

**Super-size your control of language: *Inter*-propositional relations as a tool for textual analysis in language learning**

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**Abstract**

In what might be considered traditional approaches to language teaching and learning, the focus is often on lexical or syntactic issues and instruction is often limited to phrase, clause or sentence. While learning at this level is important, it is also the case that learners, in developing a high degree of control of their target language, need to be taught skills that will give them the capacity to decode and encode complete texts of a variety of types in a variety of contexts. While, over the last two decades, some researchers have made some useful suggestions about approaches to the issue of above-sentence-level language control, they generally make little reference to the role of mental operations in textual comprehension. Against a background of Crombie's work on *inter*-propositional relations, the overall objective of this paper is to demonstrate, with reference to a specific example, the extent to which an *inter*-propositional approach provides a potentially rich methodological tool for language teachers and a mechanism for promoting in-depth comprehension of texts.

**Introduction**

Within the context of research in the area of semantics, a significant amount of attention has been focused on *intra*-propositional relations, that is, on relationships within propositions. This research, often conducted under the heading of 'case grammar' (see, for example, Fillmore 1968), involves a consideration of the relationships that exist between a semantic predicator and its argument or arguments. However, although there is also a considerable body of research, spanning semantics and pragmatics, that deals with relationships between propositions, that is, with *inter*-propositional relations, and the ways in which they can be signaled and encoded, and although that is beginning to have some impact on the teaching of L2 writing, it has not to date had a major impact on L2 reading comprehension in spite of the fact that *inter*-propositional relations and their signalling and encoding are clearly of fundamental importance in this area. The overall purpose of this paper is to provide a practical demonstration, with reference to a single advertizing text, of some of the ways in which an understanding of *inter*-propositional relations can support textual comprehension. It is argued that this that demonstration has implications not only for L2 reading comprehension but also for the teaching and learning of first and second languages more generally.

***Inter*-propositional relations: Understanding connections between propositions**

What are referred to here as '*inter*-propositional relations' have been variously referred to in the research literature as 'clause relations', 'semantic relations', 'pragmatic relations', 'semantic-pragmatic relations' and 'discourse relations'. They have, furthermore, depending on the overall perspective and function of the research, been classified and described in a variety of different ways (see, for example, Ballard, Conrad & Longacre (1971 a & b); Beekman & Callow (1974); Beekman, Callow & Kopesec (1981); Fleming (1988); Grimes (1975); Halliday & Hasan (1976);

Hollenbach (1975); Knott (1996); Longacre (1972; 1996); Mann & Thompson (1986; 1988); Martin (1992); van Dijk (1977); Winter (1977; 1979). Whaanga (2005) provides a review of the similarities and differences among different approaches to *inter*-propositional relations and different ways of modelling them).

Crombie has had an enduring interest in *inter*-propositional relations, publishing a range of books and articles in which they are discussed in their own right (Crombie, 1985b), in terms of the contribution they can make to language curriculum design (Crombie, 1982; 1985a), to the teaching of writing (Crombie & Johnson, 2009; Crombie, Johnson & Lin, 2010; Johnson & Crombie, 2010), to the understanding of genres, including literary genres (Crombie, 1983; 1984; 1986; 1987; 1989; Crombie, Bruce & Roberts, 2005; Crombie & Johnson, 2004), critical discourse analysis (Crombie & Samujh, 1999; Crombie, Paki, Rolleston & Te Kanawa, 2002) and to approaches to describing the Māori language (Crombie & Houia, 2001). Although *inter*-propositional relations are presented in slightly different ways in some of these publications, there are a number of critical aspects of the way in which they are treated throughout. These include:

(a) the fact that they are outlined and classified in terms of cognitive processes and, in particular, are presented from the perspective of a tripartite categorical distinction formulated on the basis of the three ‘associating qualities’ that David Hume identified in *A Treatise of Human Nature* (published 1737) – *resemblance*, *contiguity* in time or place, and *cause and effect* – qualities which Hume identified as being “the reason why . . . languages so nearly correspond to each other (Hume, Volume 1 p. 19).

