

HOW LANGUAGE WORKS

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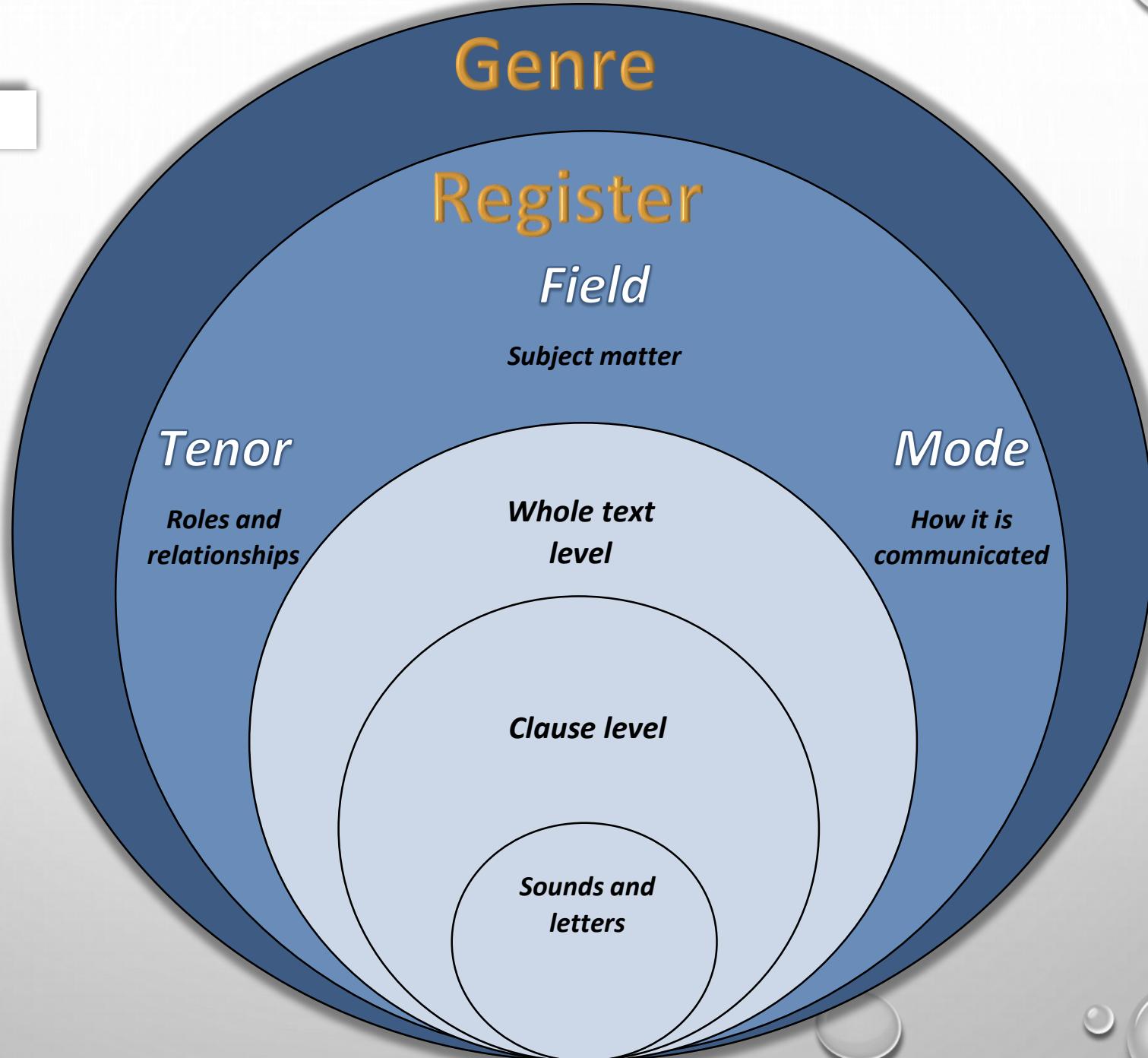
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OVERVIEW

- Australian curriculum and the functional model of language
- Classroom application: teaching processes/verb and verb groups to improve student writing
 - Primary focus
 - Secondary focus

