

Unit 4

Strata and Error Types

Slides for the session of
Written Expression
held on
We 13.xi.2024

Robert Spence
{ English | LangSciTech }
Saarland University

1 Code and Ideology

2 Error classification and quality assessment

3 Homework for Week 06

The learning goals for today's session are:

- 1 To explore some higher-level ideological factors that influence

we

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 - 1 what is expressed in text(s)

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 - 3 what is left unexpressed, because it is unimaginable

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- I have been proposing to work with an explicitly 'genre-based' approach to literacy (reading and writing)...

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- I have been proposing to work with an explicitly 'genre-based' approach to literacy (reading and writing)...
- ... because it works well in educational settings.

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- I have been proposing to work with an explicitly ‘genre-based’ approach to literacy (reading and writing)...
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- Above genre, there is a further level: ideology.

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- In the work of this school of linguistics, register and genre are treated as ‘levels’ or ‘strata’: they describe the context of situation and the context of culture.
- Above genre, there is a further level: ideology.
- And I’ve included, as part of that level, the notion of ‘code’ (in Basil Bernstein’s sense).

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- Above genre, there is a further level: ideology.
- And I’ve included, as part of that level, the notion of ‘code’ (in Basil Bernstein’s sense).
- Halliday and Hasan disagreed with this multistratal approach to describing the context of texts.

- Elaborated code:

- Restricted code:

Code (Bernstein)

- Elaborated code:
 - more is expressed in language

- Restricted code:

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Code (Bernstein)

- Elaborated code:
 - more is expressed in language
 - used where there are fewer shared values

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- Elaborated code:
 - more is expressed in language
 - used where there are fewer shared values
 - only the meanings that are 'at risk' are explicitly encoded in the text

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- Elaborated code:
 - more is expressed in language
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 - *Unn? – Jo.*

What gets “left out” in Text C (The Chamber of the House)? (1)

- If you were students of philosophy or sociology...

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What gets “left out” in Text C (The Chamber of the House)? (1)

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- I would simply present you with a text and ask you to analyse its ideological standpoint.

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- But because you are students of language...
- I'll ask you to look at the grammar.
- <http://www.spence.saar.de/courses/writtenexpression/texts/index.pdf> and scroll to page 3, where you will see Text C: The Chamber of the House
- List the processes in the first paragraph where the clause is passive and the agent is omitted. (Include infinitive constructions and “ing” constructions—anything that has ‘valence’ i.e. ‘transitivity’)

What gets “left out” in Text C (The Chamber of the House)? (2)

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What gets “left out” in Text C (The Chamber of the House)? (2)

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 - cf: <https://www.telegraph.co.uk/royal-family/2018/11/06/age-no-barrier-queen-duke-ride-windsor-castle/>
(now behind paywall; so see: http://www.spence.saar.de/courses/writtenexpression/unit05_20242/C_Screen_Recordings_RECYCLED/2020_1_WE_Wk_05-2.mp4 starting at 5m40s)

Functions of the passive in English

- The passive in English is not primarily used to represent ‘suffering’ — it does not serve a ‘representational’ or ‘experiential’ function.

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Functions of the passive in English

- The passive in English is not primarily used to represent ‘suffering’ — it does not serve a ‘representational’ or ‘experiential’ function.
- The passive in English mainly serves a ‘textual’ function – its helps to make the text flow smoothly, so readers know where they are, where the text is going, and what the important information is.

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- The passive in English is used so that the logical object can be taken as the topic (by being put first, and in English it is most natural to put the grammatical subject first, so ...)
The Chamber of the House was designed/opened/used/destroyed...

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The Chamber of the House was designed/opened/used/destroyed...
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St. Stephen’s Chapel was made available

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The Chamber of the House was designed/opened/used/destroyed...

- The passive in English is used so that the agent of an action can be left out:
St. Stephen’s Chapel was made available
- The passive in English is used so that the agent of an action can be emphasized by being put last (‘the main point’; ‘the take-home message’)
The present Chamber of the House of Commons was designed by the late Sir Giles Gilbert Scott

- The Economic and Monetary Union between the GDR and the FRG (1 July 1990) and the Reunification of Germany that followed (3 October 1990) posed serious challenges for East German industrial companies.

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- Here, one of them is trying to manage the ideological and semantic shift from a planned socialist economy to an unplanned capitalist economy, by publishing an image brochure.

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- Two alternative English translations are provided:
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- Which do you prefer?

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- Which do you prefer?
- Why?

Lines of disjunction (Lemke)

- https://en.wikipedia.org/wiki/Jay_Lemke

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Lines of disjunction (Lemke)

- https://en.wikipedia.org/wiki/Jay_Lemke
- In the modern world, these three discourses must be kept separate (i.e. there are lines of disjunction in place to keep them apart):

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 - the discourse of beauty
 - the discourse of justice

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- If I ask you to write me a Wikipedia article, do not try to produce a piece of verbal art. Produce an encyclopaedia article. Do not do politics. And keep religious faith out of it(!)