(b) the fact that they are treated as an extension of intra-propositional coherence (which is itself treated as being binary – e.g. Agent-Action), are described as being of two types – general (e.g. Condition-Consequence) and interactional (e.g. Elicitation-Replying Informative), and are related to unitary discourse values:

A single clause may encode either a single proposition or more than one proposition”, and “where a single clause encodes more than one proposition (e.g., *His intervention caused her defeat*) . . . it . . . also [encodes] the type of *inter*-propositional relationship (e.g., *Cause-Effect*) which is normally associated with inter-clausal and inter-sentential coherence (e.g., *He intervened. Therefore she was defeated*)”. Thus, “a single clause may . . . exhibit both *intra*-propositional coherence (e.g., *Agent-Action*) and *inter*-propositional coherence (e.g., *Cause-Effect*)” (Crombie, 1985b, pp. vii-viii).

[Crombie] attempts to emphasise the binary nature of all of relationships involved using binary labels (e.g., *Agent-Action*; *Reason-Result*) wherever possible (Whaanga, 2005, p. 166).

[Crombie] observes that unitary values (for example, “*warning, threat, insult*, with which Austin (1962) and Searle (1971) are largely concerned) are related to, but different from, binary values (e.g., *Condition-Consequence, Reason-Result*”) (p. 2). Binary values and unitary values may be linked. Thus, for example, the unitary value

‘threat’ is composed, explicitly or implicitly, of the binary value *Condition-Consequence* (Whaanga, 2005, pp. 166-167).

‘Interactional’ values concern “the functional components of a conversational discourse and generally [relate] to the interaction between the conversational contributions of different speakers”. ‘General’ discourse values can “occur in any type of discourse, including conversational discourse” (Crombie, 1985b, p. 3).

(c) the fact that all *inter*-propositional relations are treated as being semantico-pragmatic in nature:

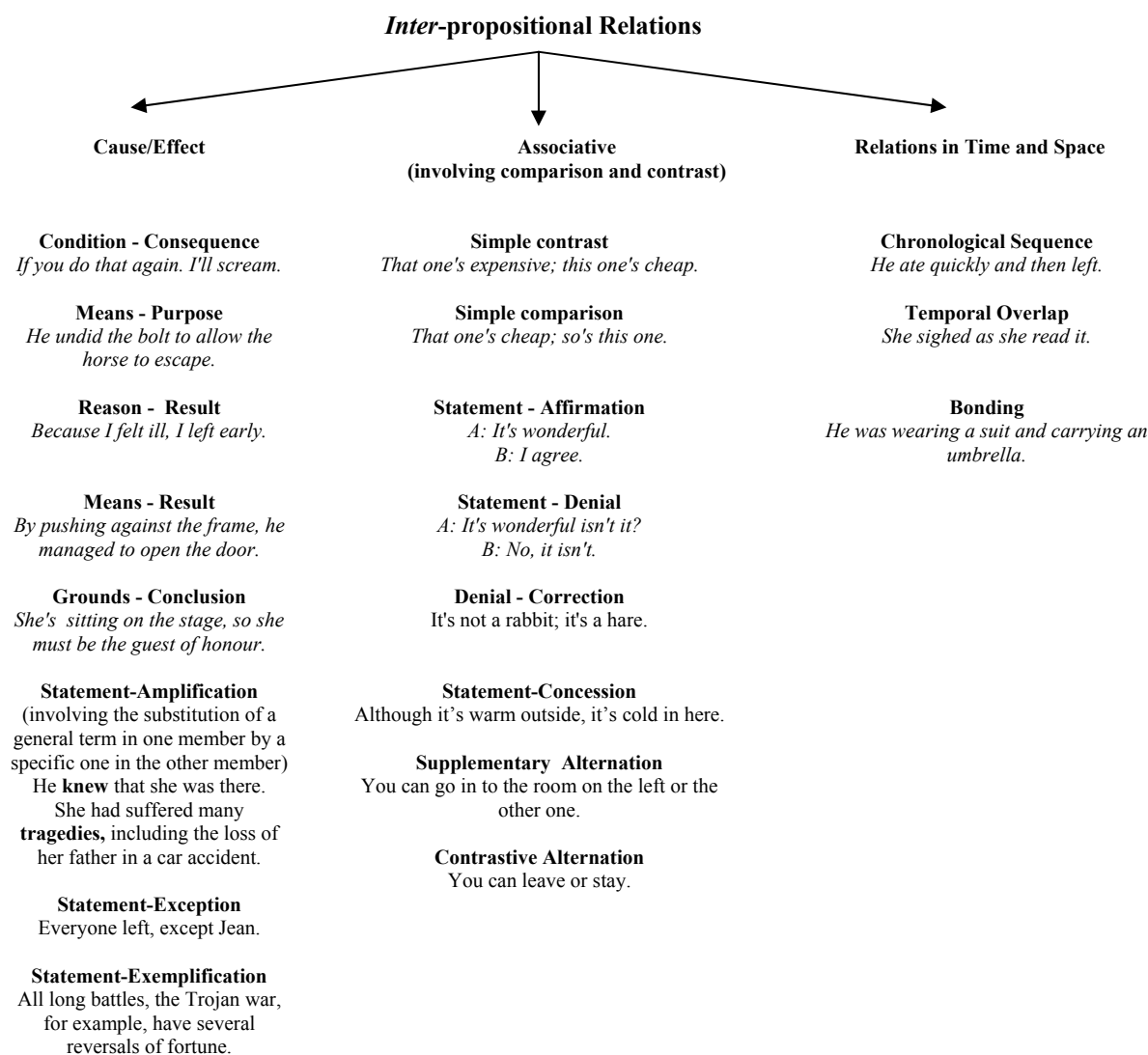
These relations might . . . be referred to as semantico-pragmatic . . . in that they are recovered by inferencing (see Urquhart, in Selinker, Tarone and Hanzeli, 1981; Clark and Haviland, in Freedle, 1977). Inferencing is based on the encoded propositions (the *text*) and world knowledge. . . . A relationship (such as *reason-result*) may, or may not be . . . indicated textually by, for example, the occurrence of a word such as ‘because’. Furthermore, the establishment of a particular relationship between encoded propositions (e.g., between ‘John cried’ and ‘Mary said she loved Bill’) will normally involve additional assumptions (e.g., that John and Mary are related in a particular way), or the recovery of additional known information which will add to the propositional store which constitutes for the hearer/reader the discourse base (see Schank & Abelson, 1977). It will also involve the establishment of a chain of relations between these additional propositions and between these and the encoded propositions which then constitute the discourse relational base. For example, in interpreting the relationship between ‘John left the party early’ and ‘Mary’s father was ill’ as causative, one may add to the discourse base propositions such as for example, ‘Mary is John’s wife’, ‘Mary and John live in a particular place X’, ‘Mary’s father lives in the place X’ etc. This propositional enrichment will lead to a relational chain involving reason. . . . However, since it will not always be necessary, or indeed possible, to supply propositions among which such a relational chain may be established, hearers/readers must sometimes take on trust the fact that there *is* relevant information which would, if it were known to them, allow for the establishment of a relational chain. . . . Thus, the lack of . . . intersubjectivity between speaker/writer and hearer/reader ensures that the discourse base and discourse relational base will rarely be exactly the same for both. Nevertheless, the text itself, together with the cues (including simple juxtaposition) which it provides for the implementation of those universal perceptual processes which establish relation, provides a base for the implementation of communicative assumptions. In particular, the textually encoded propositions provide the beginning and end-point of the relational process – the necessary conditions for its operation (Crombie, 1987, p.7, fn1).

(d) the fact that signaling/ signposting, which may be either general or specific (e.g. *but* signalling the presence of a contrastive relation of some type;

*although* signalling a specific type of relation), is seen as extending across lexical and grammatical systems (e.g. the *Reason-Result* relation may be signaled by subordinators (e.g. *because, as, since*), prepositions (e.g. *because of, in view of*), conjuncts (e.g. *therefore, hence*), verbs (e.g. *cause, lead to*), nouns (e.g. *effect, reason*)).

