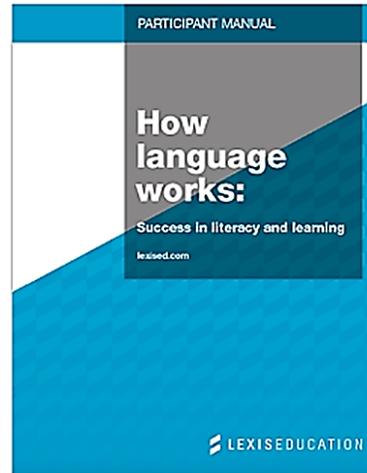


Using an explicit language pedagogy based on the How Language Works teacher course



Lynette Lingard

This session:

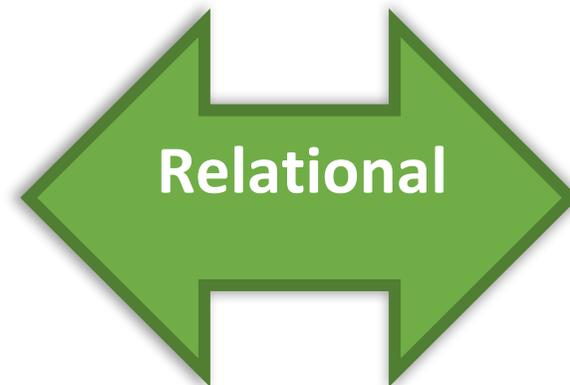
- Overview of the HLW course
- Classroom applications: teaching processes/verb and verb groups to improve student writing
 - Primary focus
 - Secondary focus

HLW Modules Overview – 10 x 3hr modules:

1. The importance of genres and their structure
2. Understanding the teaching and learning cycle
- 3. *How language is arranged to make meaning***
4. Teaching noun groups and nominalisation to improve outcomes
5. Working with clauses
6. Text cohesion
7. Orientation in texts
8. Interpersonal resources
9. Language for expressing feelings and judgements
10. Frameworks for language development

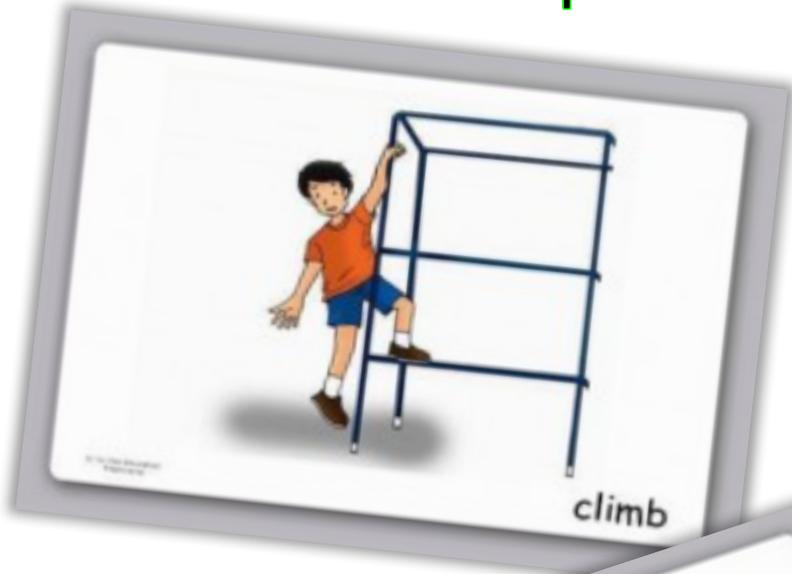
Primary context.....

Teaching verbs and verb groups/processes



Based on work by
Carmel O'Callaghan &
Cyndie Goodall

Action processes



Miming how a character might walk : 'amble', 'stride', 'strut', 'stroll', 'pace', 'trudge', 'slink', 'stomp', 'tiptoe', etc



Saying processes



screamed	whispered	yelled
sighed	remarked	wailed
said	cried	declared
asked	chuckled	confided



‘Yes please!’ he cried.
‘Come here!’ he yelled.
‘Would you like to play with us?’
she whispered.

Identifying **Mental processes** in texts:

“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!”

Identifying Mental processes in texts:

“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! ...

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“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**!”

Identifying and using **relational processes** in an information report.



 = *Relational process*

 = *Action process*

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



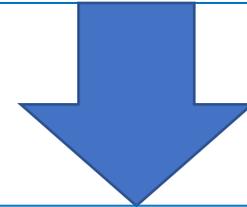
The results.....

Adding **mental processes** to a text



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

motivations, personification,
thoughts & feelings



Empathy

Adding **mental processes** to a text



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**.