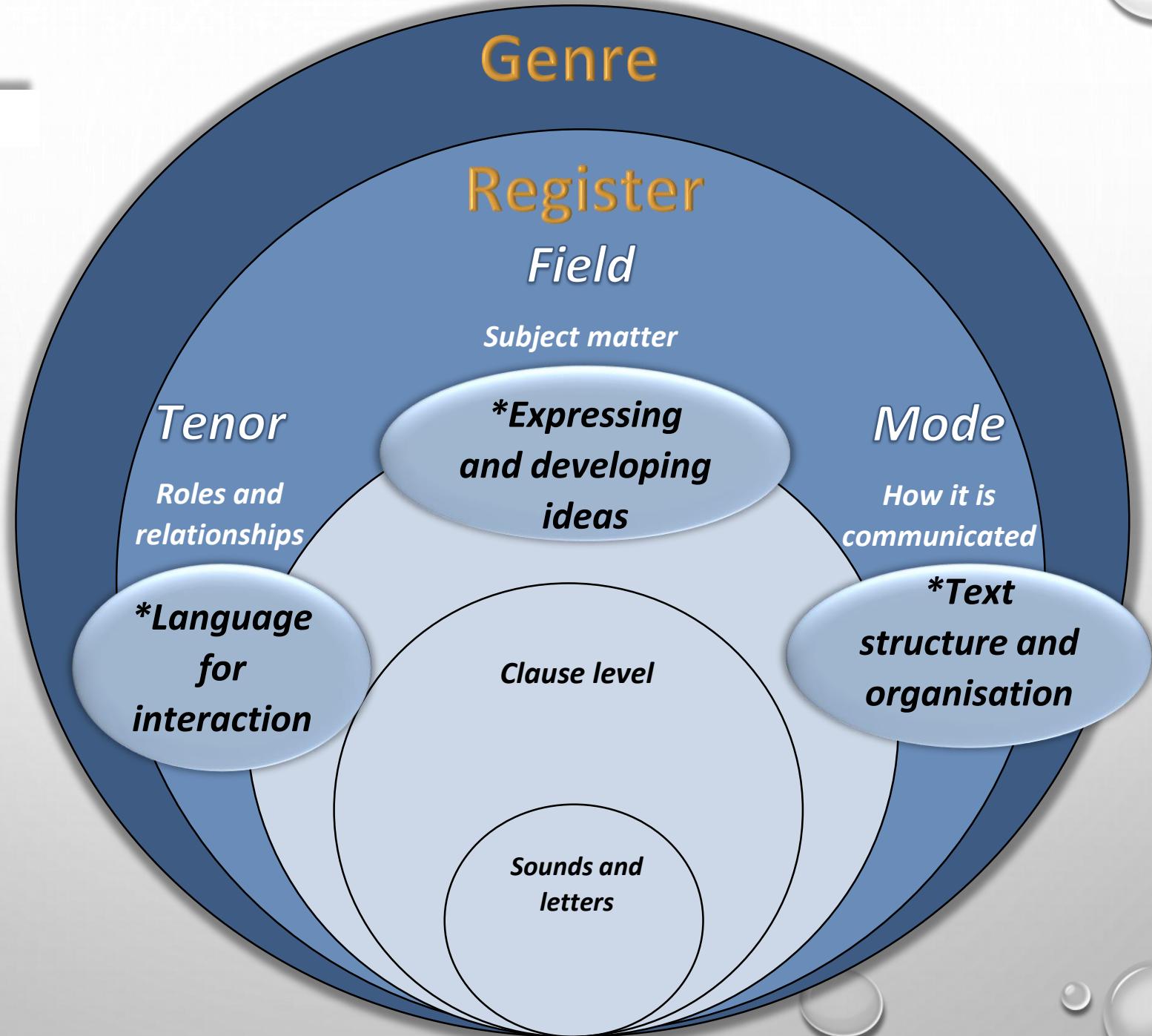
Functional Model of Language

Context



*AC:E sub-strands

Context



FIELD

What is the topic?

How is it treated?

TENOR

Who is involved?

What are their relationships?

MODE

How is the message conveyed?

How spoken or written is it?

What technologies are used?

FIELD – AC:E EXPRESSING AND DEVELOPING IDEAS

What is the topic?

How is it treated?

TENOR – AC:E LANGUAGE FOR INTERACTION

Who is involved?

What are their relationships?

MODE – AC:E TEXT STRUCTURE AND ORGANISATION

How is the message conveyed?

How spoken or written is it?

