

Language and literacy: Classroom applications of functional grammar

- Relevant for all teachers
- Makes explicit for teachers the patterns of language use in the subject areas
- Gives students the tools to be more accurate and effective users of language in a range of contexts
- Has the potential to make all students more effective and efficient learners

Language and literacy is a comprehensive and innovative professional development program for teachers. It assists primary through to senior secondary teachers to improve their students' learning. It does this by dealing with the English language in a highly systematic way and by focusing on the language patterns of the subject areas.

The aims of *Language and literacy*

- Develop an understanding of the features of the classroom genres—the patterned texts of the school curriculum.
- Show the different ways each subject uses language, focusing on how students can develop the language for abstraction and reflection that they meet increasingly as they move through school.
- Identify and articulate how to connect ideas in a text and make those ideas flow clearly and effectively.
- Contrast uses of language that are personal or impersonal, direct or indirect, and informal or formal.
- Understand and use the differences between spoken and written language both as a teaching and learning tool.
- Assess language explicitly and efficiently to support the learning of all students.

Teacher Development Course

This course provides a collaborative and engaging learning environment where there will be opportunities for whole group discussion, small group activities, classroom-based research, and reading of relevant articles. The program is designed to develop teachers' understandings about language and literacy using a functional model of language.

Trained Tutors deliver 27 hours of face-to-face professional development organised into nine modules which, when combined with the between module activities, is equivalent to more than 50 hours of professional development.

The course provides teachers with an opportunity to engage in rigorous and sustained professional development. Consequently, a number of tertiary institutions around the world, and in Australia, will grant credit towards further post-graduate studies. Further information is available at www.unlockingtheworld.com.

The outline of *Language and literacy*

Module 1: Context of culture—Genre

- Explore the connection between text and context.
- Look at a range of genres across subject areas, how they are organised and the major language features of these genres.
- How a genre may look in different year levels.

Module 2: Context of situation—Register

- The three facets of situational context and how these facets shape the text.
- The configuration of these three elements—the register.
- Understanding context and its relationship with text.

Module 3: Field—Experiential meanings Part I

- The language needed to write factual genres that are increasingly abstract and technical.
- The language needed to write story genres that are reflective and creative.
- Experiential meanings, which are realised through three functional groupings: participants, processes and circumstances.
- The links between these functional groups.

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Module 4: Field—Experiential meanings Part II

- Revise participants, processes and circumstances.
- The structure of nominal groups and how they can be expanded.

Module 5: Field—Experiential meanings Part III

- Explore the patterns of nominal groups across genres.
- How students can construct highly written texts.
- Learn how abstraction can be expressed through nominalisation.

Module 6: Expanding meaning

- Learning the language needed to write more extended texts through the use of resources such as conjunctions at the sentence, paragraph and whole text level.
- Focus on the ways clauses can be combined.
- The role of projection.
- The resources we use to join sentences and larger stretches of text.
- The role of embedded clauses.

Module 7: Mode—Textual meanings Part I

- Learning how to organise a text at the sentence, paragraph and whole text level so that the ideas expressed flow clearly and effectively.
- Looking at the ways writers and speakers orient us in particular ways through the choices they make.
- How patterns of orientation vary across different genres in order to achieve the purpose effectively.
- Learn how textual meanings are realised through the functional groupings of theme and rheme.

Module 8: Mode—Textual meanings Part II

- Explore two significant resources for organising meanings across larger stretches of text.
- How the notion of theme has parallels at the text level.
- How the messages in paragraphs and whole texts are similarly oriented through the choice of hyper-theme and macro-theme respectively.
- Understanding differences between written and spoken language and their relevance for classroom teaching and learning, as well as assessment and reporting.

Module 9: Tenor—Interpersonal meanings

- Learning the language needed to express opinions with varying degrees of certainty, and to engage with people effectively and confidently in different contexts.
- The focus is on how interpersonal meanings, which relate to the tenor, are realised through various speech functions (statements, questions, commands), through modality and through attitudinal lexis.

Other *Unlocking the World* professional development programs

- **Teaching ESL students in mainstream classrooms: Language in learning across the curriculum**
Understanding the role of language in learning
- **ESL in the mainstream for the early learner**
Critical role of adults in scaffolding children's learning
- **Gifted education and higher order thinking: Improving learning outcomes for every student**
Understanding and meeting the needs of gifted students
Incorporating for all students in everyday classrooms the teaching of higher order thinking and learning skills
- **Inclusive education: Teaching students with learning difficulties and disabilities in mainstream classrooms**
Knowledge and skills to develop an understanding of inclusive education practices for students with learning difficulties and disabilities
- **How language works: Success in literacy and learning**
A course that shows teachers how to work with students to use knowledge *about* language to become confident users *of* language across the curriculum

You will find details of these programs at www.unlockingtheworld.com.

For more information:

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