

**INSERVICE UNITS TO SUPPORT THE IMPLEMENTATION OF THE
PRIMARY REFORM CURRICULUM**

**UNIT 9
VERNACULAR
LITERACIES
STUDY GUIDE**



Department of Education

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Australian Government

AusAID

Inservice Units to Support the Implementation of the
Primary Reform Curriculum

Unit 9:
Vernacular Literacies

Study Guide



Department of Education



Australian Government
AusAID

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**For further information about the units contact the
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Inservice Units to Support the Implementation of the Primary Reform Curriculum

Unit 9: Vernacular Literacies

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Secretary's message

The Papua New Guinea Department of Education *In-service Management Plan 2001-2005* sets out the policies and practices for in-service to support the implementation of curriculum reform in basic education. The development of a culturally relevant curriculum and the provision of quality in-service for all elementary and primary teachers are fundamental components in the reform of basic education.

The provision of accessible, relevant and sustainable in-service training is critical for the effective implementation of the reform curriculum in Papua New Guinea schools. In particular, appropriately trained and skilled teachers, head teachers and support staff are the key.

These self-paced in-service units are being provided to assist teachers implement the primary reform curriculum materials distributed to schools in 2003 - 2005. They are quality materials designed to help each of you continue your professional learning at times to suit you and with the support of colleagues in your school and district. Significantly the units provide a means for all teachers to gain further qualifications through Papua New Guinea Education Institute and primary teachers colleges that may include these units as part of their in-service provision.

The units have been developed with the support of AusAID under the Curriculum Reform Implementation Project (CRIP).

I commend the units to you and invite you to take up the challenges provided by the availability of these units to continue your own learning so that we can be sure that our children receive the best possible education.



Dr. Joseph Pagelio
Secretary for Education

How to use the study guide

There are a number of ways you can use this study guide:

- As a source of information and activities for school-based, cluster or district learning and development (in-service), or
- As a study guide for self-improvement, or
- As a study guide to improve your qualifications

The decisions and choices you make as you work your way through this section of the study guide will determine the outcomes you achieve and the benefits you gain from your learning journey.

So be very clear about your purpose for studying this in-service unit.

Option 1. School-based, cluster or district learning and development

This unit can be used to establish a learning community of practitioners in schools or across a cluster of schools (that is, to promote the practice of teachers studying together to improve their knowledge and skills and encouraging each other to do so).

To use this unit for school-based, cluster or district learning and development (in-service), first organise a planning group to scan the unit and module content to determine the most suitable approach. The planning group could comprise any of the following - the Head Teacher, the inspector, the in-service coordinator, a trained assessor, classroom teachers.

There are many ways in-service sessions could be organised, for example one to two hours every week, or a half day every month, or during NIST week or any other arrangement that suits the needs of your school, cluster or district.

The planning group may organise for teachers to work through the whole unit over a period of time or may select particular modules, sections or activities that will best help teachers implement the primary curriculum.

Teachers can work through the unit or modules themselves in pairs or in small groups, or they can be guided through the unit or modules by trained assessors or teachers who have already studied the unit at PNGEI.

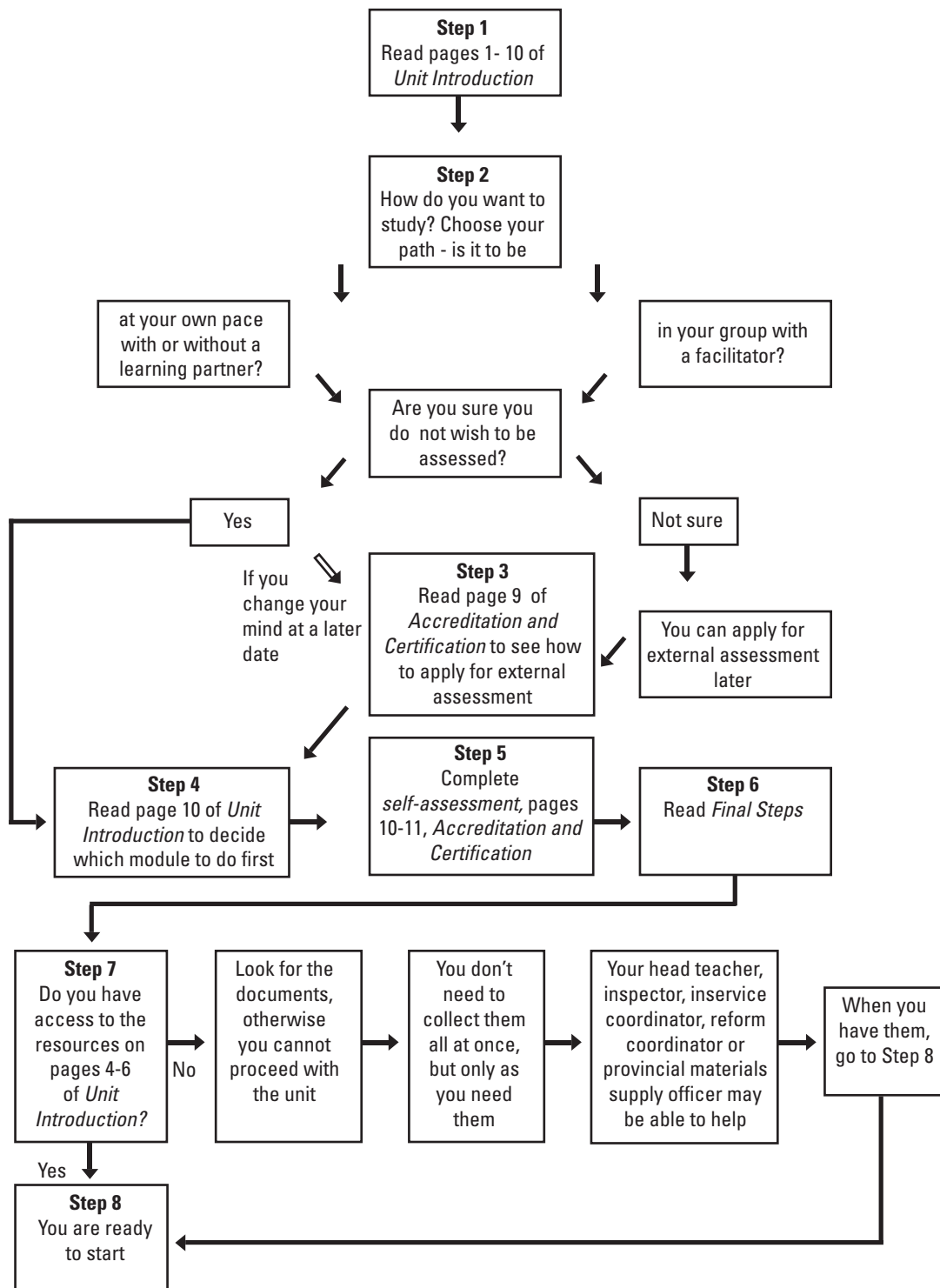
It is recommended that teachers do a self-assessment of learning before and after each in-service activity. The *self-assessment* on page 13 of the *Accreditation and Certification* section can be used for this purpose.

Option 2. Self-improvement

You may study this unit for your own self-improvement to become a more effective and informed teacher, senior teacher, head teacher, inspector or education officer with responsibility for curriculum reform.

If this is your goal, track your pathway through the flow chart on the next page.

Study Pathway Planner for Self-improvement ....

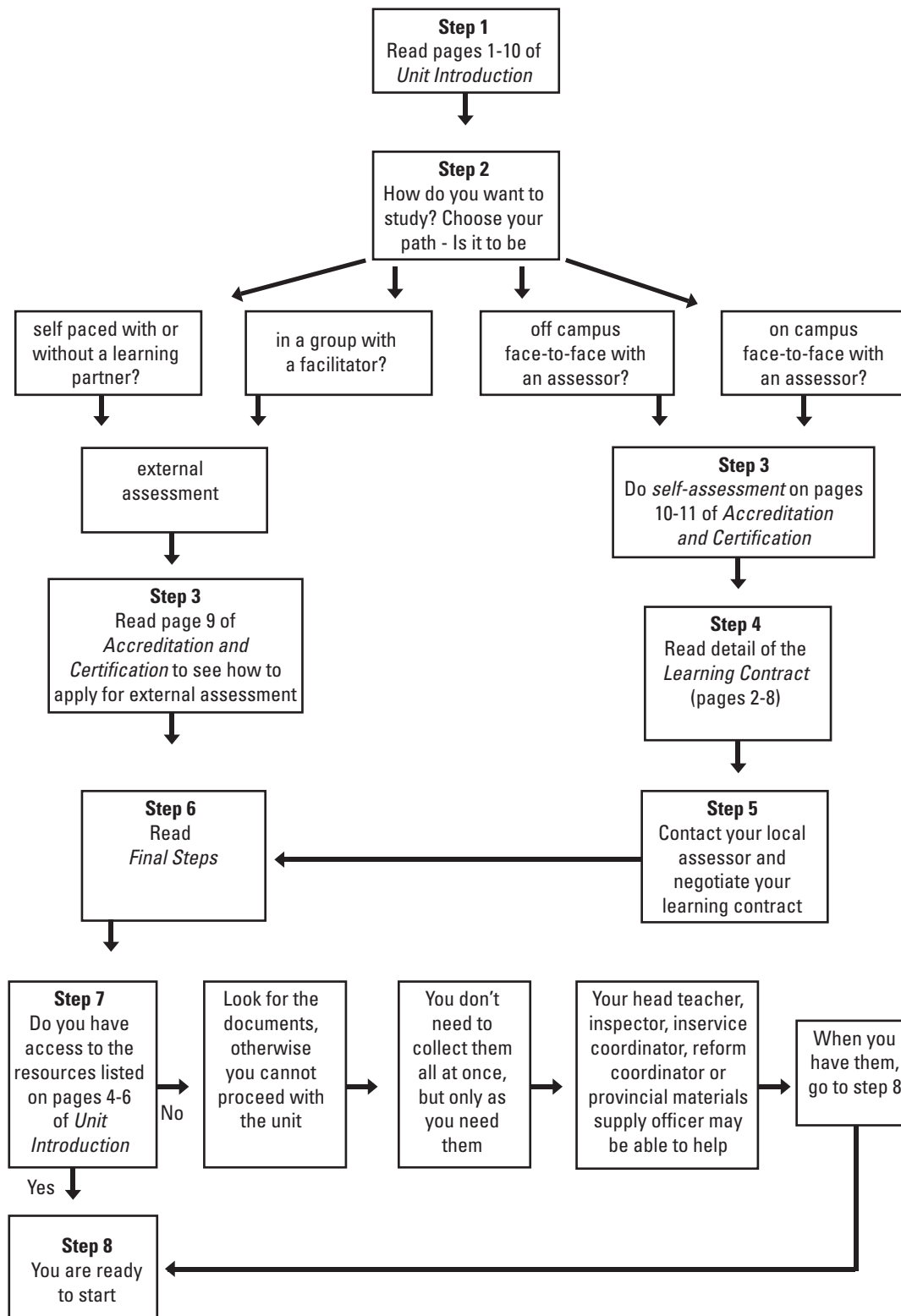


Option 3. Improve your qualifications

You may complete this unit to gain potential credit points to upgrade your qualifications through the DEP(I) or other programs offered by PNGETI such as Diploma in Special Education, Certificate of Elementary Teacher Training (CETT) or Diploma in Vocational Education (DOVET) or further education.

If this is your goal, track your pathway through the flow chart on the next page.

Study Pathway Planner for Improving Qualifications...



Unit Introduction

The Context

This set of nine in-service units has been developed specifically to help primary school teachers, grades 3 - 8 and the senior teachers, head teachers, education officers and inspectors who support them, to effectively implement primary reform curriculum.

All primary syllabuses contain the Secretary's Message, Introduction, Rationale, Curriculum principles, Content overview, Course aims, Learning outcomes and indicators and advice on assessment and reporting.

You are perhaps already familiar with terms such as introduction, rationale, curriculum principles and content overview and have an idea about what to expect. However, there is new information in all of these sections of the document.

The primary teacher guides explain to you, using examples, ways of planning and programming, ways of developing units of work and strategies and tools for assessment and reporting. They also provide information about the knowledge, skills, attitudes and values embedded in each of the outcomes through 'elaborations' of the outcomes. 'Suggested activities' are also to be found in this section.

The most significant aspect of the new syllabuses is that they describe student learning in terms of learning outcomes and indicators and not in terms of objectives as was the practice previously.

The learning outcomes specify what it is that students know, understand and are able to do as a result of their learning. Indicators list examples of the kinds of things students are able to do, know and understand if they are achieving an outcome. Teachers use indicators when they make judgements about student achievement of outcomes.

This set of in-service units uses an outcomes-based approach to help you become familiar with and to understand and experience learning based on specified outcomes. The in-service units introduce some new concepts and ideas based on effective principles of learning in an outcomes-oriented learning environment.

Learning outcomes are identified at two levels – unit learning outcomes and module learning outcomes. If academic credit is being sought through the study of a unit, the unit learning outcomes form the basis of assessment. If this is not the goal, then the unit learning outcomes may be used for checking own learning.

All units are developed through four modules. The modules are written in a 'self-learning mode'. You are guided each step of the way. Follow the instructions and you will be able to complete the modules.

In the *module summary*, at the end of each module, we have repeated the *module learning outcomes*. Use the list of outcomes as a checklist of your progress/learning through the module.

In the *unit summary* at the end of the unit, we have repeated the *unit learning outcomes*. Use this as a checklist for your readiness for assessment.

We have provided space throughout the Study Guide for you to write your responses and reflections. This means that your study guide is also your *workbook* and your *learning journal*. Also, at the end of each module, you will find some blank pages. Use them as extra space for your notes if you need it.

We have not given any model answers for the various tasks you will be completing. Instead we have provided ‘hints’ to prompt your thinking. This may also help you check and re-think your responses.

Throughout the Study Guide you are advised to work with a colleague. The term **colleague** is used to mean a learning partner, a critical friend or a mentor. (Further information in this area may be found on page 4 of *Accreditation and Certification* section of this Study Guide.)

Prerequisites

There are no academic prerequisites for this unit.

Duration

It is likely to take you around 48 hours to complete all the *Learn, Do, Share* and *Reflect* activities in a unit.

Learning tips

Each module includes *learning, doing, sharing* and *reflecting* activities. These are all designed to help you achieve the learning outcomes of the unit.

To complete the unit or modules you will need the resources with their pictures next to them listed on pages 4-7. All resources were sent to schools during 2003-2005.

The learning model

The activities in this unit, using the learning model of *Learn, Do, Share* and *Reflect*, are designed to give you an understanding of the reform and develop your knowledge and skills in implementing it. The four parts of the learning model represent ongoing learning processes that form an integral part of the learning journey.

Icons

An **icon** is a symbol used to show you what action to take in your learning journey. In this unit these icons represent this learning model.

Learn  Do  Share  Reflect 

 Learn (Lainim) • Find out more about • Use information to create knowledge	 Do (Wokim) • Do tasks • Practise skills • Apply new knowledge
 Share (Toktok wantaim) • Talk to others about what you are learning • Discuss findings with a colleague, learning partner or group acting as a critical friend(s). Learning in cooperation increases ability to learn. Discussing and exploring what has been learned with colleagues help in constructing knowledge through seeing, hearing, doing, talking, refining and reflecting.	 Reflect (Tingim bek) • Think critically about what you have learnt, done and shared • Think about changes to your practice • Think about changes to your beliefs and attitudes Reflection helps to make meaning from what is being done, develop shared meaning and challenge ways of thinking and doing things. Some reflective questions might be: - what does this mean for my practice in my current position? - what are the implications for the group? - what are the implications for the school or my classroom?

Resources

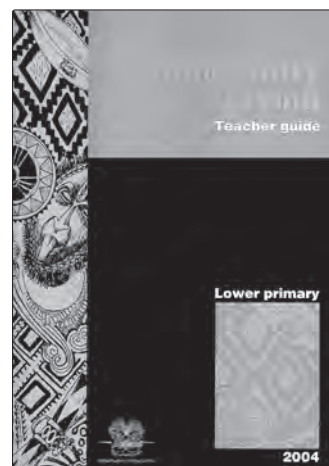
Here is a list of resource texts for this in-service unit. Grades 3-5 have been identified as the bridging years when the vernacular language is being further developed and English is slowly being introduced and developed. The language of instruction for grades 6-8 is English, however some bridging activities may occur at these years of schooling. The focus in this unit is grades 3-5 requirements in developing the vernacular language while Bridging to English.

You will need access to the relevant documents to successfully complete the unit. These documents were distributed to schools in 2003 – 2005.

At the beginning of each module, the resource books you will need for that module are identified.



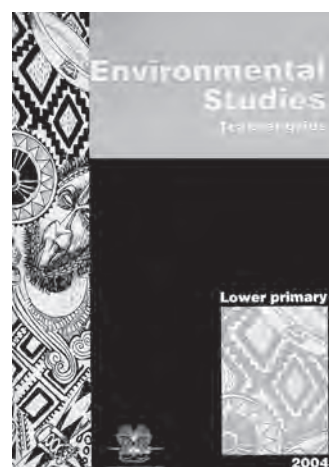
1. *Community Living, Lower Primary Syllabus*, 2004, Department of Education, Papua New Guinea



2. *Community Living Teacher Guide, Lower Primary*, 2004, Department of Education, Papua New Guinea



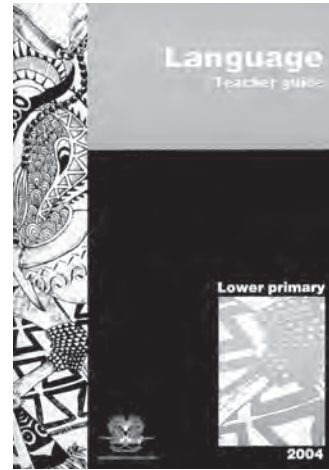
3. *Environmental Studies, Lower Primary Syllabus*, 2004, Department of Education, Papua New Guinea



4. *Environmental Studies Teacher Guide, Lower Primary*, 2004, Department of Education, Papua New Guinea



5. *Language, Lower Primary Syllabus, 2004*,
Department of Education,
Papua New Guinea



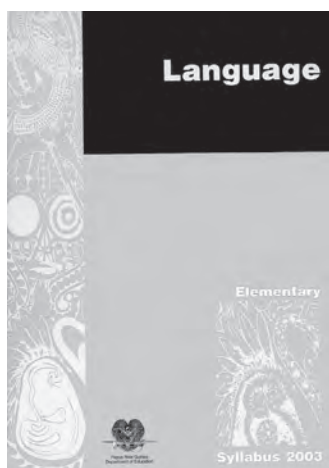
6. *Language Teacher Guide, Lower Primary*,
2004, Department of Education,
Papua New Guinea

Lower Primary Learning Outcomes for Grades 3, 4 and 5

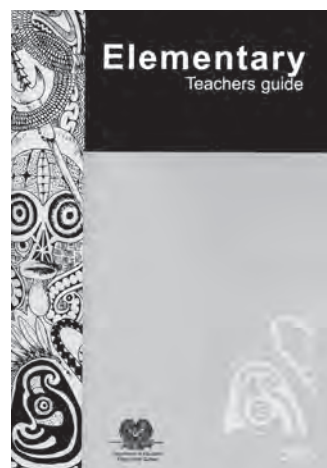
Department of Education 2004

Learning Area	Subject	Strand	Grade 3	Grade 4	Grade 5
Culture and Community	History	History	3.1.1 Understand the importance of the past in the development of the present.	4.1.1 Understand the importance of the past in the development of the present.	5.1.1 Understand the importance of the past in the development of the present.
		Geography	3.1.2 Understand the importance of the past in the development of the present.	4.1.2 Understand the importance of the past in the development of the present.	5.1.2 Understand the importance of the past in the development of the present.
		Art	3.1.3 Understand the importance of the past in the development of the present.	4.1.3 Understand the importance of the past in the development of the present.	5.1.3 Understand the importance of the past in the development of the present.
		Music	3.1.4 Understand the importance of the past in the development of the present.	4.1.4 Understand the importance of the past in the development of the present.	5.1.4 Understand the importance of the past in the development of the present.
Language	Literature	Reading	3.2.1 Understand the importance of the past in the development of the present.	4.2.1 Understand the importance of the past in the development of the present.	5.2.1 Understand the importance of the past in the development of the present.
		Writing	3.2.2 Understand the importance of the past in the development of the present.	4.2.2 Understand the importance of the past in the development of the present.	5.2.2 Understand the importance of the past in the development of the present.
		Speaking	3.2.3 Understand the importance of the past in the development of the present.	4.2.3 Understand the importance of the past in the development of the present.	5.2.3 Understand the importance of the past in the development of the present.
		Listening	3.2.4 Understand the importance of the past in the development of the present.	4.2.4 Understand the importance of the past in the development of the present.	5.2.4 Understand the importance of the past in the development of the present.
Mathematics	Mathematics	Number	3.3.1 Understand the importance of the past in the development of the present.	4.3.1 Understand the importance of the past in the development of the present.	5.3.1 Understand the importance of the past in the development of the present.
		Geometry	3.3.2 Understand the importance of the past in the development of the present.	4.3.2 Understand the importance of the past in the development of the present.	5.3.2 Understand the importance of the past in the development of the present.
		Algebra	3.3.3 Understand the importance of the past in the development of the present.	4.3.3 Understand the importance of the past in the development of the present.	5.3.3 Understand the importance of the past in the development of the present.
		Statistics	3.3.4 Understand the importance of the past in the development of the present.	4.3.4 Understand the importance of the past in the development of the present.	5.3.4 Understand the importance of the past in the development of the present.
Personal Development	Physical Education	Physical Education	3.4.1 Understand the importance of the past in the development of the present.	4.4.1 Understand the importance of the past in the development of the present.	5.4.1 Understand the importance of the past in the development of the present.
		Health	3.4.2 Understand the importance of the past in the development of the present.	4.4.2 Understand the importance of the past in the development of the present.	5.4.2 Understand the importance of the past in the development of the present.
		Character Education	3.4.3 Understand the importance of the past in the development of the present.	4.4.3 Understand the importance of the past in the development of the present.	5.4.3 Understand the importance of the past in the development of the present.
		Life Skills	3.4.4 Understand the importance of the past in the development of the present.	4.4.4 Understand the importance of the past in the development of the present.	5.4.4 Understand the importance of the past in the development of the present.
Science	Science	Science	3.5.1 Understand the importance of the past in the development of the present.	4.5.1 Understand the importance of the past in the development of the present.	5.5.1 Understand the importance of the past in the development of the present.
		Mathematics	3.5.2 Understand the importance of the past in the development of the present.	4.5.2 Understand the importance of the past in the development of the present.	5.5.2 Understand the importance of the past in the development of the present.
		Language	3.5.3 Understand the importance of the past in the development of the present.	4.5.3 Understand the importance of the past in the development of the present.	5.5.3 Understand the importance of the past in the development of the present.
		Art	3.5.4 Understand the importance of the past in the development of the present.	4.5.4 Understand the importance of the past in the development of the present.	5.5.4 Understand the importance of the past in the development of the present.

7. *Lower Primary Learning Outcomes for Grades 3, 4 and 5*,
Department of Education, Papua New Guinea, 2004



8. *Language, Elementary Syllabus, 2003*,
Department of Education,
Papua New Guinea



9. *Language Teacher Guide, Elementary, 2003*,
Department of Education,
Papua New Guinea

About this unit

As you know, basic education is currently being reformed throughout the PNG education system. This process began some years ago. You might also be aware that some provinces and schools have already done a great deal of work in implementing the reform, while some others have a long way to go.

The *Ministerial Policy Statement (No. 3/99) on Language Policy in all schools* states that vernacular languages (language spoken by both the student and the teacher) must be used in the school system for teaching and learning. This is also one of the aims of the education reform in Papua New Guinea.

On the basis of this information, the reform curriculum calls for a program of bilingual education in primary schools. Children who graduate from elementary schools will enter this new bilingual program in Grade 3.

This unit is one of a set of nine in-service units developed to help both primary school teachers and those officers who support their work, such as, the senior teachers, head teachers, inspectors and education officers to understand and implement the reform in their work situation.

The in-service units in the set are:

Unit 1: Philosophy of Curriculum Reform

Unit 2: Learning Area: Culture and Community

Unit 3: Learning Areas: Language and Personal Development

Unit 4: Learning Areas: Mathematics and Science

Unit 5: Outcomes-Based Planning and Programming

Unit 6: Learning and Teaching for Outcomes

Unit 7: Assessing and Reporting Achievement of Outcomes

Unit 8: Bridging to English

Unit 9: Vernacular Literacies

You can study one or more units and you can study them in any order.

This unit focuses on developing vernacular language primarily in grades 3-5.

Unit learning outcomes

Learning outcomes are statements about the knowledge, understandings, and skills you achieve and are able to demonstrate when you complete the unit.