Pre-test – from the beginning of the unit

*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-test

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)

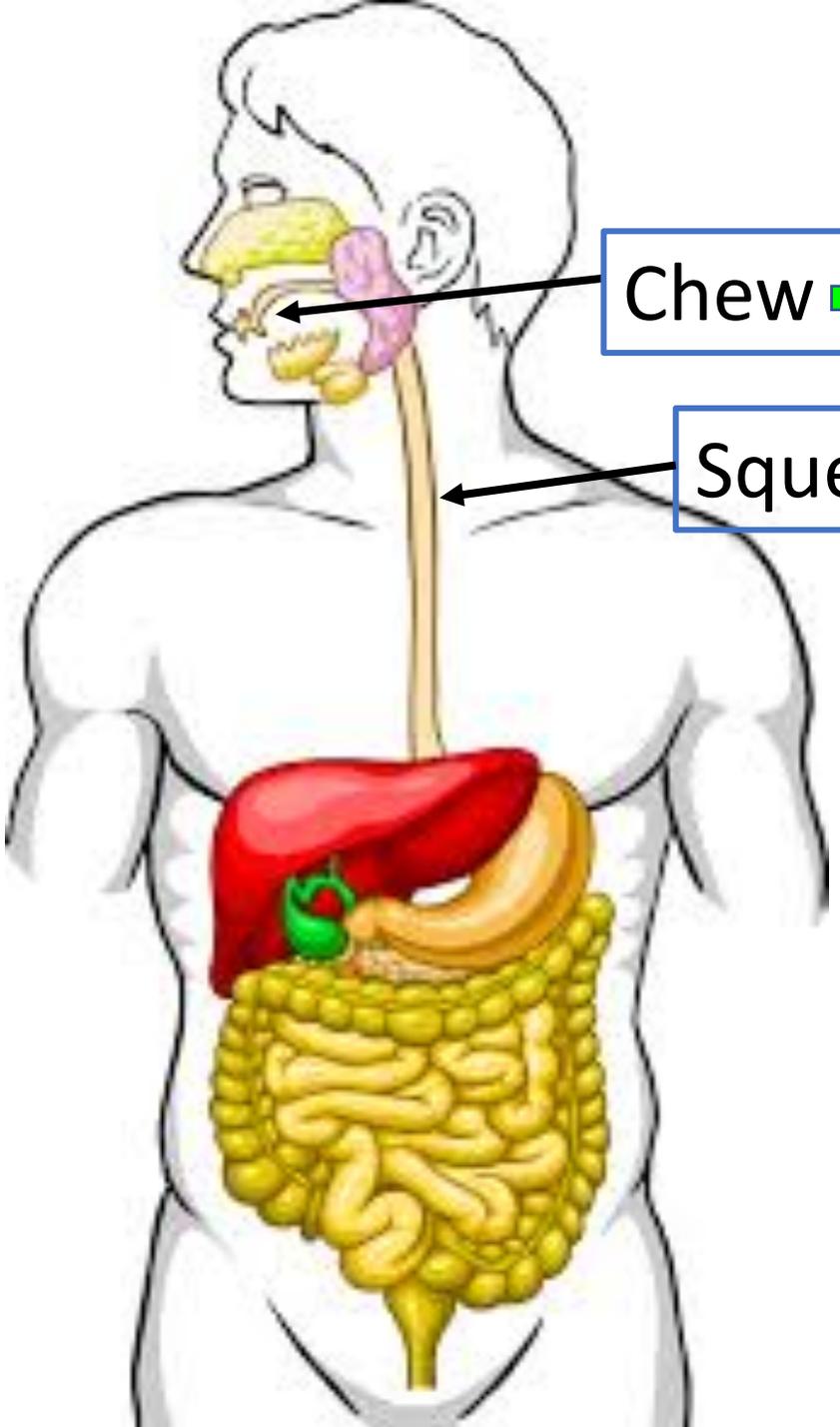
Secondary context.....