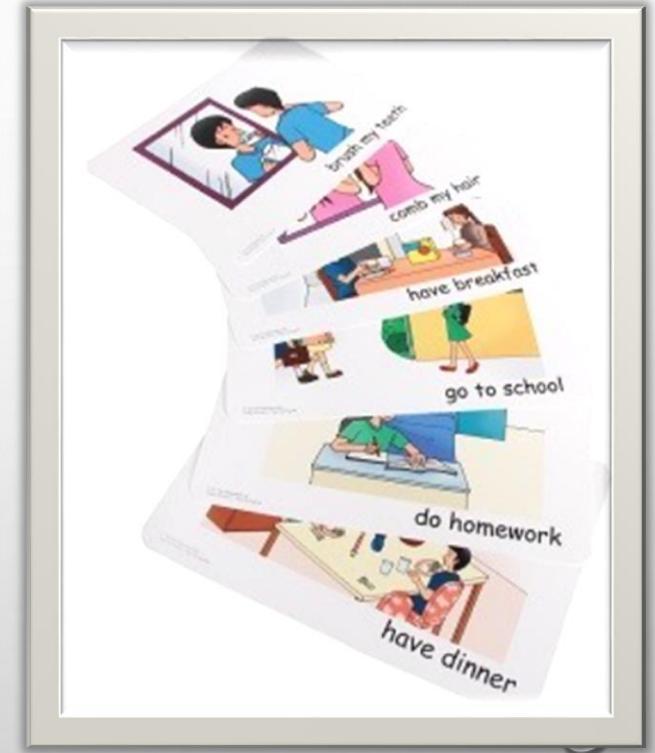
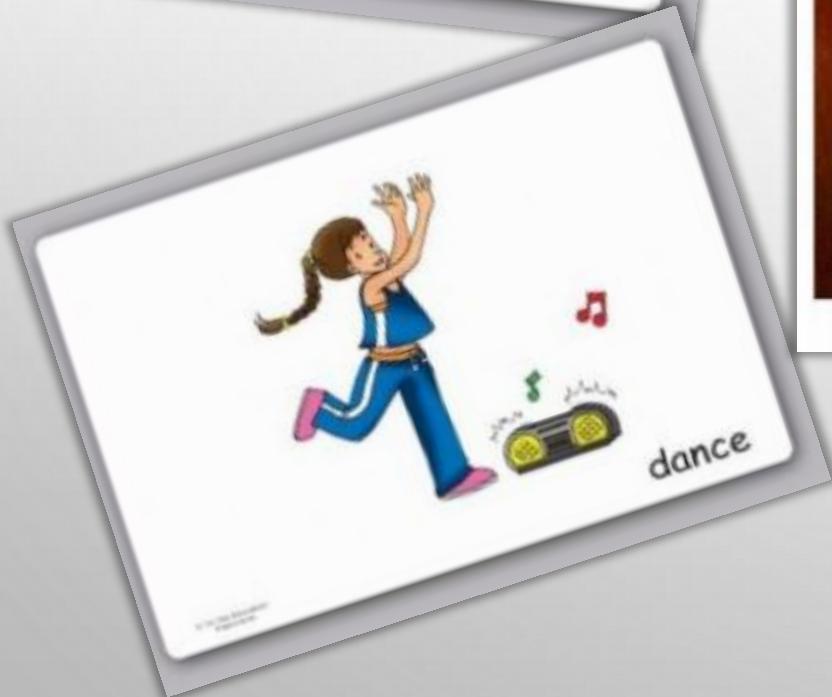
What technologies are used?

TEACHING PROCESSES/VERBS AND VERB GROUPS



Based on work by
Carmel O'Callaghan &
Cyndie Goodall

ACTION PROCESSES



SAYING PROCESSES

screamed	whispered	yelled	coaxed
sighed	remarked	wailed	complained
said	cried	declared	shrieked
asked	chuckled	confided	whimpered

'Yes please!' he cried.

'Come here!' he yelled.

'Would you like to play with us?' she whispered.

'That hurts!' he wailed.



IDENTIFYING MENTAL PROCESSES

“I wish the monstrous crow would come!” thought Alice.

It was getting dark so suddenly that Alice thought there must be a thunderstorm coming on. “What a thick black cloud that is!” she said. “And how fast it comes! Why I do believe it’s got wings! ... Alice ran a little way into the wood, and stopped under a large tree. “It can never get me here,” she thought ... “but I wish it wouldn’t flap its wings so ...”

