



Language In Education Day: Materials and Methods Showcase

Rosie ANTENUCCI and Karyl MARTIN

DEPARTMENT OF EDUCATION AND CHILDREN'S SERVICES

ESL Scope and Scales: generating discussion and resource development in South Australia

South Australia is using the ESL Scope and Scales for programming, assessing and reporting for ESL learners and a growing number of schools are using it as a literacy tool for all learners. The ESL Scope and Scales uses understandings of functional grammar. This presentation will provide a brief introduction to the ESL Scope and Scales, outline the implementation of and response to the document and showcase some of the resources that have been developed. This includes the ESL Scope and Scales Moderated Evidence-annotated texts for each Scale for each band of schooling.

Rosie Antenucci has been involved in ESL for over 20 years in Australia and overseas as a teacher and as a professional development service provider. She is currently a Policy and Program Officer for the ESL Program in South Australia. She has also been involved in a voluntary capacity with ESL associations and is currently president of ESL Educators-the South Australian ESL Teachers Association- and Vice President of ACTA-the national council of TESOL associations.

Karyl Martin is a Policy and Program Officer, English as a Second Language for the ESL Program in South Australia. She has been responsible for the state-wide implementation of the ESL Scope and Scales and is currently managing an initiative "ESL Innovative Schools" for schools with ESL learners across the state to build ESL teacher capacity. Karyl has had extensive experience in provision of ESL professional development and has held a range of leadership roles within the ESL program.

Jennifer ASHA

SOUTHLAND CONSULTING

Combining literacy teaching with ICT learning in the primary school

The New South Wales Kindergarten to Year Six teachers' Computer Education curriculum support document, *Technology Education: More than computers* states "Being technologically capable is no longer about knowing a prescribed set of technical skills or processes but about being able to apply learning from one situation to a new or different context or setting." What implications does this have for literacy education?

During this session the presenter will discuss the importance of combining traditional literacy teaching with ICT learning in the beginning years of school. The need for a metalanguage of ICT will be examined. The presenter will explore aspects of critical and visual literacy, the semiotic analysis of images extrapolated from SFL, in the context of ICT with illustrations of classroom work from a number of primary school classrooms.

Garry COLLINS

FERNY GROVE STATE HIGH SCHOOL

Grammar at the Chalkface

This session will aim to demonstrate how explicit knowledge of functional grammar can profitably be used to assist students in composing and comprehending a variety of texts encountered in a range of units within one high school's junior (middle school?) English program. The grammar provides the necessary metalanguage for talking with students about the texts that are read and written in the course of classroom English programs and helps to make apparent for students the patterns that are operating in effective texts.

Examples will be drawn from four term-long units of a Year 9 English program:

- Reading and writing with 'The Highwayman' – based on Alfred Noyes' famous literary ballad
- Getting Smart about TV Scripts – based on the script of a 'Get Smart' episode
- Arguing a Case – the language of argument and persuasion
- Magazine Mayhem – a unit in which students investigate magazines and then produce a sample edition of their own.

A range of teacher made resources will be featured.

The presenter is the English HOD at Ferny Grove High School in Brisbane. This session will have been previously presented at the 2005 AATE/ALEA conference.

Louise Droga and Sally Humphrey

TARGET TEXTS AND UNIVERSITY OF SYDNEY

Learning and language across primary school and beyond

In this workshop we show how our book *Grammar and Meaning: An Introduction for Primary Teachers* (Droga & Humphrey 2003) introduces recent research within SFL and genre theory in a way that is both accessible and useful for teachers, teacher educators and teacher education students. *Grammar and Meaning* draws upon extensions of register and genre theory (Macken-Horarik, 1996; Martin, 2002) to illustrate in a practical way how the demands of language and learning change as students move through school, from the 'everyday' domain of learning to the more specialised and critical or 'reflexive' domains. The book also shows how the resources of Appraisal theory (White 2001, Martin and Rose 2003) can be used across the curriculum to construct entertaining, informative and persuasive texts and to critically deconstruct values which have become naturalized in the texts students' encounter in schooling and beyond. In this way, *Grammar and Meaning* helps teachers move beyond 'fixed' dot-point lists of grammatical features and gives them a way of describing and planning for the ongoing development of text types and of powerful resources for making appropriate experiential, interpersonal and textual meanings.

