study all the life. What's more, lifelong learning tells that we can not only study at school, but also study everywhere. In different places, we can study in different ways.

There are many ways for us to study such as, reading books at home, travelling outside, taking exercise in the park, learning in the museum. So we can really study everywhere easily.

Last but not the least, it is extremely necessary for us to study all our life. First of all, we can

learn many useful things to solve many problem in our life. Second, we will never out in today's fast changing world. Most importantly, we can make our life more meaningful by lifelong learning. We can enjoy our life fully.

As the result, let's join us and follow the lifelong learning in order to set up the city of studying and for our bright future.

## **No.22**

### **Title: Lifelong Learning**

Lifelong learning is very important to us all.

Lifelong learning means that we can learn about knowledge not only at school. People often say," learning is endless." Therefore, we need to keep on studying after finishing school.

Lifelong learning is actually easy for us, since there are so many ways to do it. For example, we go to the museums and read books. However, learning is not only by words. Doing exercise, as well as travelling around the world, also helps us be mind open.

If we learn during our whole life, we can know more about the world and understand it better. We are able to have more friends as well. Because we are wiser and more admirable by lifelong learning.

To have a better life, lifelong learning is the best choice.

## **No.23**

### **Title: Lifelong Learning**

Lifelong learning is very important to us all.

Lifelong learning means that we should keep studying, but not just in school. The things what we have learnt in school are not enough. It's just a small part in our lives. So we should never stop studying often school.

There are many different ways to have a lifelong learning. We can go to the museums, read different kinds of books, do exercises, and even go for a trip. It's important for us to care about everything in our daily lives. Because sometimes we can learn something useful just when we are playing, eating and even taking a rest. Newterm is a good example. He was well known because of his findings. However, he was just sitting under an apple tree and had a rest when he thought about the great problem.

Lifelong learning is good for us. Because it can help us in our daily lives. For example, when we have troubles, we can use the things we have learnt to solve the problems.

Keep studying forever.

#### **No.24**

##### **Title: Lifelong Learning**

Lifelong learning is very important to us all.

Lifelong learning means that people keep learning in the whole life.

Maybe you think that it is impossible to study everyday. However, besides having lessons at school, we still have many other ways to learn. And you should notice that it is not the end of studying gratulated from school.

There are many ways to have lifelong learning. For example, you can go to the museums to see some values; read famous books at home. Also, traveling and doing exercise are good ways for lifelong learning.

If you take part in a trip for lifelong learning, you can see places of interest and know the history of there. And you will enjoy a good time seeing beautiful sightseeing.

In fact, it's easy to keep learning if you have a curiosity attitude to the world. Lifelong learning is the best friend for you.

#### **No.25**

##### **Title: Lifelong Learning**

Lifelong learning is very important to us all.

Lifelong learning means that we must learn forever.

In my opinion, learning is not just at school, we should learn things in everywhere. Also, when we finish the learning in school, we still must learn things in everytime, it is not the ending of learning but a new beginning.

Lifelong learning is very good for us, we can learn a lot of knowledges by it and we can learn many valuable things like confidence and so on.

I hope everyone can join in this and enjoy learning.

#### **No.26**

##### **Title: Lifelong Learning**

Lifelong learning is very important to us all.

Lifelong learning means that not only study at school, and also at home or outside. And also lifelong learning means that study after school.



Lifelong learning, not only reading books, but also go to cinemas, go to museums, do exercises, go travelling, surfing the net, read newspapers, and so on.

Lifelong learning is good for us, we can know more things and we can do things in our life like the young people or better than them.

Now, our city is making a learning city, let's do our best.

## **No.27**

### **Title: Lifelong Learning**

Lifelong learning is very important to us all.

Lifelong learning means that you should learn more and more things all your life. You must know learning things isn't just at school. When you get a degree that not means you can stop learning. Many ways can learn more and more things. Now let me tell you what ways can learning more things. If you go to the library then you can read many books and get many informations. If you do the P.E. exercise then you would let you body more and more stronger and your P.E mark will be improving. If you go to museum to look something then you can learn more about this city. If you go to travelling then you can learn more common senses. All of these things can be learned. I think if all the people can learn anything in everywhere. The Earth will be better and better. If you don't learn more things all of your life then other people will think you are a stupid man.

So in the end I wish everybody can reach a decision. Get into our team then you can get much more excited you can't think.

## **No.28**

### **Title: Lifelong Learning**

Lifelong learning is very important to us all.

Lifelong learning means that we should keep on learning in the lifetime. In other words, it means learning isn't only available in school as well as the graduation ceremony isn't the end of learning.

Visiting museums of variety and picking worthwhile books to read are the first two ways of lifelong learning by being knowledgeable in something. Beside them, practice is the best master, so exercise and travelling can be good choices.

Apparently, we do benefit a great deal from lifelong learning. The first is a long-term learning surely trains us to be particularly good in a specific field. The second is, generally

speaking. A man of wisdom is far more popular among people, which may do much good to his appearance in others. The third is the great spirits such as being persistent, brave, calm and so on in this process. The fourth is that it provides clear guidance to our dream and future. All in all, it pushes us to grow up and to become someone with maturity and rationality, so that we focus more on our own values in a better way.

In the way remembering that "the secret of success is the constancy of hard work," we may have a more positive attitude towards lifelong learning. I think the idea of lifelong learning should be widespread in order to live a more well-being life.

## **No.29**

### **Title: Lifelong Learning**

Lifelong learning is very important to us all.

Lifelong learning means that not only study at school but also study at other places. Some students might think that they don't need to continue studying when they finish their studying at school. This opinion is wrong because lifelong learning can help us a lot.

Lifelong learning also has many ways, such as going to the museum, reading books, travelling and so on. I like reading books best we can find a lot of interesting and useful information in the books. Finally, lifelong studying can improve the ability of studying.

So let's study for whole life.

## **No.30**

### **Title: Lifelong Learning**

Lifelong learning is very important to us all.

Lifelong learning means that learning is not just in school. When you get older and go to work, you must go on learning. So school doesn't equal to the learning and when you leave the school, it isn't the ending of learning.

You have many ways to lifelong, such as visiting the museum, reading books, taking exercises or travelling around the world. You can learn a lot on it.

Lifelong learning is important, there are a lot of profits in it. A famous person said that "Learning can make people happy". Lifelong learning make people good and it can make their life more wonderful and full of happiness. Also, lifelong learning helps you know more about the world.

In a word, lifelong learning is very important. We should learn in our whole lives.

### **No.31**

#### **Title: Lifelong Learning**

Lifelong learning is very important to us all.

Lifelong learning means that not only learning at school but also do it all your life. The end of school life is not the end of learning life.

How to learning lifelong is important too. For example, you can go to the museum, do some reading, take exercises, go travelling, and so on. They can make you know more things.

Lifelong learning can strong our spirit and make us far cleverer. It can take you more and more knowleges. It's quite good for us.

So, lifelong learning is very important to us. I think everyone should learning lifelong.

### **No.32**

#### **Title: Lifelong Learning**

Lifelong learning is very important to us all.

Lifelong learning means that to learn until your life end. Learning is a thing you must keep doing it and never stop.

For learning lifelong, you should realize that learning is not only at school but also outside the school. The graduation is not the end of your learning.

There are many ways of lifelong learning, such as going to the museum, reading books, doing exercises, travelling outside and so on. Somebody may ask: What does lifelong study give us?

Obviously, it does give us many. But, most importantly I think is to keep our mind active. Not just like so many people stop thinking when old.

There is a saying in ancient China: Learning is endless. So, start the life of lifelong learning!

### **No.33**

#### **Title: Lifelong Learning**

Lifelong learning is very important to us all.

Lifelong learning means that you don't only learn at school. The graduation doesn't mean the end of learning.(Learning must be kept on for the whole of your life! Learn until you die.

To learn lifelong, there are many ways for you to choose. For example, you can learn much knowledge by visiting the museum and reading some books. Besides, taking exercise and travelling outside are also ways for you to learn knowledge. However, remember that you

should find out your best learning ways and keep them on all the time.

Lifelong learning has lots of advantages, of course. Most importantly, it's the best way for you to enrich yourself with knowledge and become a useful and wise person indeed.

#### **No.34**

##### **Title: Lifelong Learning**

Lifelong learning is very important to us all.

Lifelong learning means that learning is not just at school, and to keep learning all your life but not just the time in school. You can get basic knowledge in school, but there are more knowledge you can get outside the school. So lifelong learning is important.

But, how to have a lifelong learning? In fact, going to the museums reading books, doing exercises or even travelling is all way to learn lifelong. You can get all kinds of knowledge different from school through doing these.

Have a lifelong learning means to learn unlimited things in your limited life. To learn lifelong, and you'll have a learning life.

#### **No.35**

##### **Title: Lifelong Learning**

Lifelong learning is very important to us all.

Lifelong learning means that keeping studying all our life. We should study not just at school, but after school. And when you are graduated, it doesn't mean that you should stop studying, study is our friend and we shouldn't abandon him.

Here are some ways we can keep studying. Go to a museum or a library, or even read books. Do some exercises or go outdoor can also help, keep studying is easy.

Lifelong learning is good for us. The things which you learned after schooling will probably be your own life experience and they will be useful some times.

Lifelong learning is important, easy and good. So, why don't we keep studying all our life? Let's keep studying and I think we will smarter soon.

#### **No.36**

##### **Title: Lifelong Learning**

Lifelong learning is very important to us all.

Lifelong learning means that learning all the time in our lives. Lifelong learning doesn't

mean studying in school, but the end of school study doesn't mean the end of lifelong learning. To have a good lifelong learning, you can follow these advice.

Right from the start of lifelong learning, you can go to visit the museum. Going to the library or reading books is a good choice, too. It will help you learn more easily. When you feel tired, try to do some exercises in different countries.

Lifelong learning has many advantages, too. It can help you make the best use of the time in your life, you can get pleasure and happiness from learning.

If you keep lifelong learning in mind, you will have a bright future.

### **No.37**

#### **Title: Lifelong Learning**

Lifelong learning is very important to us all.

Lifelong learning means that never stop learning. We should always learn things in your whole lives.

Learning is not just in school. You can learn cooking at home, sports in the gym and many other things outside the school.

Also, leaving school doesn't mean that you stop learning. It is said that knowledge is power, Continue learning more knowledge whether you are graduated or not.

There are many ways for lifelong learning. Go to the library and read some books. It is fantastic to enjoy the world in the books. Doing exercise or going somewhere for a trip also do good. I think lifelong learning can make us wise. Whether we are clever or not at birth, if we always keep learning, I'm sure we'll become wise.

Lifelong learning is very important for us. We should spend our whole life learning things.

### **No.38**

#### **Title: Lifelong Learning**

Lifelong learning means that one should never stop learning until death takes him away.

Nowadays, people regard knowledge as power and many think that learning in school is essential. However, learning lies everywhere, for example we may widen our sight by TV programmes or newspaper. Graduation is not the end of learning, too. Instead, we learn more outside the school, like how to be tolerant, how to be faithful, how to be friendly, etc. Only will we learn those if we have much enough practice in the real society.

What's more, since there are lots of museums and libraries in the city and Internet becomes

so convenient and popular for us to surf on, we can easily do our lifelong learning. Or we can also do some sports, go out for travelling, which are all efficient ways. We need to make the best use of these valuable resources.