These statements are learner-centred and written in terms that enable them to be demonstrated, assessed or measured.

On successful completion of this unit, you, the learner, can (or are able to):

1. explain what language is and what literacy is
2. identify the features of text types (genres), both oral and written, in English
3. identify a variety of text types, both oral and written, in own vernacular language and make links with those in English, where possible
4. plan, write, edit, illustrate and publish own narrative and information texts in vernacular language
5. use the Big Books you have produced to introduce a range of strategies to encourage your students' oral and written language development
6. plan and prepare a week-long program, for an identified group, for literacy development, identifying appropriate resources and strategies.

The Modules

Unit 9: Vernacular literacies is divided into four modules.

The modules are linked. This means that you do them in the order in which they are being presented.

Module 1: What is language? What is literacy?

In this module you are introduced to the main features of language and investigate what language does for us in our daily lives. You learn about the two main language groups in Papua New Guinea and identify which one your own first language belongs to. You also investigate literacy issues that are important in Papua New Guinea today.

Module 2: Text types or Genres

The major focus of this module is the text types or genres in English. You identify features of text types both narrative and informational in English and in own vernacular language. You analyse, discuss and evaluate different text types by referring to situational, audience, social purpose, result, roles and relationship with participants.

Module 3: The processes of process writing and making big books

In this module you are introduced, firstly, to the stages of the writing process which assists you and your students in improving the quality of the texts you produce. Secondly, you learn how to make Big Books from the texts you have written. Finally, you are introduced to some strategies for using the Big Books in your classroom, to encourage the oral and written language of your students.

Module 4: Bringing it all together – planning programs, resources and strategies for language and literacy development

This module is designed to take you through the process of planning and programming from the yearly program to programming for each week. You also explore how you effectively program for teaching and learning in two languages, using selected content to bring together outcomes, indicators, language of instruction, context, sequencing of learning activities and assessment. When you are familiar with this process, you can assure yourself you are teaching in a way that will assist your students to learn well.

References

These documents have been used in writing these units. You do not need to have access to these documents.

Reference for Module 1

1. Barton, D (1994), *Literacy: An ntroduction to the Ecology of Written Languge*. Oxford: Blackwell.
2. Christie, F (1990), *Literay for a Changing World: A Fresh look at the Basics*. Melbourne: ACER.
3. Halliday, M.A.K. & Hansan, R (1985). *Language, Context and Text: Aspects of Language in a Social-aemiotic Perspective*. Geelong, Vic: Deakin University Press.
4. Lynch, J (1975), *Foundation Course in Language*. Port Moresby, PNG. University of Papua New Guinea.

Inservice Units to Support the Implementation of the
Primary Reform Curriculum

Unit 9:
Vernacular Literacies

Module 1: What is Language?
What is Literacy?

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Module Outcomes	2
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Section 2: The Languages of Papua New Guinea	13
Section 3: What is Literacy?	18
Module Summary (<i>and additional space for your notes</i>)	29

Name: ..... File N°:.....

Date commenced: ..... Date completed:.....

I have sighted this study guide as evidence of completion of agreed tasks by

.....(insert name)

Assessor: ..... Date: .....

Module 1: What is language? What is literacy?

Module Introduction

In this module

- you explore some of the main features of language and investigate what language does for us in our daily lives
- you learn about the two main language groups in Papua New Guinea and identify which one your own first language belongs to.
- you investigate literacy issues that are relevant in Papua New Guinea today.

In this module you may find new words and phrases with which you are not familiar. A glossary is provided on page 27 to assist you in this regard.

Module outcomes

On successful completion of this unit, you, the learner, can (are able to):

- give a definition of what language is
- understand how language families can relate to each other
- identify the language family that your own language and the languages of some of your friends, belongs to
- understand the relationship between language and culture
- explain the term ‘multi-literacies’ to another teacher
- explain to another person why both spoken language and print text are necessary for carrying out our daily routines

Section 1: What is language?

Introduction



We all use language every day and we take it for granted. We tend to overlook how amazing language really is and what it does for us in carrying out our everyday activities. This is partly because we seemed to learn to speak without much effort as young children. It is also partly because as adults we use it so unconsciously, and we tend to forget what a marvellous human resource that language really is.

Language is inherently social. That is, it is something that is ‘done’ between people in a society, and it is hard to imagine a world where people don’t talk to each other.



Before you go any further, see if you can write a definition of ‘language’.

Later, after you have worked through this Module, you will be asked to see if you need to make any changes to your definition.

- What is language? Write your definition here:

So that we can think about what language does for us, we need to think about what language is.



Take notes as you read and do the activities. Read the following article “What is language?” There are extra pages at the end of the Module for you to use for your notes. When you have finished reading and taking notes, refer back to your definition of language above and see what changes you need to make. Write down your new definition on page 9.

What is language?

Language has been described by different people at different times as

- the most important tool that humans possess
- the major factor that distinguishes human beings from all the other animals
- the cement which holds a society together.

In answering the question ‘What is language?’ we can first study some of the characteristics of language – that is, what are the distinctive features of language?

(see the list at the end of the reading for the meanings of some terms used)

1. Language is communication.

- The purpose of language is to allow us to communicate with others.
- Through language, we can communicate our emotions and feelings; our thoughts and ideas; our beliefs and values.
- Through language we organise cooperative activities, educate our young people, make love, and ensure that our society's laws are formulated, made known and obeyed.
- Without language, we human beings would not be able to let others know how we are feeling, whether we are happy or sad. We wouldn't be able to talk about the clever idea we just had, or what we truly believe and value in life. Further, we would not be able to get other people to do things for us, except the most simple things. So people would be able to cooperate with each other in only the most limited way. Day to day living in many villages would be much harder without the power that language gives us.
- There are other forms of communication but none is as extensive and thorough as language.

But language is much more than communication. We need to ask,

- what is being communicated ?
- who are the participants in the interaction?
- what are they talking about ?
- how are they passing on the message?
- what is the situation where the communication is taking place?

In any definition of what language is, the word “meaning” needs to be included. For in using language to get things done in our daily lives, we construct meanings through the sounds we utter that can be understood and shared with other people or used for ourselves. The word “meaning” must have a central place in any definition of language that we construct.

2. Language is vocal.

That is to say, language is based on sounds. The spoken language came first in human history, long before any languages were written down. Many languages over the whole world have existed as spoken languages for thousands of years, and even today they are not written down. Yet they are used by communities of people who have not had a need to write them down.

Many people today think that ‘language’ refers to mainly written language because of the masses of written language which we see everyday. They may even think that the written language is the only correct version of the language, and that when we speak we are only trying—usually unsuccessfully—to imitate written language. However, we recognise the fact that writing is only one way of using language: speech and writing both have their own purposes. (There is more discussion on this point on page xx of this Module).



- **Conduct a very small survey. Ask three (3) people of different ages which is more important - spoken language or written language.** See if their answers agree or disagree with what is written above. Write a short statement about why you think they answered as they did.

3. Language is symbolic: it is made up of symbols.

- A traffic light is a symbol. Instead of having a policeman standing in the middle of the road telling drivers when to stop or go, green means GO and red means STOP. What does orange mean? So we see that the traffic light stands for someone shouting “Stop”, or a policeman holding up his hand to signal “Stop” which is another symbol.
- A national flag is a symbol. Rather than talking about the identity and unity of a country, a flag can be used to symbolise these meanings. The flag creates in the mind of the viewer the national identity of the country where it belongs.
- Language also uses symbols, and these symbols are sounds (in speech) or marks (in writing). Groups of sounds stand for or represent objects, actions and ideas in our lives. For example, if I want a cup of tea, I can do two things: I can get it myself, or I can use a collection of sounds such as, “Lucy, can you get me a cup of tea, please?” So I can have an effect on the people around me just by uttering a few sounds that other people in my surroundings also use to mean the same things.
- Also, if we want to communicate the idea “dog”, we do not need always to show the other person a real dog. We can do one of two things: we can use some sounds; or we can use some marks on a piece of paper (d-o-g) to get our meaning across.
- **Identify and explain the meaning of three symbols from your culture. For example, in some cultures an upraised hand means “Stop”.** What examples can you give from your culture?



4. Language is arbitrary

The symbols are arbitrary, that is, based on one’s own feelings and ideas, rather than on reasons or rules. Thus there is no necessary connection between the sounds (or the written symbols) and the idea which they express.

	Motu:	sisia
	Kuman	agl
	Kyaka	suwa
	French	chien
	Fijian	koli
	Aboriginal	wunggan

Who is right ?

- Does ‘sisia’ sound, or look, more like a dog than ‘agl’?
- Does ‘suwa’ sound, or look, more like a dog than ‘chien’?
- Does ‘koli’ sound, or look more like a dog than ‘wunggan’?

They are all right! Speakers of each language have come to some kind of unconscious agreement that a certain sequence of sounds will arbitrarily (‘for no particular reason’) represent a particular object or idea.

So there is no logical reason why the Motuans, for example, should refer to a dog by the sequence of sounds s, i, s, i, a; it is merely that the ancestors of the present day Motuans came, at some stage, to the unconscious agreement that that particular animal would be referred to by those sounds in that order.

Similarly, other people arbitrarily chose a particular sequence of sounds to refer to the same animal. The words in a language, then, are conventions based on unspoken, usually unconscious agreements. Because they are conventions they may, like any other conventions, change from time to time.

Each language has a few words, however, which are not so arbitrary. Consider words like ‘bow-wow’, ‘miaow’, ‘bang’, or ‘crash’ in English, or rokrok (frog) or meme (goat) in Tok Pisin. In one Aboriginal language, the word for ‘crow’ is ‘waak’. In these words there is a partial relationship between sound and the meaning. But in most languages the vast majority of words that make up the vocabulary of the language in no way relate to the object or idea at all. To sum up, to say that language is arbitrary refers to how sounds are combined to form words with meanings—there is no necessary connection between the sound and the meaning.



- **List some words in your own language or one that is known to you, where there is a partial relationship between the sound and the meaning of the word, as in the examples in the paragraph above.**

5. Language is systematic.

That is, the signs and symbols that make up people’s language are selected and used according to rules. There are rules, for example, about

- the way in which sentences are used to build up whole texts – text types
- the order in which words occur to make up sentences

For example,

- in Tok Pisin and English, the words in a sentence occur in the order of Subject, Verb, Object
- in Kyaka Enga and Latin, the words in a sentence occur in the order of Subject, Object, Verb
- it is even possible for the sentence order to be Verb, Subject, Object.

the order in which words occur in a Noun Phrase

For example, in English the order of the phrase is (Article: Adjectives: Noun), e.g

- The large, friendly, hairy, hungry, green caterpillar.....

Now here is a simple example from Tok Pisin that helps us understand that grammar is important.

If we want to tell someone that we can see a dog, we say Mi lukim dok. The order of these words is systematic: if we say Mi dok lukim we are making no sense at all. If we say Dok lukim mi we are making sense, but we are now saying something with a different meaning – ‘the dog can see me’. The way we combine words and other meaningful units in every language is systematic – it follows a set of rules. Every language has its own set of rules, and the rules for each language differ. If there were no such set of rules – if language were completely haphazard—then how would we learn to speak at all?

Because language is systematic, people called linguists can describe other people’s languages. When ordinary people are learning a second language, in their minds they are mentally linking what they are learning about the new language with the grammar of their own language, the language they know.

We would not be able to make comparisons like this if language was not systematic, because there would be no rules to guide us. What of your language? Can you list some rules that could help a learner learn your language?

There are rules, too, about

- which sounds, of all the available sounds the human vocal chords can produce, that are chosen to make up words in a particular language. People use the same sounds in their language every day. Because they use these same sounds, we can draw up a chart of all the sounds they use. This chart then becomes the orthography, that is, how the sounds can be written down as marks (or letters) that people can read on the page. The orthography includes punctuation and spacing between words.

(EG of Tok Pisin phoneme chart)

SIMPLIFIED CONSONANT CHART – TOK PISIN

Sound made: How it is made		With two lips	Upper teeth on bottom lip	Tongue behind upper teeth	Tongue on Alveolar ridge	Tongue Behind ridge	Middle of mouth	Back of roof of mouth	Throat
Stop	Without voice	p			t			k	
	With voice	b			d			g	
Nasal	Through the nose	m			n			ng	
Flap					r				
Fricative	Long sounds								
	Without v.		f		s				h
	With voice		v						
Lateral	Side sounds				l				
Joined sounds	Without voice								
	With voice				j				
Open sounds	Two lips rounded	w					y		

Vowels: **a, e, i, o, u**

Diphthongs: **ai au oi**

(Acknowledgement: Easton, C and Wroge, D. (2002) Manual for Alphabet Design through Community Interaction.



- Draw up a draft phoneme chart like the one above, of the possible meaningful sounds in your first language.

6. Language is generative

With just a few sounds/symbols we can create new meanings. For example, the information technology revolution has given us a whole new vocabulary. Words with an ordinary meaning have been ‘borrowed’ to mean something else. For example, when we were children a ‘mouse’ was a small, furry, four-legged creature with a long tail. But I have a ‘mouse’ that sits on my desk all day, responding to the pressure of my fingers! It is joined to my computer by a long, thin cord. Boots were something I wore on my feet; now I talk about ‘booting up’ the computer, and that doesn’t mean giving it a good kick, although sometimes I might feel like doing that. Bites were something I took when eating food, now ‘bytes’ and ‘megabytes’ refer not to food, but to how the computer stores information in its memory.

A further example comes from Tok Pisin. Tok Pisin started out as a fairly simple set of rules for putting together basic language to express ideas and to talk about a limited range of situations. Over the years since its beginnings, speakers of Tok Pisin have expanded the language enormously and they continue to find ways of meeting new language challenges as they use it in a range of different situations such as agriculture, schooling, health, business, politics, building, mechanics etc.



- **Make a list of ten new words that have come into your language to meet the speakers’ new needs. Examples include: dentist, outboard motor, blanket, trousers, etc.**

7. Language is a human activity.

Most members of the animal kingdom have some form of communication, and many of them (e.g., birds dogs, pigs, etc.) use cries and calls to convey a message to other members of the same species. What then is the difference between animal communication and human language? The main points are these:

- Animals usually communicate about just a few things: food, shelter, sex, fear and danger. Human language allows us to communicate about almost any topic we care to talk about.
- Animals always communicate about immediate needs or feelings—about the present. We never hear a dog discussing last night’s dinner with another dog, or a bird communicating to its mate its plans for next year. But a human being is able to talk about the past and the future as well as the present, is able to tell lies as well as the truth, and is able to talk about what someone else feels as well as what he himself feels. These privileges are denied to animals, because although animals possess a means of communication, they do not possess language.
- Most importantly, animal communication does not have combinability, and human language does. That is, animal calls and cries are single symbols, which cannot be broken up into smaller parts and recombined to mean something different. For example, in English the word “dog” is made up of the three sounds d, o, and g, and the combination of these sounds in this order gives us a particular meaning: “dog”. But, in language, we are able to take these sounds out separately, and recombine them to form other words. For example, if we reverse the order – g, o, d, -- we have the same sounds, but the difference in the way they are combine produces a different meaning: “god”.

8. Lastly, language is social.

We sometimes say that ‘language is a social practice’. That is, people use the system of sounds and grammar they know, to interact with other people who share that system of sounds and grammar with them. People talk to each other! We share language to get things done, to learn about our world, to express our ideas, feelings and emotions. As we share language we learn about our relationships to other people and our environment. And of course, a language is closely tied up with the culture of its speakers language is shaped by, and shapes, culture; culture is shaped by and expressed through language.

The purpose or ‘job’ of a language is to allow its speakers to communicate whatever they wish and they will adapt it and change it to suit their changing needs. Each language is thus ideally suited to the culture of its speakers, and each language is adequate for the needs of those speakers. Since cultures are different, it follows that the various features of your language may be a little or a lot different from someone else’s language.

Keep in mind, too, that languages are constantly changing. A language is always changing in small ways. We may not even be aware of these changes. Yet in any village in Papua New Guinea you will find that the older generation speaks differently from the younger generation. Even if it is just a slight change, over time it may become quite noticeable. Also, when we talk to older people about this, they can give examples of how the language you are using is different from the language they used in their youth. Sometimes you find old words or expressions in songs that have been sung for a long time. So remember that languages are always in a process of change.

(Adapted from J. Lynch, Foundation course in language, University of Papua New Guinea, 1975)

- Your new definition of language:
- What have you added, and why?

Now, turn to page 26 of this module to see some definitions of language that other people have written.

**Reflect on the following questions.**

- How does your definition compare with theirs? Have they left out some words that you think should be included? Have you left out some words that they think should be included?
- Write down your reflections here.



Let us now think about how essential language is in our lives, too important to be done without. In order to do this, list some of your daily activities where talking is a part of what you do.

The conversation	What is the purpose of the talk?
1. “Ranu, wash your uniform. You will need it again tomorrow”.	Parent commanding child to do a necessary task
2. “Where is Grandmother? She went to the market but she isn’t back yet and it’s getting dark”	Asking for information Retelling information Making an observation
3.	
4.	
5.	
6.	



In each of the situations you have listed above, how could you get your message across without language?

Hint: Remember that sign language is still language, since it is based on spoken language. So you can’t say that you would use sign language.



What does language do for us? Or, to put the question another way, what do we do with language? For what purpose do we use language? One theorist has stated that we can think of language as having two basic uses. The first way we use language is *to get things done*. That is, language is action – we have an effect on the people around us when we speak. Here is an example.

“Trex, take the knife to bubu, please”. What happens? The boy responds to what he is hearing, picks up the knife and takes it to his bubu. We can do things for ourselves, or we can get others to do them for us by using language.

Secondly, language is reflection – we use language to reflect, to think, to develop ideas in our minds. This is explained more fully on page 11.

We use language to make sense of the world we live in. Young children have a lot to learn as they grow through childhood. Children in some cultural groups ask a lot of “Why..?” and “How...?” questions, such as, “Why does the wind blow?” “How does the moon get up in the sky?” “Why do I have to collect firewood?” Through asking questions and listening to other people talking, they find out the answers to the many questions in their minds. Further, they learn to interpret their world through the eyes of the cultural elders.



Can you recall a time when you were a child and you learned some new cultural knowledge that was taught to you by a person in your community, such as a bubu?

Write down that experience here.

Here is an example of a child learning through talking and reflecting on experience. One day a little boy of about three years of age was taking his first plane flight with his mother from his home town to Port Moresby. For the whole of the trip he questioned his mother about what was happening as the plane took off, about what he was seeing through the plane window, and what he saw as the plane was landing again. He was making statements about what he was seeing, and listening for his mother’s response. He was building up new understanding by talking about what he was seeing and doing as it was all happening. He was using language to make sense of this new experience and to link what he was learning with what he already knew.

- Can you give an example from your own experience when a child was asking questions to make sense of the world? Explain it here.



Language helps us to interact socially with other people and to relate to them in various ways. For example, how do we learn the patterns of respect that are significant to our cultural group? Some cultural groups show respect for elders by the tone of voice or choice of words that are used. Children listen and take notice of what is being said and done, the words used and the tone of voice, and learn to use these same expressions in the same situations when they relate to their elders.

The speakers in some cultural groups are not permitted to use a person's given name but use a relationship term. Through listening and taking part in many interactions every day, children learn those same terms and they learn how and when to use them in culturally appropriate ways. So, language helps us learn our place in our culture and helps us to maintain that place and work together with others in our group in a focused and organised way.

Our language also helps us express our feelings and emotions when we interact with other people. We can show just by tone of voice whether we are pleased with something or somebody; we can show whether we agree or disagree; we can order someone to do something, all by means of the sounds of our language. We could say that language and culture are integral to each other; language is the 'glue' that holds our culture together.

Language also helps us to reflect on our knowledge, behaviour, attitudes and beliefs. We often hold imaginary conversations with ourselves to clear issues in our experience. Even if no-one can hear us, we can still talk to ourselves in our heads. This self-reflection is an important part of being a learner, too.



Now that you have thought about what language is, and what language does for humans in society, turn to the next part of the module to learn about the languages of Papua New Guinea.

Section 2: The languages of Papua New Guinea

Introduction



In this section of the module you find out about the two major language families, each with many subdivisions, that live side-by-side in Papua New Guinea and the Pacific. This area is one of the most linguistically complex regions in the world. There are two reasons for this:

1. There is a large number of different and unrelated language families.
2. There is a very large number of languages spoken in the area, often by very small groups of speakers.

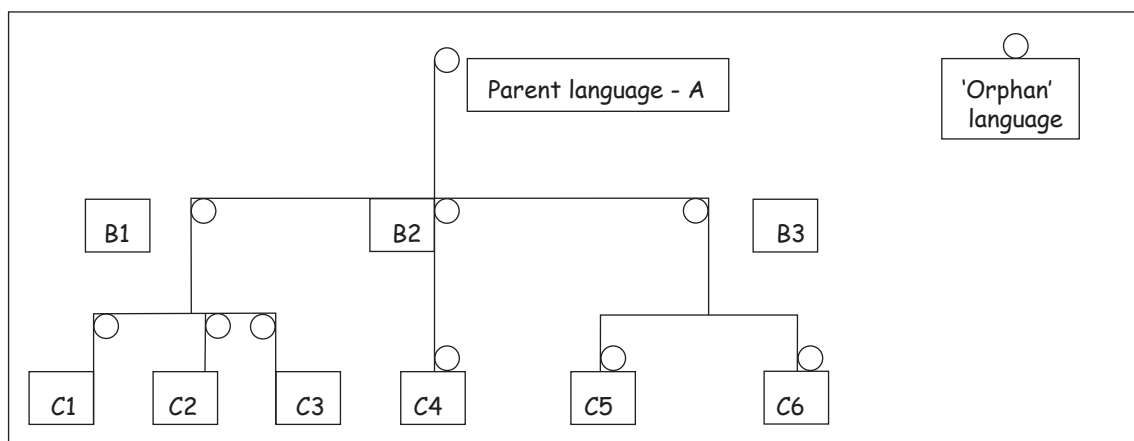
Below is a table showing figures for the Pacific area.

Pacific Areas	Number of languages
West Papua	About 250 languages
Papua New Guinea	About 830 languages
Solomon Islands	About 60 languages
Vanuatu	About 100 languages
New Caledonia	About 30 languages
Micronesia	About 15 languages
Fiji and Polynesia	About 20 languages

You can see from this chart that there are over 1,300 languages spoken in this region. These languages are spoken by about five million people.

2.1: What do we mean by language ‘families’?

Language families are like human families. There are parent-and-child languages and brother-and-sister languages. Sometimes a language is an ‘orphan’ – it doesn’t show any close relationship with any of the languages around it.



In this diagram the ‘parent language’ A has three descendents, B1, B2 and B3. Each of these descendants in turn has its own descendents; In B1’s family there are three ‘children’ (C1 – C3), B2 has just one (C4) and B3 has two (C5 and C6). So A is the ancestor of both the languages B and the C families. From this one language A there are now six related languages. From the diagram, can you identify which are the ‘brother-and-sister’ languages? The ‘orphan’ language, you can see, has no connection to any of the other language families. Which family of languages does your language belong to?



To help you focus on your own first language, write down the answers to the following questions.

1. What is the name of the first language you learned to speak?

2. Does the name of your language mean something? (For example, an Aboriginal language called Yolngu Matha means ‘the people’s language/tongue’). You may need to consult with an older community person about the answer to this question.

3. Where is your language mainly spoken? (District, area, Province)

4. About how many speakers of your language are there?

5. Is your language similar to any other languages nearby? What are the similarities?

6. What other language(s) can the people of your community speak?

7. Would you say that the language spoken in your community is essential for the cohesiveness of that community? Give a reason for your answer.

The following information will help you to fit your language group into the overall pattern of languages in Papua New Guinea and the Pacific. Think of your language as a piece of a very large jigsaw puzzle; you will explore where that piece fits into the ‘big picture’ of languages in this country.

The languages of the Pacific area belong to two quite distinct language types:

- Austronesian (AN) languages
- Non-Austronesian (NAN) or Papuan languages

2.1.1: Austronesian languages

Many of the languages of the Pacific area are related to each other. They belong to a single language family. This family is known as the Austronesian (os-tro-nee-shun) family of languages. Just as members of human families share similarities in appearance across generations, so does this family of languages. The family all share certain similarities that may include parts of grammar, vocabulary, morphology (small parts of words and grammar) and phonology (sound systems). The reason they all share these similarities is that they are all descended from a common ancestor-language, or 'proto-language'. This 'founding father' of the language family is called 'Proto-Austronesian' by linguists who have studied the many languages of the area. In the model above of language families, we could say that A is the proto-language, the ancestor of all the families at B and C level.