By this time, it was getting light. “The crow must have flown away, I think,” said Alice. “I’m so glad it’s gone.

I thought it was the night coming on.”

“I wish I could manage to be that glad!” The queen said. “Only I can never remember the rule. You must be very happy, living in this wood, and being glad whenever you like!”

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IDENTIFYING AND USING RELATIONAL PROCESSES



Information Report

A Lion is a member of the cat family.

A lion has four legs, a mane and a tail.

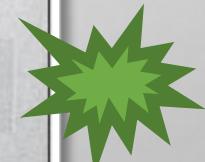
It has sharp teeth and huge paws.

Lions live together in groups called prides.

Most lions live in Africa.

A lion is a good hunter.

It eats large prey such as zebra and buffalo.



SORTING ACTIVITIES



ADDING MENTAL PROCESSES TO A TEXT



'The knight **tried to pull** the horse up the mountain, but he **wouldn't move**.'

ADDING MENTAL PROCESSES TO A TEXT



'The knight **tried to pull** the horse up the mountain, but he **wouldn't move**.'

Joint construction with the addition of mental processes:

On the way up the mountain the horse **decided** that he **didn't want to meet** the dragon. He **imagined** that the dragon **would want to eat** him and he **felt terrified**. The knight **tried to pull** him up the mountain but the horse **wouldn't move**.

HOT SEATING



PUTTING IT INTO PRACTICE: Pre-writing

Before: The students were asked to write a story based on a sequence of four pictures showing some pixies finding a giant's button and returning it to him.

The little people found a button. They didn't know what to do with it. They looked around. Then they looked up. Giant drops were falling. It was a big person. It was his button. The little people rolled it to him. The big person picked them up and the button. He was happy. The little people helped him sew it on.

(Danielle, aged 8)

PUTTING IT INTO PRACTICE: Post-writing

After:

One day 4 pixies found a button on the ground. They didn't know what the button was for. They wondered whose it was. They felt puzzled. A drop of water fell on the button. They picked up the button. Two raindrops came down on the button. They wondered about where the drops came from. They felt sad. They rolled the button along the ground. They heard someone crying. They thought that was his button. They felt sorry for him. They wished they could help him. The giant picked up the button and the pixies. The pixies sewed the button back on the giant's shirt. The giant stopped crying. They felt proud of themselves. (Philip, aged 8)

Students used an average of eight mental processes in the stories at the end of the unit.