Lifelong learning, isn't always so easy, but if we do persist on learning the whole of our life, and never settle down to get stronger of ourselves. We may discover that we not only know more about everything, but also get the ability to hurdle any difficulty with no fear, then our dreams will be so close to us.

Start learning right now, the more people are influenced by us the better the world gets. Let a voice fulfills our minds: "Never too old to learn."

### **No.39**

#### **Title: Lifelong Learning**

Lifelong learning is very important to us all.

Lifelong learning means that we should keep learning all the time in our lives. It is not a task, but a lifestyle, step by step. Besides school learning, we also need to keep learning from many things. When we finish our school study and go to society, we can't give up learning.

Lifelong learning is one of the key reasons of success in life. There are many useful ways to keep lifelong learning. Visit museums and read books are good choices. We can also do some exercise and go out to travel. Don't be so relaxed that you will lose lifelong learning and forget what to do next.

From time to time we all must face problems, accidents and difficulties. If we keep lifelong learning, we won't afraid them any longer. Lifelong learning improves ourselves and gives us a big heart. We will have a great attitude towards adversity by learning. That's why lifelong learning is so important.

Never give up keep lifelong learning, then we will all have wonderful lives!

### **No.40**

#### **Title: Lifelong Learning**

Lifelong learning is very important to us all.

Lifelong learning means that study all your life. Lifelong learning tells us that learning is not only at school but also in other places. When you are walk in a street, you can also learn many things such as buying things, helping others. Finishing your study at school doesn't mean that learning is end. It is another beginning of your learning.

Lifelong learning is not very hard, you can go to the museum, read some books, do some sports or even go for a trip. It is not so boring as you think but very interesting and exciting.

There are many good things of lifelong learning. When you get old, your brain will be also healthy and you can remember things well. And it provides you from being fooled by others.

Are you ready for lifelong learning.

#### **No.41**

##### **Title: Lifelong Learning**

Lifelong learning is very important to us all.

Lifelong learning means that learning is not only at school but also in our life. When we get out of the school it's not the end of learning but the beginning of learning more.

We can learn many things in different ways, for example: reading books make us smart, going fishing makes us patient, traveling outside makes us independent, going to the museum makes us responsible and so on.

So you see, lifelong learning may help us improve ourselves and overcome our weakness.

We study how to learn at school, but don't forget to learn everywhere in all our life.

#### **No.42**

##### **Title: Lifelong Learning**

Lifelong learning is very important to us all.

Lifelong learning means that always learning in our life. We should learn not only at school, but also at home and other places. We will leave school in the future. However, it's not the end of learning. We ought to keep on learning until we die. Then, we can really do it.

Lifelong learning's way is various. We can go to museums to visit the things from the past. We can read books to talk with the famous and touch the characters. We can running or climbing to exercise our bodies and know more about them. We can also travel around the world to understand the knowledge of each place.

There are many goods of lifelong learning. In my opinion, the usefulest point of the good is that we can use the knowledge everytime and everywhere. The will do good in our life. It is possible that we may become created people even like Edison because of them one day as well.

So, let's start to become the people who are lifelong learning from then on!

**No.43****Title: Lifelong Learning**

Lifelong learning is very important to us all.

Lifelong learning means that learning in your whole life. I think it's very important for all of us.

Learning is not only at school, but also everywhere, for example, when you're doing housework at home, you're learning how to do it better, you will possibly end your school life one day, but remember that learning has no ending. When you're at work, you must learn some skills, too.

You can do lifelong learning by many different ways like visiting museum, reading books, doing exercise and travelling.

Lifelong learning has no bad things but good things. It makes you happy when you learn something new because it's very useful.

So, have you learnt something today?

**No.44****Title: Lifelong Learning**

Lifelong learning is very important to us all.

Lifelong learning means that study hard all our lives. Don't consider learning as just school works, leaving school doesn't mean to give up learning.

You might say, "Learning is boring. It is so terrible that to study hard all my life." Then you're wrong. Learning is not just facing to books, that's only the most common way. We can also learn things by visiting museums, doing sports, travelling around and so on.

These are not boring, are they?

Lifelong learning is good for us, it let us understand the world we're living and how it is going on, so that we could run follow it and not be out of it. We should keep that in mind the whole of our lives.

**No.45****Title: Lifelong Learning**

Lifelong learning is very important to us all.

Lifelong learning means that you should keep learning wherever you are and whenever it is. The first aspect is that school is a place to get knowledge from but it's not the only one. On



the other hand, there is no ending of lifelong learning. "Never too old to learn." Don't treat leaving school as the end of learning.

In fact, knowledge is gotten from small dots of life. Going to museum, reading, doing exercise and even travelling can be a way to learn new things.

If life is a book, then lifelong learning is the pen to enrich it and make it more colorful. With life long learning, you can write further and more .

After you leave school, you can still learn in society.

#### **No.46**

##### **Title: Lifelong Learning**

Lifelong learning is very important to us all.

Lifelong learning means that you should learn wherever and whenever you can. Not only at school, but also in your daily life. And even you leave school, you can't stop learning.

In fact, there are many ways for lifelong learning, such as going to museum, reading novels, doing exercise and so on. But anyway, I think traveling is the best choice. As a student, you can learn a lot about each place and get a great deal of useful knowledge during the trip.

In this developing world, lifelong learning is necessary for you to follow the time. Learning all your life, and you would never be backward.

#### **No.47**

##### **Title: Lifelong Learning**

Lifelong learning is very important to us all.

Lifelong learning means that studies all our life. Studies are not only in schools but also outside schools. So, when your school life is over, it doesn't mean to stop studies, but just a new beginning. You have to know that study is good for you. Lifelong learning is a good way to improve your life.

Lifelong learning is not just reading your books. There are many other ways too. You can go to the museum, do some exercise or go for trips. These are the ways you study too.

Lifelong learning also has many good things. It can help you learn about the world, learn about people and learn about your city's history. If you want to have a better life, if you want to know more. Lifelong Learning can give you what you want. So, what are you waiting for? You should start lifelong learning now.

**No.48****Title: Lifelong Learning**

Lifelong learning is very important to us all.

Lifelong learning means that learning isn't only at school, but also at home. After finishing our studies, it's not the end of learning. We should learn new thing in our whole lives.

It's lots of way to study. For example, we can go to museums with classmates at the weekend or take morning exercise everyday. I like travelling. I can learn the history of each place on the trips. Also, reading is a good choice for us to choose.

Lifelong learning can bring us power to face difficulties. You maybe can find the answer of difficult problem form books easily .Lifelong learning also can help us become responsible and smart people. It will much easy for us to find good jobs in the furture.

In a word, never give up learning.

**No.49****Title: Lifelong Learning**

Lifelong learning means that you keep learning in your whole life. Study in school is just one way to get knowledge. In fact, it's wise of you to visit museums and read books on different fields. They could easily touch you things you won't learn in classes. Also, you can take exercises to learn sport skills. Finally, going travelling it's a good choice to learn more, too.

It's not the end of learning after graduating. We need lifelong learning since it brings lots of advantages to us. The more you learn the more difficult problems you solve. Therefore, it helps you work calmly and smoothly in daily life. Moreover, lifelong learning could help you make full use of your life. Your life will become colorful and valuable by getting knowledge.

So, don't hesitate anymore! Start out now and keep learning, you'll create a better life for yourself.

A perfect lifelong comes from lifelong learning.

**No.50****Title: Lifelong Learning**

Lifelong learning is very important to us all.

Lifelong learning means that you should keep learning all over your life. You should know that school is not the only place to study at, you can learn after school or even after you leave

school.

Don't think studying is boring. Reading books is not the only way to study. You can go to the museums, take exercises, or have a trip. I'm sure you will have fun in it.

Also, don't be afraid of studying, you don't need to take exams! It's ok that you learn one thing for years. The most important thing is not how well you did, but the thing you've done. If you start doing it, you will find you become much happier. That's because you have aims: you have things to work for so that you won't feel lonely or useless. It sounds great, isn't it?

So let's change our lives and begin to learn right now!

## Appendix B Copy of original student writing (The 5<sup>th</sup> time)

第三节：书面表达（共1小题，满分15分）

### Lifelong Learning

Lifelong learning is very important to us all.

Lifelong learning means that we should not only study in school but also in our daily life. Also, the end of our school career isn't mean we should give up studying.

There are many ways to have a Lifelong learning such as going to museum, taking exercise and traveling. In my opinion, the most important point is reading books — just like a saying "Books are our best friends."

There are many advantages of Lifelong learning. Because what we learned from school is just a little part of the world. So you'll be a common person if you don't have the sense of Lifelong learning.

learn  
(去博物馆)  
reading books  
to help us  
to help us  
(of learning)

10.5

第三节：书面表达（共1小题，满分15分）

Lifelong Learning

Lifelong learning is very important to us all.

Lifelong learning means that learning is not only at school. Learning is in many aspects. Social life teaches us too. So graduating from school doesn't stand for the end of learning.

When we aren't in school days, we still have various ways to absorb knowledge. Going to museums is suitable for teenagers, because it doesn't cost much. Reading some books in libraries is not a bad choice. But I think traveling helps us learn better. On our trips, we can learn about the nature, about the history, and about the exotic customs in other areas. And don't forget exercise. Doing exercise helps us learn about our bodies. All the ways above help us keep lifelong learning. ~~Life~~ <sup>lifelong</sup> learning benefits a lot. It keeps us from being out of days and bore. It can make us happier.

The society has entered a lifelong-learning period. Let's keep lifelong learning together.

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篇有  
关

第三节：书面表达（共1小题，满分15分）

Lifelong Learning

Lifelong learning is very important to us all.

Lifelong learning means that we can learn everywhere, not only at school. School studying can give us a lot of knowledges, but the end of school studying is not the end of lifelong learning.

There are many ways to learn, such as going to the museum, reading books, taking sports, travelling and so on. Lifelong learning contains everything, learning is not only ~~means~~ mean reading books.

Lifelong learning can bring us many new skills and these can help us overcome most of difficulties in the future.

In a word, all of us should have the habits of learning ~~every~~ every time, everywhere. Keeping lifelong learning will let you feel the life more and more colorful.

第三节：书面表达（共1小题，满分15分）

Lifelong Learning

Lifelong learning is very important to us all.

Lifelong learning means that we learn all our lives. We can learn everywhere, not only at school, but also in daily lives. More importantly, we ought not to stop learning after graduating. I think we should keep on learning no matter when it is, where we are, and how old we are.

Lifelong learning is very good for us, too. It can make us smarter, as well as make us know more things we didn't know before. Besides, if we keep on learning, we'll not be "out" so that we can communicate with each other better.

There're many ways to learn. For example, <sup>we</sup> ~~you~~ can visit the museum to learn about the local history. Reading books, doing exercise and travelling are also good choices for us.

Let's start learning from now on, do our best to help Guangzhou become a "learning city"!

(129 words)

第三节：书面表达（共1小题，满分15分）

Lifelong Learning

Lifelong learning is very important to us all.

Lifelong learning means that <sup>(G)</sup> keep studying all the life. Having the habit of learning besides school is very important. We should not regard graduating from school as the sign of stop studying. There is a famous Chinese saying, "Don't stop learning until you die". Since we are living in a fast-developing time, it's important to learn something new and keep our minds fresh.