Figure 1 includes those *inter-propositional* relations that are central to Crombie's relational taxonomy

**Figure 1:** *Inter-propositional (with examples) central to Crombie's relational taxonomy*



### **Inter-propositional relations: Some background information**

#### ***Inter-propositional relations and inferencing***

When human beings communicate with one another, they do so not in terms of individual words, clauses or sentences, but in terms of the interaction between words, clauses and sentences and relevant context (including general knowledge of the world). All of this contributes to the making of assumptions that are fundamental to attempts to make sense of relationships between encoded propositions and, hence, to making sense of what we hear/ read.







and *recount* and reference is often made to them in genre-centred writing instruction (see, for example, Lin, 2010). Indeed, although Devitt (2004, p. 198) notes that this type of instruction can also have a positive impact on reading, there appears to be considerably less literature on the impact of *inter*-propositional relations on reading comprehension. Even so, this is an area that has by no means been wholly neglected. Thus, for example, Haberlandt (1982) has demonstrated that reading times are faster where linguistic indicators of relations are present, and Traxler, Sanford, Aked and Moxey (1997) have shown that where short texts involving an inferential relation are preceded by an indicator of that relation, reading speed will be faster than where they are not. Even so, Sanders, Spooren and Noordman (1992; 1993) have argued that it is necessary to account for *how* these relations play a role in cognitive representation and, in connection with this, have proposed a composite structure for these relations made up of four basic notions: BASIC OPERATION (causal; additive); SOURCE OF COHERENCE (semantic; pragmatic); POLARITY (negative; positive); and, in the case of causal relations, order of segments (BASIC ORDER; NON-BASIC ORDER). They then conducted three different experiments. In the first, they asked discourse analysts to decide, on the basis of examples and relational definitions, which relation could most appropriately be assigned in the case of a number of sample texts. In the second, they asked non-linguists to select appropriate connectives to link text samples. In the third, trained discourse analysts were asked to group texts in terms of whether the same relation occurred. Not surprisingly, although the results suggested that there were four distinct relational clusters, neither ‘order of spans’ nor ‘source of coherence’ appeared as relevant distinguishing features.

### **Relational analysis of a short text: An illustration**

A relational approach to textual analysis is exemplified here with reference to a short text (371 words) that could be used in the teaching of L1 or L2 students. The text is an advertisement that appeared in the New Zealand *Sunday Star Times Magazine* on 25<sup>th</sup> July 2004.<sup>1</sup> The focus of the advertisement is the Chicken Royale Burger, part of the menu at MacDonald’s Family restaurants during that year. The full text of the advertisement is attached as *Appendix 1*. The relational model applied is outlined in *Figure 1* above. No lesson plan is provided because the nature of that plan would be affected by a range of factors, including the background and proficiency of the students.

From the name of the burger (*Chicken Royale*), which evokes both royalty and French cuisine, to the final section of the copy (*Chicken Royale – A better class of chicken*), this advertisement plays on lineage/ whakapapa, status and privilege in order to convey an impression of quality and exclusivity which is in contrast with the general public perception of MacDonald’s Family restaurants and the menu offered by them. In common with most other advertisements, the overall aim of this text is to persuade consumers to buy a particular product, often through techniques aimed at increasing product awareness and enhancing memorability. In this case, the advertisement relies heavily on humour, with the ingredients out of which the burger is made being personified as characters who, having lead a privileged lifestyle, eventually succumb to boredom and a sense of emptiness and (sportingly) agree to be transformed into a *Chicken Royal*, a burger presented as being intended for those with discerning taste, one that is intended to be associated with “the kind of lifestyle most ordinary New Zealanders can only dream about”. The advertisement begins with a play on words that

relies on *Why did the chicken cross the road?* jokes and involves the relation (unsignalled) of *Reason-Result* (inverted):

This chicken never has to cross the road. (*Result*)  
It was chauffeured. (*Reason*)

The first phase of the analysis involves identifying lexical chains that run throughout the advertisement. These include, for example, a food chain that includes an ingredients chain:

**FOOD** (including **ingredients**): *chicken* - burger - meal - burger - Chicken Royale - *ingredients* - *the cheese* - Cheese - *the tomatoes* - *the Honey Mustard* - *French dressing* - *The Lettuce* - *Lettuce* - *the Chicken* - *Chicken* - *ingredients* - burger - Chicken Royale - *chicken*

They also include each of the following:

**STATUS** (including *royalty* and modes of **transport**): pedigree - breeding - cocoon of privilege - lifestyle - *hereditary count* - mansion - *royal family* - vast villa - lazing - jet-skiing - water-skiing - wake-boarding - heir to a . . . substantial fortune - luxurious Château - *minor member of Danish Royalty* - wealthy - *Prince William* - trust fund - **chauffeur-driven cars** - **helicopter** - **private jet** - **motor yacht** - class

**LOCATIONS** (including *New Zealand locations*): Lake Como - Klosters - Tuscany - *Paihia* - *Pauanui* - South America - New Zealand - New Zealand

**LEISURE ACTIVITIES (SPORTS)/ DUTY**: lazing - jet-skiing - water-skiing - wake-boarding - parties - night clubs// public - duty - worthwhile contribution - give . . . something back - good sports

These lexical chains play an important role in establishing and maintaining that sense of coherence and continuity that underpins this advertisement and contribute to its narrative development.

The first part of the text, in bold print, establishes the theme of status and privilege (continued through the status chain) in the context of an unsignalled *Reason-Result* (inverted) relation:

This chicken never had to cross the road. **Result**  
It was chauffeured. **Reason**

This is followed by a further *Reason-Result* relation, again unsignalled. Here the status chain is combined with the food chain and the presence of the modified attitudinal disjunct - *quite frankly* - establishes the conversational tone that runs throughout.

Chicken Royale is a burger that has, quite frankly, never had to worry where **Result**  
its next meal may be coming from.  
It is a burger of rare pedigree and breeding. **Reason**

In the next section of the text, the ingredients sub-chain is established. This section of the text is linked to the previous section through a *Bonding* relation of the rhetorical coupling type (introduced by ‘indeed’) and contains a further *Bonding* relation introduced, as is often the case where *Bonding* is involved, by a present participle:

Chicken Royale is a burger that has, quite frankly, never had to worry where its next meal may be coming from. It is a burger of rare pedigree and breeding. } *Bonding*  
**Indeed** all of Chicken Royale’s ingredients were raised in a cocoon of privilege, } *Bonding*  
**enjoying** the kind of lifestyle most ordinary New Zealanders can only dream about.

The text segment above, in introducing the ingredients sub-chain, prepares the way for a relation of *Statement-Amplification* that links a number of text segments that continue the theme of status and introduce further lexical chains relating to status locations and leisure activities:

Indeed all of Chicken Royale’s **ingredients** were raised in a cocoon of privilege, enjoying the kind of lifestyle most ordinary New Zealanders can only dream about. *Statement*

**The cheese** is the eldest son of a hereditary count. Cheese was brought up in a mansion on the shores of Lake Como, spent its winters skiing at Klosters with the royal family and summers at a vast villa in Tuscany. *Amplification*  
*1*

**The tomatoes** never knew what it was like to work for a living, and grew plump and red lazing on the beaches at Paihia or Pauanui. For Tomatoes, Monday morning meant Tuesday was water-skiing. Wednesday was wake-boarding. By Thursday they didn’t really know what day it was, but that could have been due to the parties and night-clubs they frequented most evenings. *Amplification*  
*2*

**The Honey Mustard**, heir to a substantial French dressing fortune, was brought up in a luxurious Château, went to South America to avoid military service, and later had a brief but tempestuous affair with a minor member of Danish Royalty. *Amplification*  
*3*

**The Lettuce** was born to a wealthy New Zealand family and attended the same school as Prince William. But unlike him, Lettuce was not burdened by the weight of public duty. Comforted by a trust-fund, Lettuce returned to New Zealand to write a movie script, which it never started. *Amplification*  
*4*

And as for **the Chicken**. Well. Let’s just say that whenever Chicken felt like roaming it had the choice of seven chauffeur-driven cars, a helicopter, a private jet for longer journeys and a motor yacht. *Amplification*  
*5*

Within the context of the *Amplification* members of this relation, a number of other relations occur. These include *Bonding* (which is sometimes combined with *Chronological Sequence*):

Cheese was brought up in a mansion on the shores of Lake Como, spent its winters skiing at Klosters with the royal family and summers at a vast villa in Tuscany. } *Bonding*