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- If I ask you to write me a Wikipedia article, do not try to produce a piece of verbal art. Produce an encyclopaedia article. Do not do politics. And keep religious faith out of it(!)
- And above all, remember you are pretending to be writing not for me, but for an anonymous stranger.

Social construction of reality (Berger and Luckmann)

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- https://en.wikipedia.org/wiki/The_Social_Construction_of_Reality

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- https://en.wikipedia.org/wiki/The_Social_Construction_of_Reality
- Well, I guess I'd better be heading off to work.
 - Okay honey. Don't forget your keys.

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- Well, I guess I'd better be heading off to work.
– Okay honey. Don't forget your gun.
- Well, I guess I'd better be heading off to work.
– Okay honey. Don't forget your mask.

Ideology in Texts A, B, C, and D

- A: The English Constitution develops organically, like a tree. Random historical events affect its development at least as much as does the conscious intervention of wise leaders.

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Ideology in Texts A, B, C, and D

- A: The English Constitution develops organically, like a tree. Random historical events affect its development at least as much as does the conscious intervention of wise leaders.
- B: Salesgirls have to learn to project their own beauty onto the expensive things they are trying to sell for their employer.

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Homework for Week 06

Ideology in Texts A, B, C, and D

- A: The English Constitution develops organically, like a tree. Random historical events affect its development at least as much as does the conscious intervention of wise leaders.
- B: Salesgirls have to learn to project their own beauty onto the expensive things they are trying to sell for their employer.
- C: The Chamber of the House of Commons is small and impractical, but tradition is more important than rationality.

we

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Homework for Week 06

Ideology in Texts A, B, C, and D

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- B: Salesgirls have to learn to project their own beauty onto the expensive things they are trying to sell for their employer.
- C: The Chamber of the House of Commons is small and impractical, but tradition is more important than rationality.
- D: In the Galilean/ Newtonian world we live in, explanations are in terms of forces that act on objects and affect their movement. Exceptions require explanations. A child can speak without being spoken to.

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Homework for Week 06

Three systems compared

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Homework for Week 06

Compare the three systems for translation quality assessment that are documented in the handout:

http://www.spence.saar.de/courses/writtenexpression/unit05_20242/B__Additional_Handout/02_korrkonv.pdf

A maximalist system for classifying (Robert Spence)

METAFUNCTION → —ideational— —interpersonal— —textual—

STRATUM

↓

IDEOLOGY

(CODE)

GENRE

REGISTER

Field

Tenor

Mode

DISCOURSE

Ideation &

Negotiation &

Tracking &

SEMANTICS

Conjunction

Appraisal

Periodicity

LEXICO-

GRAMMAR

experiential

logical

interpersonal

textual

- clause

TRANSITIVITY

MOOD / MODALITY

THEME

- group

- word

ORTHOGRAPHY

,

n't

GRAPHETICS

we

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Homework for Week 06

Given that we are going to be having many... shall I say...
'disagreements' about punctuation over the next few weeks, ...

it might be a good idea to go over the names of all the
punctuation marks:

[http://www.spence.saar.de/courses/writtenexpression/
unit05_20242/B__Additional_Handout/03_punctuation_
table.pdf](http://www.spence.saar.de/courses/writtenexpression/unit05_20242/B__Additional_Handout/03_punctuation_table.pdf)

Source: M.A.K. Halliday (1985) *Spoken and Written Language*.
Deakin University Press.

("SWL")

A minimalist system for assessing (Rita Green)

- Rita Green is a leading expert in the area of assessment:
<https://www.lancaster.ac.uk/linguistics/about/people/rita-green2>

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- Rita Green's framework for assessing writing, which is a simplification of the IELTS framework, ended up looking like this when I tried it out ten semesters ago for the first writing task of my Written Expression course:
 - Task Achievement
 - Range
 - Accuracy
 - Structure and Layout

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 - Range
 - Accuracy
 - Structure and Layout
- If you are adventurous, we could repeat the experiment...

we

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Homework for Week 06

Homework for Week 06

In week 06 we will look more closely at the grammar involved in making information flow smoothly in well-structured paragraphs.

The homework will be posted in subdirectory D and a link will be sent by email. (In an ideal universe, it is already there...

http://www.spence.saar.de/courses/writtenexpression/unit05_20242/D__Preparing_for_Week_06/preparingforweek06.pdf

and there is no need for an email, except to remind you.)

A brief reminder: in “was destroyed”, the main (lexical) verb is “destroy”, and “was” is merely a finite auxiliary verb that encodes simple past tense and passive voice. So if we are told that something was destroyed, we are being told about ‘destruction’, not about ‘being’. (In an ideal universe, no students would ever have problems with this.)

we

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