There are many ways of doing lifelong learning. Besides learning ~~from~~ books, we can visit some museums. Doing sport can also help keep the knowledge in mind. It's also important to travel often. Since we can learn about what the places look like ~~?~~ with our own eyes.

We all know that learning provides us with knowledge. On the other hand, learning ~~can~~ gives us some support and makes us feel some relief whenever we meet difficulties. Learning brings us so many benefits. The older ~~?~~ we grow, the more we should learn. So we should keep learning as time goes by.

12



第三节：书面表达（共1小题，满分15分）

Lifelong Learning

Lifelong learning is very important to us all.

Lifelong learning means that getting and using knowledges in your whole life ~~as~~ as much as you can.

We must remember that we shouldn't only study at school. Also, it doesn't mean that you can stop studying when you graduate from ~~se~~ school.

There are a lot of ways for us to <sup>achieve</sup> have lifelong learning. For example, you can go to ~~the~~ museums or libraries to get knowledges from reading books or another special way when you are free. And it is possible to get some useful experience ~~by~~ by doing exercises or travelling ~~outside~~ outsides.

Lifelong ~~learning~~ learning can bring a lot of benefits for us. You will find that your thinking is so clever young and never get old. And you can make your life ~~more~~ more wonderful.

Never give up ~~lifelong~~ lifelong learning, and become a clever and useful person.

12

6

第三节：书面表达（共1小题，满分15分）

Lifelong Learning

Lifelong learning is very important to us all.

Lifelong learning means that continue learning all our lives. Perhaps many people think that studying at school is enough. Lifelong learning needs us study things outside the school. Also, graduating from the school isn't really over.

There are many ways to learn outside the school. Going to the museums can help us <sup>learn</sup> keep the history in minds. Doing exercises can help us <sup>never give up</sup> lose weight and get healthy. Reading books as well as travelling around the city is a good way to study. Lifelong learning can make us curious so that we will be interested in everything around us. It's easy for us to learn lifelong

Let's start learning lifelong and build the learning city together.

第三节：书面表达（共1小题，满分15分）

Lifelong Learning

Lifelong learning is very important to us all.

Lifelong learning means that studying is not only at school, but also in everywhere. It also means that the end of the school is not the end of studying, people should keep studying after finishing school.

To be a lifelong learning person, you should go to the library. It's a good place for reading and studying. And you should <sup>often</sup> read a lot of books, you can get a lot of knowledges from them. You can also study by travelling because you can learn the interesting cultures of the places you travel to. But remember, without a healthy body, you can't study well. So you must take exercise every day.

In fact, lifelong learning not only helps us get knowledges, but also brings us happiness. I'm sure you will thank lifelong learning one day for ~~showing~~ having showed ~~you~~ so many wonderful things of this wonderful world to you.

第三节：书面表达（共1小题，满分15分）

Lifelong Learning

Lifelong learning is very important to us all.

Lifelong learning means that not only study at school but also keep learning all our life. It would never stop until we are not alive. *CE*

There are several ways to learn. By visiting the museums, we get plenty of knowledge. Reading the books make us wise and feel some relieve. We can improve our body by doing exercise and we can also get the ability <sup>to</sup> ~~of~~ overcoming the difficulties during the sports. How can we know more information about the world around us? Traveling is considered to be a good way. *Good*

I think that one of the lifelong learning's advantages is that it makes our life meaningful and wonderful. We make the best use of our time to learn instead of let them go away.

Let us do the lifelong learning from now on.

13.5

第三节：书面表达（共1小题，满分15分）

Lifelong Learning

Lifelong learning is very important to us all.

Lifelong learning means that <sup>(4)</sup>we keep learning all the life. We can learn anywhere, such as at home at work, not just at school. Leaving school and going to work don't <sup>(4)</sup>mean that we can stop learning. We should keep on learning, and we can <sup>(4)</sup>learning many valuable experience from working.

There are many ways to learn. For example, we can visit museums to learn some history. And we can read books, you can find many interesting knowledge from books. Also, taking exercise and travelling can learn things too. So, lifelong learning is not a difficult thing.

Lifelong learning has many advantages. <sup>(5)</sup>If we keep on learning, we can know more knowledge and make our life more colourful. And our city will become better and better. That's why we <sup>(4)</sup>should learning all the life.

Let's learn all the life, and we will have a brighter future.



第三节：书面表达（共1小题，满分15分）

Lifelong Learning

Lifelong learning is very important to us all.

Lifelong learning means that ~~you~~<sup>we</sup> should learn after leaving school. Of course, studying hard at school is important. But it is also necessary for ~~your~~<sup>our</sup> work to study new skill and ~~knowlege~~<sup>knowledge</sup>.

There are lots of ways to learn, for example, when ~~you~~<sup>we</sup> read the books, ~~you~~<sup>we</sup> can know the culture of other ~~city~~<sup>cities</sup> and understand how to face the difficulties. Also, going to museum, taking a exercise and travelling can help us learn more.

⑨ Lifelong learning makes us more confident and easily making more friends. More importantly, it is good for our health and make our lives <sup>more</sup> happy.

A perfect life comes from lifelong learning.

12

第三节：书面表达（共1小题，满分15分）

Lifelong Learning

Lifelong learning is very important to us all.

④ Lifelong learning means that we should learn every day. Learning should not just in school. We can learn in many places like park, home and street. It's not the end of study when we leave school.

⑤ In order to lifelong learning, the first way we can go to the museum and library to look for some informations and books we need. Then the second way, do some exercise and go travelling are also good choices. During the trip, we can know many a lot of different cultures and languages.

Learning lifelong let us feel happy and excited. In the knowledge world, we will find many strange and interesting things we didn't know before. Lifelong learning make our life colourful and beautiful.

11

第三节：书面表达（共1小题，满分15分）

Lifelong Learning

Lifelong learning is very important to us all.

Lifelong learning means that people should study for whole life. Learning is not only at school, but also learning from the other small places. It's not the end when you finish studying at school. It is a new start for you to learn from the society.

There are lots of sources to learn. Such as go to museum, read various kinds of book, do exercise, go out for a tour and so on.

If you can study all the time, you can be a wise person. You can also be a useful person to help many others in trouble.

Lots of people consider keeping lifelong learning as a difficult job. But try your best to do it. Maybe you will find some interests.

与终身学习无联系

17.5

13



第三节：书面表达（共1小题，满分15分）

Lifelong Learning

Lifelong learning is very important to us all.

Lifelong learning means that we should study not only at the school, but in many other places. Also, graduation doesn't mark the end of learning. We should always study as we grow.

There are lots of ways we can achieve lifelong learning such as going to museums and reading books of all kinds. Even doing physical exercise can help, for it teaches us how to keep healthy and become strong. Travelling is the best way we get knowledge since we see a lot, feel a lot and think a lot. As we can see, we can study everywhere.

In many ways we learn and in many ways we benefit. Lifelong learning provides new things for us and keep us "in" but not "out". We can understand the world better because of it, too.

As the saying goes "one is never too old to learn". Lifelong learning does good to us and completes our lives.

第三节：书面表达（共1小题，满分15分）

Lifelong Learning

Lifelong learning is very important to us all.

Lifelong learning means that you should not only study at school but also keep learning in the rest of your life. Remember there is no ending of studying.

When you begin to work, there are also many different ways to keep studying. For example, you can go to museums, read books and do exercise to get knowledge. It is helpful for you to travel around the world, too.

As you can see, the advantages of lifelong learning are quite clear. Knowledge will make you pleased and satisfied. And it can help you get a good job and work better. That's why you should study all the time.

So try now! Keep the ways of lifelong learning in the mind and study in the whole of your life. I'm sure you'll live better.

1/1.5  
15

第三节：书面表达（共1小题，满分15分）

Lifelong Learning

Lifelong learning is very important to us all.

Lifelong learning means that we should learn in everywhere and everytime for our whole life. Don't think that we only need to learn in the school, because learning is in everywhere. Learning has no end, even if you leave school. After leaving school, you still have much things to study, so don't stop from studying.

You may ask how to learn? In fact, there are many ways to learn. You can spend your free time on museum and library to know about the history and to read. Going traveling and doing exercises are also useful.

Lifelong learning can bring many benefits to you. It can increase your knowledge so that you will become more thoughtful. It can also let you understand more things so that you will become independent.

Finally, ~~less~~ lifelong learning is important for us to become a clever, thoughtful, imaginative person, so start lifelong learning now!

12.5

16

第三节：书面表达（共1小题，满分15分）

Lifelong Learning

Lifelong learning is very important to us all.

Lifelong learning means that we should study in all of our life. Studying is not just in our school, we take a lot of time in society, so the end of school is not the end of learning.

During our life, we have many ways to have lifelong learning, such as going to the museum, reading books, doing exercise, going for a trip and so on. Lifelong learning is not difficult, we can find many way to do it.

Lifelong learning brings us many new knowledges. It can also improve our ability to make friends, do a good job.

Lifelong learning is useful and important. Let us begin our lifelong learning.

12

第三节：书面表达（共1小题，满分15分）

Lifelong Learning

Lifelong learning is very important to us all.

Lifelong learning means that never stop learning. leaving school is not the end of learning. There are many ways to learn besides going to school. You can get knowledge easily by reading books. If you are interested in science or art, you can visit museums. To learn a new skill, taking exercise is a good choice. Travelling is also a good way since you can learn the history and culture of different places, and <sup>every</sup> ~~the~~ trip is a valuable experience.

Lifelong learning can make you more confident and wiser. People who keep <sup>lives always</sup> learning all their life ~~will~~ have a clever brain and new mind. They are always full of new ideas, because they know more about the world they live in. Learning doesn't have <sup>an</sup> end. So remember: it is never too old to learn.

Good

meaningful



第三节：书面表达（共1小题，满分15分）

Lifelong Learning

Lifelong learning is very important to us all.

Lifelong learning means that never stop learning. Here are my views. First, learning is not only at school, but also in many other places. Or, we can say that, no matter where we stay in, don't stop learning.

Following my first point, I believe that school is just a traditional way to learn ~~knowledge~~ knowledge. It's never the end of our lifelong learning <sup>several ways</sup>.

Third, we can learn in all kind of ways we can read books at home. We can visit museums, we can also learn the history and customs by traveling. More importantly, we should do ~~sports~~ sport often. (Why do sport?) From doing sport, we learn never giving up.

Thin-Forth, lifelong learning can make us more wise and clever. It's also let us learn the newest things, in that case, we can show our wisdom and catch people eyes when we are in conversation.

In general, no matter where we go, no matter how old we are, we can never stop learning.

1/5

易错点: to do lifelong learning x

第三节：书面表达（共1小题，满分15分）

Lifelong Learning

Lifelong learning is very important to us all.

Lifelong learning means that you should keep learning during your life. A lifelong-learning person studies not only at school, but also in any place if possible. For these people, study won't be ended after graduation. They also study in the rest of his life.

To be a lifelong-learning person you can start with going to the museums. You also need to read books and newspapers in your spare time. Besides, remember that doing sports is a good way to learn. You may learn something about health and sports, and you can keep fit as well. Lastly, it is relaxing for you to go outside for a trip, and you surely will get more knowledge.

In my opinion, lifelong learning can make yourself confident and stunning. In all, I hope you can start out small to be a lifelong-learning person. And soon you will find your life is well improved.