**The tomatoes** never knew what it was like to work for a living, and grew plump and red lazing on the beaches at Paihia or Pauanui. } *Bonding*  
**Monday morning** meant Tuesday was water-skiing. } *Bonding & Chronological Sequence*  
**Tuesday** was water-skiing. } *Bonding & Chronological Sequence*  
**Wednesday** was wake-boarding. } *Bonding & Chronological Sequence*  
**By Thursday** they didn't really know what day it was, but that could have been due to the parties and night-clubs they frequented most evenings. } *Bonding & Chronological Sequence*

The Honey Mustard, heir to a substantial French dressing fortune, was brought up in a luxurious Château, went to South America to avoid military service, and **later** had a brief but tempestuous affair with a minor member of Danish Royalty. } *Bonding & Chronological Sequence*

**The Lettuce** was born to a wealthy New Zealand family and attended the same school as Prince William. } *Bonding*  
 Comforted by a trust-fund, Lettuce returned to New Zealand to write a movie script, which it never started. } *Bonding & Chronological Sequence*

Also co-occurring with the relation of *Statement-Amplification* are the cause-effect relations of *Reason-Result* (signalled by the complex preposition 'due to'), *Means-Purpose* (signalled by the infinitive construction) and *Condition-Consequence* (signalled by the universal conjunction 'whenever' –i.e. *if, at any time*), the associative relations of *Simple Contrast* (signalled by the general contrastive conjunction 'but' and by the negative preposition 'unlike') and *Statement-Concession* (signalled by the general contrastive conjunction 'but' and the more specific concessive subordinating conjunction 'although').

By Thursday they didn't really know what day it was,  
**but** that [didn't really know what day it was]  
 could have been **due to** the parties and night-clubs they  
 frequented most evenings. } *Statement -*  
 } *Concession* } *Result-*  
 } *Reason*

The Honey Mustard . . . went to South America  
**to avoid** military service . . . } *Means-*  
 } *Purpose*

The honey Mustard had a **brief**  
**but tempestuous** affair with . . . } *Statement-*  
 } *Concession*

The Lettuce was born to a wealthy New Zealand family and  
 attended the same school as Prince William. } *Simple*  
**But unlike** him, Lettuce was not burdened by the weight of } *Contrast*  
 public duty.

Lettuce returned to New Zealand  
**to write** a movie script } *Means-*  
 } *Purpose*

Lettuce returned to New Zealand to write a movie script,  
 which it never started. } *Statement-*  
 } *Concession*

whenever **Chicken felt like roaming**  
 it had the choice of seven chauffeur-driven cars, a helicopter, a } *Condition-*  
 private jet for longer journeys and a motor yacht. } *Consequence*

In the final sections of the text, the most salient relations are *Simple Comparison*, *Concession-Contraexpectation*, *Bonding*, *Reason-Result* and *Reason-Result*. In the case of the final *Reason-Result* relation, the reason [They agreed] is unstated and has to be recovered by inferencing.

What all the ingredients had **in common**  
 was a deep sense of personal dissatisfaction  
 and a distinct lack of self esteem. } *Simple*  
 } *Comparison &*  
 } *Bonding*

What all the ingredients had in common  
 – although that's not really the right word - } *Statement-*  
 } *Concession*

Bored and feeling unfulfilled and empty within,  
 each yearned to make a worthwhile contribution to the world. } *Reason-*  
 } *Result*

We suggested they might just enjoy being a burger.  
 [They agreed]  
 Hats off to them for being such good sports about it. } *Reason-*  
 } *Result*

### **Making use of relational analyses in the language classroom**

In introducing students to relational analyses of texts, it can be useful to reformulate the texts in focus, placing them in the centre of the page and leaving a substantial margin on each side for labelling and commentary. The visual impact helps them to

appreciate the fact that the same segment of text may enter into several different relations and, more generally, helps them to gain a greater understanding of the extent of textual layering and overlap.

It is generally advisable to undertake the analysis in phases. The first of these might involve the identification of cohesive devices; the second might involve the tracing of lexical chains; the third might involve the identification of *inter*-propositional relations and their association with a range of signalling devices, followed by a search for unsignalled relations.