Moving from everyday processes to technical terms

EAL/D focus

Chew → masticate

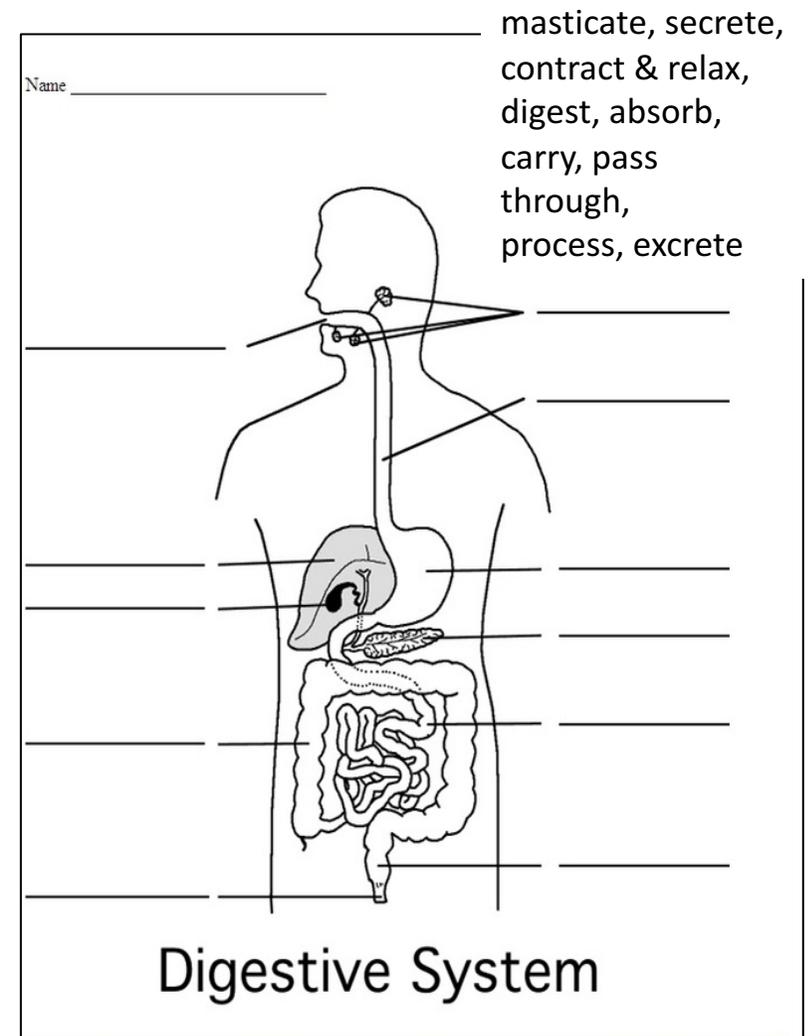
Squeeze and open → contract and relax



Classroom Wall Charts of processes/verbs		
Everyday language:	↔	Technical word/words:
chew	↔	masticate
squeeze	↔	contract
open	↔	relax

EAL/D paired and small group oral activities:

- *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.

Angry:

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:

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Saying processes in arguments and discussions:

- Develop lists: **'report', 'claim', 'state', 'voice', 'propose', 'suggest', 'tell'**
- Compare the use of **saying processes** in strong and weak arguments.
- 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 people 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?*

The Bell Jar extract
Sylvia Plath

The wall-eyed nurse came back. She unclasped my watch and dropped it in her pocket. Then she started tweaking the hairpins from my hair.

Doctor Gordon was unlocking the closet. He dragged out a table on wheels with a machine on it and rolled it behind the head of the bed. The nurse started swabbing my temples with a smelly grease.

As she leaned over to reach the side of my head nearest the wall, her fat breast muffled my face like a cloud or a pillow. A vague, medicinal stench emanated from her flesh.

'Don't worry,' the nurse grinned down at me. 'Their first time everybody's scared to death.'

I tried to smile, but my skin had gone stiff, like parchment.

Doctor Gordon was fitting two metal plates on either side of my head. He buckled them into place with a strap that dented my forehead and gave me a wire to bite.

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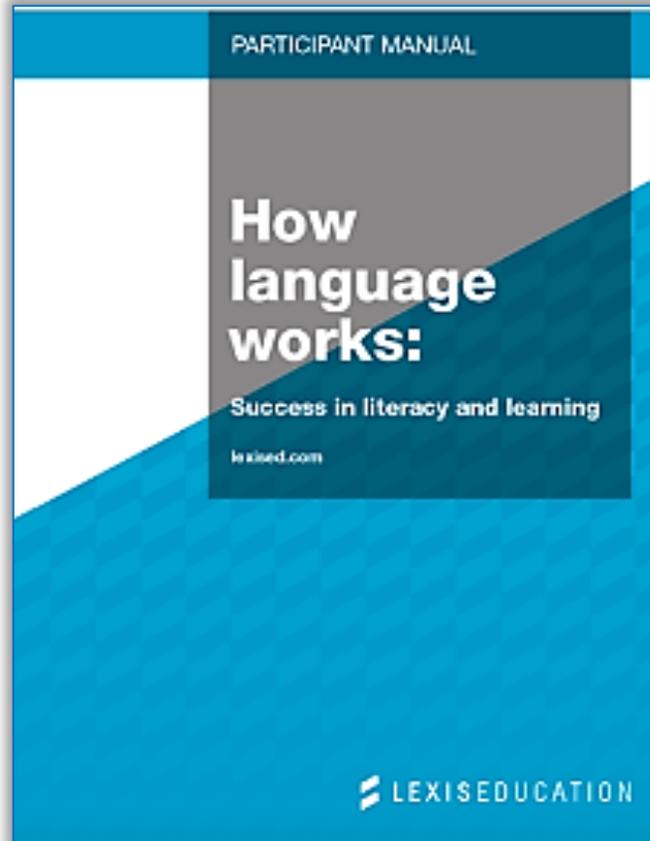
Powerful language choices

+

a shared metalanguage

= Improved student outcomes

Acknowledgements



 LEXISEDUCTION

'How Language works'

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www.lexised.com

*Teaching ideas and strategies
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Carmel O'Callaghan

Cyndie Goodall

Bronwyn Cunstance

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