References:

Droga, L. & Humphrey, S. (2003) *Grammar and Meaning: An Introduction for Primary Teachers*. Berry: Target Texts.

Macken-Horarik, M. (1996) 'Literacy and learning across the curriculum: towards a model of register for secondary school teachers', In Hasan, R. & Williams, G. (eds), *Literacy in Society*, London: Longman. 232-78.

Martin, J.R (2002) Meaning beyond the clause: SFL perspectives. *Annual Review of Applied Linguistics*. 22:52-74.

White, P. (2001) <http://www.grammatics.com/appraisal/>

Helen DRURY, Dorothy ECONOMOU, Sally HUMPHREY, Janet JONES and Lorraine RYAN

LEARNING CENTRE, UNIVERSITY OF SYDNEY

The Learning Centre at the University of Sydney has for many years been engaged in using Systemic Functional Linguistics to help make explicit to students literacy practices across disciplines, to help build a metalanguage for students and subject staff to talk about language and to encourage students to reflect critically on their engagement with and use of language. SFL has played a key role in developing the Centre's curriculum and provides the theoretical underpinning for many of its programs.

In this workshop we showcase recent work in our research and materials development in order to demonstrate the range of ways we are informed by recent developments in SFL, including MDA and Appraisal theory, and the ways in which we have responded to students, changing contexts of learning, for example, online learning.

Peter KNAPP and Megan WATKINS

UNSW AND UWS

Genre, Text, Grammar: Technologies for Teaching and Assessing Writing

Using a model of 'genre as process' this workshop will examine the ways in which the salient features of different language processes can be used as a set of technologies for assessing students' writing. Drawing on samples of students' texts in both the primary and early secondary years emphasis will be placed on assessment as a diagnostic tool for informing both individual and whole class programs of study. Connections will also be made with current approaches to large-scale writing assessments highlighting the strengths and weaknesses of criterion-referenced assessment

Benedict LIN

NAGOYA UNIVERSITY OF COMMERCE & BUSINESS, JAPAN

A proposal for teaching the reading and interpretation of and response to literary texts

This workshop presents a proposal for teaching the reading and interpretation of and response to literary texts, in terms of a framework for curriculum construction; and a framework for lesson design. The proposal, originating from the presenter's doctoral thesis (Lin 2001), calls for a stylistics-based approach to the reading of literary texts that draws on SFG, in particular, Hasan's (1985, 1996) model of verbal art. The organisational and pedagogic framework of Short (1996) provides the basis for the conception of the curriculum construction framework, while Cummings and Simmons (1983), and Derewianka (1990) and Butt et al's (2000) notion of a "curriculum cycle" for teaching and learning language according to text types are the major influences for the lesson design framework. The proposal hopes to enable a greater integration of literature and language teaching within a genre-based framework. An exemplar lesson, based on actual classroom work, is also presented, to demonstrate the viability of such an approach even in circumstances where SFG is not entirely familiar.

References:

Butt, David; Fahey, Rhonda; Spinks, Sue and Yallop, Colin. 2000. *Using Functional Grammar: An Explorer's Guide*. 2nd Edition. Sydney: National Centre for English Language Teaching.

Cummings, Michael and Simmons, Robert. 1983. *The Language of Literature*. Oxford: Pergamon Press.

Derewianka, Beverly. 1990. *Exploring How Texts Work*. Newtown NSW: Primary English Teaching Association.

Halliday, M A K. 1994. *An Introduction to Functional Grammar*. 2nd Edition. London: Edward Arnold.

Hasan, Ruqaiya. 1985. *Linguistics, Language and Verbal Art*. Victoria: Deakin University Press.

Lin, Benedict Tzer Liang. 2001. *Re-inventing the Relevance of Literature in Secondary Schools in Singapore: the Appraisal of Three Poems Using Stylistic Analysis*. PhD Thesis. National University of Singapore.

Short, Mick. 1996. *Exploring the Language of Poems, Plays and Prose*. Harlow: Addison Wesley Longman Ltd.