The approach requires students to read and re-read the text many times, focusing not on micro-level grammar or individual vocabulary items, but in search for those aspects of the language that aid comprehension by highlighting textual links. An example of the kind of question that might be asked, one which focuses on uncovering a *Reason-Result* relationship might be:

*What was the reason Chicken Burger did not have to worry about having enough money to buy food?*

With teacher support, some sections of the text can be reformulated and reworded in ways that highlight different encodings of *inter*-propositional relations, this heightening awareness of the critical role that they play in discourse comprehension (see *Appendix 2* for an example of the type of layout that can assist students to understand textual layering).

### **Conclusion**

Focusing on *inter*-propositional relations is a useful way of helping students to use both bottom-up and top-down processing in reading texts and thus to gain a deeper appreciation of the interaction between form and function and of the ways in which textual meanings are layered and embedded. This type of approach to reading comprehension can also have a significant impact on writing competence, providing models of different genres and writing styles.

### **Endnotes**

1. This is advertisement has been used with permission from MacDonalds and their marketing agents.

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**APPENDIX 1: *The text***

**THIS CHICKEN  
NEVER  
HAD TO CROSS THE ROAD.**

---

**IT WAS CHAUFFEURED.**

Chicken Royale is a burger that has, quite frankly, never had to worry where its next meal may be coming from. It is a burger of rare pedigree and breeding.

Indeed all of Chicken Royale's ingredients were raised in a cocoon of privilege, enjoying the kind of lifestyle most ordinary New Zealanders can only dream about.

The cheese is the eldest son of a hereditary count. Cheese was brought up in a mansion on the shores of Lake Como, spent its winters skiing at Klosters with the royal family and summers at a vast villa in Tuscany.

The Tomatoes never knew what it was like to work for a living, and grew plump and red lazing on the beaches at Paihia or Pauanui. For Tomatoes, Monday morning meant jet-

skiing. Tuesday was water-skiing. Wednesday was wake-boarding. By Thursday they didn't really know what day it was, but that could have been due to the parties and night-clubs they frequented most evenings.

The Honey Mustard, heir to a substantial French dressing fortune, was brought up in a luxurious Château, went to South America to avoid military service, and later had a brief but tempestuous affair with a minor member of Danish Royalty.

The Lettuce was born to a wealthy New Zealand family and attended the same school as Prince William. But unlike him, Lettuce was not burdened by the weight of public duty. Comforted by a trust-fund, Lettuce returned to New Zealand to write a movie script, which it never started.

And as for the Chicken. Well. Let's just say that whenever Chicken felt like roaming it had the choice of seven chauffeur-driven cars, a helicopter, a private jet for longer journeys and a motor yacht.

What all the ingredients had in common – although that's not really the right word- was a deep sense of personal dissatisfaction and a distinct lack of self esteem. Bored and feeling unfulfilled and empty within, each yearned to make a worthwhile contribution to the world. To make a difference. To give a little something back.

We suggested they might just enjoy being a burger. Hats off to them for being such good sports about it.

**CHICKEN ROYALE**

---

**A BETTER CLASS OF CHICKEN**

APPENDIX 2: Examples of the type of layout that can assist students to understand textual layering

★This ◆chicken

Never had to cross ↗ the road

★It was ②chauffeured.

**Repetition**  
 Royale  
 Chicken  
 Burger  
 Tomatoes  
 Lettuce  
 Cheese  
 Family  
 New Zealand  
 INGREDIENTS  
 skiing

**Links**  
 ① of royalty or privileged classes - Royale; royal; royalty pedigree; breeding; privilege; hereditary; count; Chateau; minor member; Prince William; public duty;  
 ② of wealth and luxury lifestyle - chauffeured; trust fund; parties; nightclubs; heir; fortune; wealthy; private jet; chauffeur-driven cars; helicopter; private jet; motor yacht; luxurious; better class  
 ③ of luxury housing- mansion; villa; chateau;  
 ④ of food-chicken; burger; meal; ingredients; tomatoes; honey mustard; French dressing; lettuce  
 \  
 ⑤ of sport - skiing; jet-skiing; wake-boarding  
 ⑥ of leisure locations favoured the wealthy - Lake Como; Klosters; Tuscany; Paihia; Pauanui

④◆Chicken ①Royale is a ④◆burger that has, quite frankly, never had to worry where ★its next ④meal may be coming from. ★It is a ④◆burger of rare ①pedigree and ①breeding.