The Austronesian language family has about 200 or more member languages, all of which are related to each other in some way. That is, they share some similar grammar or sound systems or meanings with each other, as you would expect, since they are all descendants of their founding father, Proto-Austronesian. Many of the languages are located in the Pacific area, as follows:

- All the languages of Polynesia (including New Zealand Maori) and Fiji
- All the languages of Micronesia
- All the languages of Vanuatu and New Caledonia
- Almost all the languages of the Solomon Islands
- Around one-quarter of the languages of Papua New Guinea and West Papua.

In Papua New Guinea and West Papua, the Austronesian languages are mostly located in coastal, near-coastal and island areas. This suggests that the speakers of these languages arrived on the mainland of Papua New Guinea relatively recently –that is, over the last 5 - 6 thousand years. They appear to have been seafarers (sailors) and therefore they were more interested in coastal travel and contacts than the people from the inland and highlands regions. Look at the map below to see where the Austronesian languages are located in Papua New Guinea. You will note that there are two main groups of Austronesian: Group AN1 and Group AN2. This simply means that the languages in the AN1 cluster relate to each other more closely than those in the AN2 cluster, who also relate to each other more closely than those in the A1 cluster.

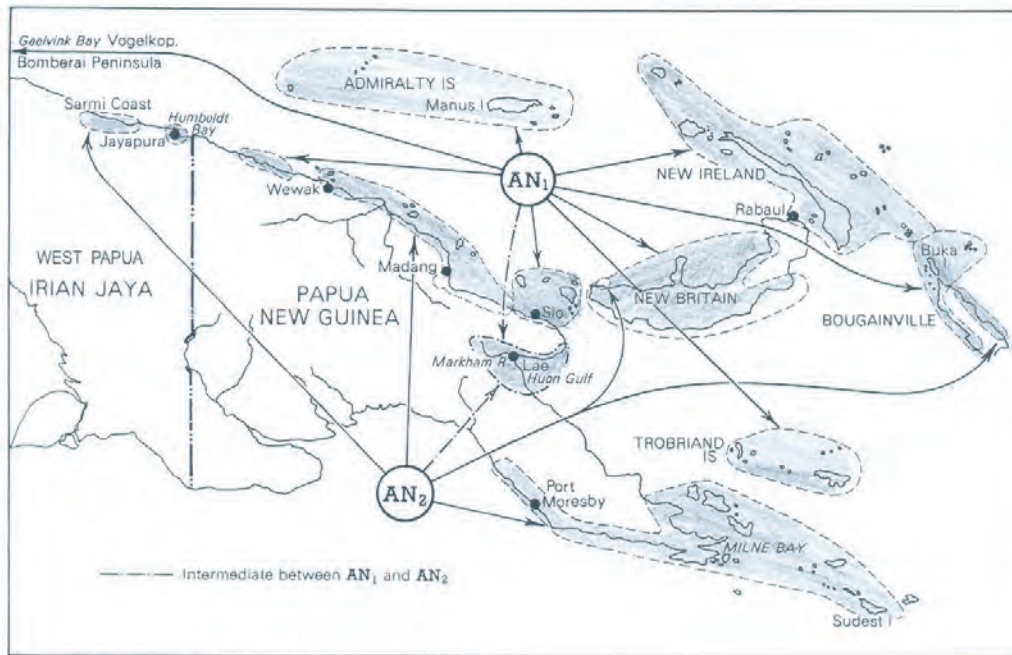


Figure 2: Austronesian Languages, New Guinea



- First, locate your place of origin (as ples bilong yu) on the map.
- Is your village or community inside one of the shaded areas? The shaded areas are the Austronesian languages.
- Where does the piece of the jigsaw puzzle that is your language, fit into the picture? Is it a member of the Austronesian family of languages? What is your evidence?

2.1.2: The Non-Austronesian languages



Now turn to the information on the Non-Austronesian language family, or more correctly, a collection of language families.

The Non-Austronesian (NAN) languages have been in the New Guinea area very much longer than the Austronesian languages. It is believed that some NAN languages have been in the New Guinea area for tens of thousands of years.

There are about 800 distinct languages that are counted as family members, and many of these also have dialect differences. Almost all of them are on mainland New Guinea itself, either in PNG or West Papua. They spread even farther than this – from as far west as Timor and as far east as New Britain, New Ireland and Bougainville, with a few appearing even as far away as the Solomon Islands chain. However, most of them are on the New Guinea mainland.



After reading the information above and checking with the map of PNG on p xx, answer these questions:

- a) Is your first language an AN or a NAN language? If you speak other languages, are they AN or NAN ?

- b) Are there oral histories told by the elders of your community that tell you how your ancestors came to the place where your language is spoken? In the space provided here, write out this history as a Recount text.

- c) Conduct a mini-survey to discover to what language groups any three teachers in your school belong. Record your findings in the table below:

Name of teacher	Name of language spoken	AN or NAN?

- d) Use the map on the previous page to help teachers locate their own languages. Help them to decide if their language is Austronesian or Non-Austronesian.



As you complete this table, share what you have learned in Section 2 with the teachers you questioned.



What are three new facts you have learned about your language through reading Section 2? List them below.

- 1.
- 2.
- 3.

This learning experience concludes Section 2 of the module. We proceed now to the section in the module that talks about literacy.

Section 3: What is literacy?

Introduction

Written language is a fairly recent arrival in Papua New Guinea. Yet, when many people think of ‘language’ they think of ‘literacy’. In this section we build on what we know of language to come to an understanding of the role that both spoken language and written text play in our lives.



What would our daily lives be like without writing and print?

List five things you would not be able to do if you could not read and write. An example is provided.

1. I would not be able to read the notice that says ‘DANGER’

2.

3

4

5

6.

- Make a list of all the kinds of materials you can read. An example is provided.
  - a newspaper (English)

- Now, make a list of all the kinds of materials you can write. Three examples are provided. Complete the table as best as you can.

Kinds of materials you can read?		
a letter to my friend	daily programme	resumption of duty form

You can read and write all these texts.

- So, are you a literate person? How do you know? What is your definition of ‘literacy’? Write out your definition here.
- Now fill out the table below, then answer the two questions that follow.

Is a person literate if he or she can:	read only his or her own name?	Yes/No
	read only a Tok Ples Bible?	
	only read a notice in Tok Pisin?	
	only write their own name?	
	write a letter to a friend in their vernacular language?	
	write a short story in English?	
	make a shopping list in Tok Pisin?	

- Is a person ‘literate’ if he or she can read/write just one of the items in the table?
- Is a person ‘literate’ if he or she can read some of the above items?

In your definition, did you say something like: “Literacy means to be able to read and write”? (This is the definition I found in the dictionary). But we always either read something, or write something. What we now realise is that people read and write many things in many different ways to get things done and to achieve their purposes, during the course of a week. And of course, ways of viewing TV and film are also defined as ‘literacy’.

For example,

- We don’t read the newspaper in the same way that we read the telephone directory.
- We don’t read the label on a food tin in the same way as we read a notice on the clinic notice board.

- We don't fill out the withdrawal slip at the bank in the same way as we write a letter to our friends. (There would be some very confused bank tellers if we started writing on our withdrawal slip, "Dia poroman, mi mas baim kakaruk kaikai na mi laik kisim K120...").
- We don't write up the teachers' meeting minutes in the same way we do a crossword puzzle.

There are many such examples we could give.

- Write out three more examples similar to the examples given, of the different ways that we read and write different print and visual materials.

1.

2.

3.



What scholars are telling us now is that most people carry out a range of activities with reading and writing in order to get things done in their daily lives. So we do not talk about 'literacy' as if literate people could only do one kind of reading and writing. We talk now about 'literacies' – people use many kinds of reading, writing and viewing every day. Some scholars talk about 'multi-literacies' – that is, that we all in fact have many different kinds of literate practices that we engage in during the course of our daily lives. Put simply, we do many things by writing and reading for different tasks. Further, people in different groups include different functions and uses of literacy in their lifestyle. It goes without saying, then, that school students in Elementary 1 who can write their name and a short sentence in their vernacular language and can read the title of a book in vernacular is already 'literate'. Of course every time we learn a new skill in reading, writing or viewing, we are adding to the number of literacies we can use. Therefore, we are becoming 'multi-literate' and in certain economic and social conditions, our literacy skills can help to improve the quality of our life.



Think now of your village community.

In the past, what kinds of messages did people pass on to one another through traditional types of literacy? Remember that making signs and symbols and 'reading' them is one kind of literacy. For example, Aboriginal people in Australia and Indigenous Americans used smoke signals that others could 'read' and recognise across long distances.

- Can you think of three or four examples of messages that were sent other than by spoken language? List them in the space below and add an explanation.

Hint: Consult with village elders to recall information that may not be used today, but was used in their childhood.

Now read on...

3.1: Print literacy in Papua New Guinea.



As stated above, print literacy is a recent newcomer to Papua New Guinea. For many thousands of years speakers of languages in this country have not needed print materials to maintain their way of life. A very complex series of events was set in motion when certain groups of long-ago ancestors in other places in the world (Egypt, Mesopotamia) changed their whole way of life from hunting and gathering to that of agriculture. People in hunting and gathering communities tended to live in small, very mobile groups and were constantly moving from one location to another in search of food, shelter and escape from enemies. The important shared and valued knowledge of their culture was passed on by word of mouth through many speech events such as the telling of legends, histories and epic tales of ancestors. There was nothing to be gained from writing, since valued knowledge could be passed on by word of mouth in face-to-face interaction. Once the communities grew larger a large population needed records, rules and regulations to help them to live together peaceably. Buyers and sellers needed written records to keep track of what was bought and sold, and to and by whom. Rules and regulations had to be set down so that they could be referred to. Spoken language was still necessary but no longer enough in these situations.



Reflect on the following

- Do you think that people in Papua New Guinea today could get by without written language? Explain your answer.
- Make a list of all the kinds of print texts that you think would be essential to everyday life for the people described in the table on the next page.

For a person who lives ...	Kinds of essential print texts required	In which languages?	Why in those languages?
in a remote village in the Marawaka?			
in a rural setting like Margarima ?			
on an island like Fergusson Island or Samarai?			
in Madang or Wewak?			
in your location?			

- What kinds of literacy do people in PNG most need today? For what purposes? What level of skill do they need? Give a reason for your answer.

Type of literacy	Purpose	Skill level	Reasons



Discuss your ideas with one or two other teachers and see if they agree with you.

- Record any significant comments made by your colleagues here.



Ask the elders in your community the following questions and record their responses. Record any significant comments made here?

- When did they first begin to read and write (the approximate year and who taught them)?
- When did print literacy come to the community?
- How was print literacy introduced to people in the community?
- Did everybody learn to write/read? Which age groups were included and which groups were left out?
- Did people want to learn to read/write? What were their reasons?
- Once they could read and write, did they get what they expected from being literate? (That is, how did literacy contribute to any change or improvement in their lifestyle?)
- Now summarise what you found out in a paragraph of about 10 sentences.



Find four colleagues and discuss the following questions.

- ‘Which is more useful in Papua New Guinea - spoken language or written text?’
- Ask them to give reasons for their answers.
- Summarise their answers here. How many said spoken language was more useful? What were their reasons?

	Yes	Reasons
Spoken language is more useful		
Print texts are more useful		

- Which answers do you agree with, and why?



Now consider your own experience

- In the table below, write down the times/places and give examples during the day when you used spoken language because it was more useful than written language.

Time/Place	Examples of when spoken language was more useful
School office	I used the telephone to talk to the bank manager
classroom	I called the class roll

- Then, write down the times/places and give examples during one particular day when you used print text because it was more effective.

Time/place	Examples of when written language was more useful
Bank	I wrote out a withdrawal slip to withdraw money from my account
Staff room	I wrote out the teachers' meeting minutes

- What general observations can you make about the usefulness of spoken text and written text in these different situations? List your comments here.

Hint: Refer to the information on page 14 and in the paragraph below to help you..



The following paragraph is a summary of what you may have been discovering by talking to the elders in your community and by reflecting on your use of the spoken and the written texts.

‘The spoken language came first. For many thousands of years speech was sufficient to meet the communicative and social needs of people who lived in nomadic communities. Literacy, on the other hand, gradually developed long after speech, to serve human needs that the spoken word could not satisfy. Writing becomes more important when some kind of permanent record of facts, information or ideas is needed. So we see that where literacy has been introduced into a society, it is because literacy fulfils functions and purposes that the oral mode cannot fulfil.

The two kinds of language – speech and writing – have evolved to serve different purposes, in different situations. Speech is more useful and suitable where face-to-face and immediate communication is necessary; written text is more appropriate to serve other functions, such as record keeping of various kinds: financial records, regulations and personal histories. So we find that we do different things with spoken and written language. Certain social uses of language are better in face-to-face interaction; others require written language. Both kinds of language – written and spoken – are needed in the complex societies in which we live’.



Reflect on the summary paragraphs you have read.

- Do you agree with the information in the above summary?
- If you agree, what is the evidence you are using to support your opinion?
- If you disagree with any of the above statements, identify which statement you disagree with and state your reasons for disagreeing with it..



So let us go back to the question we asked at the beginning of the module: “What is language?” Read ‘SOME DEFINITIONS OF LANGUAGE’ given below. Add your definition at the end of the list.

SOME DEFINITIONS OF LANGUAGE

1. Language is making meaning by uttering human sounds. It can take many forms: spoken, written, visual and gestures.
2. Language is a form of written and oral communication used in a familiar tone of words being used in one particular area and used by speakers for communication and instruction to get knowledge and meaning. It is a tradition and identity for the particular community.
3. Language is an arbitrary system of symbols for making meaning and used by a whole community. (Halliday, M. – a linguist)
4. Language is for negotiating meaning, building understanding and relationships and the activity of using language for any of these purposes always involves creating what is technically called a text – a stretch of language which is coherent and meaningful (Christie, F. – a linguist)
5. Language is a symbolic system linking what goes on inside our heads with what goes on outside. It mediates between self and society. It is a form of representation, a way of representing the world to ourselves and to others. (Barton, D – an educational linguist).
6. (Your definition)

- Let us also consider the question: “What is literacy?” Write your own definition here, based on what you have read and learned in this Section.

- Is your definition at this point in time the same as that on page 18?

Hint: Refer back to page 18.



Concluding activity

- Make a list of the five most important ideas or concepts you learned in this module. Your comments should be in sentence form.

Start your comments like this: “I learned that.....”

1.

2.

3.

4.

5.

Definition of terms used

---

arbitrary	not seeming to be based on a reason, a system or plan; based on thoughts or feelings
character	all the features/qualities of something or someone
characteristics	typical of the <u>character</u> of something or someone.
cohesion	the act or state of sticking something together
combinability	able to come together to form a single thing or group; able to join two or more things or groups together to form a single one.
communicative	expressing ideas or feelings, or giving information
convention	the way something is done that most people think is the right way to do it
cooperation	help, aid, support, assistance, participation, contribution
distinctive	having a quality or characteristic that makes something different and easily noticed.
evolve	developing gradually, especially from a simple to a more complicated form
extraordinary	not ordinary; greater or better than normal
feature	something important, interesting or typical of a place or thing
generative	can produce, create, make, or form something
haphazard	random, chance, accidental
inherent	part of someone or something and cannot be removed
nomadic	describing a member of a tribe that moves from place to place with its animals
phenomenon	a person or thing that is very successful or impressive
social	connected with society and the way it is organised
society	people in general, living together in communities and sharing the same customs and laws
symbolic	stands for, or means, something else
systematic	done according to a system or plan; done in a thorough, efficient way
text	any stretch of meaningful language, either spoken, written or visual
vocal	relating to the voice.

Module Summary

Gutpela! You have reached the end of this module. You should by now have developed certain knowledge, understandings, insights and skills as they relate to language and literacy.

You explored the concept of language, the relationship between language and culture, how language families can relate to each other and what language does for us in our daily lives.

You have read and reflected on how literacy came to be used in other cultures and what it means to be a literate person.

You critically considered the kinds and uses of literacy that different groups of people in Papua New Guinea need to carry out their daily routines. You also carried out mini-surveys of the responses of other people to the questions you were asked. You then evaluated their responses in the light of what you learned.

All these activities would have helped you appreciate the essential role that language plays in our lives, and the ways in which both spoken language and written texts help us get things done day by day.

All the work you have done and your reflections should help you to perform well in your work context.

Having completed the module, how do you rate yourself in relation to the module outcomes?

Can you:	Yes/No/ Not sure
1. give a definition of what language is?	
2. understand how language families can relate to each other?	
3. identify the language family that your own language and the languages of some of your friends, belongs to?	
4. understand the relationship between language and culture?	
5. explain the term 'multi-literacies' to another teacher?	
6. explain to another person why both spoken language and print text are necessary for carrying out our daily routines?	

If you answered 'Yes' to all of them, then you have done very well. Think about the kinds of evidence which will support the achievement of each of the outcomes. If you have said 'No' or 'Not sure' to some, then it may be worth your while to go over the appropriate sections of the module again and another go at repeating the tasks, and/or reflecting on your difficulties and seeking help.

Remember the module outcomes help you to achieve the outcomes of the unit. Refer back to the outcomes of the unit in the *Unit Introduction* and reflect on where you are in relation to those outcomes.

If you are seeking academic credit, you were advised to keep a running record of any evidence you may have for particular learning outcomes. If you have not been doing this, go back over the module and jot down, in your *Learning Contract*, what you might consider to be evidence for the unit outcomes for which you have agreed to provide evidence.

Additional space for your notes

Inservice Units to Support the Implementation of the
Primary Reform Curriculum

Unit 9:
Vernacular Literacies

**Module 2: Text Types
or Genres**

Contents	Page/s
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Module Outcomes	2
Section 1: The Patterns of Language Use	3
Section 2: Understanding Text Types or Genres	23
Module Summary <i>(and additional space for your notes)</i>	37

Name: ..... File N°:.....

Date commenced: ..... Date completed:.....

I have sighted this study guide as evidence of completion of agreed tasks by

.....(insert name)

Assessor: ..... Date: .....

Module 2 : Text types or Genres

Introduction

Welcome to *Module 2: Text Types or Genres*.

The main focus of this module is a study of text types. In the first section you build up an understanding of what is meant by ‘text types’. Next you identify features of text types, both narrative and informational, in English. Then you learn more about text types in your own vernacular language. In the course of the module, you analyse, discuss and evaluate different text types by referring to two main features of text: contextual features and textual features.

Module outcomes

On completion of this module you, the learner, can (or are able to):

1. define terms such as ‘text’, ‘text types’, ‘contextual features’, ‘textual features’
2. explain the circle diagram to another person
3. begin identifying different text types in your own vernacular language
4. identify different families of texts for English and name some members of the families.

Section 1: The patterns of language in use

Introduction

As we discussed in Module 1, spoken language came first in the history of humankind, long before literacy developed. We use language like a tool to get things done.

Whatever tasks we are doing: in the home, in the gardens, in the store, at school, at the health clinic, we are usually talking as we do things. The talking helps us to achieve our purposes.

This section is in three parts:

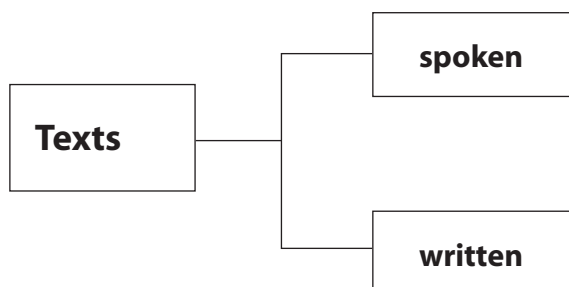
- First, you learn some new terms that help us talk about language in use.
- Next, you are asked to think about how you use spoken language every day and learn about the ‘circle’ diagram as a ‘tool’ for analysing texts. You also learn the names of the three main ‘families’ of text types in English with examples of each family member.
- Finally, you are asked to reflect on the spoken text types that you may be able to identify from within your own language-using community as preparation for making Big books in your vernacular language. As well, you are asked to reflect on what kinds of written/print or visual texts are being used in your community.

1.1: What is a ‘text’?



In this first section you meet some new vocabulary.

The central term to be introduced is that of ‘text’. To learn about what is meant by this term, think about how various activities you carry out every day involve spoken texts and written texts. A text is a ‘spoken or written stretch or expanse of language used by speakers or writers for a particular social purpose’. It can be as short as a morning greeting between two people, or as long as a politician’s speech, a preacher’s sermon or a movie. It can be as short as a few words or a picture on a poster, as long as a science book and anything in between.



A text is constructed, built up or made every time we open our mouths to speak or respond to someone else speaking. Similarly, other kinds of texts – print texts or visual texts or a combination of these, are constructed every time marks are made on surfaces of different kinds.

Many different kinds of texts - spoken, written and visual - are woven throughout our experiences. Every day we do many activities with different people where language is part of the interaction. Every time we speak or write, design a poster, paint a picture or take a photo we are constructing a text. So a text can be defined as *'any stretch or expanse of language used by speakers or writers for a particular social purpose and conveying a particular meaning'*.

Spoken texts can include:

- answering the phone
- greeting your friends
- asking your child to wash the dishes
- a radio or TV broadcast
- buying *kumu* at the markets
- convincing a friend to buy a particular brand of tin fish
- retelling something that happened to you during the day
-
-
-



Add other examples to the above list.

Written texts can include:

- newspaper reports
- a letter to your father or mother
- a list of things to buy at the supermarket
- filling out a withdrawal slip at the bank
- a daily program for your students
- a short story
- a crossword puzzle
-
-
-



Add some more examples to the above list.

Visual texts can include:

- a logo on a T-shirt or sports clothes
- a TV or newspaper advertisement
- graffiti on a wall
- a poster
- a flag or banner
- a painting
-
-
-



Add your own ideas to the above list.



People interacting with other people have some purpose in mind, some goal they intend to achieve as a result of the conversation, or interaction. Their purpose could be to:

- exchange opinions with others
- entertain someone
- express solidarity with a person or group
- exclude someone from a group
- find out if someone is a suitable person to do something
- examine an issue
- express regret
- instruct someone to do something
- tell someone how to do something
- make fun of oneself or others
- issue or obey commands
- rebuild a friendship, and many others.

In all these interactions, meaning is central. We always *mean* something when we engage in a social activity and language is an integral part of such interaction. In the course of an activity a text is produced by the participants in the action. But every participant draws his or her own meaning from the interaction. The meaning we create depends on factors such as our age, gender, race, nationality and life experiences. For example, a person from one cultural group may arrive at very different meanings from the ones constructed by a person from another cultural group. Watching movies is a good example. What is sad for one group of viewers is often very funny to another group, and vice versa. What is sensible behaviour of the actors in the film in the eyes of one cultural group is often quite negligent ways of behaving in the eyes of another group.

So we could say that the way meaning is shared depends on who the creator of the text is, and who the receiver of the text is. Thus, the creation of meaning in any interaction is always a two-way process between the originator of the text and its receiver. The producer of the text means one thing; the receiver may construct another meaning altogether.



List two examples from your own experience of when you ‘meant’ one thing, but a person from another background drew a different meaning altogether.

- 1.
- 2.

1.2: Texts in use



Here you are asked to think about how people interact with others using spoken language every day to get things done. Here is an example of a parent and child interacting in the morning before school starts. The conversation where the parent is telling the child to get ready for school probably goes something like this:

Parent: Get up, get up now. You will be late for school.
Child: M-m-m-m...
Parent: (impatiently) Get up! You won't have time to eat food if you stay in bed!
Child: I'm tired. I want to sleep....
Parent: Get up NOW! Go and wash. Then come and eat your food! At once!!

Every weekday morning a conversation something like this takes place in many homes around the country. If you tape-recorded this talk each morning for two weeks, you would find that there is a pattern in the talk. The parent commands, the child offers an excuse. The parent uses lots of commands to get the message across. The purpose is the same – to get the child ready for leaving the house. The speakers are emotionally very close to each other, so they can use a certain kind of talk. The parent has the right to command the child; the child has to do as s/he is asked. You could say that the parent has the power in the relationship that gives him or her the right to order the child to do something. The child, because of its subordinate position, is expected to obey.

Now think about how you have used language to achieve your purposes already during today.

To help to organise your thoughts, make a table like the one below. Then record your information in the columns. The first example is that of the mother and child we have already met above. The mother's talk was to achieve the purpose of getting the child ready for school. The child's purpose, on the other hand, is to stay in bed for as long as possible.



Now complete the table.

Time	Who did I talk to?	What was the conversation about?	What was the purpose of the talk?	How emotionally close to the person spoken to am I?
7:00 a.m.	1. My child	Mo: “ ” Ch: “ ”	Encouraging (<i>commanding?</i>) child to get ready for school	Very close; not much social distance
8:00 a.m.	2. A student	Teacher: “ ” Student: “ ”	<i>Instructing</i> a student to write school rules on the board	Close, but not as close as to my own child
10:00 a.m.	3. Another teacher	Teacher 1: “ ” Teacher 2: “ ”	Retelling what happened when....	Close; we are good friends
12:30 a.m.	4. A food seller	Teacher: Food seller:	Buying food for lunch break; the buyer wants the food to eat; the seller wants to make a living.	