12

第三节：书面表达（共1小题，满分15分）

Lifelong Learning

Lifelong learning is very important to us all.

Lifelong learning means that it is not the end of study when we leave school. We should study all the life. What's more, lifelong learning tells that we can not only study at school, but also study everywhere. In different places, we can study in different ways.

There are many ways for us to study, such as reading books at home, travelling outside, taking exercise in the park, learning in the museum. So we can really study everywhere easily.

Last but not the least, it is extremely necessary for us to study all our life. First of all, we can learn many useful things to solve many problems in our life. Second, we will never out in today's fast changing world. Most importantly, we can make our life more meaningful by lifelong learning. We can enjoy our life fully.

As the result, let's join us and follow the lifelong learning in order to set up the city of studying and for our bright future.

In museum, we can learn  
Reading books

Travelling

from exercise

what we should  
we learn never give up

主要的问题  
不提终身学习  
问题  
通过这些途径  
终身学习



第三节：书面表达（共1小题，满分15分）

Lifelong Learning

Lifelong learning is very important to us all.

Lifelong learning means that we can learn about knowledge not only at school. People often say, "learning is endless." Therefore, we need to keep on studying after finishing school.

Lifelong learning is actually easy for us, since there are so many ways to do it. For example, we can go to the museums and read books. However, learning is not only by words. Doing exercise, as well as travelling around the world, also helps us be mind-open.

If we ~~do~~ lifelong learning learn during our whole life, we can know more about the world and understand it better. We are able to have more friends as well. Because we ~~are~~ are wiser and more admirable by lifelong learning.

To have a better life, lifelong learning is the best choice.

learn in society

everywhere anytime

第三节：书面表达（共1小题，满分15分）

Lifelong Learning

Lifelong learning is very important to us all.

Lifelong learning means that <sup>never give up studying</sup> we should keep studying, but not just in school. The things <sup>have</sup> what we have learnt in school are not enough. It's just a small part in our ~~life~~ <sup>lives</sup>. So we should never stop studying after school.

There are many different ways to have a lifelong learning. We can go to the museums, read different kinds of books, do exercises, and even go for a trip. It's important for us to be care about everything in our daily lives. Because sometimes ~~with~~ <sup>we</sup> can learn something useful just when we are playing, eating, and even taking a rest. <sup>New term</sup> ~~Newton~~ is a good example. He was well known because of his findings. However, he was just sitting under a apple tree and had a rest when he thought about the great problem.

Lifelong learning is good for us. Because it can help us in our daily lives. For example, when we have troubles, we can use the things we have learnt to <sup>solve</sup> ~~solve~~ the problems.

Keep studying forever.

Lifelong learning means that <sup>have</sup> never give up studying whenever. The things what we learnt in school are just a small part in our lives. They are not enough. We should keep studying, but not only in school.

第三节：书面表达（共1小题，满分15分）

Lifelong Learning

Lifelong learning is very important to us all.

Lifelong learning means that people keep learning in the whole life.

Maybe you think that it is impossible to study ~~every~~ everyday. However, besides having lessons at school, we still have many other ~~many~~ ways to learn. And you should notice that it is not the end of ~~studying~~ studying gratulated from school.

There are many ways to have lifelong learning. For example, you can go to the museums to see some ~~the~~ values; read famous books at home. Also, traveling and doing exercise are good ways for lifelong learning.

If you take part in a trip for lifelong learning, you can see places of interest and know the history of there. And you will enjoy a good time seeing beautiful sightseeing.

In fact, it's easy to keep learning if you have a curiosity attitude to the world. Lifelong learning is the best friend for you.

12

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第三节：书面表达（共1小题；满分15分）

Lifelong Learning

Lifelong learning is very important to us all.

Lifelong learning means that we must learn forever.

In my opinion, learning is not just at school, we should <sup>learn</sup> learning in everywhere. Also, when we finish the learning in school, we still must learn things in <sup>everytime</sup> everytime, it is not the ending of learning but a new beginning.

There are a lot of ways to learn for example we can go to some museums, read some books, do some sports or have a trip.

Lifelong learning is very good for us. we can learn a lot of knowlegas by it and we can learn many valuable things like confidence and so on.

I hope everyone can join in this and enjoy learning.

1/

25

第三节：书面表达（共1小题，满分15分）

Lifelong Learning

Lifelong learning is very important to us all.

Lifelong learning means that not only study at school, and also at home or outside. And also ~~life~~ lifelong learning means that study after school.

In lifelong learning, not only reading books, but also go to ~~the~~ cinemas, go to ~~the~~ museums, do exercises, go travelling, surfing the net, read newspapers, and so on.

Lifelong learning is good for us. we can know more things and we can do things in our life like the young people or better than them. Now, our city is making a learning city, let's do our best.

too short

9

26

第三节：书面表达（共1小题，满分15分）

Lifelong Learning

Lifelong learning is very important to us all.

Lifelong learning means that you should learn more and more things all your life.  
You must know learning things isn't just at school. When you get a degree, that  
not means you can learn me stop learning. Many ways can learn more and  
more things. Now let me tell you <sup>what</sup> some ways can learn more  
things. If you go to library, then you can look read many books and get many  
informations. (If you do the P.E. exercise then you would let you body  
more and more stronger and your P.E. mark will be improving.) If you go  
to museum to look something then you can learn more about this city. If you  
go to traveling then you can learn more common senses. All of these things  
can be learned. I think if all the people can learn anythings in everywhere. Our  
The Earth will be better and better. If you don't learn more things all of your life, then  
other then other people will think you are a stupid man.  
So in the end, I wish every body can reach a decision. Get  
into our team then you can get much more excited. you can't think.

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第三节：书面表达（共1小题，满分15分）

Lifelong Learning

Lifelong learning is very important to us all.

Lifelong learning means that ~~we should keep on learning in the lifetime~~  
~~In other words, it means learning isn't only available in school as~~  
~~well as the graduation ceremony isn't the end of learning.~~

Visiting museums of variety and picking worthwhile books to  
read are the first two ways of lifelong learning. <sup>by being knowledgeable in something</sup> Beside them, practice  
is the best master, so exercise and travelling can be good choices.

Apparently, we do benefit a great deal from lifelong learning.  
The first is a long-term learning surely trains us to be particularly  
good in a specific field. The second is, generally speaking, a  
man of wisdom is far more popular among people, which may do  
much good to his appearance in others. The third is the great  
spirits such as being persistent, brave, calm and so on in this  
process. The fourth is that it provides clear guidance to our  
dream and future. All in all, it pushes us to grow up and to  
become someone with maturity and rationality, so that we focus  
more on our own values in a better way.

In the way remembering that "the secret of success is the  
constancy of hard work", we may have a more positive attitude  
towards lifelong learning. I think the idea of lifelong learning  
should be widespread in order to live a more well-being life.

第三节：书面表达（共1小题，满分15分）

Lifelong Learning

Lifelong learning is very important to us all.

Lifelong learning means that ~~not only study at school~~ but also study at other places. Some students might think that they don't need to continue studying when they finish their studying at school. This opinion is wrong because lifelong learning can help us a lot.

Lifelong learning also has many ways, such as going to the museum, reading books, traveling and so on. I like reading books best. We can find a lot of interesting and useful information in the books. Finally, lifelong studying can improve the ability of studying.

So let's study for whole life.



第三节：书面表达（共1小题，满分15分）

Lifelong Learning

Lifelong learning is very important to us all.

Lifelong learning means that learning is not just in school. When you get older and go to work, you must go on learning. So school ~~doesn't~~ equal to the learning, and when you leave the school, it isn't the ending of learning ~~either~~.

You have many ways to ~~learn~~ lifelong, such as visiting the museum, reading books, taking exercises or travelling around the world. You can learn a lot on it.

-Lifelong learning is important, there are a lot of profits in it. A famous person said that "Learning can make people happy." Lifelong learning make people ~~feel~~ good and it can make their life more wonderful and full of happiness. Also, lifelong learning helps you know more about the world.

In a word, lifelong learning is very important. We should learn in our whole ~~the~~ lives.

第三节：书面表达（共1小题，满分15分）

Lifelong Learning

Lifelong learning is very important to us all.

Lifelong learning means that ~~not only learning in school~~ <sup>at</sup> but also ~~do it all of your life~~. The end of school life is not the end of learning life.

How to learning lifelong is important too. For example, you can go to the museum, do some reading, take exercises, go travelling, and so on. They can make you know more things.

Lifelong learning can strong our spirit and make us far cleverer. It can ~~th~~ take you more and more knowledges. It's ~~it's~~ quite good for us.

So, lifelong ~~life~~ learning is very important to us. I think everyone should learning lifelong.

第三节：书面表达（共1小题，满分15分）

Lifelong Learning

Lifelong learning is very important to us all.

Lifelong learning means that to learn until your life end. Learning is a thing you must keep doing it and never stop.

For learning lifelong, you should realize that learning is not only at school but also outside the school. The graduation is not the end of your learning.

There are many ways of lifelong learning, such as going to the museum, reading books, doing exercises, travelling outside and so on.

Somebody may ask: What does lifelong study give us?

Obviously, it does give us many. But, most importantly I think is to keep our mind active. Not just like so many people stop thinking when old.

There is a saying in ancient China: Learning is endless. So, start the life of lifelong learning!

第三节：书面表达（共1小题，满分15分）

Lifelong Learning

Lifelong learning is very important to us all.

Lifelong learning means that you don't only learn at school.

The graduation doesn't mean the end of learning. Learning must be kept on for the whole of your life. Learn until you die.

To <sup>achieve</sup> learn <sup>at the time</sup> lifelong, there are many ways for you to choose  
For example, you can learn much knowledge by visiting the museum and reading some books. Besides, taking exercise and travelling outside are also ways for you to learn knowledge. However, remember that you should find out your best learning ways and keep them on all the time. 联系主题

Lifelong learning has lots of advantages, of course. Most importantly, it's the best way for you to enrich yourself with knowledge and become a useful and wise person indeed.

12

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第三节：书面表达（共1小题，满分15分）

Lifelong Learning

Lifelong learning is very important to us all.

Lifelong learning means that learning is not just at school, and to keep learning all your life but not just the time in school. You can get basic knowledge in school, but there are more knowledge you can get outside the school. So lifelong learning is important.

But, how to have a lifelong learning? In fact, going to the museums, reading books, doing exercises or even travelling is all ways to learn lifelong. You can get all kinds of knowledge different from school through doing these.

Have a lifelong learning means to learn unlimited things in your limited life. To learn lifelong, and you'll have a learning life.

第三节：书面表达（共1小题，满分15分）

Lifelong Learning

Lifelong learning is very important to us all.

Lifelong learning means that keeping studying all our life. We should study not just at school, but after school. And when you are graduated, it doesn't mean that you should stop studying. Study is our friend and we shouldn't abandon him.

Here are some ways we can keep studying. Go to a museum or a library, or even read books. ~~Do~~ some exercises or go outdoor can also help. Keep studying is easy.

Lifelong learning is good for us. The things which you learned after schooling will probably be your own life experience and they will be useful some times.

Lifelong learning is important, easy and good. So, why don't we keep studying all our life? Let's keep studying and I think we will be smarter soon.

12

35



第三节：书面表达（共1小题，满分15分）

Lifelong Learning

Lifelong learning is very important to us all.