Kristina LOVE and Marie QUINN

THE UNIVERSITY OF MELBOURNE

BUILT

BUILT is a video-based CD ROM designed by language and literacy specialists as a comprehensive resource for K-12 teachers in working with language and literacy across the subject areas. In four Units, BUILT covers the central issues of; language as a meaning-making system; spoken language in the home, community and classroom; writing the text types required in schooling; and scaffolding reading across the curriculum. Adopting a simplified version of Systemic Functional Linguistics (Halliday, 1994) and genre theory (Martin, 1992), BUILT uses video clips, animations and various interactive functions to show how spoken and written language are used in effective teaching. BUILT also draws on up-to-date educational understandings of the concept of 'scaffolding' (Gibbons 2002; Hammond, 2001) to present a model of a five stage learning/teaching cycle of Engagement, Building Knowledge, Transformation, Presentation and Reflection which is relevant to all teachers, regardless of discipline area or year level. In this session, the developers of BUILT will demonstrate some of its key features as an interactive resource that can be used for professional development purposes in teacher education.

References:

Halliday, M.A.K. (1994) *An Introduction to Functional Grammar*. Edward Arnold.

Gibbons, P (2002) *Scaffolding language, scaffolding learning: teaching second language learners in the mainstream classroom*. Heinemann.

Hammond, J. (2001) (ed). *Scaffolding teaching and learning in language and literacy education* PETA.

Martin, J. (1992) *English Text*. John Benjamins

Ruth MULVAD

CVU-STORKØBENHAVN

Classroom application of SFL – teaching materials

According to the stipulations for the subject Danish in primary schools working with the language should be integrated into the subject's other areas. The intention of changing language teaching from being nothing but a grinding out of rules to being lively, exploratory work with language and texts is very definitely present at the ministerial level. At school level much effort is being expended to fulfil the requirements. I will show my teaching materials: *Et ord flyver op*, *Skriftlighed* (A Word Flies Up, Writing) and *Kommer tid – kommer sprog*, *Sproglære* (Time in Language, A Grammar). With these two sets, I have attempted to give an introduction to the pedagogic application of functional linguistics in Danish primary schools.

Since the teaching material is the first of its kind in Denmark, it has been vital for me to serve SFL in a way so that teachers can use the knowledge of grammar that they already have and use the books even without in-service training. My pedagogy is built on Australian genre-based pedagogy as well as the theoretical work of Basil Bernstein, especially the concepts of vertical and horizontal discourse, and visible, radical pedagogy. Experimental and reasoning forms of working are well known in the Danish school tradition. The working methods of genre pedagogy as you find them in *The Teaching-Learning Model* especially *deconstruction* and *independent construction* suite this tradition well. The elements *setting context*, *building field* and *genre* are vital in the composition of the books in their entirety as well as in the individual chapters and sections.

References

- Christie, Frances: *Classroom Discourse Analysis. A Functional Perspective*. Continuum. 2002
- Halliday, M.A.K. and Christian M.I.M. Matthiessen: *An introduction to functional grammar*. Third Edition. Arnold. 2004
- Mulvad, Ruth: *Et ord flyver op. Skriftlighed. (A Word Flies Up. Writing)* Teaching Book, Pupil's reference book, Teacher Guide. *Dansk i dialog*. Alinea 2002
- Mulvad, Ruth: *Kommer tid – kommer sprog. Sproglære. (Time in language. A Grammar)* Teaching Book, Pupil's reference book, Teacher Guide. *Dansk i dialog*. Alinea 2002
- Rothery, Joan, Maree Stevenson, J.R. Martin et al.: *Write it right. Resources for Literacy and Learning*. Disadvantaged Schools Program. Metropolitan East Region. NSW Department of School Education. 1994
- Unsworth, Len (ed): *Researching language in schools and communities. Functional linguistic perspectives*. Cassell, 2000

Kay O'HALLORAN

NATIONAL UNIVERSITY OF SINGAPORE

Systemics 1.0 O'Halloran and Judd (2002)