(NB: Mo = mother; Ch= child)

From the examples you have listed, can you see that you have been using language as a resource to carry out the many tasks you do every day? If we didn't have spoken language, we would find it very difficult to get through our daily routines. Also, we would only be able to think vaguely about things and we would find it difficult to relate to others and our world.

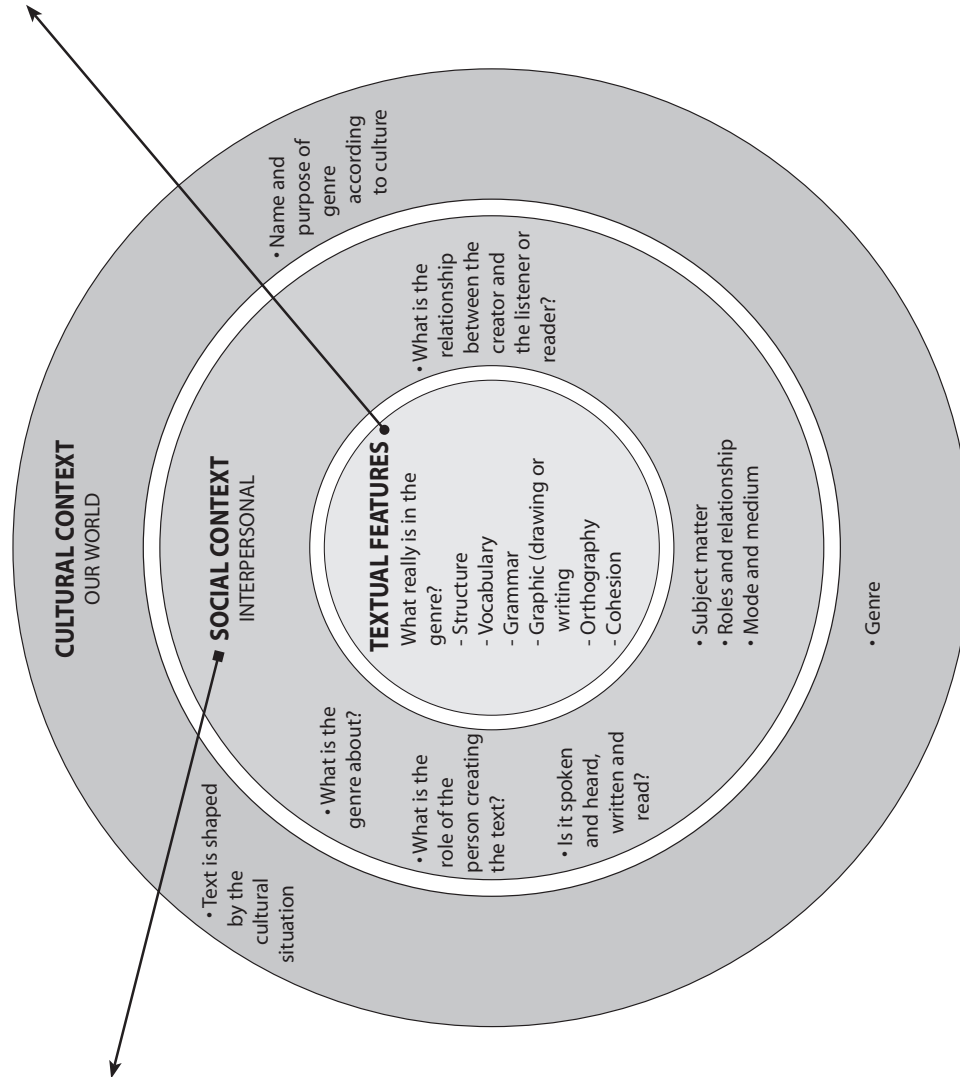
Now we move to an explanation of the circle diagram that we can use as a tool to analyse all kinds of texts. Every conversation we have with others can be analysed to find an underlying pattern. When we examine them, we find the spoken language has a predictable structure and a clear pattern that includes some identifiable beginning and ending. Every print text can also be analysed in the same way, using the same tool.

In fact, we can group texts together into types by analysing their different features. The features can be examined under two main headings: contextual features (the cultural and social features) and textual features. Contextual features include the subject matter, roles and relationships, mode and medium. Textual features include the structure, or pattern of the text; its grammar, vocabulary and cohesion. Cohesion refers to the way each language 'glues together' the different texts.

We can take apart every text and identify the pattern. As well as social features like those talked about, we find that certain features of language are used. For example, certain content words (vocabulary) is used, and certain kinds of verbs. Using a tool like the circle diagram below, we can examine features of texts, both spoken and written, under two main headings:

- contextual features
- textual features.

Identifying Features of Narratives Text Types



CONTEXTUAL FEATURES

The social context of an activity is made up of three major social factors

- Subject matter
- Roles and relationships
- Mode and Medium.

Social Features include:

- What is the text about? (subject matter)
- What is the role of the text creator?
- What is the relationship between the creator of the text and listener or reader of the text? (Roles and relationships)
- Who is the audience?
- Is the text spoken and heard or written and read?
- Where are texts of this kind usually found? (Mode and Medium)

TEXTUAL FEATURES

Spoken and written language can be described in terms of **Textual Features**, including:

- **Text structure:** The selection and organisation of subject matter into stages
  - **Grammar:** The combining of words in phrases, clauses and sentences
  - **Vocabulary:** The words appropriate to the contextual factors, especially subject matter
  - **Cohesion:** The linking of words and phrases in and across sentences.
- Spoken language* is also described in terms of:
- The stress, pitch and sound patterns (intonation and rhythm)
  - Pronunciation
- Written language* is described in terms of:
- Paragraphing and punctuation
  - Spelling
  - Handwritten scripts, electronic fonts, Braille scripts or other codes.

(This diagram was presented to the Lae Writers' Workshop by Ms Gonowa Kumbu)
Vernacular Literacy Teachers' Guide, page 25

The Circle diagram is a tool to help us to:

- identify the differences in the kinds of language we use every day
- understand how and why our language is different according to
  - what we are talking about (the topic)
  - who we are talking to (the participants)
  - the purpose of our talk
  - where it is happening (the situation)
- The circle ‘tool’ organises the criteria by which we can analyse texts and see inside different types of texts. We could say the tool acts like an x-ray machine and helps us see inside the text for the bones (structure) that hold that particular text together and gives it its particular ‘shape’.
- The centre of the circle represents the TEXT we are studying, whether it is spoken, written, visual or a combination of these. Putting the text inside the circle helps us to FOCUS on the text.
- On the left-hand side of the page are the criteria for discussing social and cultural features of different text types.
- Social/cultural contextual features include what the text is about (the subject matter), the role of the text creator (speaker or writer), what the relationship is between the creator of the text and the listener or reader of the text (roles and relationships). Roles and relationships have to do with who has the *power* in any interaction. See the explanation on page 24 for information on power in social interactions, as well as other terms used.
- On the right-hand side of the page are the criteria (like a check-list) for identifying how and why the particular text we are examining is different from other texts. These are the *textual features*. They are the special features of the text that help account for the ways it differs from other kinds of texts.
- Textual features include the structure, or pattern of the text; grammar, vocabulary, cohesion.

Now that you have studied the circle diagram, see if you can apply the information on the left-hand-side of the diagram to a new situation. This task and the one following both analyse spoken language. Later in the module you will use the same circle diagram to examine print texts.



Listen to a conversation between two people. (Write it down as they talk if you can take notes quickly). Then answer these questions. Write your answers in the space provided under each question.

- who was speaking to whom ?
  - what was the role of the *introducer* of the text?
  - what was the role of the *receiver* of the text?
  - what was the relationship between the speakers (close, distant)?
  - what was the social purpose of the talk (what were the speakers trying to achieve?)
  - what was the topic of the conversation?
  - what was the situation where the conversation took place ?
  - what was the result of the conversation?
- Make notes of a conversation between two of the students in your class. Answer the above set of questions about their conversation. Write your answers in the space provided below.

- who was speaking to whom ?
- what was the role of the *introducer* of the text?
- what was the role of the *receiver* of the text?
- what was the relationship between the speakers (close, distant)?
- what was the social purpose of the talk (what were the speakers trying to achieve?)
- what was the topic of the conversation?
- what was the situation where the conversation took place ?

- what was the result of the conversation?



Then ask yourself, “What insights have I gained into conversational language that I didn’t have before?”

1. I noticed that.....
  - 2.
  - 3.
- As you take part in and listen in to other conversations, see if you can use the list of features from the left-hand-side of the circle diagram to look for patterns in text.

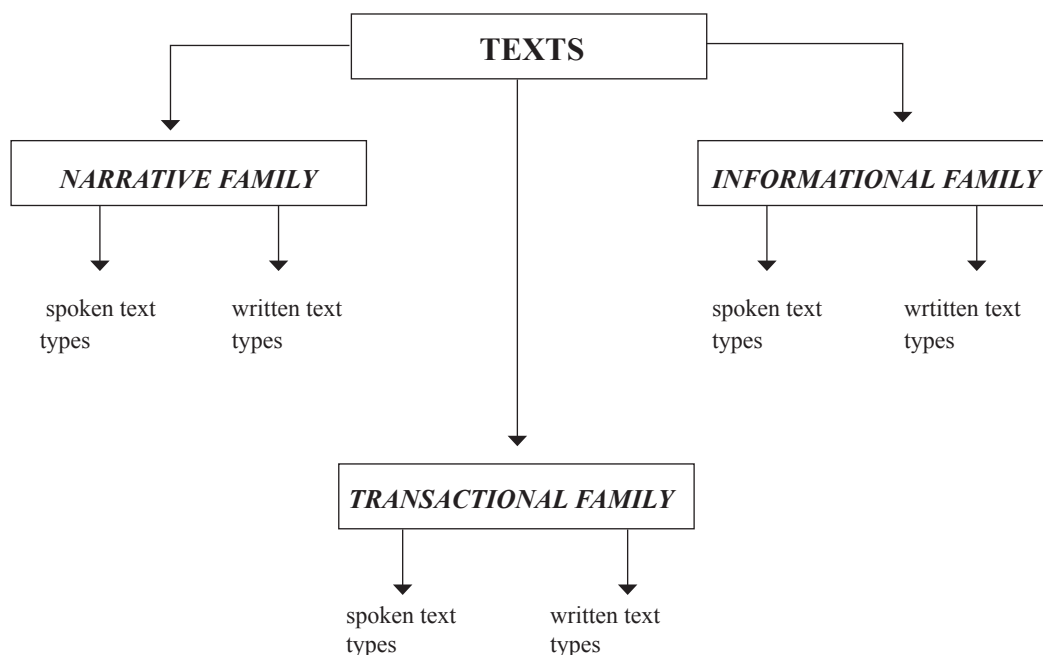
The next part provides information on different text types that have been identified for both spoken and written English. This is followed by some introductory details concerning text types in vernacular languages.

1.3: Different Text types



Out in the world of our daily experience, people socialising, trading, working, learning, are all generating many different kinds of texts, as you can see from the above lists. As you study the following diagrams along with the information in this module you will develop a clearer understanding of what text types are, and of why they are different from one another.

Texts can be grouped together into types (or ‘families’ of types) by analysing their different features. There are three main ‘families’ of text types in English. Examine the following diagram:



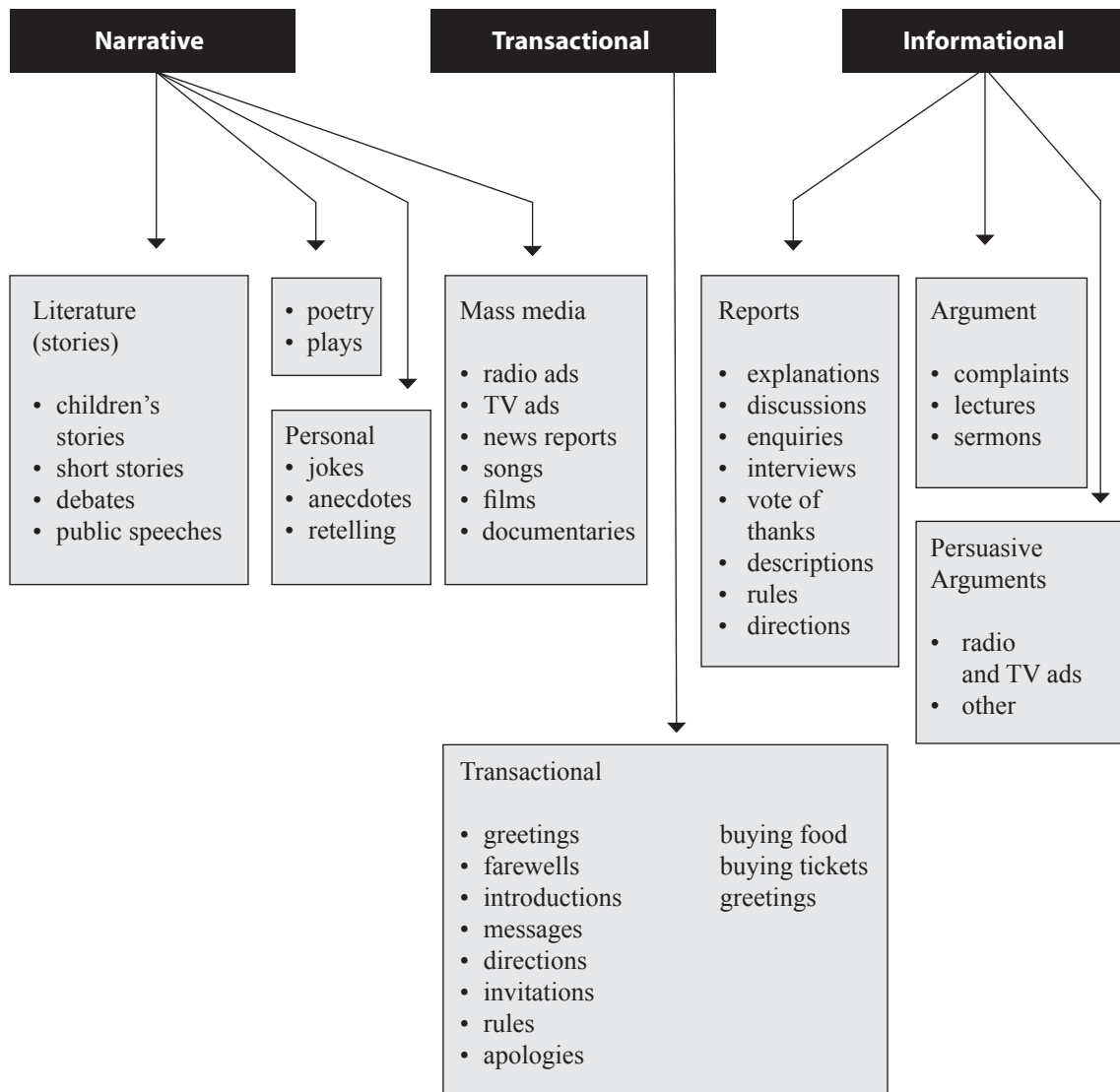
List below the three main families of text you can identify from the diagram :

- 1.
- 2.
- 3.

The members of these families, some of which are shown in the diagram below, can then be subdivided into two parts: spoken text types and written (and visual) text types.

There are many text types under each of the ‘family’ headings. Study the following diagram for some of the *spoken* text types in English in each of the three families or groups.

1.3.1: A model of spoken text types in English



As you can see, these are all spoken text types. This is not the whole number of spoken texts available to us. There are many more, but these serve as examples. These are for English only. Some, maybe quite a few, also probably can be found in vernacular languages. But we cannot state for sure until research has been carried out into language families in vernacular languages.

1.3.2: Vernacular language and text types



What you are asked to do next is to reflect on the different kinds of conversations (speech events) you hear in your vernacular language, and begin to identify different text types in that language. Some text types you identify may be similar to those same English text types. For example, storytelling in your language may have a similar pattern, or structure, to English stories. Then again, it may be different in certain ways. Some spoken texts in your language may be quite different from English. That is because each culture shapes and determines what the purpose of an interaction is, who can speak about certain topics and who they can speak to about that topic. But speakers from different cultural backgrounds can all:

- give and get instructions for making or doing something and directions to go somewhere
- persuade someone to their own point of view or persuade them to do something
- tell stories, anecdotes, recount events in their lives and others' lives
- provide information about things and events in the natural world around them.
- express attitudes toward things, ideas, events and people.

It's just that each cultural group has its own way of going about these activities, and their spoken texts reflect those differences.

Below are some of the text types that might be 'out there' in your vernacular, or the vernaculars of other teachers:

- how the world was created
- how the ancestors came to your place
- how the language of your group came to be spoken
- ancestor histories
- "time of darkness" stories
- sangguma stories
- how your clan began
- animal and bird stories i.e. about the environment
- laments and mourning songs
- bride price speeches
- chants: hunting, fishing, gardening, finding a partner.....and others.

These are mostly narrative text types. You could ask a mature speaker of your language to tell some of these stories, and see if they can identify why they are different from other texts.

You may also be able to identify the different kinds of language used when giving instructions to someone, or persuading someone to do something to help you, etc.

When applying the idea of text types (or genres) to vernacular languages it is important to remember that:

- research has not yet been done into PNG vernaculars.
- vernacular languages are used mostly as oral (spoken) languages.
- vernacular languages have not been written down for very long in PNG, and written vernacular is not yet part of everyone's everyday life.
- although communication purposes (describing, explaining, telling stories, etc.) are similar in each culture of the world, the way people structure language to be effective can often be very different in each culture.

For these reasons we must think carefully when applying the idea of genres to Vernacular language teaching. We can start identifying the different types of spoken communication used by speakers in our community. We can also identify what purpose the speakers have in speaking. The purpose of the communication will help us to apply the idea of text types to vernacular language teaching.

In your vernacular language there may be many different types of spoken text. As an example of what different ways of speaking (different text types) there might be in your vernacular, here is a chart of text types in the Tawala language of Milne Bay.

TAWALA	ENGLISH
Itutu luluogo/guyuya	Advice
Tapalolo	Prayer
Damoleya/Pedili	Chants
Hiyahiyawa	Poems
Wilaulautugou	Legends
Dedede	Stories
Ilaikei	Initiation
Pakulo	Riddles
Pali lulougo	Spells
Lili	Composition
Biga	Promise
Lelebombom	Lullaby
Palipe/Kidoko	Barter
Lugagayo	Rules/laws
Palitete	Instructions
Houga	Seasons
Balau/Giliba	Sorcery
Lougo	Songs
Liwawala	Creation myths
Lututu	Dating
Toleha	Feasting
Tawi ne–muli tepali	Wedding ceremonies
Dalabu hoehoe	Funeral feasts
Wogatala	Rhymes
Wekiwekilala	Plans
Iyola	Signs and symbols
Luhauga	Cat's cradle
Hauga	Dreams
Giluma (lukidi omtahi)	Weather

All of these different ways of speaking may have features that are both similar to and different from each other. Using the criteria for examining texts, you could probably put them into family groups, as we do with English

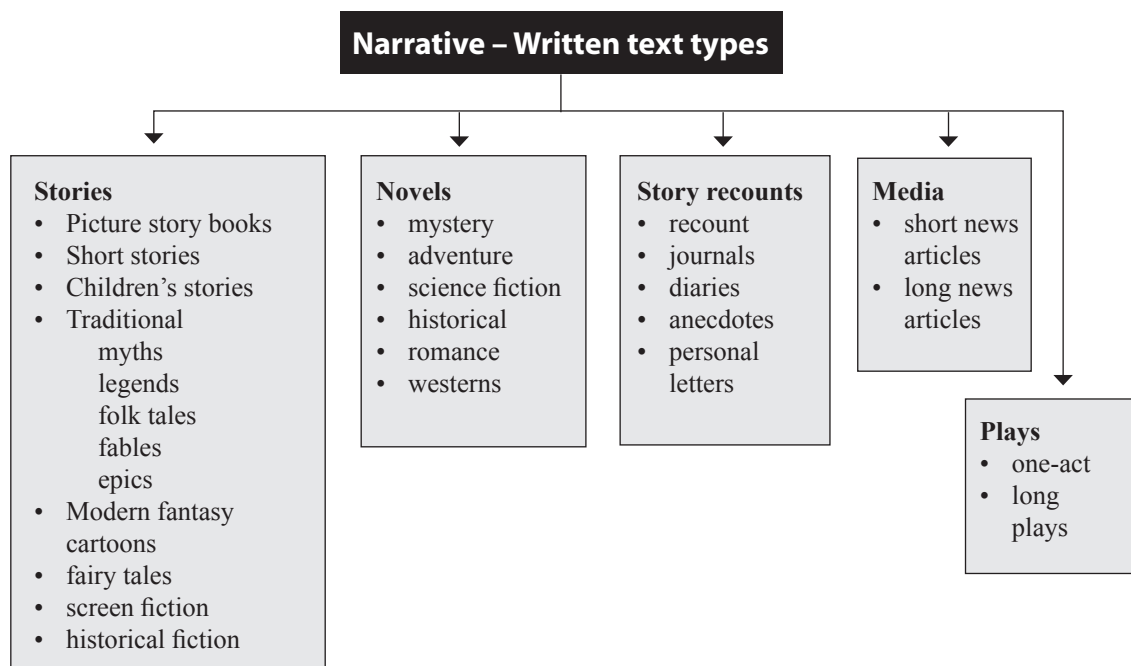


In the table below, list the many different ways of speaking (texts) you can identify from your own vernacular language. Ask some community people who are fluent speakers of their vernacular language to identify the different ways of speaking in the vernacular. They are your ‘oral language resource’ for vernacular teaching.

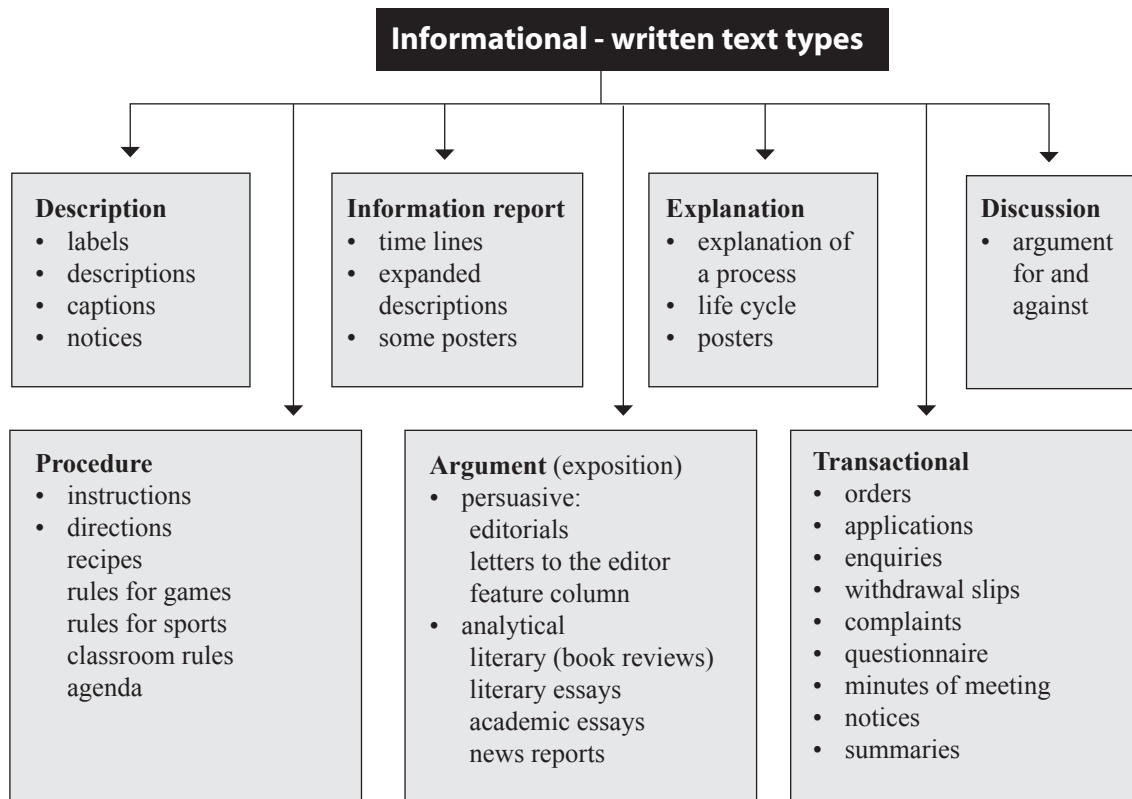
Name of your language	ENGLISH

Now let us return to the diagram on page 9 of this module.

In English, under **Narrative**, you can see that there are both spoken and written text types. Here is a diagram that gives some examples of written text types in English Narrative.



In the family of **Informational** text types you will notice that there are also spoken and written text types. Here is a diagram of some of the different kinds of written Informational text types in English.



Remember that these written text types are for English only, and that there are many more examples that could have been included. How many of these written texts do you use

- each day,
- each week
- seldom

either in your reading or your writing?