Lifelong learning means that learning all the time in our lives. Lifelong learning doesn't mean studying in school, but the end of school study doesn't mean the end of lifelong learning. To have a good lifelong learning, you can follow these advice.

Right from the start of lifelong learning, you can go to visit the museum. Going to the library <sup>and</sup> reading books is a good choice, too. It will help you learn more easily. When you feel tired, try to do some exercises. You can also have a trip. It ~~will~~ is good for you to learn the traditional culture in different countries.

Lifelong learning has many advantages, too. It can help you make the best use of the time in your life. You can get pleasure and happiness from learning.

If you keep lifelong learning in mind, you will have a bright future.

12

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第三节：书面表达（共1小题，满分15分）

Lifelong Learning

Lifelong learning is very important to us all.

Lifelong learning means that never stop learning. We should always learn things in our whole lives.

Learning is not just in the school. You can learn cooking at home, sports in the gym and many other things outside the school.

Also, leaving school doesn't mean that you stop learning. It is said that knowledge is power. Continue learning more knowledge whether you are graduated or not.

There are many ways for lifelong learning. Go to the library and read some books. It is fantastic to enjoy the world in the books. Doing exercise or going somewhere for a trip are also do good.

I think lifelong learning can make us wise. Whether you are clever or not at birth, if <sup>we</sup> ~~you~~ always keep learning, I'm sure we'll become wise.

Lifelong learning is very important for us. We should spend our whole life learning things.



第三节：书面表达（共1小题，满分15分）

Lifelong Learning

Lifelong learning is very important to us all.

Lifelong learning means that one should never stop learning until death takes him away.

Nowadays people regard knowledge as power and many think that learning in school is essential. However, learning lies everywhere, for example we may widen our sight by TV programmes or newspaper. Graduation is not the end of learning, too. Instead, we learn more outside the school, like how to be tolerant, how to be faithful, how to be friendly, etc. Only will we learn these if we have much enough practice in the real society.

What's more, since there are lots of museums and libraries in the city, and Internet becomes so convenient and popular for us to surf on, we can easily do our lifelong learning. Or we can also do some sports, go out for travelling, which are all efficient ways. We need to make the best use of these valuable resources.

Lifelong learning isn't always so easy, but if we do persist on learning the whole of our life, and never settle down to get stronger of ourselves, we may discover that we not only know more about everything, but also get the ability to handle any difficulty with no fear, then our dreams will be so close to us.

Start learning right now. <sup>the</sup> more people are influenced <sup>by us</sup> the better the world gets. Let a voice fulfill our minds. "Never too old to learn".

第三节：书面表达（共1小题，满分15分）

Lifelong Learning

Lifelong learning is very important to us all.

Lifelong learning means that we should keep learning all the time in our ~~life~~ lives. It is not a task, but a lifestyle, step by step. Besides school learning, we also need to keep learning <sup>from many things</sup>. When we finish our school study and go to society, we can't give up learning.

Lifelong learning is one of the key reasons of success in life. There are many useful ways to keep lifelong learning. Visit museums and read books are good choices. We can also do some exercise and go out to travel. (Don't be so relaxed that you will lose lifelong learning and forget what to do next.)

From time to time we all must face problems, accidents and difficulties. If we keep lifelong learning, we won't afraid them any longer. Lifelong learning improves ourselves and gives us a strong big heart. We will have a great attitude towards adversity by learning. That's why lifelong learning is so important.

Never give up keeping lifelong learning, then we will have wonderful lives!

12

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第三节：书面表达（共1小题，满分15分）

Lifelong Learning

Lifelong learning is very important to us all.

Lifelong learning means that ~~learning~~<sup>study</sup> all your life. Lifelong learning tells us that learning is not only at school but also in other places. When you are walk in a street, you can also learn many things such as buying thing, helping others. Finishing your study at school doesn't mean that learning is end. It is another beginning of your learning.

Lifelong learning is not very hard. You can go to the museum, read some books, do some sports or even go for a trip. It is not so boring as you think but very interesting and exciting.

There are many good things of lifelong learning. When you get old, your brain will be also healthy and you can remember things well. And it provides you from being fooled by others.

Are you ready for lifelong learning?

第三节：书面表达（共1小题，满分15分）

Lifelong Learning

Lifelong learning is very important to us all.

Lifelong learning means that learning is not only at school  
but also in our life. When we get out of the school it's  
not the end of learning but the begining of learning more.  
We can learn many things in different ways. <sup>for example: reading</sup> Reading  
books make us smart, going fishing makes us patient,  
traveling outside makes us independent, going to the museum  
makes us responsible and so on.

great

- So you see, lifelong learning may help us improve  
ourselves and overcome our weakness.

{ We study how to learn at school, but don't forget  
to learn <sup>everyday</sup> everywhere in all of our life. }

<sup>everytime 每次</sup>  
<sup>anytime 随时</sup>

<sup>这句话中间</sup>  
<sup>有问题</sup>  
A perfect life come from lifelong  
learning.

Reading books makes us wise &  
feel some relax (relaxes)

meaningful & wonderful

第三节：书面表达（共1小题，满分15分）

Lifelong Learning

Lifelong learning is very important to us all.

Lifelong learning means that always learning in our life. We should learn not only at school, but also at home and other places. We will leave school <sup>in the future</sup> ~~several years later~~. However, it's not the end of learning. We should ~~be~~ <sup>keep</sup> on learning until we die. Then, we can really do it.

Lifelong learning's way is various. We can go to the museums to visit the things from the past. We can read the books to talk with the famous and touch the characters. We can do running or climbing to exercise our <sup>bodies</sup> ~~body~~ and know more about ~~it~~ <sup>them</sup>. We can also travel around the world to understand the knowledge of each place.

There are many goods of lifelong learning. In my opinion, the ~~most~~ <sup>most</sup> usefulest point of the good is that we can use the knowledge ~~everytime~~ <sup>in</sup> ~~everywhere~~ and everywhere. This will do good in our life. It is possible that we ~~might~~ <sup>may</sup> become ~~as~~ <sup>people</sup> like Edison because of them one day ~~as~~ <sup>as well</sup>. ~~So~~ <sup>even</sup>, let's ~~start~~ <sup>start</sup> to become ~~as~~ <sup>people</sup> the ~~persons~~ <sup>created</sup> who are lifelong learning from then on!

too long

42

第三节：书面表达（共1小题，满分15分）

Lifelong Learning

Lifelong learning is very important to us all.

Lifelong learning means that learning in your whole life. I think it's very important for all of us.

Learning is not only at school, but also everywhere, for example, when you're doing housework at home, you're learning how to do it better. You will possibly end your school life one day, but remember that <sup>learning</sup> studying has no ending. When you're at work, you must learn some skills, too.

You can do lifelong <sup>learning</sup> studying by many different ways like visiting museum, reading books, doing exercise and travelling.

~~Lifelong~~ Lifelong learning has no bad things but good things. It makes you happy when you learn something new because it's very useful.

So, have you learnt something today?

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第三节：书面表达（共1小题，满分15分）

Lifelong Learning

Lifelong learning is very important to us all.

Lifelong learning means that study hard all our lives. Don't consider learning as just school works, leaving school <sup>doesn't</sup> mean to give up learning.

You might say, "Learning <sup>is</sup> boring. It is so terrible that to study hard all my life." ~~Yes~~ Then you're wrong. Learning is not just facing to books, that's only the most common way. We can also learn things by visiting museums, doing sports, travelling around and so on. These are not boring, are they?

Lifelong learning is good for us, it let us understand ~~how~~ the world we're living and how it is going on, so that we could run follow it and not be out of it. We should keep that in mind the whole of our lives.

第三节：书面表达（共1小题，满分15分）

Lifelong Learning

Lifelong learning is very important to us all.

Lifelong learning means that you should keep learning wherever you are and whenever it is. The first aspect is that school is a place to get knowledge from but it's not the only one. On the other hand, there is no ending of lifelong learning. "Never too old to learn." Don't treat leaving school as the end of learning.

① (In fact, knowledge is gotten from small dots of life. Going to museum, reading, <sup>connection</sup> doing exercise and <sup>even</sup> travelling can be a way to learn new things.)

If life is a book, then lifelong learning is the pen to enrich it and make it more colorful. With life long learning, you can <sup>write</sup> walk further and longer more.

② After you leave school, you can still learn in society.

途径不是way, 是lifelong learning 的且 体现, 结尾 可写做到了以此 对lifelong stu. learning 的好处 还有不同方式的具 体好处



第三节：书面表达（共1小题，满分15分）

Lifelong Learning

Lifelong learning is very important to us all.

Lifelong learning means that you should learn wherever and whenever you can. Not only at school, but also in your daily life. And even you leave school, you can't stop learning.

In fact, there are many ways for lifelong learning, such as going to museum, reading novels, doing exercise and so on. But anyway, I think traveling is the best choice. As a student, you can learn a lot about each place and get a great deal of useful knowledge during the trip.

learning  
in  
society.  
每条途径  
都做解释

In this developing world, lifelong learning is necessary for you to follow the time. Learning all your life, and you would never be backward.

But how to learn everywhere? Try to...  
could also help you learn more.

by doing sth.  
during sth.

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第三节：书面表达（共1小题；满分15分）

Lifelong Learning

Lifelong learning is very important to us all.

Lifelong learning means that studies all our lives. Studies are not only in schools but also outside schools. So, when your school life is over, it doesn't mean to stop studies, but just a new beginning. You have to know that study is good for you, Lifelong Learning is a good way to improve your life.

Lifelong learning is not just reading your books. There are many other ways too. You can go to the museum, do some exercise or go for a trip. These are the ways you study too.

Lifelong learning also has many good things. It can help you learn about the world, learn about people and learn about your city's history. If you want to have a better life, if you want to know more, Lifelong Learning can give you what you want. So, what are you waiting for? ~~Come on~~ You should start Lifelong Learning now.

第三节：书面表达（共1小题，满分15分）

Lifelong Learning

Lifelong learning is very important to us all.

Lifelong learning means that <sup>only</sup> learning isn't just at school, but also at home. After finishing our studies, it's not the end of learning. We should learn ~~new thing~~ <sup>new things</sup> in our whole ~~if~~ <sup>we</sup> lives. It's lots of ~~way~~ <sup>ways</sup> to study. For example, ~~you~~ <sup>we</sup> can go to museums with classmates. At the weekend or take morning exercise ~~by~~ <sup>everyday</sup>. I like ~~travelling~~ <sup>travelling</sup>. I can learn the history of each place on the trips. Also, reading is a good choice for us to choose.

Lifelong learning can bring us power to face difficulties. You maybe can find the answer of difficult problem from books easily. Lifelong learning also can help us become responsible and smart people. It will much easy for us to find good jobs in the future.

In a word, never give up learning.

第三节：书面表达（共1小题，满分15分）

(adj.)  
Lifelong Learning 22

Lifelong learning is very important to us all.

Lifelong learning means that you keep learning in your whole life

Study in school is just one way to get knowledge. In fact,  
it's wise of you to visit museums and read books on different  
fields. They could easily teach you things you won't learn in classes. Also,  
you can take exercises to learn sport skills. Finally, going travelling  
is a good choice to learn more, too.