Further activities - developed by Bronwyn Cunstance

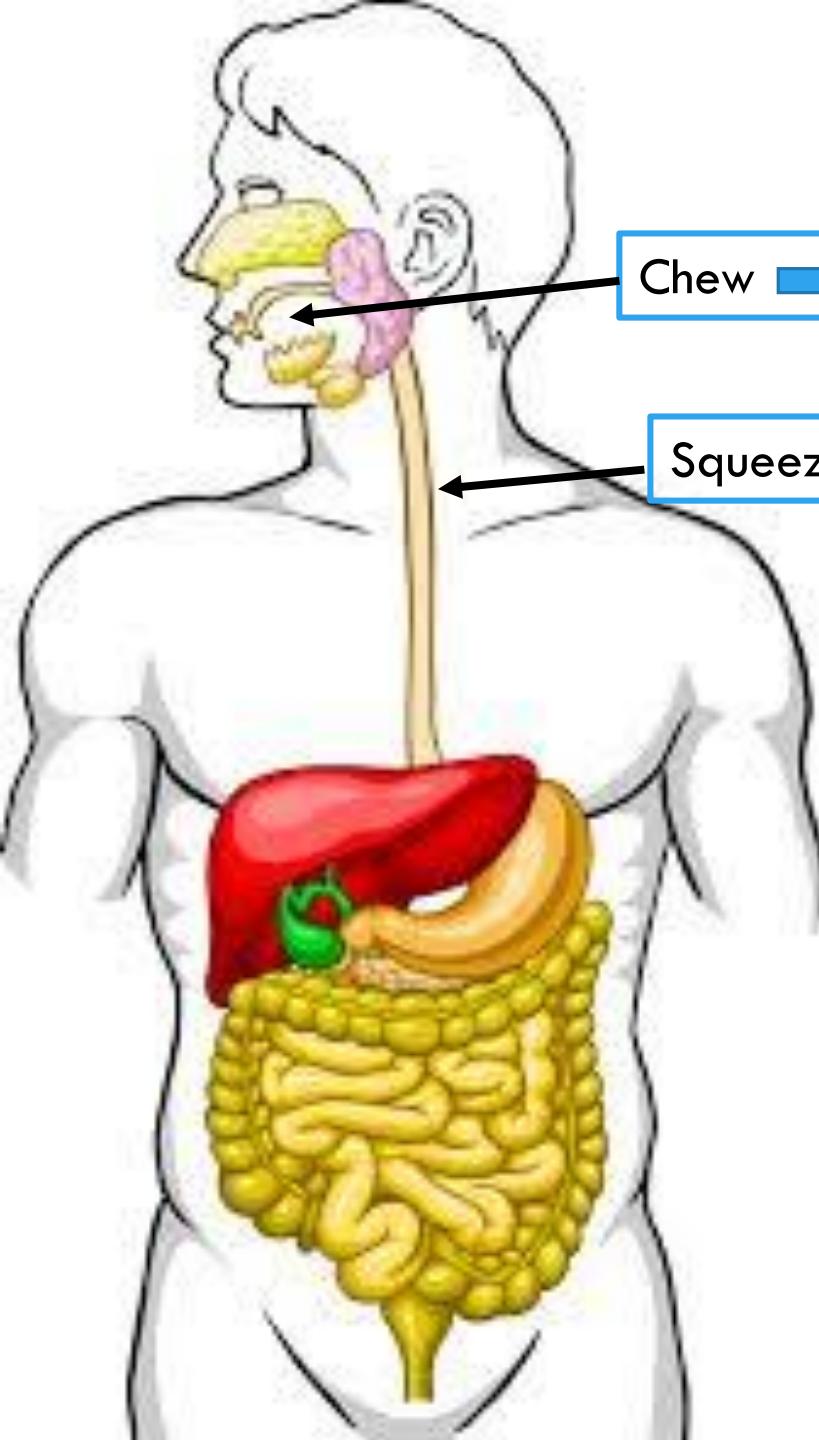
Developing character
and atmosphere through
the use of action
processes

*Giving one word descriptions of
characters in books they are reading, and
listing what actions reveal this, for
example 'timid—peaked, tiptoed, crept'*



Miming how a character *might* walk depending on the character's mood, and building vocabulary to express this precisely: 'amble', 'stride', 'strut', 'stroll', 'pace', 'trudge', 'slink', 'stomp', 'tiptoe', etc