1.3.3: Vernacular written text types

In your village community now, you can probably think of some written text types that are coming to be used – in either Tok Pisin, vernacular or English. See if you can identify some written texts that can be found in your community and list them in a chart like the one below. They may be informational or transactional.



Identify where you saw them (e.g. home, store, health centre, church, school, other). State which language they were written in. Use the table below to help you.

Where was the text located?	Describe the text	What language was it written in?	What kind of text was it? (Informational, transactional, narrative)
Health Centre	• medical record • wall chart • notice • poster	English?	Informational?
Store			
Community notice board			
Bride price exchange	List of names and goods	Vernacular language (name)	Transactional/functional
Canoe at the beach	Name of the village	Vernacular language	Label

Sometimes we don't realise that people, both adults and children, are using and viewing literacy of different kinds even in remote villages. There may not be much, but it is still literacy.

- Now go back to Module 1 and re-read the section: "What is literacy?" Then write down the answers to these questions:
  - How important is literacy in your community?
  - Who uses the resource of literacy to get things done each day/week? Eg, health worker, agricultural worker, teacher, pastor, storekeeper, PMV driver etc)
  - What different purposes do these people have for using print texts in your community? (Think of different age groups; think of people outside of classrooms). For example, Who are the literate role models for students in your community?

Now read on.....



Once people become literate, they may find they can read and write other kinds of texts with their new skills. They may find for example, that they need to record information, facts and figures that could be once shared orally, but now need to be written down as a permanent record. For example, in the Highlands at the bride price exchange, it was once possible for community members to remember who had contributed, and what they had contributed. This was important information, both in case the marriage failed, but more importantly so that reciprocal payments could be made at future bride price exchanges. Now, however, the groups are so big and so much is exchanged, that sometimes a scribe writes down who has given what, so as to have a written record. So communities are creating their own purposes for literacy.

1.3.4: Is written text the same as talk written down?

The answer to this question is both: **Yes and No!**

- When we are reading or writing, we are using the same language as when we speak.
- But we do not use both the spoken language and written language for the same purposes.
- In fact, even though it is the same language we use in both spoken and written communication, there are some important differences between the two.



List some of the differences between spoken and written language here. Then refer to the table at the end of this module.



Think about the following statements and decide if you agree or disagree with them.

- If you agree, give reasons and examples, if possible. If you disagree, also give reasons and examples. Record your views in the table on the next page.

Statements	Agree or Disagree?	Reasons and examples
Just because you can speak a language, it doesn't mean you automatically know how to read and write in that language.		
It is necessary first to learn the orthography of the language you can speak before being able to use it to become literate.		
Students in classrooms around the world often spend some years learning to be fluent readers and writers of the language they could speak when they first began schooling.		
You only learn to read and write once.		
If you can speak a second language, you can also learn to read and write in that language.		
You need to know the orthography (i.e. the alphabet) of the second language so that you know how to represent the sounds of that language in symbols on paper.		
You also need to know the social values placed on the different kinds of texts used in the new cultural group whose language you are learning and how to use the print resources to achieve your new social purposes.		



Discuss these statements with one or two other teachers and see what their opinions are.

- Do they share your views on each of the statements? Write your comments below.

1.3.5: Some differences between speakers and writers when producing texts

Speakers and writers usually relate to their audiences in different ways.

The speaker:

- has face-to-face contact with the person to whom s/he is speaking. This means that the speaker and listener are usually known to each other, share a lot of information about the topic being discussed, or can share the knowledge until both understand the topic. That is, where the listener does not understand something, the speaker can provide the necessary details to help the listener understand what s/he is talking about.
- can monitor the effects of what s/he is saying, and make changes to the conversation to assist the listener in understanding. Also, if the listener doesn't understand something, s/he can immediately ask for something to be made clearer.
- Spoken language is *spontaneous*. That is, in casual conversation we do not often plan ahead in detail what we are going to say, as we do in writing. So in face-to-face conversation, there is little time for censoring out irrelevant speech, or to review what we are saying. Once we have to *watch what we are saying*, our speech becomes far less casual, and sometimes we are silenced by not being able to say what we want in the way we want to say it.

A writer's position is quite different. Here are some of the differences:

- The readers of the text are somewhere else in time or space. That is, the readers may read the text in the newspaper next day, or next week or even next month. They may not even be in the same town or country, or continent - as the writer.
- The writer may not know anything much about their audience – the readers. So the writer focuses more on the topic and needs to exercise greater control over the subject matter being written about.
- The act of writing is quite deliberate – writers review, edit, censor and reword their writing.
- The written text has little or no connection with the space it is being written in, unless it is a personal letter between, say, a parent and child.

So we could say that a speaker is *involved with the audience* while a writer is *detached from the audience*. This detachment of writer from audience is one reason why a writer has to include all meanings in the text, since the reader cannot ask the writer to explain or clarify what has been written.



Why is it important for us as teachers to understand the differences between spoken text and written (or print) text? Record your reflections here.

Here is a summary of the information that was asked for on page 18, Section 1.3.4 of this module. Did you include all of this information?

Spoken language	Written language
Speech is universal. Everyone learns to speak a first language in the first few years of life.	Not everyone learns to read and write that same language; as we have seen, they may need to be taught how to read and write it.
The spoken language has dialect variations. That is, people in different places speak the same language in different ways: vocabulary, tone of voice etc.	The written language is expected to conform to a standard form of grammar and spelling.
Speakers use their voices (pitch, stress, rhythm) and bodies (gestures, facial expressions) to help convey their meanings	Writers have to rely solely on the words on the page to express meaning
Speakers use pauses and intonation patterns and stress to carry meaning	Writers use punctuation to make the meaning clear
Speakers pronounce words	Writers spell and write words
Speaking is usually spontaneous and unplanned	Most writing takes time. It is planned. The writer can go back and change what has been written
A speaker speaks to a listener who is right there, nodding or frowning, interrupting or questioning	For the writer, the reader's response is either delayed or nonexistent. The writer has only one chance to convey information and be interesting and accurate enough to hold the reader's attention.
Speech can have a lot of repetition. The speaker can pause, offer to start again, rephrase without losing the meaning of the utterance	Writing is more formal and compact. It progresses logically with fewer digressions.
Speakers use simple sentences connected by a lot of <i>ands</i> and <i>buts</i> .	Writers use more complex sentences with connecting words like <i>however</i> , <i>therefore</i> , <i>in addition to</i> .
Spoken language evaporates into thin air like mist in the sun	Language written down lasts until what it is written on wears away.

1.3.6: Curriculum genres

In classrooms, as in our daily lives outside of classrooms, we use many different kinds of spoken language, or spoken texts, as we are calling them.

There are some special text types that are used to help children learn in classrooms. There are seven main types listed in the *Language Teacher Guide, Lower Primary*, pages 16-29. These are all examples of English ‘curriculum genres’.

- Make a list of what these genres or text types are.

It is important that you understand the textual and contextual features of these text types and assist students in their learning.

Section 2 - Understanding Text types or Genres

Introduction

The major focus of this part of the module is to examine the text types (or genres) in English. First, you identify features of text types, both narrative and informational, in English. You analyse, discuss and evaluate different text types by referring to situation, audience, social purpose, roles and relationships between participants in the text. As you read, refer to the following notes to find out the meanings of terms that are new to you, such as ‘context’.

2.1: General information for narrative (story) text

Contextual features

The context is the situation in which an activity takes place. The context is ‘with’ the text. We could say the text is ‘embedded’ in the context. Context can be further thought of as:

- ‘cultural context’ - the sum total of all the beliefs, values, attitudes and behaviours of people of a particular group.
- ‘social context’ - the social situation in which an interaction takes place. Usually, these two come together as *sociocultural context*.

Cultural context

- All cultures have their story-tellers and story-telling has its roots in the oral transmission of culture. It is a way for people to make sense of the world and the experiences we share in that world.
- Storytelling also helps us to learn about our culture and how we identify with the cultural practices in our cultural group.
- Listeners may get different meanings from the story. Readers may also get different meanings from the text. This is because we all have different experiences, values and beliefs that we bring to our reading of new texts.

The **social purpose** of a narrative (story) is to

- entertain, guide, teach, instruct, touch listeners’ feelings
- May also include informing, persuading and socialising

The **Subject matter** of stories can be real or imaginary. That is, stories can be about real events, or they can be stories made up in our imaginations.

In the world of the story, the **plot** focuses on a series of related events:

- the actions
- utterances
- thoughts
- feelings

of **characters in a particular setting in time and place.**

As well as retelling what the characters in stories say, think, feel and do, storytellers also think about what the events mean in everyday terms. They often choose a theme or an issue that is relevant to us in the present. It is up to the listeners (or readers) to explore the issue for themselves.

The events and ideas in the subject matter chosen by the teller usually reflect the storyteller's cultural backgrounds, their beliefs, convictions and principles. The listeners or readers may also share that cultural belief system. On the other hand, stories sometimes present ideas that are not shared by some readers. It is in becoming 'critical readers' that we can often identify the particular motives the storyteller has in telling his or her story in this particular way. We are also able to identify why we do not agree with them.

Roles and relationships

• Role

The term **role** refers to the social relationships that people adopt, or take up, when interacting with others. It may be as learner to expert, information giver to information receiver, knower to person wanting to know.

In the case of a story, the roles are those of the story-teller (or story-writer) who has a message to give to the listeners/readers. S/he is the 'knower' of the events in the story. The listeners are the "want-to-know – ers".

• Relationship

When people communicate, they do so because they are establishing, maintaining or changing a **relationship**. There are often different power relationships between a speaker/listener in spoken text and between writer/reader in written text. For example, a conversation

- between a parent and child;
- between a teacher and student;
- between a teacher and a head teacher,
- between a doctor and patient. These are just a few examples of where one person has more power than another. Ask yourself, in each of these interactions, who has more power? What is your reason for your choice of answer?

Relationships are affected mainly by three things:

- Status or power, that is, the cultural and social ranking each speaker/listener holds in the conversation they are having. For example,
  - o at the office the boss has more status because he holds more power than the employee.
  - o at school, a teacher discussing a student's work with the student has more status, both because teachers are an esteemed profession in the community and because the teacher has more power in the school hierarchy than a student has.
  - o A head teacher has more status than a classroom teacher at a teachers' meeting.

- o Two teachers talking together or planning their programs together have equal status, so their language will be slightly different from their language when holding a conversation with the head teacher – unless the head teacher is a family member, for example.
- The contact between the speakers. For example, if you talk a lot with a certain person, there will usually be less ‘social distance’ between you. Think of your interactions with your spouse or your children. You talk with them far more often than you do with most other people, and you are emotionally and socially ‘close’ to them. This closeness is reflected in the way you talk to them and the way they respond.
- The emotion that is involved in the conversation - are the speakers confused, happy, angry, bored, enthusiastic? Their mood will affect their choice of words.

The **Mode** is the channel, or system of communication used to get a message across. The mode can be spoken, written, non-verbal (sign language), visual, auditory (able to be heard).

The **Medium** is the means by which a specific kind of communication usually takes place, such as: newspapers, magazines, posters, TV, telephone, face-to-face, film, school assembly etc.

The **audience** hears or receives a text. The audience can be a single listener or a group of listeners. Knowing the audience helps the creator of a text (either spoken or written) to create a text that achieves the creator’s purpose – the choice of text, language, structure and the meaning being conveyed.

2.2: Specific information about Narrative and Informational text types (pages 26-35)



Now study each of the texts on the following pages.

2.2.1: NARRATIVE CONTEXTUAL FEATURES

Social purpose

The social purpose of this kind of narrative – a story – is to

- entertain, guide, teach, instruct, touch listeners' feelings
- it may also include informing, persuading and socialising

Cultural context

The story took place in a culture where teachers and children can share experiences like the one in the story. In that culture it is also likely that a teacher will ask students to write a funny story about what happened – to use their imagination to create an entertaining story for their classmates.

Social context

The social context is the classroom. The storyteller/creator of the text is a student in the role of information-giver and entertainer. The listener/reader is filling the role of audience, being entertained. The relationship between storyteller and audience is distant, because the teller does not know who is going to read the story. However, there is some informal language in the story, which lessens the social distance between them, suggesting the story is for younger students.

Mode

The mode is written. This story might have been told by a classmate, but here it is in the written mode.

Medium

Where is the story found by you, the reader? In this case, it is in the inservice module! But it could also be in other places such as the children's section of the newspaper, school journal, big book, etc.

The story

One morning, our teacher walked into the classroom holding two packets of corn kernels (or popping corn) a bottle of oil, a packet of salt, some food containers and an electric frying pan.

She announced, "Look what we've got here. Today we are going to make popcorn for everyone. Would you like to watch what we are doing?" We all crowded closer with great interest and answered, "Yes, please, miss, we would like that". We were all so delighted. This was very different from the usual kind of lesson she gave us!

The teacher switched on the electric frypan and poured some oil in it. When the oil was heated up, she added some popping corn and covered the frypan with its lid.

After a few minutes, the corn kernels began popping and they were soon cooked. The teacher asked a student, "Could you please pass me the spoon?" He passed her the spoon and she used it to scoop up the cooked popcorn and place it in a bowl ready to eat. It smelled absolutely delicious, and we could hardly wait to put it into our mouths.

After putting the popcorn in the bowls, the teacher commented, "We'll just put it here on the windowsill to cool while we do our maths lesson". We tried very hard to concentrate on writing the answers to the problems the teacher gave, while thinking all the time of how we wanted to eat popcorn.

Suddenly, one girl near the window shouted, "The popcorn! It's gone!" Well, there was a lot of noise and jumping about. Kids ran to the window to peer out, and what did they see? A large, hungry dog with his snout up to his ears in OUR POPCORN, gulping it down as fast as he could before we could get to him. Some boys ran out to chase him away, but too late- he had eaten it all up. We were all very disappointed. Our teacher assured us, "We can make popcorn again another day". One of the boys replied, "Only this time we won't put it out to cool. We'll eat it straight away, even before we do our work!" And so ended our first experiment with making popcorn at school.

TEXTUAL FEATURES**Structure**

Narratives are usually organised to include:

- an orientation
- a complication (the problem)
- a climax
- a resolution
- a coda (optional)

There are often paragraphs in narrative, as in this example.

The **orientation** identifies who the characters in the story are, when and where the action took place.

The complication

The events and activities in the story take place one after another in a sequence until paragraph 6. In this paragraph comes the problem that has to be solved – where has the popcorn gone?

The **resolution** tells us what happened after the sad discovery and its aftermath.

There is a **coda**: "And so ended our first experiment with making popcorn at school".

Grammar

Verbs are 'doing' verbs; the story is about what happened so verbs are in the Simple Past Tense: 'walked', 'crowded', 'answered', 'switched' etc.

This story also contains **dialogue** to help carry the story along. In the dialogue the verb tense is Simple Present Tense.

Vocabulary relates to what the story is about: here it is words related to cooking popcorn.

Cohesion is achieved through time words and phrases such as One morning, Today, After a few minutes, After, Suddenly, another

2.2.2: RECOUNT

CONTEXTUAL FEATURES

Recounts are similar in some ways to a story. The main difference is that a recount or retelling does not have a complication. Therefore it does not need a resolution. It is a sequence of events retold one after the other.

Social purpose

To tell events as they happened. It can also be used to inform and to entertain an audience.

Subject matter

The personal experience of the teller or writer.

The **Role** of the speaker/writer is as narrator; the role of the listener/reader is as information seeker.

The **relationship** between the two is close if it is a retelling; more distant if the recount is written, because the writer cannot identify the audience. The narrator has chosen to use a style that is quite friendly, and reduce the social distance.

Mode is spoken or written.

Medium

- When spoken, the text is face to face, individual to individual, or individual to a group.
- If written, the medium is a school task (morning talkor news time) entry in a personal diary, personal letter, the children's pages in a newspaper or journal.
- Telling people about our experience is a basic way of maintaining relationships between us. In communities, recounts such as oral histories represent valuable sources of social information.

Making Popcorn

On Monday morning, our teacher walked into the classroom. She asked all of us students to be seated in front of her table. She told us that she was going to make popcorn. She had an electric frying pan, two packets of corn kernels (or popping corn), a bottle of cooking oil, a packet of salt, some food containers and a large spoon.

This is what happened. First, the teacher plugged the deep fryer's power cord to the power point and switched it on. She poured a spoonful of cooking oil into the deep fryer and waited until the oil was hot enough. Then she dropped in one or two of the corn kernels and covered the fryer. When she heard the popping sound, she knew that the oil was ready. So she poured some of the popping corn into the frying pan and covered the pan with the frypan lid. From time to time she moved the fryer, shifting the corn to and fro. When the popping sound stopped, she switched off the fryer, opened the lid and there the popcorn was, ready for serving and eating. She spooned some of the cooked popcorn into several bowls and gave one bowl to each group. We added salt to taste.

It was absolutely delicious !!

Note:

The main difference between Recount as narrative and Story as narrative is that Recounts do not have a conflict or issue to be resolved, so there is no resolution. A recount is a list of events in sequence, often with some evaluative comments from the reteller.

TEXTUAL FEATURES

Structure

Recount texts are usually organised to include

- *orientation*,
- *a record of events in sequence*
- *personal comments or evaluative remarks*
- *re-orientation to round off the sequence of events*
- *an optional coda*

In Recount texts,

- the orientation gives information about who is involved, where and when the events happened
- the events describe what happened in sequence
- the writer makes personal comments and gives opinions about, or interpretations of the events or the experience.
- There may be a re-orientation that sets the scene again and locates the characters in it. There may also be a coda, or personal comment from the writer.

Grammar

The verbs are mostly *doing* verbs in the Past Tense except in conversations, where there may be different tenses.

The participants are specific are specific, as in *I* or *We*.

The vocabulary is usually everyday language, depending on the subject matter.

Cohesion in spoken recounts uses short clauses with *and* or *but* used to sequence events. In written texts there are longer clauses and various ways of expressing sequence, such as *First*, *Then*, *When*, *From time to time* ...

Now that you have studied the two texts, Story and Recount and have identified their main features, see if you can provide the information under the different headings for the text in the middle column.	SNOOPY James had a one-year-old puppy. It had black and yellow fur. James called it Snoopy. Snoopy had floppy yellow ears, big brown eyes and short tattered legs. He had a swollen stomach which dragged on the ground. He was so fat and so lazy. And he loved eating! James and Snoopy like playing around. Snoopy loved chasing James, jumping at him and licking him. One day James and Snoopy went to the bush for a walk. Snoopy trailed at the back, then ran past him. "Snoopy! Snoopy!" James called. But Snoopy didn't listen. Then James saw a yellowish thing creeping towards a hole between two rocks. It was a cuscus. Somehow it disappeared into the hole. Snoopy tried to follow the cuscus, but he was too fat. He got stuck half way. "Snoopy, you stupid dog!" said James. He pulled and pulled. "Wou, wou!" cried Snoopy. His fat stomach just wouldn't come out of that hole. "Don't worry, Snoopy. I'll get you out!" said James. "Wou, wou!" said Snoopy, deep inside the hole. James sat down and thought about what to do. There was a crack between two rocks just above the hole. James got a long piece of grass. He pushed it down into the crack – down onto Snoopy's nose. "Wou, wou, www..." said Snoopy. James wiggled the grass. "Wou, wou w...w...AAACHOOO!!" sneezed Snoopy. And he shot backwards out of the hole like a cork from a bottle. James hugged Snoopy. "Maybe that will teach you not to eat so much!" he said.	Textual features Generic structure The title indicates The orientation: Is there a complication? What is it? Is there an evaluation? If so, what is it? Is there a resolution? How was the problem solved? Grammar List the verbs, and state what kind of verbs they are. List some of the vocabulary and state why the writer has used these particular words. Are there special words? What are they? What cohesion has the writer used to help the story to flow smoothly?
TEXT TYPE..... Contextual features The social purpose of this particular text is: The subject matter of the text is The roles and relationships between writer and reader are: The mode is: The medium is:		
Module 2		Text types or Genres
Page 28		

Now that you have studied the two texts, Story and Recount and have identified their main features, see if you can provide the information under the different headings for the following text.

2.2.3: PROCEDURES – CONTEXTUAL FEATURES

Procedures can be spoken or written. They can include recipes, rules for games and sports, instructions for making something work and directions. The social purpose of a Procedure is to direct activities; to instruct or tell someone how to do or make something by following a sequence of steps. The Subject matter depends on what the situation is. In this example, the subject matter is cooking -making popcorn. Cultural context: Because of their purpose, procedures have a series of stages and steps, sequenced toward achieving a goal. This kind of text may be similar to those found in other cultures, since giving instructions is common in many cultural groups. Roles and relationships: In this kind of text, people who are usually knowledgeable provide directions or instructions to those who need to know or want to know, and are not experts. Mode can be oral, written or visual; in this example it is obviously written. Medium can be books, charts, posters, signposts, recipe books, instruction manuals, how-to-play instructions for games.	HOW TO MAKE POPCORN What you need (Materials) • electric cooker or saucepan with a lid • cooking oil • a packet of popping corn • a packet of salt • a large bowl • small bowls – one for each person • a wooden spoon What you do (Steps) 1. Plug the electric cooker into the power point and switch it on. 2. Pour some oil into the cooker and heat for 2-3 minutes. 3. Put a popping kernel into the cooker to hear a popping sound. (The popping sound means the oil is ready). 4. Pour some popping kernels in the cooker and cover with the lid. 5. Wait until all popping sounds have stopped. 6. Pour the popped corn into a large bowl. 7. Repeat Steps 4,5 and 6 until the popping kernels are all used up. 8. Use the wooden spoon to serve the popcorn into the small bowls. 9. Add salt to taste. 10. Enjoy your popcorn !	TEXTUAL FEATURES Structure The structure of a Procedural text has these features: • A heading or diagram that indicates what the instructions will achieve • A first stage which indicates what equipment is necessary. This stage often organises the information with bullets. • A clear sequence of steps leading to the goal of the procedure. There may be subheadings; there will be numbers showing which steps come first, next etc. • There may be pictures, photographs, diagrams added. Grammar Verbs are doing verbs and written as commands such as Plug..., Put...,Pour...,Use...,Add... They are written as if the writer is speaking directly to the reader. Vocabulary is selected according to the subject matter. Pronouns are 2nd Person Sg or Pl. The cohesion is achieved through the sequence of steps to be taken, and numbered in order of the steps.

2.2.4: DESCRIPTION - CONTEXTUAL FEATURES

The social purpose is to inform an audience of the distinctive features of something living, non living or part of the natural or built environment. The subject matter is about some characteristics of living, non-living or natural things. The roles are those of a writer as information giver, and the reader as information seeker. The relationships vary from formal to informal, depending on the purpose for writing, the audience and the mode. The Mode can be spoken, written or visual. The medium includes catalogues, job descriptions, missing persons notices, 'Wanted' posters, classroom written tasks, poems, plays and novels, sections in textbooks, houses and cars for sale section of the newspaper. Description texts can be accompanied by photographs, diagrams and other visuals. Description is often used in other, more complex texts. For example, a novel may include a description of the setting of the story, or of a character in the story. Description is different from an Information Report because it describes one particular thing, not a class of things – 'My special place', 'My Pet' 'Our new house'.	Popcorn – what is it? There are two types of corn: the naturally grown corn which cannot be popped and corn that is specially treated so that it can be popped. The naturally grown corn can be bought at the markets. It can be roasted over a fire or in the oven, boiled, steamed or even eaten raw. A single kernel of popcorn is a little orange seed that starts its life like any other little kernel of corn. It forms on a cob that is grown on a plant. But popping corn is different. It has been processed in a special way so that it will stay fresh until it is ready to be cooked. Popping corn has been specially treated in a carefully controlled process in a factory. The kernels of popping corn are sold in packets which can be bought at all good super-markets. The popping corn kernels have to be cooked too. They are placed into a pot with some heated oil in it, and left until the hot oil bursts, or 'pops' the grains. Then they can be taken out, sprinkled with salt, and eaten as a snack.	TEXTUAL FEATURES Structure • A title is optional. • There may be an orientation ,setting the scene for what is to follow • A description of aspects or special features follows in sequence. Grammar Verbs are most often verbs of being/having, and the tense is the Simple Present. The Passive Voice may also occur. Vocabulary can be everyday words, although some technical terms may be used if the text is formal, as in a For Sale notice. A speaker or writer sometimes uses figurative language such as metaphors and similes, especially in literacy descriptions. In a long description, paragraphs may be used. Sometimes headings may be included.

2.2.5: INFORMATION REPORT (What an entire class of things is like)

CONTEXTUAL FEATURES

The social purpose of the Report is to report on events, phenomena (things) and issues.

Social purposes may also be to inform, describe, explain and persuade. Reports tell us about what is, or what has happened in the world.

The subject matter is about natural things, either living or non-living. It may also be about cultural phenomena which may be social, political, historical or technological.