终身学习的  
途径，不受教  
育限制，而且  
可以学到这些  
知识 lifelong  
learning 的体  
现（列举要有  
详略）

It's not the end of learning after graduating. We need life  
long learning since it brings lots of advantages to us. It helps you  
The more you learn, the more difficult problems you can solve.  
Therefore, it helps you work calmly and smoothly in daily life.  
Moreover, lifelong learning could help you make full use of your  
life. Your life will become colourful and valuable by getting  
knowledge.

So, don't hesitate anymore! Start out now and keep learning.  
You'll create a better life for yourself.

A perfect lifetime comes from lifelong learning.

12.1)



第三节：书面表达（共1小题，满分15分）

Lifelong Learning

Lifelong learning is very important to us all.

Lifelong learning means that you should keep learning all over your life. You should know that school is not the only place to study at. You can learn after school or even after you leave school.

体现终身学习 Don't think studying is boring. Reading books is not the only way to study. You can go to the museums, take exercises, or have a trip. I'm sure you will have fun in it.

Also, don't be afraid of studying. You don't need to take exams! It's OK that you learn one thing for years. The most important thing is not how well you did, but the trying you've done.

If you start doing it, you will find you become much happier. That's because you have aims. You have things to work for so that you won't feel lonely or useless. It sounds great, isn't it?

So let's change our lives and begin to learn right now!

12

50

## Appendix C Sample analysis of “Learn to Smile”

### Introduction

This document presents an analysis of an advisory text, *Learn to smile*. This text is analysed in terms of:

- Context: field, tenor and mode
- Lexicogrammar

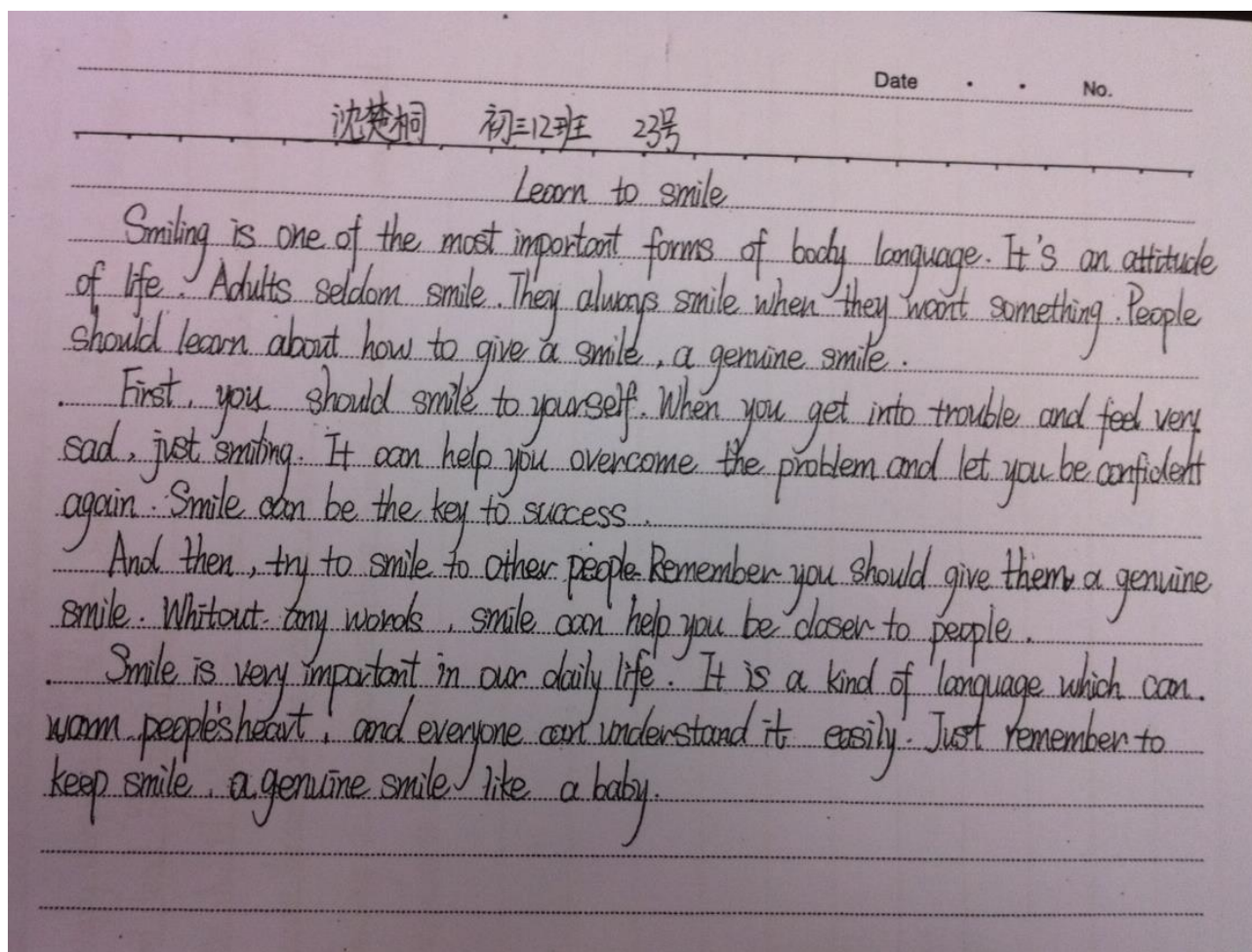
The lexicogrammatical analysis is organized metafunctionally:

- Logical analysis: clause complexes
- Textual analysis: theme analysis of clauses
- Interpersonal analysis: mood analysis of clauses
- Experiential analysis: transitivity analysis of clauses
- Metafunctionally unified analysis of clauses

The analysis is interpreted at various points to spell out what it reveals about the meanings of the text.

### The text: “Learn to smile”

The source of the text is my corpus of ESL compositions:<sup>1</sup>



## [0] **Learn to smile**

[1] Smiling is one of the most important forms of body language. [2] It's an attitude of life. [3] Adults seldom smile. [4.1] They always smile [4.2] when they want something. [5] People should learn about how to give a smile, a genuine smile.

[6] First you should smile to yourself. [7.1] When you get into trouble [7.2] and feel very sad, [7.3] just smiling. [8.1] It can help you overcome the problem [8.2] and let you be confident. [9] Smile can be the key to success.

[10] And then, try to smile to other people. [11] Remember you should give them a genuine smile. [12] Without any words, smile can help you be closer to people.

[13] Smile is very important in our daily life. [14.1] It is a kind of language [[which can warm people's heart]], [14.2] and everyone can understand it easily. [15] Just remember to smile, a genuine smile like a baby.

### **Analysis of "Learn to smile"**

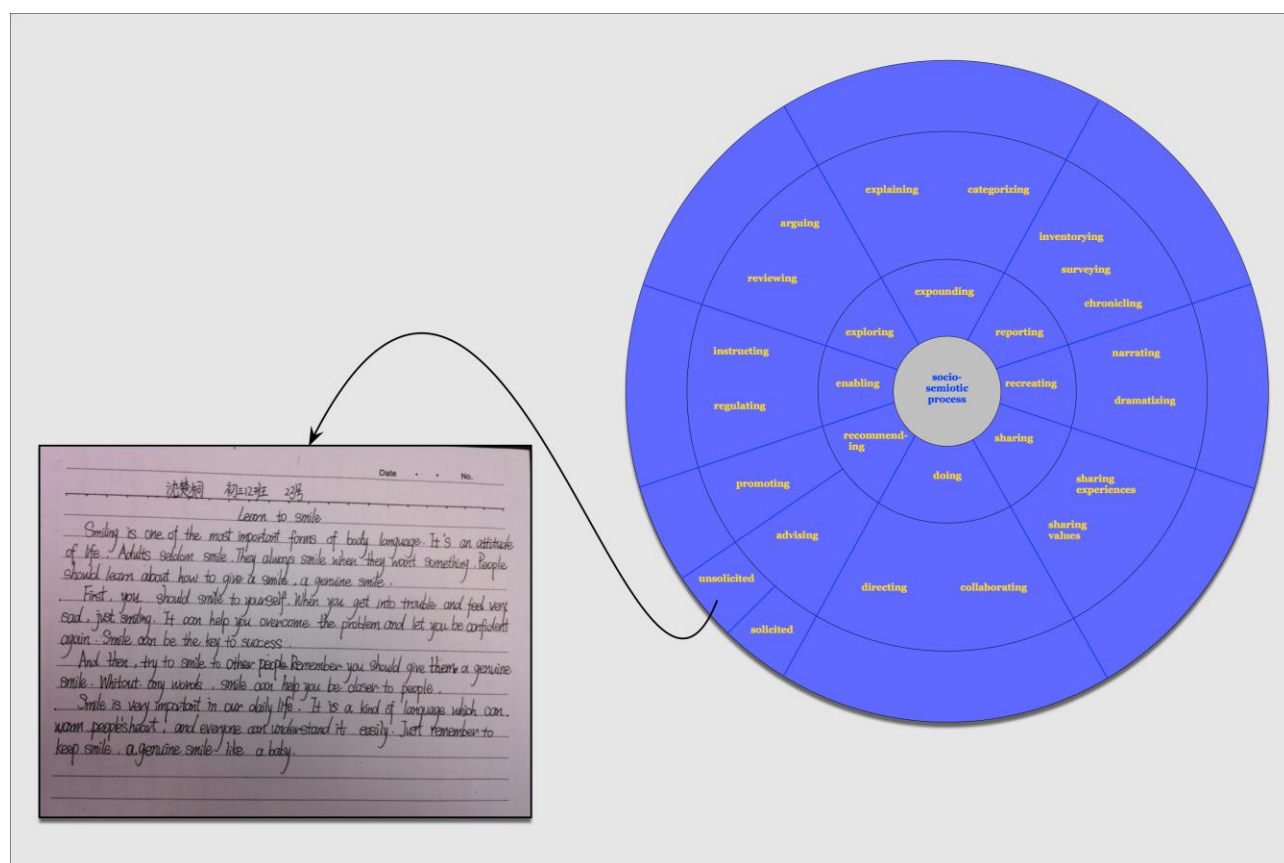
#### **Context**

"Outer", educational context:

- Field: practising English composition;
- Tenor: teacher — student;
- Mode: spoken and written instruction (??)

“Inner” context of text:

- Field: (1) socio-semiotic process: recommending course of action: advising readers (unsolicited) — see [figure](#) below; (2) experiential domain: effective social behaviour: smiling
- Tenor: (1) institutional roles: advice columnist to newspaper readers (?); (2) power: expert to non-expert; (3) familiarity: stranger to stranger (general public); (4) affect: engaging readers
- Mode: (0) orientation: tenor-oriented; (1) division of socio-semiotic labour: text constitutive of context; (2) division of semiotic labour: language only; (3) written mode; (4) hand-written



Contextual analysis of “Learn to smile” in terms of field: socio-semiotic process (activity)



## Logical: clause complex analysis

### Text chunked into clause complexes

The text is chunked into clause complexes and clauses below.

||| [0] **Learn to smile** |||

||| [1] Smiling is one of the most important forms of body language. ||| [2] It's an attitude of life. ||| [3] Adults seldom smile. ||| [4.1] They always smile || [4.2] when they want something. ||| [5] People should learn about how to give a smile, a genuine smile. |||

|| [6] First you should smile to yourself. ||| [7.1] When you get into trouble || [7.2] and feel very sad, || [7.3] just smiling. || [8.1] It can help you overcome the problem || [8.2] and let you be confident. ||| [9] Smile can be the key to success. |||

|| [10] And then, try to smile to other people. || [11.1] Remember || [11.2] you should give them a genuine smile. || [12] Without any words, smile can help you be closer to people. ||

|| [13] Smile is very important in our daily life. || [14.1] It is a kind of language [[which can warm people's heart]], || [14.2] and everyone can understand it easily. ||| [15] Just remember to keep smile, a genuine smile like a baby. |||

### Taxis and logico-semantic type

The analysis of the clause complexes identified above is set out in the [table](#) below.