SECONDARY CONTEXT

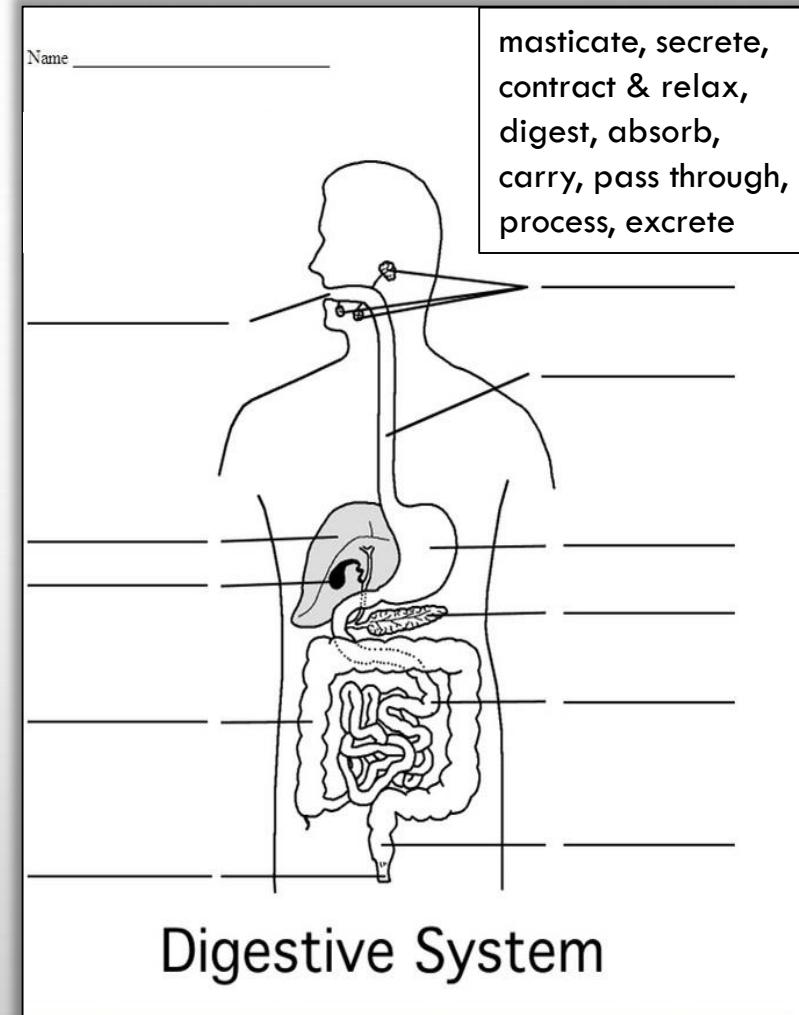
MOVING FROM EVERYDAY LANGUAGE
TO TECHNICAL TERMS - SCIENCE EXAMPLE

Classroom Wall Charts:

Everyday language:	↔	Technical word/words:
chew	↔	masticate
squeeze	↔	contract
open	↔	relax

PAIRED AND SMALL GROUP ORAL ACTIVITIES

- *match everyday and technical terms*
- *match technical terms to a visual image* →
- *each student explains one part of the process with other students listening for the use of key technical terms.*
- *develop lists of alternatives (through brainstorming, thesaurus work or locating them in resource texts): 'moves', 'passes', 'travels', 'goes', 'continues', 'is pushed'*
- *highlight words that have been used to express movement in various texts on digestion.*



Developing character and atmosphere through action processes

Neutral:

She picked up the key, opened the box and looked inside. She put the contents on the bed.

:

She snatched the key, tore open the box and glared inside. She tossed the contents on the bed.

Developing character and atmosphere through action processes

Neutral:

She picked up the key, opened the box and looked inside. She put the contents on the bed.

Angry:

She snatched the key, tore open the box and glared inside. She tossed the contents on the bed.

Your turn! Change the atmosphere by changing the processes only:

She _____ the key, _____ the box and _____ inside. She _____ the contents on the bed.

CRITICAL LITERACY - IDENTIFYING STANCE

Dealing with wild brumbies: Lexical choices on a cline:

'Reduce numbers', 'cull', 'put to sleep', 'put down', 'kill', 'destroy', 'hunt down', 'slaughter', 'massacre'.



SAYING PROCESSES IN ARGUMENTS AND DISCUSSIONS

- Develop lists: ‘report’, ‘claim’, ‘state’, ‘voice’, ‘propose’, ‘suggest’, ‘tell’
- Compare the use saying processes in a strong and weaker argument.
- Discuss how the saying processes contribute to the power of the argument.



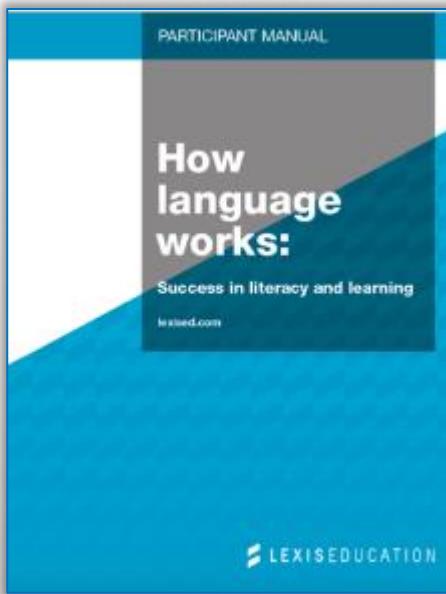
CRITICAL LITERACY

Students can be asked to identify and tally the processes/verb groups for various groups within a text to see:

- Which groups or individuals are constructed as active and which groups are passive
- Who is portrayed as having thoughts and emotions
- Who has a voice
- Who causes things to happen

**Powerful language choices +
metalinguage
= Improved student outcomes**

ACKNOWLEDGEMENTS



'HOW LANGUAGE WORKS'

BRIAN DARE AND JOHN POLIAS

LEXISED.COM

TEACHING IDEAS AND STRATEGIES

TAKEN FROM COURSE READINGS:

CARMEL O'CALLAGHAN

CYNDIE GOODALL

BRONWYN CUNSTANCE