Using Text Types as a Tool for Learning

TEXT TYPE	PURPOSE	STRUCTURE
Discussion	*To examine issues from more than one perspective and make recommendations based on evidence.* It provides a diversity of opinions on an issue. They allow us to explore various perspectives before coming to an informed decision	- statement outlining the issue, often with background information - arguments for and against including evidence - a conclusion which might sum up both sides or might make recommendations
Explanation	*To explain scientifically how technological and natural phenomena come into being.* It involves describing the why or how something occurs in scientific and technical fields. Often it includes a description. The emphasis is on process rather than things	- identifying statement about what is to be explained - a series of events – "the explanation sequence" these may be related according to time, cause or effect - a concluding statement
Exposition	*To state a position with respect to an issue and argue a case for or against.* It is an argument or persuasion providing the presenter's opinion on an issue with sequenced arguments to support the opinion eg – advertisement, editorial …	- statement of position – defining the topic - justification of the argument in logical order – each point has an elaboration and is supported by evidence - summing up – reinforcement of opinion
Factual Description	*To describe a particular living, non-living or natural phenomenon.* This describes aspects of a particular living, non-living or natural phenomenon.	- an introduction to the subject of the description - characteristic features of the subject – physical appearance, qualities, habitual behaviour, significant attributes
Factual Recount	*To record a series of events in the sequence in which they occurred.* They are used a great deal to record history.	- an orientation providing information about 'who', 'where', 'when' - record of events in chronological order - personal comments and / or evaluative comments which can be interspersed throughout the recount - reorientation, which recounts the main series of events.
Information Report	*To classify and describe general classes of phenomena.* Reports tend to sue general classifications and are usually concerned with descriptions, qualities, parts, functions, habits and behaviours.	- a general opening statement identifying the subject matter defining and classifying it. - description and clusters of facts organised in paragraphs around topic sentences. - concluding statement
Literary Description	*To describe in literary terms natural, physical and cultural phenomena.* It focuses attention on characteristic features. They may be incorporated into other texts types to describe someone or thing in details.	- an introduction to the subject of the description - characteristic features of the subject – physical appearance, qualities, habitual behaviour, significant attributes.
Literary Recount	*To entertain by dealing with a sequence of events that establish a relationship between a writer and reader or speaker and listener.* It reconstructs events and tells the responder what has happened. It usually has expressions of attitude and feelings. They include ballads, films …	- an orientation providing information about who, where, and when - a record of events usually recounted in logical order - personal and/or evaluative remarks interspersed throughout the record of events - a reorientation that 'rounds off' the sequence of events.
Narrative	*To entertain, create, stimulate emotions, motivate, guide or teach.* It helps us to make sense of events and happenings in our world. They include picture books, short stories, novels, ballads, films, novels …	- orientation - complication - sequence of events - resolution - coda

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Personal Response	To summarise and respond personally to a text, artwork, performance, product, etc.	- context – giving the background - Opinion / Reaction – exploring the qualities and effectiveness of the text, personal feelings.
Procedure	*To achieve a goal or outcome through a sequence of steps.* They provide instructions or directions on how to do something and is written in the present tense.	- aim, purpose – goal - list of materials to achieve goal - steps to accomplish goal. These are a series of steps or actions in order. Diagrams may be used to support instructions
Procedural Recount	*To record in sequential order the steps taken to achieve a particular goal or outcome, after doing a procedure.* (This is written in past tense.) It focuses on how things were done.	- a aim, purpose – goal - list of materials used to achieve goal - steps used to accomplish goal. These are a series of steps or actions in order. Diagrams may be used to support instructions
Personal Response	*To summarise and respond personally to a text.*	- context – giving background information about the text. - opinion / reaction – this explores the qualities and effectiveness of the work expressing personal feelings.
Review	*To summarise or analyse a literary text, artwork or performance and assess its appeal and value.*	- context – this gives the background information, composer, type of work, setting, brief synopsis - text description – describes the main characters in the pattern of their relationships. It also deals with some key incidents because they may give further insight into characters and themes of the text. - judgement – this is where the composer evaluates the work by giving an opinion or making a recommendation.

Use of Text Types in the Class Program

Text types are a tool for learning the different structures of how language can be created and formed in different texts. The use of text types is to assist students though scaffolding structure so they can integrate the form into their own construction of text. Text types are a guide only. In constructing text, there maybe various aspects of different text types used in the construction of one text.

Not all text types are used in every subject area. Teachers should chose text types that are applicable for their subject area and incorporate these text types into the class program allowing for the explicit teaching of how to create written or spoken text in the context of the subject area.