#### Tactic analysis of clause complexes

¶	Tactic structure	Clause
0		[0] Learn to smile
I		[1] Smiling is one of the most important forms of body language.
		[2] It's an attitude of life.
		[3] Adults seldom smile.
	$\alpha$	[4.1] They always smile
	$\times\beta$	[4.2] when they want something.

¶	Tactic structure	Clause
II		[5] People should learn about how to give a smile, a genuine smile.
		[6] First you should smile to yourself.
	$\times\beta 1$	[7.1] When you get into trouble
	$\times\beta+2$	[7.2] and feel very sad,
	$\alpha$	[7.3] just smiling.
	<b>1</b>	[8.1] It can help you overcome the problem
	<b>+2</b>	[8.2] and let you be confident.
		[9] Smile can be the key to success.
III		[10] And then, try to smile to other people.
	$\alpha$	[11.1] Remember
	$\beta$	[11.2] you should give them a genuine smile.
		[12] Without any words, smile can help you be closer to people.
IV		[13] Smile is very important in our daily life.
	<b>1</b>	[14.1] It is a kind of language [[which can warm people's heart]],
	<b>+2</b>	[14.2] and everyone can understand it easily.
		[15] Just remember to keep smile, a genuine smile like a baby.

## Clause analysis, textual: THEME

The thematic analysis of ranking clauses is set out in the [table](#) below. Marked topical Themes are indicated in bold.

Thematic analysis of ranking clauses

Theme: textual	Theme: interp.	Theme: topical	Clause
		Learn	[0] Learn to smile
		Smiling	[1] Smiling is one of the most important forms of body language.
		It	[2] It's an attitude of life.
		Adults	[3] Adults seldom smile.
		They	[4.1] They always smile
when		they	[4.2] when they want something.
		People	[5] People should learn about how to give a smile, a genuine smile.
First		you	[6] First you should smile to yourself.
When		you	[7.1] When you get into trouble
and		[Ø you]	[7.2] and feel very sad,
	just	smiling	[7.3] just smiling.
		It	[8.1] It can help you overcome the problem
and		[Ø it]	[8.2] and let you be confident.
		Smile	[9] Smile can be the key to success.

Theme: textual	Theme: interp.	Theme: topical	Clause
And then,		try	[10] And then, try to smile to other people.
		Remember	[11.1] Remember
		you	[11.2] you should give them a genuine smile.
		<b>Without any words,</b>	[12] Without any words, smile can help you be closer to people.
		Smile	[13] Smile is very important in our daily life.
		It	[14.1] It is a kind of language [[which can warm people's heart]],
and		everyone	[14.2] and everyone can understand it easily.
	Just	remember	[15] Just remember to keep smile, a genuine smile like a baby.

## Clause analysis, interpersonal: MOOD, MODAL ASSESSMENT

The interpersonal analysis of ranking clauses in the text is set out in the [table](#) below.

### Interpersonal analysis of the ranking clauses of "Learn to smile"

FREEDOM	MOOD	POLARITY	DEICTICITY	Mood (Subject)	Mood (Finite)	Mood (Adjunct)	APPRAISAL: +	APPRAISAL: -	Clause
free	imperative	positive							[0] Learn to smile
free	indicative: declarative	positive	temporal	<i>smiling</i>	<i>is</i>				[1] Smiling is one of the most important forms of body language.

FREEDOM	MOOD	POLARITY	DEICTICITY	Mood (Subject)	Mood (Finite)	Mood (Adjunct)	APPRAISAL: +	APPRAISAL: -	Clause
free	indicative: declarative	positive	temporal	<i>it</i>	<i>'s</i>				[2] It's an attitude of life.
free	indicative: declarative	<b>negative</b>	temporal	<i>adults</i>	<i>smile</i>	<i>seldom</i>			[3] Adults seldom smile.
free	indicative: declarative	positive	temporal	<i>they</i>	<i>smile</i>	<i>always</i>			[4.1] They always smile
bound		positive	temporal	<i>they</i>	<i>want</i>				[4.2] when they want something.
free	indicative: declarative	positive	modal: modulation: obligation	<i>people</i>	<i>should</i>				[5] People should learn about how to give a smile, a genuine smile.
free	indicative: declarative	positive	modal: modulation: obligation	<i>you</i>	<i>should</i>				[6] First you should smile to yourself.
bound		positive	temporal	<i>you</i>	<i>get</i>				[7.1] When you get into trouble
bound		positive	temporal	[ ]	<i>feel</i>				[7.2] and feel very sad,
free	imperative	positive				<i>just</i>			[7.3] just smiling.
free	indicative: declarative	positive	modal: modulation: potentiality	<i>it</i>	<i>can</i>				[8.1] It can help you overcome the problem

FREEDOM	MOOD	POLARITY	DEICTICITY	Mood (Subject)	Mood (Finite)	Mood (Adjunct)	APPRAISAL: +	APPRAISAL: -	Clause
free	indicative: declarative	positive	modal: modulation: potentiality	<i>[it]</i>	<i>[can]</i>				[8.2] and let you be confident.
free	indicative: declarative	positive	modal: modulation: potentiality	<i>smile</i>	<i>can</i>				[9] Smile can be the key to success.
free	imperative	positive							[10] And then, try to smile to other people.
free	imperative	positive							[11.1] Remember
bound		positive	modal: modulation: obligation	<i>you</i>	<i>should</i>				[11.2] you should give them a genuine smile.
free	indicative: declarative	positive	modal: modulation: potentiality	<i>smile</i>	<i>can</i>				[12] Without any words, smile can help you be closer to people.
free	indicative: declarative	positive	temporal	<i>smile</i>	<i>is</i>				[13] Smile is very important in our daily life.
free	indicative: declarative	positive	temporal	<i>it</i>	<i>is</i>				[14.1] It is a kind of language [[which can warm people's heart]],
free	indicative: declarative	positive	modal: modulation: potentiality	<i>everyone</i>	<i>can</i>				[14.2] and everyone can understand it

FREEDOM	MOOD	POLARITY	DEICTICITY	Mood (Subject)	Mood (Finite)	Mood (Adjunct)	APPRAISAL: +	APPRAISAL: -	Clause
			ty						easily.
free	imperative	positive				<i>just</i>			[15] Just remember to keep smile, a genuine smile like a baby.

## Clause analysis, experiential: TRANSITIVITY

The transitivity analysis of ranking clauses in the text is set out in the [table](#) below.

### Transitivity analysis of “Learn to smile”

PROCESS TYPE	Process	Agent	Medium	Range	circ.	Clause
behavioural	learn to smile		‘you’			[0] Learn to smile
relational	is		smiling	one of the most important forms of body language		[1] Smiling is one of the most important forms of body language.
relational	is		it	an attitude of life		[2] It’s an attitude of life.
behavioural	smile		adults			[3] Adults seldom smile.
behavioural	smile		they			[4.1] They always smile
behavioural	smile		they			[4.2] when they want something.

PROCESS TYPE	Process	Agent	Medium	Range	circ.	Clause
behavioural	should learn about how to give		people	a smile, a genuine smile		[5] People should learn about how to give a smile, a genuine smile.
behavioural	should smile		you		to yourself	[6] First you should smile to yourself.
relational	get		you	into trouble		[7.1] When you get into trouble
relational	feel		'you'	very sad		[7.2] and feel very sad,
behavioural	smiling		'you'			[7.3] just smiling.
material	help ... overcome	it; you	the problem			[8.1] It can help you overcome the problem
relational	let ... be	it	you	confident		[8.2] and let you be confident.
relational	can be		smile	the key to success		[9] Smile can be the key to success.
behavioural	try to smile		'you'		to other people	[10] And then, try to smile to other people.
mental	remember		you			[11.1] Remember
behavioural	should give		you	a genuine smile		[11.2] you should give them a genuine smile.
relational	can help ... be	smile	you	closer to people	without any words	[12] Without any words, smile can help you be closer to people.
relational	is		smile	very important	in out daily life	[13] Smile is very important in our daily life.



PROCESS TYPE	Process	Agent	Medium	Range	circ.	Clause
relational	is		it	a kind of language which can warm people's heart		[14.1] It is a kind of language [[which can warm people's heart]],
[[ material	can warm	which ['smile']	people's heart			[[ [14.1A] which can warm people's heart]]
mental	can understand		everyone	it	easily	[14.2] and everyone can understand it easily.
behavioural	remember to keep smile		'you'	a genuine smile like a baby		[15] Just remember to keep smile, a genuine smile like a baby.

#### Summary of transitivity patterns in "Learn to smile"

PROCESS TYPE		Agent	Medium			Range
		'smile'	'smile'	'you'	'people'	
behavioural	<i>smile</i>			you [0, 6, 7.3, 10, 11.2, 15] + [learn to smile!, try to smile!, remember to keep smile!; should give a smile]	adults [3, 4.1] + smile;  people [5] + should learn to smile	(a smile, a genuine smile)
mental	<i>remember</i>			you [11.] + remember!		
	<i>understand</i>				everyone [14.2] + can understand	

PROCESS TYPE		Agent	Medium			Range
		‘smile’	‘smile’	‘you’	‘people’	
	<i>want</i>				<i>adults</i> [4.2] + <i>want</i>	
<b>relational</b>	<i>be</i>		<i>smile, smiling</i> [1,2, 9, 12, 13, 14.1]			
		<i>smile + can let be</i> [8.2] / <i>can help be</i> [12] +		<i>you</i> [8.2, 12]		
	<i>get</i>			<i>you + get</i> [7.1]		<i>into trouble</i> [7.1]
	<i>feel</i>			<i>you + feel</i> [7.2]		<i>very sad</i> [7.2]
<b>material</b>	<i>overcome</i>	<i>smile — you + help overcome</i> [8.1]				
	<i>warm</i>	<i>smile + can warm</i> [14.1A]			<i>people’s heart</i> [14.1A]	

### Clause analysis: metafunctional unification

The metafunctional analyses of the clauses of “Learn to smile” are unified in the box diagrams below.

(0) Paragraph 0

**Clause complex [0]**

[0] *Learn to smile.*

**Clause [0]**

[0] *Learn to smile.*

*Learn to smile*

THEME	Rheme
MOOD	Predicator
	Residue
TRANSITIVITY	Process: behavioural
	verbal group ( $\alpha \rightarrow \beta$ )

(1) Paragraph 1

I		[1] Smiling is one of the most important forms of body language.
		[2] It's an attitude of life.
		[3] Adults seldom smile.
	$\alpha$	[4.1] They always smile
	$\times\beta$	[4.2] when they want something.

