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## Language In Education Day: Workshops

### **Beverly DERIWIANKA and Frances Christie**

UNIVERSITY OF WOLLONGONG

#### **Tracking development in English and History**

Following on from the presentation on 'Key Indicators of Development in Adolescent Writing', participants will have an opportunity to engage in textual analysis, identifying those features which demonstrate growth in writing from Year 7 through to Year 12. There will be two parallel workshops – one led by Professor Frances Christie with Sally Humphrey investigating the demands of subject English across a range of contexts and another led by Dr Beverly Derewianka with Shooshi Dreyfus and Helen Lewis tracing growth in the writing of History. Implications for classroom practice will be discussed. The workshops will be responsive to the interests and expertise of the participants.

### **Jennifer HAMMOND and Pauline GIBBONS**

FACULTY OF EDUCATION, UNIVERSITY OF TECHNOLOGY, SYDNEY

#### **Putting scaffolding to work in ESL pedagogy**

This workshop will explore the role of scaffolding in effective pedagogical practices that have been designed to address the needs of 'second-phase' ESL students. By 'second-phase' ESL students we refer to those who are beyond the very early stages of English language development but who continue to struggle with the demands of academic language and literacy in key curriculum subjects.

In this workshop we present data from some of the six Australian classes that participated in a large collaborative research project. We explore the basis of decisions that the classroom and ESL teachers made in their program planning and teaching, and the ways in which their understandings of scaffolding assisted them to address the needs of their ESL learners within the context of mainstream classes. We also explore the ways that the teachers drew on insights available from an intersection of socio-cultural theories of learning, and systemic functional theory of language, in their processes of planning and teaching. In particular we focus on ways that the teachers worked to 'support-up' their students to enable them to participate fully and equally in the mainstream curriculum, as an alternative to 'dumbing-down' the curriculum.

Email: [Jenny.Hammond@uts.edu.au](mailto:Jenny.Hammond@uts.edu.au) and [Pauline.Gibbons@uts.edu.au](mailto:Pauline.Gibbons@uts.edu.au)

## **Brian PALTRIDGE and Lindy WOODROW**

THE UNIVERSITY OF SYDNEY

### **Teaching academic writing: an ethnographic perspective**

This workshop will explore the teaching of academic writing from an ethnographic perspective. In particular, it will suggest ways in which students can be asked to examine the social and cultural context of their piece of academic writing, and how this impacts upon what they write. Students consider who writes what to whom, for what purpose, why, when, where, and how. The teaching, thus, moves 'beyond the text' to explore the social and cultural context in which the student's text is produced, and assessed, as well as reasons for the linguistic choices that students make.

## **Marie QUINN**

### **Re-locating purpose in K-12 literacy: Issues for teacher professional development.**

This workshop is targeted towards Literacy Co-ordinators and teachers who work with literacy across the curriculum. It has four main aims: to help K-12 teachers identify the purposes of the texts their students regularly read and write across the curriculum; to demonstrate how a revitalised understanding of purpose and genre within and across texts can help in the planning of K-12 curriculum and in the development of clear assessment criteria; to illustrate what a basic Knowledge About Language might offer content area teachers; and to model strategies and resources for use in professional development of such teachers. This will be an interactive workshop where participants will work with resources and strategies already trialled in literacy PD, share insights into the relevance of such resources and strategies in their own contexts, and view video of teachers discussing the issues involved in working with revitalised notions of genre across the K-12 curriculum.

## **Judith RIVALLAND and Anne THWAITE**

### **Western ways of scaffolding**

In this workshop we will present samples of student work from both our Mauritius & Language, Culture & Learning units. Participants will actively deconstruct and discuss the work samples.

The workshop will consist of 3 parts:

- Transcripts of classroom data collected by our students. Participants will be asked to apply some functional analyses to the discourse (e.g. from Ludwig & Herschell 1996) and to comment on its structure, features & values exchanged.
- Transcripts, lesson plans & activities used in the Mauritius unit. Participants will be asked to examine this data to identify how knowledge of particular grammatical features is being scaffolded.
- Case studies that look at the oral language functions being used by two children that will be discussed by participants to look at how these two children might adapt to the demands of school discourses.

The workshop will aim to demonstrate how knowledge of functional grammar and discourse can aid in both macro- and micro-scaffolding (Hammond, 2001).

Email contact: [a.thwaite@ecu.edu.au](mailto:a.thwaite@ecu.edu.au)

## **Jane TORR**

INSTITUTE OF EARLY CHILDHOOD, MACQUARIE UNIVERSITY

### **A functional approach to fostering emergent literacy in Early Childhood education**

In this workshop we will discuss in more depth some of the issues raised in the keynote address, using videos and transcripts of parent-child and teacher-child interactions. We will

address two main issues. First, we will consider whether early childhood teachers need explicit knowledge of language in order to teach effectively. If so, how can one best introduce functional grammar to preservice early childhood educators? What are the challenges in teaching functional grammar to education students with no previous knowledge of linguistics and how can these challenges be overcome? We will then focus on the role of language in children's learning. What kinds of talk foster young children's literacy awareness, from birth through to 8 years of age? What role do picture books play in literacy development? What are the literacy experiences of children from diverse social backgrounds, and how does a functional approach provide us with strategies to build on these experiences? All participants will be invited to share their own experiences and perspectives on these issues.

## **Alyson SIMPSON and Angela Thomas**

### **New dimensions of children's engagement with narrative on-line: Using functional semiotics to explore contexts of narrative composition and response.**

There are two main aspects to this workshop. One deals with children's collaborative construction of on-line multimodal narratives as recreational storying. The focus is on the use of systemic functional linguistics and visual semiotics to understand both the nature of the narratives the children compose and also how the children's deployment of the resources of language and image construct their on-line identities in these fictional narrative contexts. The other aspect of the workshop deals with children's on-line discussion of literary texts. The aspect of this work to be explored is the use of systemic functional linguistics as a tool for explicit discussion of narrative form with children and also as a means of researching construction of on-line pedagogy through analyses of the records of interaction around texts.

## **Sandra ROBINSON and Brian MILLER**

DEPUTY PRINCIPAL, BELMORE BOYS HS AND UNIVERSITY OF WESTERN SYDNEY

### **The Politics of Modelling and Joint Construction**

The workshop will examine the role that SFL plays in the stages of 'modelling' and 'joint construction' in the Teaching / Learning Cycle. Each of these strategies has an integral role in the ESQT approach and the educational issues surrounding each aspect will be analysed. For example, in 2003 the official DET English curriculum newsletter advised teachers that the use of teacher-written model texts is a teaching practice that has no validity and should be abandoned. Why should teachers try to use model texts and joint construction techniques? If they do, what knowledge and understandings can using SFL bring to this pedagogy? The workshop will also examine teacher reluctance to engage with 'modelling' and 'joint construction'.

## **J. POLIAS and B. DARE**

### **A grammatical perspective on teaching and learning: Students exploring grammatical metaphor and ESL scope and scales**

In the workshop, we will elaborate on three of the areas described in the plenary: developing a shared metalanguage—focusing on teacher research projects ranging from the first years of schooling, where students are beginning to learn about participants, processes and circumstances, to secondary contexts, where students focus on nominalisation as a key resource in learning how to write in a more written mode

- ESL Scope and Scales—a resource intended to be used by teachers in South Australia for the reporting of the language achievement of second language students
- language and behaviour—where primary school students explored the contexts and the grammar for realising congruent and metaphorical commands as part of a broader study of the role of language in making interpersonal meanings.