The roles and relationships reflect the writer as expert information-giver, giving information to someone who could be a learner, or another expert. The relationships are usually formal and distant.

The mode is written and visual.

The medium includes reference books, textbooks, factual reading books, community information pamphlets and media articles.

Reports are sometimes referred to as Factual Objective Descriptions.

An Information Report also contains a lot of description. Its main difference from the Description text is that it describes an entire class of things, rather than one particular thing – “The Farming of Corn” rather than “My corn garden”.

FACTS ABOUT CORN

Sweet corn is a warm-season vegetable that can be grown easily in any garden with sufficient light, fertility, growing season and space. It is especially popular with home gardeners because it tastes better when it is harvested and eaten fresh from the garden.

Types and varieties.

There are three main types of sweet corn: the normal sugary type, the sugary enhancer and supersweet types. Each of these is a little different from the other, depending on the sugar content, the texture of the kernels and how well they keep when frozen. There are more than fifty varieties of corn available around the world.

When to plant

Sweet corn requires warm soil for germination. If farmers want to plant their corn early, they need to make sure the frost season is finished, or use special soil-warming protection such as garden plastic film. For a continuous supply of sweet corn throughout the summer, farmers plant an early variety and wait until it has just four leaves. Then another variety, used to warmer weather can be planted. By planting in this way, there is always corn ready to be eaten or taken to market.

Planting hints

Kernels are planted 1cm deep in cool, slightly damp soils and 2-3 cm deep in warm, dry soils. The kernels are spaced 20 – 30cm apart in rows. Two or more rows are planted side by side to make sure good pollination and ear development occurs.

Care and harvesting

Corn farmers dig up the top soil carefully to control weeds. As well, corn likes water at specific periods in its growth and lack of water at these times can seriously reduce the quality and yield. If there is not enough rainfall, the corn is watered during the time when the tassels, silking and ears of corn are growing.

The corn is harvested by snapping off the ears by hand with a quick, firm, downward push, twist and pull. The ears are eaten, processed or refrigerated as soon as possible to protect their freshness.

The cornstalks are cut or pulled out immediately after harvest and composted ready for use in the following growing season.

TEXTUAL FEATURES

Generic structure.

The title gives an idea of the content or topic to be reported on. There is a general classification which can be a definition: “Sweet corn is a warm-season vegetable.....”

There may be headings and subheadings. The example text here uses headings to introduce each new topic to be discussed. Each topic has its own paragraph.

The description can include:

- parts and their functions,
- qualities or properties such as appearance, size and shape,
- habits or behaviours of living things, and uses when non-living things are described.

Grammar

Verbs are mostly *being/having* types for describing, and *doing* for describing the ways things behave.

There are some action verbs. The tense is mostly Simple Present.

Pronouns are mostly 3rd Person Sg or Plural.

Because the language is in a formal and objective style, the use of 1st Pers. Pronouns is not usually appropriate for this kind of writing.

The writer’s opinions are not appropriate for this kind of text.

2.2.6: EXPLANATION

Explanations seek to give answers to the questions: *why is it so? How does it work?*

Contextual features

The **social purpose** of this kind of text is to

- explain how and why about certain things
- give an account of how something works, or how something is done
- tell how and why things occur in scientific and technical subject areas
- give reasons for some natural event or happening.

We could say that the social purpose of explanations is to explain how and why about certain things. In this example the purpose of the text is to explain how' about making popcorn.

The **subject matter** is the same as the subject matter in the other texts – about cooking popcorn.

Roles. The writer of the text is the 'knower', or expert; the reader could be a learner or another expert.

The **relationship** is distant, because the explanation is written, and there is no personal interaction between reader and writer (unless a student was reading their text to the class). It is also formal although writers often adopt a friendly tone when writing for younger readers.

In this example the **Mode** is written, as you can see.

Where would you expect to find texts of this kind?

The **Medium** includes encyclopedias, textbooks, magazines, children's pages of the newspaper and pamphlets.

Textual features**Generic structure**

The text has a clearly defined structure:

- The wording of the *title* signals that an explanation is coming. For younger children, the title may be a question, such as How is *Popcorn* made?
- The first sentence usually gives a general *statement* to position the reader. It can sometimes be a definition.
- A *sequenced explanation* follows. This takes the form of a sequence of logical steps in a process that continues until the 'thing' is produced. In a longer explanation, each point or stage may have its own paragraph.

Grammar

Verbs express some action going on, some event or something happening over a period of time, minutes, hours, days, months or years. In this example the action is all taking place in a matter of half an hour or so.

The verb tense is the *Simple Present*, unless a historical explanation is being given, when the Past Tense is used. The Passive Voice frequently occurs.

Vocabulary is usually factual and technical terms are used when the subject matter is scientific.

Pronouns are usually 3rd Person Singular or Plural.

Cohesion is created through time/sequence conjunctions (such as First, Next, Then;,,) and Causal Conjunctions such as, As a result... Therefore....Because of....So...

2.2.7: PERSUASIVE ARGUMENT

Contextual features

Persuasive argument is a highly persuasive genre. Writers choose to write in this way when they want to put a strong point of view to a wide audience. A writer supports his/her point of view, sometimes using quite emotive language.

In this kind of text, the reader is persuaded to agree with the writer's point of view/thesis through the arguments s/he is writing in the text.

The **social purpose** of the text is to persuade readers or listeners to a point of view and to influence their thoughts and feelings about the topic. In this text,

The **subject matter** is basically the same as the other text types. It is about cooking and eating popping corn.

The **roles and relationships** are: the writer of the text as an advocate for changing readers' diet to healthier food. The writer wants the reader to feel the same way about the issue and to support the call to action. The writer ('I') is writing directly to the reader – 'you' to be chatty and friendly. In choosing these pronouns s/he is trying to be near to the reader, and close the distance between them.

The **mode** here is written.

The **medium** can be newspapers, posters, recipe books etc.

SNACK ON POPCORN FOR YOUR HEALTH

The sight of a mother sitting under a tree with white stuff in front of her relieves children from their misery. Wherever you go or stay, you will always want to have that mouth watering taste of popcorn coated with salt for your satisfaction.

Popcorn is a very enjoyable snack. I believe most of the elderly people and children around the country will agree with me, for the following reasons.

Firstly, it is very easy to cook. All you need is cooking oil, a frying pan and a packet of popcorn from the store. It also cooks very fast, so you don't have to wait long for your snack.

Secondly, it is very cheap compared to other snacks sold in the stores. It is more than a snack to everyone or anyone everywhere.

Finally, it has better food value than the packets of Twisties that are sold in many stores. It is rich in nutrients that make the body stronger while at the same time satisfying hunger.

For all these reasons I encourage all the people in the country to keep on buying the ever-popular snack for your snacking enjoyment.

Textual features**Generic structure**

The title signals the writer's position or point of view on the issue, and invites the reader to agree with that position. It signals the point the writer is making.

The writer's point of view is followed by relevant supporting evidence: "Firstly, Secondly, Finally.."

There is a final recommendation for the action that the writer thinks ought to be taken.

Grammar

Verbs are Action verbs, and usually the Simple Present Tense. There may be being and having verbs, and some thinking and feeling verbs.

Modality is expressed through words like should, ought, must. This adds an air of authority to the writer's words.

The Passive Voice can sometimes be used, although in this text the writer uses Active Voice to make the message 'user-friendly'.

Nouns reflect the topic – eating and snacks.

Pronouns. In this text the writer identifies with the reader as I (the writer) and relates to you (the reader) to convince the reader that the argument is quite reasonable.

Cohesion is achieved through use of an introductory statement followed by the supporting evidence in order of importance: 'Firstly,...Secondly' ...etc.

2.2.8: NEWS ITEM

CONTEXTUAL FEATURES

The **social purpose** of a short news article is

- To discuss current events or items that are worth reporting
- To interpret facts

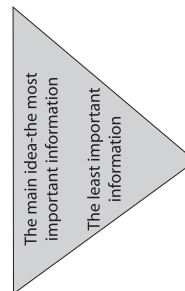
The **subject matter** is what the news is about.

The **roles** are of the speaker or writer as reporter of current events in passing on newsworthy information that they think people will be interested in reading about; and the reader as information-seeker.

The **relationships** are reasonably close. The speaker/writer uses language and sometimes visuals to interest and inform the listener/reader.

The **mode** can be spoken (radio, TV news reports) or written (newspapers, magazines). This news article is written (in the Inservice Unit).

The **medium** can be either audio-visual or print such as newspapers and magazines.



News item/report/article

CLASSROOM BURNS AFTER COOKING LESSON

– by Elsie Lalu.

On Monday last, the Grade 4 classroom at Angabanga Primary School burned to the ground, destroying all the desks and students' books.

The students had been learning how to cook popcorn when a blue flame engulfed one wall of the classroom and rapidly spread to the remainder of the room. "We tried to carry buckets of water to put out the flames", said one student, "but it was an electrical fire and water didn't help".

The Board of Management at the school has vowed to rebuild the classroom. In the meantime, the students are going to classes in a nearby community building.

The fire is believed to have been caused by an electrical fault in the power point being used to heat the frying pan.

Textual Features

Structure of the text type:

- Has a Headline
- Sometimes includes a dateline
- Has a 'by-line' (the news item was written by
- Has a 'slug line' (that is, the main idea)
- Has a Body of supporting information and details

The article is shaped like an invisible inverted pyramid – the most important information comes at the beginning and the least important details at the end.

Grammar

- The verbs are mostly doing verbs. Sometimes thinking and feeling verbs may also be used. The Verbs are Past Tense, except in quotes from people interviewed, like the student who was quoted.
- The vocabulary depends on the subject matter.
- The Pronouns are 3rd Pers. Sg or Plural, except sometimes in conversations of interviewees.
- Cohesion is achieved by sequencing of events, by co-ordination ('and') contrast and causation.
- Paragraphs are used in news items.

Identify the text in the middle column, then analyse it using the criteria for Informational texts you have read in the previous pages.	Potato or Kaukau ? Potato or kaukau? Which is better? Which one would you buy? Which one would you like to grow?	Textual features
Type of text	What they look like. Potato in Tok Pisin is <i>pateto</i> . The plant has oval leaves and white or blue flowers and yellowish-green berries. Potatoes are tubers. They grow in clusters under the ground. Sweet potato in Tok Pisin is <i>kaukau</i> . The kaukau is also a root crop, a tuber. It produces long creeping vines with leaves growing along the vine. Trumpet-shaped purple flowers grow at the end of the vine.	Generic structure
Contextual features: The <i>social purpose</i> of this text is:		The title:
The <i>subject matter</i> of the text is:		There is:
The <i>role of the writer</i> is:	Where they grow Potatoes are grown between 900m and 2800m above sea level but they grow best at about 1500m. They like cool soil temperatures, about 15°C. Kaukau grows best at a lower altitude. It can grow in a wide range of rainfall patterns and in different soils.	There are:
The <i>role of the reader</i> is:		This text also has:
The <i>relationship between them</i> is:		Grammar Verbs are mostly....
Because:		The Tense of the verbs is:
The <i>mode</i> is:		The pronouns are:
The <i>medium</i> is:	How they are cooked Potato and kaukau can both be boiled, baked, roasted or cooked in a mumu.	The language used is:

Module Summary

In this module

- you have developed insights into the uses of both spoken and written language
- you have learned definitions of terms such as ‘text’, ‘text types’, contextual features and textual features, mode, medium, cohesion and others
- you have been introduced to a tool for analysing spoken and written language, a tool that can be useful for both vernacular and English language
- you have learned how different text types can be grouped together in families according to their similar patterns and features
- you have started identifying different text types in your own vernacular language.

All of this learning can help you to understand the Language Teachers’ Guide and Syllabus documents when they talk about text types. It can also help you to prepare big books as models of different text types that you can use with your students to help them learn the curriculum genres that support their academic learning.

Can you:	Yes/No/Not sure
1. define terms such as ‘text’, ‘text types’, ‘contextual features’, ‘textual features’?	
2. explain the circle diagram to another person?	
3. begin identifying different text types in your own vernacular language?	
4. identify different families of texts for English and name some members of the families?	

If you answered ‘Yes’ to all of them, then you have done very well. Think about the kinds of evidence which will support the achievement of each of the outcomes. If you have said ‘No’ or ‘Not sure’ to some, then it may be worth your while to go over the appropriate sections of the module again and have another go at repeating the tasks, and/or reflecting on your difficulties and seeking help.

Remember the module outcomes help you to achieve the outcomes of the unit. Refer back to the outcomes of the unit in the *Unit Introduction* and reflect on where you are in relation to those outcomes.

If you are seeking academic credit, you were advised to keep a running record of any evidence you may have for particular learning outcomes. If you have not been doing this, go back over the module and jot down, in your *Learning Contract*, what you might consider to be evidence for the unit outcomes for which you have agreed to provide evidence.

Additional space for your notes

Additional space for your notes

Inservice Units to Support the Implementation of the
Primary Reform Curriculum

Unit 9:
Vernacular Literacies

**Module 3: The Processes of Process
Writing and Making Big Books**

Contents	Page/s
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Module Outcomes	2
Section 1: Brainstorming	3
Section 2: Making a Big Book	9
Module Summary (<i>and additional space for your notes</i>)	24

Name: ..... File N°:.....

Date commenced: ..... Date completed:.....

I have sighted this study guide as evidence of completion of agreed tasks by

.....(insert name)

Assessor: ..... Date: .....

Module 3: The processes of process writing and making and using Big Books.

Module Introduction

Welcome to *Module 3: The processes of process writing and making and using Big Books*.

The module is basically a ‘hands-on’ experience. You will follow a set of instructions to learn the ‘how’ and ‘why’ about several useful strategies to help you improve the quality of the materials you prepare. What is more, these strategies can be used with your students to help them also learn how to improve the quality of their own learning.

The module is in three parts:

Firstly it walks you through the brainstorming strategy and the processes of Process Writing, secondly it helps you step by step to make a Big Book, then it provides various strategies (models) for using Big Books in the classroom.

Module Outcomes

On successful completion of this unit, you, the learner, can (or are able to):

- use the strategy of brainstorming when preparing to draft a new text
- follow and make use of the stages of the writing process when preparing a new text
- plan and make a Big Book in a vernacular language or Tok Pisin from the instructions given
- use several oral strategies for making use of your Big Book in your programming and planning for language
- make use of the Big Books you have prepared, to introduce a range of strategies for encouraging your students to become fluent and enthusiastic readers/writers.

Section 1: Brainstorming



Brainstorming is a strategy to help you find out what you already know about a topic before you begin writing. Once you understand the strategy you can use it in your classroom as

- a whole class activity
- a small group activity
- an individual activity

It is used mainly in the beginning stages of a new topic or task. You can use it, for example,

- as a beginning activity for introducing a topic to your class so that you can find out what the students already know about a topic
- before a writing activity so that students can identify the vocabulary they need to develop their ideas
- as a beginning step when planning a structured overview
- as an assessment tool before or after a learning activity.

The *rationale for brainstorming is as follows.*

- *It helps learners to link what they already know about a topic with the new information to be learned.*
- *It helps learners to build up their subject vocabulary on a topic by learning from what others know.*
- *It encourages learners to develop communicative strategies such as turn taking, getting the attention of the teacher and the class to present their ideas politely.*
- *It helps to create a classroom environment which encourages learners to take risks and feel free to share their ideas with others.*
- *It helps the students to know that their own life experiences are important in the classroom.*
- *It helps teachers to assess the language skills and knowledge of the students about a topic at the beginning of a new topic.*

Steps for brainstorming when using the strategy with the whole class.

1. Explain the strategy to the class.
2. Introduce the rules below:
  - a. “More is better”. That is, everybody is encouraged to contribute whatever they know about a topic.

- b. Everyone's ideas are accepted and recorded.
  - c. Nothing is left out until it can be seen not to fit in directly with the topic being discussed.
  - d. When ideas are exhausted or time is up, the list is reviewed and ideas which do not fit are deleted.
  - e. Building on each other's ideas is encouraged.
3. Introduce the topic. It can be chosen from one of the curriculum areas, such as Science or Making a Living, depending on what you are planning to teach the students.
4. Invite individual students to give key words, concepts or phrases that they think relate to the topic.
5. Tell students how long the brainstorming session will last. A time is given so that the session is brisk.
6. If the activity is with the whole class, the teacher writes up the information as the students give it, on the board or a large piece of paper.
7. If the activity is being done as a group activity, a group reporter can report back their ideas to the whole group. These can be recorded.

What kind of information will you include on the brainstorming sheet you build up before beginning to write your own text?

Below are the steps you can follow:

1. Start with a large sheet of blank paper
2. Decide what language you are going to use in your text. You could write the text in vernacular language, or both vernacular and English. If you want to have both vernacular and English in the same book, write one set of sentences such as vernacular, at the top of the page, and the other language, English, at the bottom of that page, or on the facing page under the illustration.
3. Decide which grade level you are writing for. If you are writing for a lower primary class, remember that by the time the students have reached lower primary they are already competent speakers of their vernacular language, and can read and write quite fluently in that language. Therefore you need to prepare a text that uses more complex language than they have been using in elementary classes.

You can introduce vocabulary they may not have seen written down before.

4. At the centre of the page write the text type you plan to write, e.g. story; history, recount; or an information text type such as Procedure, Information Report etc. Then write under the text type the possible title of your text. You can refer to *Module 2, Text types, or Genres* for help here.
5. Refer to the text structure. If it is a narrative it will have three main parts: Introduction, Development of the plot, Conclusion.
6. Remember to identify who the main characters are, and develop their characters a little (will there be men/women? Strong/weak, friendly/ dangerous etc). Also mention when the events happened and where your story will be set.
7. List some interesting and challenging words and phrases that will get the reader's interest and attention, and keep them reading
8. Make a list of ideas for illustrations.
9. Plan the outline of your plot in steps. Remember to build the sequence of events to a climax after which the problem you set up to be solved is solved, and there is a believable ending.
10. Plan how the story will end.



Now do a brainstorm of a text you plan to write, using the information you have just read to guide you. Use the template on page 6 to do the brainstorm. Elaborate on each of your headings on a large sheet of paper. You must show evidence of having completed this step as part of your assessment so it is important that you keep the sheet. You can attach it to your study guide to keep track of it.

Prompt board for story plot for Narratives

The Introduction	Who?	-	are the characters
	When?	-	did the events happen
	Where?	-	did the events happen
The development of the Plot	What was the problem?		
	What happened?		
The conclusion	How was the problem solved?		



The Process Writing approach

Experienced writers do many drafts before they are happy that they have produced a good quality finished piece of writing which can be shared, displayed or published.

When expecting students to write, teachers are moving away from the ‘one-shot’ approach to students’ writing. This is when students are given a topic and expected to sit and write it without time to think about it, draft and redraft it so that it says what they want it to say. Teachers now are following what is known as the process writing approach. The information below will show you a useful approach to improving the quality of your own writing. It is an approach that can be used in your classroom with your students, too. These are the steps.

Talk before writing

- Talk, discuss and plan what to write. This is sometimes referred to as ‘brainstorming’.

Write first draft

- Put your ideas down on paper
- Don’t worry too much about details like spelling, punctuation and layout.

Read/talk, conference/edit

- Read your first draft to a partner or friend
- The partner or friend reads the draft, and retells the story etc.
- The partner or friend talks about the strong points of the story
- You both (the writer and the friend) talk about ways to improve the story

Re-write – second draft

- Re-write your story, taking notice of the changes you have talked about
- Make corrections to spelling and punctuation at this time

Read/talk, second conference/ edit

- Now read your story to yourself again, then to another person
- Discuss the improvements you have made to the story
- Ask yourself : “Am I satisfied with
  - the expression of ideas
  - the spelling and grammar
  - the punctuation?
  - the subject matter of the story: does it interest the students?”
- Ask a friend,
  - “Does this story make sense?
  - Will the readers understand it?
  - Does it have a strong story plot?
  - Does the language flow smoothly?

- Is the language level suitable for the grade you are teaching?
- Are the sentences the right length (not too short or too long)?
- Are there enough ideas in it (is it challenging enough for the grade level)?
- Are the characters interesting and believable?
- Is the spelling and punctuation accurate?"



Now, begin the first draft or your text. Follow the steps from “Talk before Writing” on the previous page, right to the last set of questions under the heading “Ask a friend’.

If the answer to all of these questions is “Yes”, you are ready to write up your final copy. Write it up, then publish it as a Big Book, following the instructions in the next section.

Section 2: Making a Big Book



Before you begin, you will need to get the following materials ready. Check that you have them before you start making your Big Book

- a lead pencil
- a long ruler
- colour pencils or felt pens
- an eraser
- a glue stick
- marker pens or calligraphy pens for printing the text
- a pair of strong scissors or sharp knife
- masking tape, about 14mm wide
- book-binding tape for the outside spine of the book you make
- 2 manila folders or strong cardboard for the covers
- A3 paper, about 12 pages
- String and needle for sewing the book together.

If you do not have some of these materials, replace them with what is available in your situation.



2.1: Why do teachers use Big Books?

Teachers use Big Books for a number of reasons/purposes. They are listed here.

- 1 Teachers use Big Books to help them plan and prepare meaningful and useful texts for their students.
- 2 Teachers use Big Books with young children because they are a fun way of introducing children to language written down.
- 3 Teachers use Big Books for shared reading. Shared reading is when students read a text together, with guidance from the teacher. By doing this, the students have a display and model of what it means to be a reader. The children can hear and see the ways in which experienced readers interact with print.
- 4 Teachers can use their completed Big Books to focus on strategies the students need to learn in order to become competent readers and writers. The shared reading sessions with a Big Book can be used to focus on:
  - prediction skills
  - particular sight words
  - the shapes of different words
  - particular letters and sounds they stand for
  - different kinds of punctuation used in written text
  - reading strategies such as the three cuing systems.

What follows on page 11 is a set of instructions to help you plan and prepare meaningful and useful Big Books to use in your classroom.

Let us take stock of where we are at this point in time. So far in this module you have

- completed a brainstorm of the text you want to write
- followed the processes of Process Writing to prepare, write and edit your text.



From what you have read so far, reflect on the kind of things (six things) you have to keep in mind when planning for process writing. Write them down here.

Hint: Check your reflections against the following information:

Remember that



- the subject matter should interest the children, and be relevant to their experiences. The topic may be about aspects of community life, school events, visits, class projects and topics.
- clear illustrations should support the text, and can include labels which repeat key words of the sentences
- the texts can have repetition of words and phrases or sentences. Songs and rhymes are useful for making into Big Books because they have repetition and the children often know them orally.

Remember to

- re-read your draft to check the orthography, spelling and grammar before you write up the final copy. An effective way to check your accuracy is to read your text to someone else who can make sure that it is correct and that the students can understand it.
- put lots of conversation between the characters in your narrative. That is, let the characters in your story talk to each other, as they would do in real life.

2.2: Steps for Making your Big Book

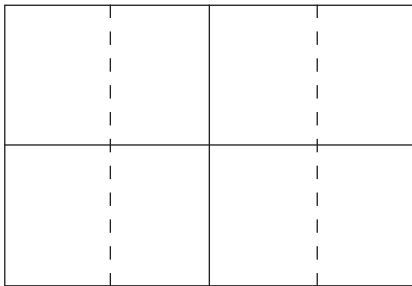
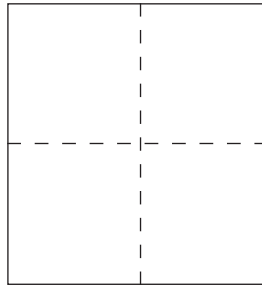
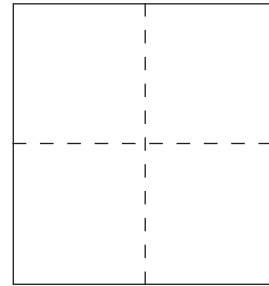
As you read step-by-step through these instructions, draw a flow chart of the steps for making a Big Book so that you can follow it when making your book. Do this on pages 25-26 (additional space for your notes).

- Decide how many pages you need to write out your story or other text. If you have A-3 paper, you could use a new page for each part of the text. You need to divide up your text into paragraphs or sections so that the text is well-balanced on the page.
- Making a 'mock-up' is a useful strategy to help you plan the number of pages. You can do this by following the steps below.