Systemics 1.0 O'Halloran and Judd (2002) is independent and stand-alone software designed to allow efficient and comprehensive discourse analysis of text from the perspective of Halliday's (1994/2004) Systemic Functional Linguistics (SFL). The options within the major systems for interpersonal, experiential, logical and textual meaning at the rank of word, word group/phrase, clause, clause complex and discourse have been pre-programmed in Systemics1.0 as the 'standard' functional grammar. This means that the analysis may be manually coded and retrieved quickly and efficiently through pulldown menus. The pre-programmed standard grammar in Systemics1.0 can be modified, and so discourse analyses undertaken with this software can incorporate other theoretical perspectives. Systemics1.0 has proved most successful for teaching SFL in undergraduate and postgraduate courses.

References:

- Halliday, M. A. K. (1994/2004) *An Introduction to Functional Grammar* [3rd edition revised by C.M.I.M. Matthiessen]. London: Arnold.
- O'Halloran, K. L. (2003), 'Systemics 1.0: Software for Research and Teaching Systemic Functional Linguistics'. *RELC Journal*, 34.2, 157-178.
- O'Halloran, K. L., & Judd, K. (2002). *Systemics 1*. CD ROM Singapore: Singapore University Press.

Emily PURSER

LEARNING DEVELOPMENT, UNIVERSITY OF WOLLONGONG

Resourcing literacy development in higher education

This session demonstrates a developing online resource designed to address specific academic learning needs of international students in various disciplines, as well as materials and methods from a course in communications designed for a masters program in business studies. While the instructional resources produced by learning support units are necessarily flexible and various, these small case studies show how an SFL perspective usefully informs the design of some new 'blended' learning environments, helping students understand the connections between language patterns at lexico-grammatical and text levels, and develop control of specific discursive practices in their disciplines.

Craig RONALDS and Geoff Williams, Naomi Carter, Annabelle Lukin and Kathryn Tuckwell

DEPT OF ENGLISH, UNIVERSITY OF SYDNEY AND LANGUAGE IN SOCIAL LIFE, DEPT OF LINGUISTICS, MACQUARIE UNIVERSITY)

An Introductory Course in English Studies: Language and Image

This session will be based around a discussion of the materials developed for a first-year unit in language and image analysis that has been taught in the Department of English at Sydney University since 2002. The unit involves fairly intensive study, using analytic frameworks derived from SFL, of a single novel and film (currently Graham Greene's *The Quiet American* and Phillip Noyce's 2002 film of the novel). One of the main principles that underpins the unit is Hasan's (1985) notion of symbolic articulation: how the patterning of patterns of linguistic features (or features of a film's construction) construe and construct the second-order meanings (i.e. literary themes) in a work of verbal (or filmic) art. The unit content and materials, which are provided in a one-hour lecture and two-hour workshop each week as well as through a WebCT platform, are all oriented (as are the assessment tasks for the unit) towards helping students integrate detailed textual analysis with both theoretical concepts from SFL such as context and register and concepts that are common to other traditions of literature study, for example point of view, narrative time, and intertextuality. In the session we will present materials used in the unit and discuss the ideas that informed their design, as well as the ideas that informed the design of the overall unit and its pedagogy, which include Bernstein's (2000) theories about horizontal and vertical knowledge structures. We will also briefly present some of the students' achievements, and discuss student and staff responses to the unit.

References

- Bernstein, B. 2000. Vertical and horizontal discourse: An essay. In *Pedagogy, Symbolic Control and Identity: Theory, Research, Critique*. Rev. ed. Lanham: Rowman and Littlefield.
- Hasan, R. 1985. *Linguistics, Language and Verbal Art*. Victoria: Deakin University Press.

David ROSE

UNIVERSITY OF SYDNEY

Learning to Read: Reading to Learn

This session showcases a methodology for scaffolding reading and writing that has proved highly successful in primary, secondary and tertiary education, across Australia and internationally. The strategies draw on principles of scaffolded learning, systemic functional discourse analysis and genre approaches to writing, in a form that is accessible, practical and meets the needs of teachers and students.