**Clause complex [1]**

[1] *Smiling is one of the most important forms of body language.*

**Clause [1]**

[1] *Smiling is one of the most important forms of body language.*

*Smiling*                      *is*                      *one of the most important forms of body language.*

THEME	Theme	Rheme	
MOOD	Subject	Finite	Complement
	Mood		Residue
TRANSITIVITY	Token	Process	Value
	nominal group	verbal group	nominal group

**Clause complex [2]**

[2] *It's an attitude of life.*

**Clause [2]**

[2] *It's an attitude of life.*

*It                      's                      an attitude of life.*

THEME	Theme	Rheme	
MOOD	Subject	Finite	Complement
	Mood		Residue
TRANSITIVITY	Carrier	Process	Attribute
	nominal group	verbal group	nominal group

**Clause complex [3]**

[3] *Adults seldom smile.*

**Clause [3]**

[3] *Adults seldom smile.*

*Adults*                      *seldom*                      *smile*

THEME	Theme	Rheme		
MOOD	Subject	Adjunct	Finite	Predicator
	Mood			Residue
TRANSITIVITY	Behaver		Process	
	nominal group	adverbial group	verbal group	

#### **Clause complex [4]**

[4.1] *They always smile* [4.2] *when they want something.*

[4.1] *They always smile*      [4.2] *when they want something.*

TAXIS	$\alpha$	$\times \beta$
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#### **Clause [4.1]**

[4.1] *They always smile*

*They*                      *always*                      *smile*

THEME	Theme	Rheme		
MOOD	Subject	Adjunct	Finite	Predicator
	Mood			Residue
TRANSITIVITY	Behaver		Process	
	nominal group	adverbial group	verbal group	

## Clause [4.2]

[4.2] *when they want something.*

*when      they                  want                                  something*

THEME	Theme		Rheme		
MOOD		Subject	Finite	Predicator	Complement
		Mood		Residue	
TRANSITIVITY		Senser	Process		Phenomenon
	c. gp.	nominal group	verbal group		nominal group

## (2) Paragraph 2

II		[5] People should learn about how to give a smile, a genuine smile.
		[6] First you should smile to yourself.
	×β1	[7.1] When you get into trouble
	×β+2	[7.2] and feel very sad,
	α	[7.3] just smiling.
	1	[8.1] It can help you overcome the problem
	+2	[8.2] and let you be confident.
		[9] Smile can be the key to success.

### Clause complex [5]

[5] *People should learn about how to give a smile, a genuine smile.*

#### Clause [5]

[5] *People should learn about how to give a smile, a genuine smile.*

*People      should      learn about how to      a smile, a genuine smile.  
give*

THEME	Theme	Rheme		
MOOD	Subject	Finite	Predicator	Complement
	Mood		Residue	
TRANSITIVITY	Behavior	Process		Scope
	nominal group	verbal group ( $\alpha \rightarrow \beta$ )		nominal group

Clause [5] is analysed as *people should learn how to give a smile, a genuine smile*. Alternatively, it could be analysed at face value with *about how to give a smile, a genuine smile* as a circumstance of Matter (as in *people should learn about emotions*):

*People      should      learn      about [[how to give a smile, a genuine smile]].*

THEME	Theme	Rheme		
MOOD	Subject	Finite	Predicator	Adjunct
	Mood		Residue	

TRANSITIVITY	Behaver	Process	Scope
	nominal group	verbal group	prepositional phrase

However, if we consider other examples in the text — *learn to smile, try to smile, remember to smile*, then it seems likely that the intended target was *people should learn how to give a smile, a genuine smile*.

### Clause complex [6]

[6] *First you should smile to yourself.*

#### Clause [6]

[6] *First you should smile to yourself.*

*First                      you                      should                      smile                      to yourself.*

THEME	Theme		Rheme		
MOOD	Adjunct	Subject	Finite	Predicator	Adjunct
		Mood		Residue	
TRANSITIVITY		Behaver	Process		Place
	conj. group	nominal group	verbal group		prep. phrase

### Clause complex [7]

[7.1] *When you get into trouble* [7.2] *and feel very sad* [7.3] *just smiling.*

[7.1] *When you get into trouble*      [7.2] *and feel very sad*      [7.3] *just smiling.*

TAXIS	$\times\beta 1$	$\times\beta +2$	$\alpha$
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### Clause [7.1]

[7.1] *When you get into trouble*

*When        you                                  get                                  into trouble*

THEME	Theme		Rheme		
MOOD		Subject	Finite	Predicator	Complement
		Mood		Residue	
TRANSITIVITY		Carrier	Process		Attribute
	c. gp.	nominal group	verbal group		prepositional phrase

Clause [7.1] is analysed as the phased: inchoative version of *when you are in trouble* rather than as a ‘material’ clause. Note that *into trouble* is inherent in the configuration: *you get into trouble* but not *you get*.

### Clause [7.2]

[7.2] *and feel very sad*

*and        [you]                                  feel                                  very sad*

THEME	Theme		Rheme		
MOOD		Subject	Finite	Predicator	Complement
		Mood		Residue	
TRANSITIVITY		Carrier	Process		Attribute
	c. gp.	nominal group	verbal group		nominal group

### Clause [7.3]

[7.3] *just smiling.*

	<i>just</i>	<i>smiling</i>
THEME	Theme	
MOOD	Adjunct	Predicator
	Mood	Residue
TRANSITIVITY		Process: behavioural
	adverbial group	verbal group

Clause [7.3] is analysed as an ‘imperative’ clause — *just smile!* It is also possible that *just keep smiling!* was intended.

### Clause complex [8]

[8.1] *It can help you overcome the problem* [8.2] *and let you be confident.*

[8.1] *It can help you overcome the problem*

[8.2] *and let you be confident*

TAXIS	1	+2
-------	---	----

### Clause [8.1]

[8.1] *It can help you overcome the problem*

*It can help you overcome the problem*

---

THEME	Theme	Rheme				
MOOD	Subject	Finite	Predicator (1)	Complement	Predicator (2)	Complement
	Mood		Residue			
TRANSITIVITY	Initiator	Process (1)		Actor	Process (2)	Goal
	nominal group	verbal group		nominal group	verbal group	nominal group
		$(\alpha \rightarrow \beta)$			$(\alpha \rightarrow \beta)$	

### Clause [8.2]

[8.2] *and let you be confident.*

*and [it] can let you be confident*

THEME	Theme		Rheme				
MOOD		Subject	Finite	Predicator (1)	Complement	Predicator (2)	Complement
		Mood		Residue			
TRANSITIVITY		Attributor	Process (1)		Carrier	Process (2)	Attribute
	c. gp.	nominal group	verbal group		nominal group	verbal group	nominal group
			$(\alpha \rightarrow \beta)$			$(\alpha \rightarrow \beta)$	

### ***Clause complex [9]***

[9] *Smile can be the key to success.*

#### ***Clause [9]***

[9] *Smile can be the key to success.*

*Smile can be the key to success.*

THEME	Theme	Rheme		
MOOD	Subject	Finite	Predicator	Complement
	Mood		Residue	
TRANSITIVITY	Token	Process		Value
	nominal group	verbal group		nominal group

### (3) Paragraph III

III		[10] And then, try to smile to other people.
	<b><math>\alpha</math></b>	[11.1] Remember
	<b><math>\beta</math></b>	[11.2] you should give them a genuine smile.
		[12] Without any words, smile can help you be closer to people.

### ***Clause complex [10]***

[10] *And then, try to smile to other people.*

#### ***Clause [10]***

[10] *And then, try to smile to other people.*

	<i>And then,</i>	<i>try to smile</i>	<i>to other people.</i>
THEME	Theme	Rheme	
MOOD	Adjunct	Predicator	Adjunct
		Residue	
TRANSITIVITY		Process	Place
	conjunction group	verbal group	prepositional phrase
		$(\alpha \rightarrow \beta)$	

### *Clause complex [11]*

[11.1] *Remember* [11.2] *your should give them a genuine smile.*

[11.1] *Remember*

[11.2] *your should give them a genuine smile.*

TAXIS	$\alpha$	$\beta$
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### *Clause [11.1]*

[11.1] *Remember*

*Remember*

THEME	Rheme
MOOD	Predicator
	Residue



THEME	Theme	Rheme					
MOOD	Adjunct	Subject	Finite	Predicator (1)	Complement	Predicator (2)	Complement
	Residue (1)	Mood		Residue (2)			
TRANSITIVITY	Accompaniment	Attributor	Process (1)		Carrier	Process (2)	Attribute
	prep. phrase	nominal group	verbal group		nominal group	verbal group	nominal group
			$(\alpha \rightarrow \beta)$			$(\alpha \rightarrow \beta)$	

#### (4) Paragraph IV

IV		[13] Smile is very important in our daily life.
	1	[14.1] It is a kind of language [[which can warm people's heart]],
	+2	[14.2] and everyone can understand it easily.
		[15] Just remember to smile, a genuine smile like a baby.

#### **Clause complex [13]**

[13] *Smile is very important in our daily life.*

#### **Clause [13]**

[13] *Smile is very important in our daily life.*

*Smile is very important in our daily life.*

THEME	Theme	Rheme		
MOOD	Subject	Finite	Complement	Adjunct
	Mood		Residue	
TRANSITIVITY	Carrier	Process	Attribute	Place
	nominal group	verbal group	nominal group	prepositional phrase

### Clause complex [14]

[14.1] *It is a kind of language* [[which can warm people's heart]] [14.2] *and everyone can understand it easily.*

[14.1] *It is a kind of language* [[which can warm people's heart]]

[14.2] *and everyone can understand it easily.*

TAXIS	1	+2
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### Clause [14.1]

[14.1] *It is a kind of language* [[which can warm people's heart]]

*It*                      *is*                      *a kind of language* [[which can warm people's heart]]

THEME	Theme	Rheme		
MOOD	Subject	Finite	Complement	
	Mood		Residue	



<b>TRANSITIVITY</b>	Carrier	Process	Attribute
	nominal group	verbal group	nominal group

**Clause [14.1A]**

[14.1A] [[*which can warm people's heart*]]

*which can warm people's heart.*

<b>THEME</b>	Theme	Rheme		
<b>MOOD</b>	Subject	Finite	Predicator	Complement
	Mood		Residue	
<b>TRANSITIVITY</b>	Actor	Process		Goal
	nominal group	verbal group		nominal group

**Clause [14.2]**

[14.2] *and everyone can understand it easily.*

*and everyone can understand it easily.*

<b>THEME</b>	Theme		Rheme			
<b>MOOD</b>	Adjunct	Subject	Finite	Predicator	Complement	Adjunct
		Mood		Residue		

TRANSITIVITY		Senser	Process	Phenomenon	Manner
	conj. group	nominal group	verbal group	nominal group	adverbial group

### Clause complex [15]

[15] *Just remember to keep smile, a genuine smile like a baby.*

#### Clause [15]

[15] *Just remember to keep smile, a genuine smile like a baby.*

	<i>Just</i>	<i>remember</i>	<i>to keep smile</i>	<i>a genuine smile like a baby.</i>
THEME	Theme		Rheme	
MOOD	Adjunct	Predicator		Complement
	Mood	Residue		
TRANSITIVITY		Process: behavioural		Scope
	adverbial group	verbal group		nominal group
		$(\alpha \rightarrow \beta \rightarrow \gamma)$		

Clause [15] is analysed as *Just remember to keep smiling a genuine smile like a baby.* Alternatively, the writer may have intended to produce *Just remember to keep a smile, a genuine smile like a baby.*