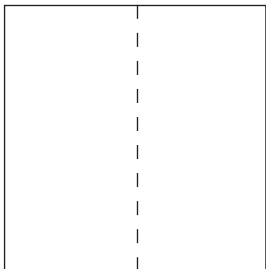
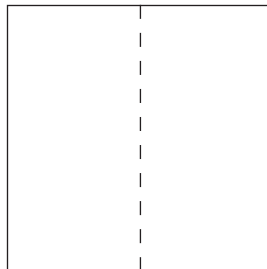
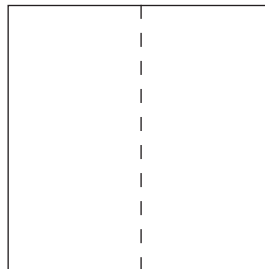
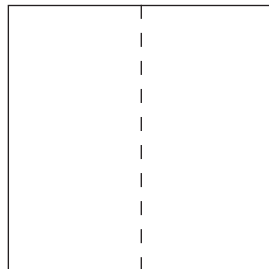


Making a 'mock-up'

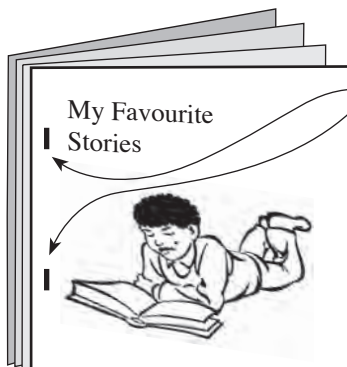
1. Fold an A4 sheet of paper into 8 equal parts as in the diagram below.
2. Cut the sheet into halves, then into quarters.



3. Fold each quarter down the centre

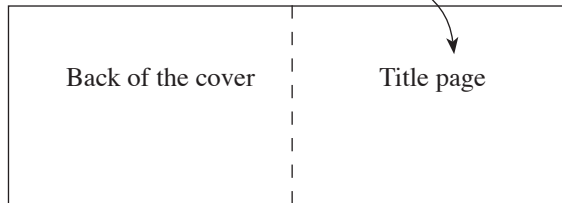


4. Place the folded edges together



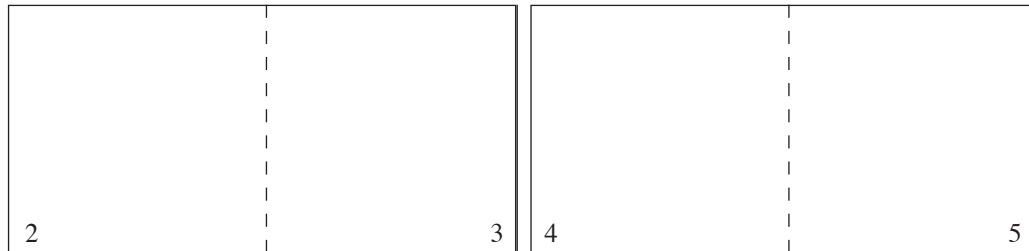
5. Put two staples on the left hand margin to hold the pages together
6. Write the title on the cover

This becomes page 1



7. Mark the first page inside the cover as the title page, but you don't need to write in the number.

8. Turn the title page and number the lower outside edge of each page to the end. Add more pages if you need to.



9. Text is written on the right hand side of the page, pictures on the left.
10. Decide how much print you will put on each page. Do not overload the page with too much print.
11. Estimate how many pages you require to write the text and do the illustrations.

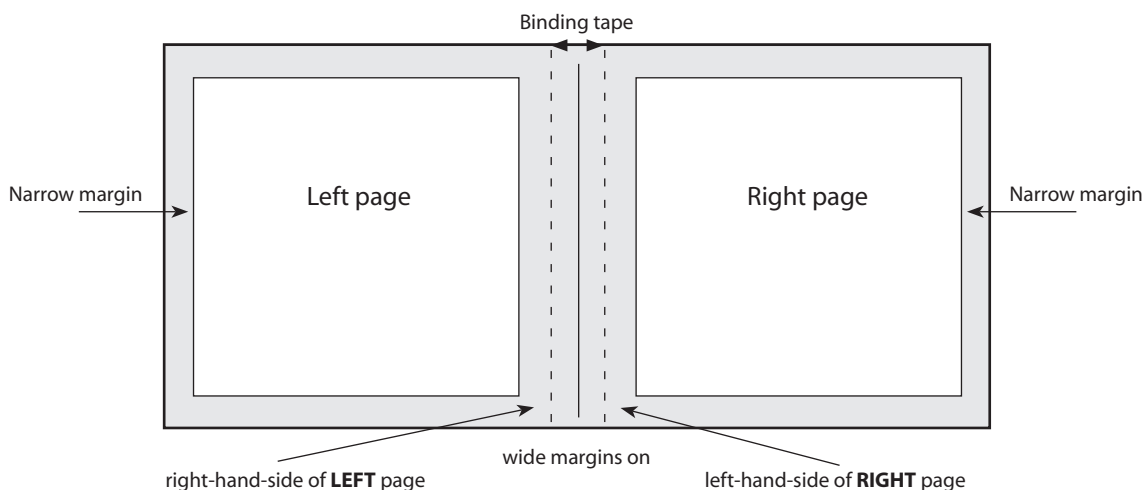
Remember that you will also need a back cover, which usually has no print on it.

Now you are ready to plan your Big Book.

2.2.1: Layout

The layout of a book is very important. It is what makes someone want to pick up the book and use it. Here are some instructions for you to follow, step by step, so that your book appeals to readers.

1. Rule a wide margin on the left-hand side of the paper, because this is where the binding will go. On the back of each page the margin will be on the right-hand side! Rule some guidelines with pencil so that you know where the page borders will be. Your print and pictures will be inside the box you draw for each page.
2. Decide on the type of print you will use. A copy of the Infant print style is in the appendix of this module.



3. Use capital letters for some words in the text that you want to emphasise.
4. Be careful of overcrowding the pages with too much print or pictures. Balance illustrations with text in interesting ways
5. Draw frames and decorative lines around your pictures to make them stand out.
6. Sometimes the writing can overlap the pictures. If using photographs, these can sometimes be cut and shaped before being pasted onto the page.

2.2.2: Hand printing

If you have trouble printing in a straight line, rule faint guidelines across the page. Big Books are best used with groups of students, so keep the lettering large, clear and easy to read. Alternatively, you could make yourself a 'template' of ruled lines that will be visible through the paper to guide your printing. The Elementary teachers are already using this kind of template, so you could borrow one from them.

2.2.3: Illustrations

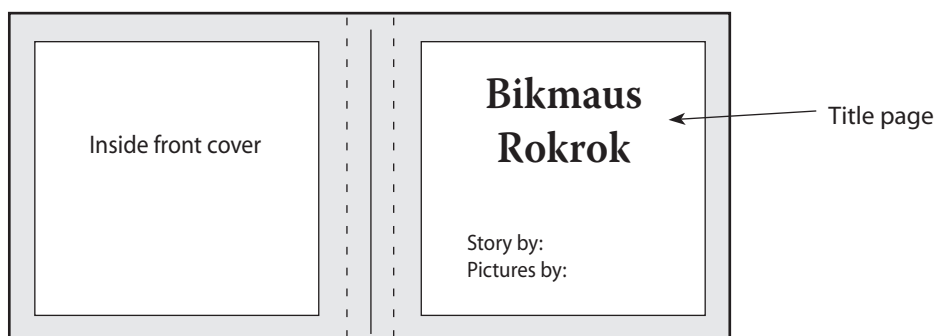
Illustrations are quite important. Clear illustrations support the reading of the text, and should help make the meaning of the text clearer. Are you going to draw your own pictures or ask someone to do them for you?

- Vary the position of the illustrations. Think about how published children's books use print and pictures in different ways on the pages, and use some of their ideas yourself.
- There are different ways of illustrating the text. These include:
- pictures you have drawn yourself
- pictures drawn by someone you know who is a good artist
- pictures from newspapers, magazines, posters or calendars,
- photos
- pictures the students have drawn for you

You can use drawings, cut-outs, maps, labels, paint, coloured pencils and combinations of these.

2.2.4: Title page

Draw up your title page with the name of the writer and illustrator (you!). The title page is the first page you turn to when you open the cover of the book.

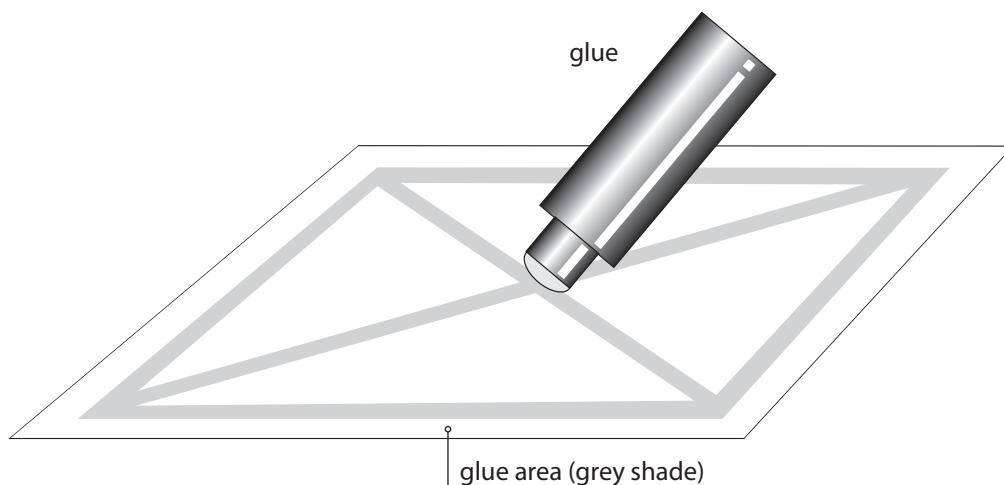


2.2.5: Contents page

If your text has more than one story or a story and poem, include a Contents page with page numbers, as in commercial books. If it is an information text you can also include a Contents page. Sometimes you can put in a glossary of new terms for the readers, and note this on the Contents page.

2.2.6: Paste up

Paste the drawings or photographs down with dry glue such as Glu-sticks. Wet glue may cause the pages to buckle. When using the glue, move the stick smoothly around the edges. Be sure to go right to the edge of the page. It is important to be sure that the edges are firmly stuck down so that they don't lift up and attract exploring fingers! Then put a large 'X' of glue across the centre of the page, extending from corner to corner as in the diagram below.

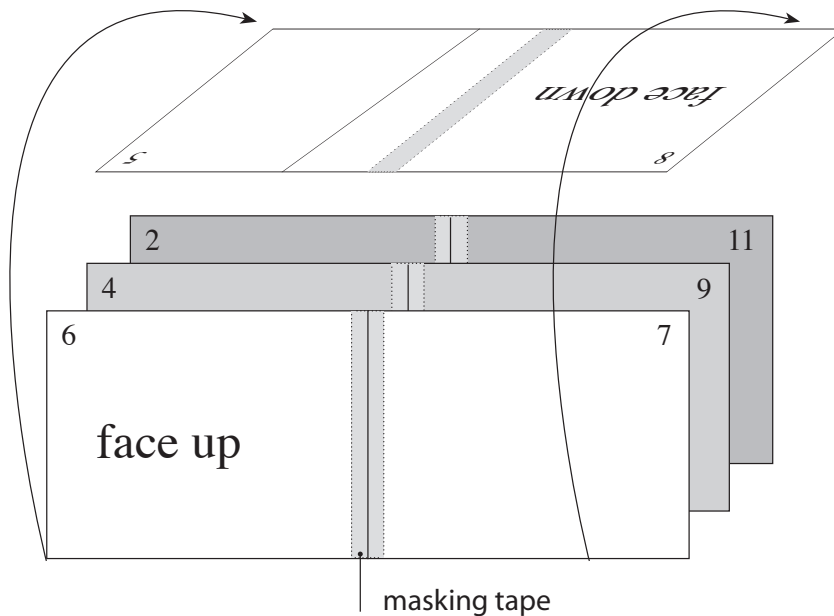
**2.2.7: Making the cover**

- Use strong cardboard from an empty carton to make the cover. Cut the size of the cardboard about 1cm larger than the A3 page it will cover, to protect the inside pages.
  - Make the cover eye-catching! Make sure you:
  - Keep the title short
  - Write the title in large letters
  - Use a spare drawing or photo on the cover
  - Use different kinds of lettering for different books you make.
  - Write the language name and the grade of the students on the bottom right-hand side of the cover.

2.2.8: Binding

Before you even start your book, you need to think about what you want the finished book to look like. There are different ways to assemble the finished pages. Your choices are:

- Masking tape and string
Check the diagram below to help you understand the instructions as you read through them.



1. For this method you will need an even number of sheets of paper. If you have an odd number, add one page at the back of the book, inside the back cover. You can use that page to write some questions for the reader to think about and answer after reading the story.
2. Divide the pages of the book into two piles so the middle two pages are facing up, as in the diagram. Number your pages to help you remember which ones belong together.
3. Use a strip of masking tape to join the centre edges of the two pages together. Now turn them FACE DOWN, as in the diagram, until you join the next facing pages together.
4. Join the centre edges of the next two pages together and turn them FACE DOWN on top of the first two pages.
5. Continue in this way until all the pages are placed on top of each other in the pile. Now carefully turn all the pages back up again so that the first two pages you joined are on top again (these are pages 6 and 7 in the diagram).
6. Prepare the two covers in the same way by joining them at the centre with masking tape approximately 30mm wide. Put masking tape on the inside and outside of the centre join to make it very strong.
7. Place the pages in position on the cardboard covers you have prepared. Make sure you get the centre of the pages together ready for stitching.
8. Use a ruler to place marks 5cm apart down the masking tape in the middle of the pages.
9. Using the marks as a guide, use a needle to make holes through all the thickness of masking tape.

10. Now the pages are ready to sew with string. When you have sewed the pages, place more tape over the string to finish the inside of the book neatly.
11. With book-binding tape, cover the centre joins on the outside of the book cover you have prepared. Cut the tape a little longer than the width of the cover so that you can tuck in the ends at the top and bottom of the cover.

2.2.9: Stapling

- centre stapling: for this you will need a long-arm stapler.
- side stapling: for this, remember to leave a wide margin down the left-hand side of the page to allow room for the stapling in the margins.
- String. For this, you will need to punch holes in the left-hand side of the cover and pages. Thread the string through, leaving enough slack in the string for the pages to be turned easily and to sit flat when reading. Remember to leave a wide margin down the left-hand side of the page to allow room for the sewing in the margins.

Congratulations! You have completed your big book!

Now you are ready to use the Big Book in your classroom with your students. Read on for some strategies for using the book to teach your students to read!



One of the bridging strategies recommended for Elementary and Bridging years is using Big Books. There are two main categories of Big Books:

- Narrative texts, which include *stories, traditional myths, legends, fables and epics, recounts, diaries, letters, cartoons, poetry, plays and news articles*.
- Informational texts, which include *descriptions, reports, procedures, recipes, instructions, explanations, discussions, case studies* and many more.

2.3: Why do we use Big Books?

Because:

- Reading Big Books to students helps them to understand that reading has to make sense, and it has to have meaning.
- Big books are a fun way of introducing beginning readers and writers to the ways spoken language looks and sounds when it is written down.
- Big Books can be read many times so children can develop the concept of ‘story’.
- Using Big Books is one way to help students understand the structure of stories.
- Students can be introduced to the idea of plot, character, setting and theme. This understanding can then help them when they are writing their own stories.

- Students can learn new vocabulary and grammar from well-written stories that introduce new ideas and meanings.

2.4: Shared reading

Shared reading is fun. In shared reading, teachers and students read together from Big Books or other texts such as charts, posters, magazines and newspapers etc. Shared reading helps students to

- feel that they are an important part of classroom learning and reading experiences
- hear models of fluent reading with good expression
- hear Vernacular and English language in different situations
- improve their listening skills
- develop strategies that help them to become readers
- make connections with speaking, reading and writing in meaningful ways
- learn in a cooperative way by learning with other students
- learn word patterns and structures, and the rhythm of Vernacular and English language
- learn Vernacular and English vocabulary and meanings.

There are two models being suggested for ‘shared reading’.

2.4.1: Model 1-Talk / Read / Talk / Read / Do-Talk steps

Here are the steps for shared reading for Model 1.

Choose a big book text or a text written on a chart that relates to the theme you are developing in your classroom. Gather the students around you so that they can all clearly see the book or the chart.

1. Talk

- Introduce the topic of the book to stimulate the students’ interest and get them to recall their experience and knowledge about the topic. Choose one of the following ideas.
  - a. Ask the students questions
  - b. Tell a short story
  - c. Mime or dramatise a scene
  - d. Show pictures

2. Read

- Read the story to the students using the right speed and make your voice interesting and natural.
- Point to the words (use a ‘pointer’) as you read. Move the pointer along smoothly under the line of print as you read. This will help the students to see and hear how the words are pronounced.
- Invite the students to join in the reading as they can.

3. Talk

- Talk about the text together with the students. Use *who*, *what*, *why*, *where* and *how* questions.
- Ask students for their opinions about the story or the characters
- Let students make observations or comments about what they felt or thought as they were listening
- Discuss the pictures
- Do activities that will allow students to interact with the content of the text.

4. Read

- Read the text again and invite the students to read with you. Do not read line by line but give volunteers a chance to read some parts of the text.

5. Do/Talk

Choose an activity related to the text for the students to do individually, in pairs or in groups.

Choose some of the following ideas from step 5. Start from whole text and work down to the parts.

Examples of sentence and whole activities text are:

- a. Using word cards to make sentences
- b. Sequence the sentences from the BB text using cards
- c. Read the sentence in the BB that has the given word in it
- d. Read the sentence that is spoken by the main character(s) in the text
- e. Retell the BB text using sequence pictures
- f. Complete cloze activities
- g. Retell the BB text to a partner/group
- h. Give a new ending to the BB text
- i. Change the names of the main characters in the text
- j. Write a new text based on the topic from the BB text
- k. Ask and answer questions about the BB text
- l. Mime or dramatise a scene from the story in the BB text

Examples of activities for recognising parts of texts.

Letters and words

- m. Use the syllable cards to make words found in the Big Book text
- n. Sequence the words alphabetically
- o. Match the word on the card with the word in the BB text
- p. Identify words in the text that begin with a certain sound
- q. Identify naming words in the BB text
- r. Identify doing words in the BB text
- s. Identify describing words in the BB text

When you have give students the opportunity to take part in these activities, put the book in a place where they can see it and read it again and again.



Reflect on the key aspects of this model. Make a list here.

2.4.2: Model 2-Prepare / Share / Respond / Beyond the text

Here are the steps for shared reading for Model 2.

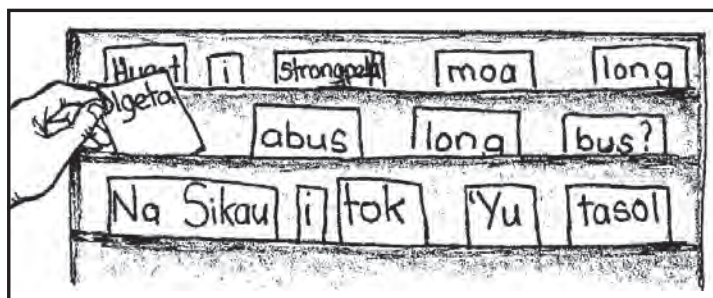
- Preparing for the text or, What you do *before* reading the book to the class:
  - Choose texts that have a *strong story line* and well-developed characters. Make sure the stories you write with and for your students have these two features
  - Remember to select books with *repetitive language patterns*.

- Remember you can use flip-chart texts of songs and rhymes that the students know as part of your reading lesson, too.
- Before reading the story to the students for the first time, *practice reading the story* with fluency and expression. Maybe practice it with you grandchildren or your own children at home.
- Sharing the Text
  - Read aloud every day from different text types to model how good readers read
  - Make sure the participants can see the print and pictures clearly.
- Talk about the cover of the book first
  - What can you see?
  - What do you think the story might be about?
  - Can you read some words on the cover?
  - Where is the name of the person who wrote/ illustrated the story?
  - What language is the story written in?
- Read the story aloud
  - Read with enthusiasm expression and clarity
  - Read slowly and pause before turning each page so the readers have a chance to study the pictures and to look for words and letters they already know
  - Use a 'pointer' to point to the words as you read so students can link up the print and the sounds of the language
  - Model Left-to-Right progression when you are reading with new readers.
  - Read the story again, inviting the participants to join in
  - Ask participants to identify the words that make up patterns in the story (the repetitive parts).
- If the students have *heard the story before*,
  - ask them to say/read/join in the parts they know as you read
  - ask groups of students to help you say/read the words of different characters or the narrator as you read
  - model the strategies for reading unknown words
  - reading on
  - using word recognition skills, such as using initial letter cues, using illustrations to clarify meaning
  - identifying known sight words
  - using the three cueing systems to clarify meaning.
- When re-reading, focus on
  - prediction skills, such as, 'what word comes next?'
  - use oral cloze when reading by leaving out a word or two on every page and the students have to say what the word is.
  - particular sight words
  - the shape of different words
  - particular letters and the sounds they stand for

- Print activities
  - cut up the sentences on a page of the Big book and let the students re-assemble them into the complete text
  - cut up a single sentence into its words and let the students re-assemble them in the correct order.
- Responding to the Text
  - Talk about the characters.
  - What were his/her strong /weak points?
  - Which character would they most like to be, and why?
  - Which character do they think they are most like?
  - How did the characters relate to one another?
  - Ask them for their opinions about the story. Story plot and characters must be known to them.
    - ~ Ask participants to do a story map, using the events of the story to create a series of pictures that showed what happened from the start of the story to the end.
    - ~ Do a time line of the events in the story.
    - ~ Do a story ladder. This is a longer kind of cloze exercise. A story ladder is created by making a summary of a story then leaving out the last half of each sentence.
    - ~ Interviews: One student acts as a news reporter and interviews one of the characters in the story.
    - ~ Do a literary sociogram – show the relationship of the characters in the story to one another.
    - ~ Ask participants to do a graph of the plot structure. Talk about the excitement or tension in the story. Ask them to identify the climax, the problem that has to be solved, who solved it and how.
- Beyond the Text

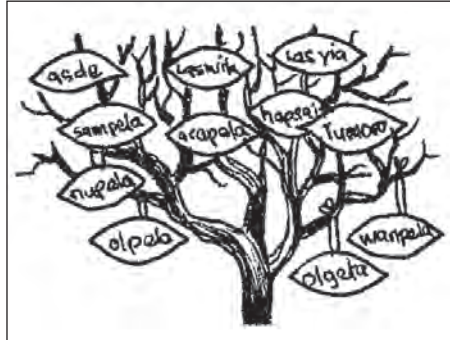
Develop different activities in going beyond the text, using your Big Book story. Some examples are listed here.

  - Innovate on the text: change some or all of the characters, change the problem or change the ending of the story, i.e. the solution
  - Students tell the story from the point of view of one of the other characters. For example, the story of Strongpela Pik Pugi could be told from the Ant's point of view.
  - Pocket Charts. These charts can be made out of rice bags, flour bags or cardboard. The cardboard has rows of pockets that you can put word cards or pictures in. Hang the pocket chart in front of the class to use it. Reassemble sentences and pictures in the pocket chart.



Illustration

- Make vocabulary trees using bamboo or small tree branches. Go through new vocabulary of the story by saying, reading, writing and using words in many different situations. Have the words hanging on the vocabulary tree for as long as the theme is treated.



Finally, here are some strategies for using Big Books to strengthen oral language.

- The Facilitator invites the ‘students’ to take part in some of the following activities:
  - Students retell a Big Book story in their own words – individually, in pairs etc.
  - The whole class or groups of students dramatise the story
  - Use the pictures in sequence on the chalkboard to retell the story
  - Participants tell an experience story.
  - Volunteers retell the experience stories in sequencing order
  - Whispering game, using part of the text for the students to pass on to each other.



Reflect on the key aspects of this model. Make a list here.

Do you have a preference for Model 1 or Model 2? State your reasons.



Using the Big Book that you have made, plan a series of lessons over two weeks in your Language block time. You can use either Model 1 or Model 2 of the shared reading suggested models to prepare these lessons.

1. Select some Language outcomes from the Syllabus document for the grade you are teaching.
2. Draw up a two-weekly plan for using the Big Book in Language block time, showing how the planned activities will help the students achieve the outcomes.
3. Draw up your daily plan and include the steps of the model for shared reading that you have selected.
4. Don't forget to include the strategies for strengthening oral language on page 22 of this module.
5. Make the resources you will need to support your daily plan.
6. Don't forget to include some assessment criteria and activities.
7. Include your plans and information in your Unit book along with the brainstorming chart you completed earlier.

Module Summary

Gutpela! You have come to the end of Module 3.

In this module you looked at 'brainstorming' as a planning strategy for developing a text, then you examined the processes of process writing in preparing to write a Big Book. Then following the explicit instructions in the module, you constructed a Big Book. Then you considered two models for using the Big Book you prepared effectively to promote shared reading and strengthen students' oral language.

All these would have helped you to understand and analyse text types.

All the work you have done and your reflections should help you to perform well in your work context.

Having completed the module, how do you rate yourself in relation to the module outcomes?

Can you:	Yes, No, Not sure
1. use the strategy of brainstorming when preparing to draft a new text?	
2. follow and make use of the stages of the writing process when preparing a new text ?	
3. plan and make a Big Book in a vernacular language or Tok Pisin from the instructions given?	
4. use several oral strategies for making use of your Big Book in your programming and planning for language?	
5. make use of the Big Books you have prepared, to introduce a range of strategies for encouraging your students to become fluent and enthusiastic readers/writers?	

