

How language works is a comprehensive and innovative professional development program for educators seeking to extend their understandings about language and literacy. 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 methodically building participants' understandings of how language works to make meaning across a range of contexts.

- *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*

The aims of *How language works*

- Make the workings of the language system explicit in order to appreciate the role language plays, not only in constructing knowledge across all learning areas, but in all facets of teaching and learning.
- Build understandings about the patterned ways meanings are made within and across genres so that educators are able to develop students' language resources to understand and produce those genres.
- Enable participants to understand and use the differences between spoken and written language, both as a teaching and a learning tool.
- Develop the ability to assess language explicitly and efficiently to support the learning of all students.
- Promote a teaching and learning cycle that provides opportunities for an explicit focus on language as part of a rich learning environment.

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 30 hours of face-to-face professional development organised into 10 modules which, when combined with the between module activities and readings, is equivalent to more than 60 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.

The outline of *How language works*

MODULE 1

Building understandings of genre and register

- The role of language in teaching and learning.
- Relationships between genres and how these are taken up in what is taught.
- Stages and phases of texts.
- Language choices related to the contexts of texts.
- Functional model of language.

MODULE 2

Applying understandings of genre and register

- Relationship between curriculum documents and explicit language outcomes.
- Teaching and learning cycle.
- Genre and register within the context of the teaching and learning cycle.
- Genres in curriculum planning.

MODULE 3

Representing experience

- Arrangement of language to achieve its meanings.
- Introduction to processes, participants and circumstances.
- Active and passive voice.

MODULE 4

Focusing on language resources for representing experience

- Participant patterns across genres and registers.
- Circumstance patterns across genres and registers.
- Nominal groups in teaching and learning activities.
- The function of nominalisation.

MODULE 5**Making connections—Working with clauses**

- Clause boundaries.
- Clause relationships and combinations.
- Role of non-finite clauses.
- Resources for spoken and written language.

MODULE 6**Making connections across a text**

- Lexical strings.
- Resources for making a text cohesive.
- Cohesive and rhetorical conjunctions.

MODULE 7**Language for organising meanings—Orientation and flow**

- Orientations in a text.
- Patterns of theme in different genres.
- Function of macro- and hyper-themes and the role of nominalisation.

MODULE 8**The power and the passion—Interacting with others**

- Impact of tenor with a focus on register.
- Language for interacting.

MODULE 9**Taking a stance—Expressing attitude and engaging with other views**

- Language for expressing feelings and judgments.
- Language for opening up to other perspectives.

MODULE 10**Macro-scaffolding language and learning**

- Scaffolding language and learning within a unit of work.
- Planning for knowledge about language.

