

How language works: Success in literacy and learning

Module 4: Language for making meaning about our world

- 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—Foregrounding 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.

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.

Other *Unlocking the World* professional development programs

- **Teaching ESL students in mainstream classrooms: Language in learning across the curriculum**
Understanding the role of language in learning
- **ESL in the mainstream for the early learner**
Critical role of adults in scaffolding children's learning
- **Gifted education and higher order thinking: Improving learning outcomes for every student**
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Incorporating for all students in everyday classrooms the teaching of higher order thinking and learning skills
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