Strategies have been developed for teaching beginning reading and writing, and reading and writing stories in middle school years, but this session will focus on strategies for reading and writing factual texts, that have the widest application across school, vocational and academic curricula, as well as adult ESL programs. Video of classroom practice will be used extensively to illustrate the strategies, together with lesson transcripts.

References:

- Martin, J.R. & Rose, D. in press. Designing Literacy Pedagogy: Scaffolding democracy in the classroom. In J. Webster, C. Matthiessen & R. Hasan (eds.) *Continuing Discourse on Language*. London: Continuum
- Rose, D. in press 2004. Sequencing and Pacing of the Hidden Curriculum: how Indigenous children are left out of the chain. In J. Muller, A. Morais & B. Davies (eds.) *Reading Bernstein, Researching Bernstein*. London: RoutledgeFalmer, 14pp
- Rose, D., Lui-Chivizhe, L., McKnight, A. & Smith, A. 2004. Scaffolding Academic Reading and Writing at the Koori Centre. In *Australian Journal of Indigenous Education*, 30th Anniversary Edition, www.atsis.uq.edu.au/ajie

Robert SPENCE

UNIVERSITÄT DES SAARLANDES

Syntax and the Euro-Ecologist: infiltrating new niches

In this presentation we describe the task of recycling and resituating an undergraduate course in comparative Systemic Functional Grammar. The course was originally designed for native speakers of French, on the basis of sixty hours of class time, and is now to be offered (in

a "lite" version of only fifteen hours) to native speakers of German as well; the primary object language is in each case English. We deal with the issues of selection and sequencing of content, choice of terminology, design of materials, classroom methods, and evaluation. Selection is made easier by the fact that the students taking the "lite" course are also taking forty-five hours of English grammar classes based on a non-functionalist approach, which means that the SFG-based course can live on the other courses' leftovers, viz. most of the textual metafunction, much of the interpersonal metafunction, and those parts of the experiential metafunction classified in other models as "semantics".

Both selection and sequencing of material are influenced by typological differences between the object language systems involved; we report on our experiences to date with different sequencings of the topics in the unit dealing with MODALITY. Choice of terminology is influenced by three factors: the need to integrate terminologically with non-functionally-based courses designed and taught by non-linguists, the typological differences between object languages, and the differing degrees of importance attached to syntax (and its relation to semantics) in the broader cultural context of the historically evolving metalanguages of germanophone and francophone academia. We report on our experiences teaching English Theme-Rheme and Information Structure at the intersection of the EU's three de facto working languages.

Design of materials is a sensitive issue; one of the main obstacles (from a teacher perspective) to expanding the "Lebensraum" of SFG in Europe would appear to be the lack of suitable textbooks, although students have already largely adapted to an online environment. We present a selection of grammar materials originally designed for a paper-based environment, as well as more recently evolved "virtual reality" variants. The questions of classroom methods and evaluation involve broader issues of empowerment and disempowerment, and thus constitute an ideal breeding ground for constructive criticisms of existing mainstream practices. We discuss the interaction within the classroom of materials carried by different media, and the political issues raised by alternative forms of student (and teacher) assessment.

Anne THWAITE

EDITH COWAN UNIVERSITY

A multimedia resource for teaching introductory functional discourse analysis

This session will demonstrate a multimedia resource for teaching introductory functional discourse analysis, initially developed for Education students. The program consists of graphic interfaces of various situations, through which users can view videoclips of authentic spoken interaction from various registers, including:

- patient/doctor interaction
- casual conversation over dinner
- lawyer/client consultation
- teacher/student discourse at a primary school
- hairdresser/client interaction
- student/lecturer consultation
- customer/server interaction at a winery

While viewing the video, users can access written transcripts of the discourse as well as questions to guide them in their investigations of the different registers. For example, they may be asked to discuss how power relations are realised in a particular register.

Users can also call up relevant information to aid their investigations, in the form of introductory descriptions and examples of linguistic features, as well as exercises to hone their skills of analysis. This information is organised through the Register variables of Field, Tenor and Mode. In addition, the exercises introduce the idea of genre variation in written texts.

The program has been used with both pre-service and in-service teachers. It can be used as an adjunct to classroom teaching or for independent learning.