INDEED, all of ④◆Chicken ①Royale's ④INGREDIENTS were ③raised in a ③cocoon of ①privilege, (C)⑦enjoying the kind of ②lifestyle most ordinary New Zealanders can only ⑦dream about.

The ◆cheese is the eldest ⑨son of a ①hereditary ①count. ①◆Cheese was ③brought up in a ③mansion on the shores of ⑥Lake Como, (N) spent ★its winters ⑤skiing at ⑥Klosters with the ①royal ⑨family AND (C) summers at a vast ③villa in ⑥Tuscany.

The ④◆Tomatoes never knew what it was like to work for a living, and (N) grew plump AND (C)red ⑦lazing on the beaches at ⑥Paihia or ⑥Pauanui. For ④◆Tomatoes, Monday morning meant ⑤jet-skiing, Tuesday(N) was water-skiing. Wednesday(N) was ⑤wake-boarding. By Thursday(N)★they didn't really know what day it was, BUT★that could have been due to the ②parties AND ②night-clubs ★they frequented most evenings.

The ④◆Honey Mustard, ②⑨heir to a substantial ④French dressing ②fortune, was ③brought up in a ②luxurious ①③Château, (N)went to South America

**Substitution**  
 Nominal (N); what

**Ellipsis**  
 Nominal (N) (the cheese) (the tomatoes) (the honey mustard); (morning); (to the world)  
 Clausal (C) (It was); (It spent it's ) ; (they grew) (Because he was ) (Because they were);(We take our )  
 Verbal (V) (is)

**Conjunctions**  
 AND; BUT; WHICH

**Continuates and other adverbials**  
 INDEED; (and) LATER; AND; WELL

⑦ of emotional states -  
enjoying; lazing;  
tempestuous; comforted;  
burdened; personal  
dissatisfaction; distinct  
lack of self esteem;  
bored; feeling unfulfilled  
and empty; yearned

⑧ of education and  
upbringing- raised in a  
cocoon; brought up;  
attended the same school  
as Prince William;

⑨ of family  
relationships-  
son; family; heir;

**Synonyms/Near  
synonyms**

raised – brought up  
roaming – journeys  
common- ordinary

**Antonyms**

*summer* – *winter*  
*work* – *lazing*  
*rare*- *ordinary*  
*[common]*  
*morning* - *evening*

**Part /whole**

◆Burger [lettuce;  
Tomato; chicken; cheese;  
honey mustard]

**Part / part**

Monday Tuesday  
Wednesday Thursday

to avoid military service, **AND LATER (N)** had a brief **BUT** ⑦ tempestuous affair with a ① minor member of Danish ①Royalty.

The ④◆**Lettuce** was born to a ②wealthy *New Zealand* ⑨family **AND (N)** ⑧attended ↗ the same school as ①Prince William. **BUT** unlike ★him, ④◆**Lettuce** was not ⑦ burdened by the weight of ①public duty. (C) ⑦Comforted by a ②trust-fund. ④◆**Lettuce** returned to *New Zealand* to write a movie script, **WHICH** ★it never started.

**AND** as for the ④◆**Chicken**. **WELL**. Let's just say that whenever ④◆**Chicken** felt like roaming ★it had the choice of seven ②chauffeur-driven cars, a ②helicopter, a ②private jet for longer journeys **AND** a ②motor yacht.

**What** all the ④INGREDIENTS had in common – although ★that's not really the right word- was a deep sense of ⑦personal dissatisfaction and a ⑦distinct lack of self-esteem. (C)⑦Bored and ⑦feeling unfulfilled **AND** ⑦empty within, **each** ⑦yearned to make a worthwhile contribution to the world. To make a difference (N). To give a little something back (N)..

↗ We suggested ★they might just enjoy being a ④**burger**. (C)Hats off to ★them for being such good sports about ★it.

④◆**Chicken**Royale① (V)

A ② better class

of ④◆**chicken**