If you answered 'Yes' to all of them, then you have done very well. Think about the kinds of evidence which will support the achievement of each of the outcomes. If you have said 'No' or 'Not sure' to some, then it may be worth your while to go over the appropriate sections of the module again and have another go at repeating the tasks, and/or reflecting on your difficulties and seeking help.

Remember the module outcomes help you to achieve the outcomes of the unit. Refer back to the outcomes of the unit in the *Unit Introduction* and reflect on where you are in relation to those outcomes.

If you are seeking academic credit, you were advised to keep a running record of any evidence you may have for particular learning outcomes. If you have not been doing this, go back over the module and jot down, in your *Learning Contract*, what you might consider to be evidence for the unit outcomes for which you have agreed to provide evidence.

Additional space for your notes

Additional space for your notes

Inservice Units to Support the Implementation of the Primary Reform Curriculum

Unit 9: Vernacular Literacies

Module 4: Bringing it all together – Planning programs, resources and strategies for language teaching and learning

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Name: ..... File N°:.....

Date commenced: ..... Date completed:.....

I have sighted this study guide as evidence of completion of agreed tasks by

.....(insert name)

Assessor: ..... Date: .....

Module 4: Bringing it all together: Planning programs, resources and strategies for language learning and teaching.

Welcome to *Module 4: Bringing it all together: Planning programs, resources and strategies for language learning and teaching*.

Planning and programming across the curriculum in two languages – vernacular and English - is a complex process, as you have no doubt discovered. For that reason, the module is designed to take you through the process of planning and programming right from the beginning: from drawing up a yearly program to planning a unit of work and on to developing a weekly program.

As you complete each step of this process, you will build up your expertise in interpreting and using the syllabus documents and teacher guides prepared by curriculum officers of the National Department of Education. These are your basic resources for planning and programming. This module seeks to explain and interpret and fill out the details for completing a workable program in the two languages of the classroom.

Module Outcomes

On successful completion of this unit, you, the learner, can (or able to):

1. use the information in the *Primary Programming Resource Book* and this module to plan a yearly program
2. use the information in the *Primary Programming Resource Book* and this module to plan a unit of work
3. select appropriate outcomes for the subjects you are integrating
4. identify the language demands of a subject, e.g. Environmental Studies
5. identify a range of suggested activities, those learning experiences and activities that most effectively help students achieve the outcomes
6. use the information in the *Primary Programming Resource Book* and this module to plan a weekly program
7. plan your program using the principles of: from simple to complex; from vernacular to English language and from oral language to reading and writing
8. plan effective assessment activities suitable for identifying whether the outcomes have been achieved.

Section 1: Introduction



In the Lower Primary ‘bridging’ classes especially, the programming process is particularly demanding. This is because bridging teachers (Grades 3 – 5) are tasked to

- build on and extend the vernacular oral language and literacy knowledge, skills and abilities that students demonstrate when they graduate from Elementary classes;
- introduce students to increasingly complex English oral language and literacy skills
- plan and provide learning experiences that further develop students’ conceptual and academic potential through either or both languages.

Bringing all the aspects of planning together is like putting pieces of a jigsaw together. The programming jigsaw for the Lower Primary grades is probably the most comprehensive planning you will ever need to do. Once you have found the place where all the pieces of the jigsaw fit together you will have the complete picture of the year’s learning and teaching. You will have your ‘action plan’ organised, and this will give you confidence in reaching the goals you set for yourself and your students for the year.

This module aims to guide you in this complex but very satisfying task. Keep permanent records of all that you plan and do so that you can use the planning schema in later years when teaching the same grade. Each year that you use the plan, you will find that you make some changes. You may choose to teach a certain topic in a different way; you may select different or new resources or you may assess the students differently. If you keep your original planning you will be able to build on it and refine it year by year. In this way, you will develop your skills as a planner and you will keep your students fully occupied with satisfying and productive learning experiences.

In this module, certain steps are recommended (starting at page 7) to help you plan in an organised way for the learning and teaching expected by the school system and the syllabus documents for your particular grade. However, keep in mind that planning for teaching is a highly complex process that may not always follow in sequence the steps recommended. Syllabus documents provide the framework for planning; your own creativity and knowledge of your students’ learning needs may cause you to depart from the recommended sequence from time to time, for sound educational reasons. Thus, after completing your yearly and weekly planning, you will be continually assessing

- what your students know
- what they are learning as new information, and
- what they need to know

in order to meet the outcomes of particular subject areas. With that information, you may find you need to make adjustments and changes to your programming and planning in order to satisfy the students’ learning needs.

1.1 The purpose of the document

Preparing programs should meet your need to feel organised and well-prepared throughout the year. For this reason you should develop your yearly and weekly programs as useful working documents that reflect the actual learning and teaching that is to take place in your classroom. A working document has these characteristics:

- it lays out what is to be taught and records what actually happens over the course of the year
- it is a document that the teacher consults and refers to throughout the year
- it is flexible so that changes may be made to meet the students' and/or the teacher's learning and teaching needs throughout the year.

All programming documents should have these characteristics.



Reflect on how you are programming currently or have programmed in the past.

- Do your programming documents show the characteristics described above?



1.2 Stages of planning and programming

The *Primary Programming Resource Book* on page 5 states:

Planning and Programming helps and guides teaching and learning as students work towards the achievement of learning outcomes from the curriculum. When planning and programming, it is important that the programs designed for a particular grade should reflect the needs and intentions of all subjects. Teachers should consider the following when developing the teaching and learning programs:

- *how the learning outcomes can be planned and sequenced throughout the year*
- *individual student's needs and interests*
- *types of teaching and learning strategies to use*
- *how the teaching and learning is linked to students' cultural context or settings*
- *how learning outcomes can be integrated across subjects or within subjects.*

A good program should provide direction and purpose and is flexible enough to respond to the changing needs, interests and learning contexts of students. It should cater for:

- *all the students in a class or grade level*
- *all students in the school for all the subjects including students with special needs for or groups with specific needs for one or subjects*

The stages of planning and programming are described on page 6 of the same resource book. The stages are included on the next page.

Stages of planning and programming

These are the three different stages of planning and programming that inform the structure of this module.

Program stages	Features
Yearly program	• To be done once a year at the beginning of the year • Involves studying all of the subject learning outcomes • Contains a term and weekly breakdown for all learning outcomes for all subjects • Is best done through whole school or grade level planning
Units of work	• To be developed according to the yearly program • Can be done a few times each term depending on the timeframe for the units of work • Contains knowledge, skills and attitudes and sequenced teaching and learning activities • Has assessment plans built within the units of work • Can be planned in groups collaboratively or individually
Weekly program	• Interprets the teaching, learning and assessment activities from the units of work and stand alone outcomes • Sequences the teaching and learning activities for the days of each week for all subjects according to the set time allocations • Can be done in groups or individually

As you work through the module, refer often to the above stages to check that you are on course in your understanding of planning and programming for the grade you are teaching.

The samples of planning in this module are based on the grade 3 curriculum. The module focuses on planning for two languages in the context of just one subject. In this case the subject selected is Environmental Studies and the theme is ‘changes in my environment’.

Further details are provided on the following page.

Subjects	Environmental Studies	Language
Strands	What is in my environment?	Speaking and Listening Reading Writing
Sub-strands	Changes in my environment	For each strand: Production Skills and Strategies Context and text Critical literacy
Theme	Changes in my environment	
Outcomes	See page 10	See page 12

It can be taught early in Term 1 or later in the year. If you program it to come later, you will need to make sure that the language tasks are more difficult than those you would have used earlier in the year.

The reason for focusing on just one subject is so that you will understand the steps required to plan to use two languages in the classroom before trying to include other subjects. Once you have completed the steps for integrating language learning and teaching with the content of Environmental Studies, you can experiment with another subject in the following term, such as Community Living and Language. Once you become familiar with the steps to take in planning and programming in two languages and the content of some subjects, you will be able to see connections between subjects. Then you can start clustering their outcomes and teaching them as an integrated unit. An example of this process has been included at the conclusion of the module (pages 48-49).

It is anticipated that the comprehensive planning in this module will act as a guide to teachers in the primary grades 4 and 5 as they integrate language with the content of the curriculum.

Section 2: The processes for developing different programs



In this section you consider the three-stage planning process in great detail.

2.1 The year planner or yearly program.

- What is a year planner or yearly program?

The year program is the organisation of the content of the syllabus for all subjects for a particular year of teaching.

- Why prepare a year program?

The main reason for this long term planning is to

- give direction to the learning activities for the year;
- integrate the subject areas in ways that contribute meaningfully to student learning;
- focus on the learning needs of the students.

At the beginning of the year,

- you will have an idea of the goals you would like your students to reach by the end of the year.
- you will have a list of themes and topics you are required to teach.
- you will have ideas about how you would like to teach those themes.
- you may know a lot or a little about the students you will be teaching.
- you will know what resources, both human and material, you will require to teach the themes and where you can get the resources from.

Once the teaching year commences, the new ideas, plans, goals and information may get lost or become confused unless they are written down. This writing down as a permanent record is your planning for the year.

A year planner for grade 3 has not yet been developed for inclusion in the *Primary Programming Resource Book*. Information on how to develop a yearly program can be found on page 7 of the *Primary Programming Resource Book*. Alternatively, you can use the planner you have already developed until an up-to-date sample is available.

2.2 The Unit of work



A unit of work is basically a set of sequenced teaching and learning activities with assessment tasks, designed to help students achieve selected learning outcomes

A unit of work consists of the following components:

- grade and strand/sub-strand
- learning outcomes
- purpose of unit
- unit content: knowledge, skills and attitudes (K, S, A)
- teaching and learning activities
- assessment plan (assessment method, tasks and criteria and recording method)
- a time frame.

2.2.1 How to develop a unit of work (UOW)

Here are some steps to consider when developing a unit of work. The process of working through these steps will help you to develop a unit of work to achieve the learning outcomes identified for the students at this time.

Step 1	Select a theme from the yearly program. Study the learning outcomes and the main concepts for the unit of work. (see page 9)
Step 2	State the purpose of the unit of work. (see page 9)
Step 3	Use the indicators from the syllabus and elaborations from the teacher guides to identify appropriate content for Environmental Studies and complete the table showing knowledge, skills and attitudes. (page 10) Apply the steps to planning and programming for two languages identifying the text types to be taught (see pages 11-18)
Step 4	Develop and sequence teaching and learning activities and assessment tasks and indicate language of instruction for both learning/teaching activities as well as assessment tasks. (see pages 18-23) <i>Note that some learning activities can be used as assessment tasks.</i>
Step 5	Develop the assessment plan showing the assessment methods, assessment tasks, assessment criteria and recording methods. (see pages 24-31)
Step 6	Identify and list the resources and equipment required for the unit of work. <i>You may start to think about resources very early in the planning process.</i>
Step 7	Estimate the time frame for the unit of work (usually 2-3 weeks)

Following the completion of these steps, you develop the UoW further into weekly and daily plans and programs.

In the next part of the module you will take each step outlined in the table on the previous page to develop your unit of work.

Step 1: Select a theme, study the learning outcomes and the main concepts.

A theme has been selected for you. It is:

Changes in my environment



Step 2: Explain the purpose of the unit of work.



Step 3: Requires you to do two things

Firstly, use indicators and elaborations to identify appropriate content (K, S, A).

To do this you need to find the indicators and elaborations for Environmental Studies. These are on page 13 of the Environmental Studies syllabus and page 62 of the teacher guide. These are listed in the table on page 10. They are not the only experiences and activities that can be built into your plan. You may have used other activities that have proved very popular with your students, and you can substitute the ones indicated with others if they are effective in achieving the outcomes.

Strand: What's in my Environment?

Sub-strand: Changes in my environment

Outcome	Indicators	K, S, A
3.1.2 Identify natural and built changes and their impact on the environment.	• Draw or collect pictures of how people change the natural environment such as by making gardens, cutting down trees, building homes, roads and bridges; • List natural changes such as floods, soil erosion and landslides and describe how they change the environment; • Give examples of built changes such as construction of new classrooms, houses, roads or bridges and give reasons for these changes. • Role play how changes in the environment affect living things • Discuss changes to the environment after visiting selected sites such as - a mine - a logging area - a reef - a road-building site - a new garden being made • keep records of aspects of weather such as rainfall, temperature, cloud cover, wind direction and discuss the changes	Recommended knowledge • natural changes • how nature changes the environment • how people change the natural environment • built changes • reasons for building things • large-scale environmental changes • how changes in the environment affect living things • weather and its effect on the lives of people Recommended processes and skills • draw or collect pictures that illustrate relevant concepts • list natural changes • give examples and reasons for changes • describe natural changes to the environment • keep records of weather • explain the effects of weather • discuss changes to the environment • compare natural and built changes • role-play changes Suggested activities • draw and compare the natural and built environments • discuss in groups the good and bad things about natural and built environments • create and role-play how living things feel when the natural environment is destroyed • explain the effects of weather on the lives of people in the community • invite a guest speaker to talk about their current and past experiences in certain areas of the community.



Now select a grade 3 outcome from Community Living and a grade 3 outcome from Language and do steps 1, 2 and the first part of Step 3. Space is provided at the end of this module for you to do this.

Secondly, apply the steps to programming and planning in two languages

Before you sequence teaching and learning activities and assessment tasks, there are some additional steps you will take in order to develop a plan for programming and planning in two languages. The steps to take are listed in the box below.

Steps to follow when programming in two languages.

- i Study the Strands and Sub-strands for Language and select the outcomes you will achieve in this UoW (see page 12).
- ii Match the Outcomes with Indicators (see page 13).
- iii List the real-life language that arises from the unit of work (see page 14).
- iv Identify the text types you have already taught the students (see page 15).
- v Identify the K,S,A for Language (see pages 16–17).
- vi Decide on a focusing activity (see page 18).

Each of these steps is explained in what follows.

- i Study the Strands and Sub-strands for Language and select the outcomes you want to achieve in this UoW.**

A table of the grade 3 strands and sub-strands for Language learning and teaching can be found on the following page.

GRADE 3 - STRANDS AND SUB-STRANDS FOR LANGUAGE LEARNING AND TEACHING

Set out in table form below are the strands and sub-strands for Learning in grade 3. You can make a selection from this table for the subject area and theme you are planning to teach. This selection, along with the Indicators, is set out on the next page (page...)

SUB- STRANDS	Speaking and listening	Reading	Writing
Production	3.1.1V Use a range of spoken text types for different purposes and audiences on familiar topics. 3.1.1E <i>Use a range of spoken text types for different purposes in structured and spontaneous learning experiences.</i>	3.2.1V Read and respond to a range of text types on a familiar and unfamiliar ideas and information. 3.2.1E <i>Read a range of predictable text types.</i>	3.3.1V Plan and produce a range of text types of develop familiar ideas and information. 3.3.1E
Skills and strategies	3.1.2V Use oral skills and strategies in a range of tasks and community interactions. 3.1.2E <i>Use oral skills and strategies in simple classroom situations.</i>	3.2.2V Use a range of skills and strategies when reading and comprehending texts. 3.2.2E <i>Select and apply strategies to interpret simple written and picture texts.</i>	3.3.2V Apply knowledge of writing skills and strategies to plan and edit texts. 3.3.2E <i>Recognise and use writing skills and strategies to plan and write own texts.</i>
Context and text	3.1.3V Identify language that relates to different audiences and purposes in familiar spoken texts. 3.1.3E <i>Identify how individual adjust their speaking and listening in different situations.</i>	3.2.3V Recording different text types and select texts useful for different purposes. 3.2.3E <i>Recognise how simple written and picture texts are used to suit different purposes and situations.</i>	3.3.3V Identify different purpose and audiences for writing 3.3.3E <i>Recognise appropriate text types for particular purposes.</i>
Critical literacy	3.1.4V Use language to create positive or negative responses about characters or events. 3.1.4E <i>Identify how spoken English builds up pictures of characters, events, places or things.</i>	3.2.4V Identify the language used in texts to create a response from readers. 3.2.4E <i>Identify how people, things and places are represented in written and visual texts.</i>	3.3.4V Identify how people, places and things are represented in their own written texts. 3.3.4E <i>Identify how illustrations and simple descriptive language have been used in own texts to represent people, places and events.</i>

Now make a selection of the language outcomes you want the students to achieve as they work through the theme selected for you.



Do this step for the Language outcome you have selected and highlight the outcomes you are planning to focus on in your UoW.

Space is provided for you at the end of this module.

ii Match the Outcomes with Indicators

Below is the table of outcomes you have selected for the students to achieve in this UoW. These are the same outcomes that are shaded in the table above. The appropriate Indicators are also listed to assist you in your planning. All of the information in these two tables can be found in the LP Language Syllabus and Teacher Guide.

Sub-strands	Outcomes	Indicators
Production	3.1.1V Use a range of spoken text types for different purposes and audiences on familiar topics. 3.1.1E Use a range of spoken text types for different purposes in structured learning experiences. 3.3.1V Plan and produce a range of text types to develop familiar ideas and information.	- Summarise main ideas that guest speakers have presented - Talk about personal experiences or events relevant to the theme. - Naming things in the environment - Talk about their experiences in one or two sentences - Write recounts of family and local community events that relate to the environmental theme you have chosen.
Skills and strategies	3.1.2V Use oral skills and strategies in a range of tasks and community interactions. 3.2.1V Read and respond to a range of text types on familiar and unfamiliar ideas and information. 3.2.1E Read a range of predictable text types. 3.2.2V Use a range of skills and strategies when reading and comprehending texts	- Use simple maps to explain and give directions about the locations of places - Listen attentively and retell information - Recount or retell a familiar experience and respond to questions - Use questions such as why, how and what if about relevant issues or topics - Read texts in pairs and groups to collect information for specific tasks in other subjects. - Read a variety of text types - Recognise and use punctuation to aid reading
Context and text	3.2.3E Recognise how simple written and picture texts are used to suit different purposes and situations.	Discuss the purposes of simple written texts such as letters, notes, labels and lists
Critical literacy	3.2.4V Identify the language used in texts to create a response from readers.	- Distinguish between fact, opinion and fiction in a variety of texts - Identify words and phrases that create a picture in the mind of the reader.

iii List the real-life language that arises from the unit of work

The theme that has been selected (Changes in my environment) calls for certain text types. You need to identify and select the text types students will need to master, to be able to speak, read and write knowledgeably in this unit of work before you plan your language input.

A selection of the relevant text types required to meet the language demands of the theme are:

- Recount – journal or retelling, personal history (biography)
- Narrative – legends, histories
- News article
- Description
- Information Report
- Persuasive argument

Other forms of print/writing include:

- listing,
- labelling,
- diagrams such as:
  - story maps
  - time lines
  - concept maps
  - location or area maps
  - graphs.



Do this step for the Language outcome you have selected and highlight the outcomes you are planning to focus on in your UoW. Space is provided for you at the end of this module.



iv Identify the text types you have already taught the students, or that they have already mastered.

Before you identify the knowledge, skills and attitudes you want the students to demonstrate in Language in this unit of work, you need to think back to what they already know and can do. Ask yourself:

STAGE 3: What spoken and print text types have the students already mastered? In Stage 3, students are at the stage of independent planning and construction of known text types. These are the texts they do not have to learn more about. They can already plan and write these texts without assistance.

STAGE 2: What spoken and print text types are they still learning and need more help with? In Stage 2, they are able to plan and construct some texts with assistance. These texts are partly known to the students, but they may still need some assistance from you in order to be able to write them independently at a later stage.

STAGE 1: Which new text types will you introduce and model for them, and in which mode (spoken or written)? In this stage the students are beginning to understand the purpose and structure of text types. These are the new text types that you are planning to help them learn.

Stage 1 Beginning to understand the purpose and structure of text types		Stage 2 Able to plan and construct some texts with assistance		Stage 3 Independent planning and construction of known text type(s)	
Vernacular	English	Vernacular	English	Vernacular	English
• Persuasive argument S/L,R/Wr • Discussion S/L, R/Wr	• Story map R/Wr	• Information report S/L,R/Wr • Description S/L,R/W • History retelling S/L,R/W • Giving directions S/L • Location or area maps R/Wr	• Simple E story S/L,R/Wr • English recount S/L,R/Wr • Drawing pictures with one or two simple sentences R/Wr • List of English words with vernacular words (wall dictionary) R/Wr	• Story S/L,R/Wr • Recount S/L, R/Wr • Posters R/Wr • Notices R/Wr • Timetables R/Wr • Rules S/L, R/Wr • Instructions S/L, R/Wr • Letters R/Wr	• Pictures with labels R/W • Simple English recount –S/L

How is this table to be understood? The explanation is below.

- In **STAGE 3**, the last column, you have listed the spoken and print texts in vernacular and English that you have taught the students, those texts that they can express orally and write independently. You have talked with the teacher in Elementary 2 to identify the text types your students already know in Vernacular. You have also referred back to the notes you have kept of what text types you have taught so far this year.

Now that you have charted what the students know and can do already in literacy, you know that you can expect them to be able to complete tasks you set for Stage 3 without assistance.

- In **STAGE 2**, the middle column, you have listed the texts that the students can construct with some assistance from you or their peers.

You will continue to give them assistance with Stage 2 tasks that you build in to your program. You will purposely include some task that requires them to work in groups to develop either a Description or an Information Report on a topic you and/or they

have jointly selected. The choices you have made in Stage 1 and Stage 2 reflect the text types of the kind of language the students will need to master in order to perform knowledgeably in Environmental Studies (see list on page 14).

- Finally, in **STAGE 1** in the first column you have named the text or texts that you are going to introduce to the students as a result of this unit of work. In this way, you are integrating the language teaching with the teaching of content for Environmental Studies.

In your teaching you will model for the students the steps required to present what they know by writing a Discussion text or a Persuasive text with them. These are the new text types that you will introduce in the vernacular (see Column 1 of the table on the previous page. The students are still working in Vernacular; once they have learned the purpose and structure of these texts and can produce them independently (Stage 3), it will be time to introduce them in English later in the term or year. At this stage, you can introduce a simple English narrative text, using the strategy of negotiating text (also known as ‘jointly constructing text’) to help them to construct it.

Now turn to the list for Learning Outcomes programmed and taught on page....of this module. You can use this checklist to keep a record of the text types you have taught over the course of a year. It is recommended that you plan to include each text type at least six times in your programming over the year.

Put a tick in pencil to indicate which text types you plan to introduce/use for these outcomes. When you have taught them and feel confident that the students have learned them, you can go back and put a second, permanent tick in the box



Do this step and construct a table similar to the table on page 15. Space is provided for you at the end of this module.



v Identify the KSA for Language

To identify the KSA for language learning and teaching in this UoW, think about the question:

- What knowledge, skills and attitudes do I want the students to demonstrate for language as they learn about this theme?

To answer this question, refer to pages 55-64 of the LP Language Teacher Guide and make a selection from the list of the K, S, A that are appropriate for the language learning and teaching you will include in your program. You can do this by studying the outcomes you have already selected. The K, S, A will be developed during the course of teaching the theme. In the table below a selection of K, S, A for Language has been made for you as an example.

Sub-strand	Speaking and Listening What Language K, S, A do I want the students to demonstrate as a result of studying this theme? Students know and can do, or use,	Reading Students know and can do/use	Writing Students know and can do/use.
Production	3.1.1E a range of spoken text types such as greetings, simple instructions, narrative and recount texts	3.2.1V - a variety of text types – narrative, recount, procedure; - texts such as letters, instructions, lists, news captions and illustrations for information 3.2.1E - read lists, labels, names on maps, pictures	3.3.1V some text types 3.3.1E Illustrations and maps and writing some labels on them
Skills and strategies	3.1.1V 3.1.2V - turn taking in group work - interpret and use statements, questions and commands - plan what to say - seek and acquire information through observation and inquiry - gather information through interviews and surveys 3.1.2E - use turntaking in group work - use some who, what, when questions - rehearsing	3.2.2V - recognise and use punctuation to aid reading - recognise and use a variety of written materials for different purposes - identify headings in news items	

Context and text		3.2.3V - narratives have plots, settings and characters - recounts retell events in sequence - persuasive arguments can influence listeners and readers by using language in particular ways 3.2.3E - purposes shape the way texts are written.	
Critical literacy		3.2.4V texts can represent particular views, voices and interests and silence others	



Do the above step for the Language outcome you have selected with the K, S, A identified. Space is provided for you at the end of this module.



vi Decide on a focusing activity

Ask yourself a series of questions:

1. What is the way into this UOW on changes in the environment that is most helpful to the students?
2. What will I say/do?
3. What do the students already know about this topic?
4. How can I find out what they already know?
5. How will I help them to learn what they need to know to achieve the Outcomes?
6. How will I find out if they have learned what I planned they would learn?

Here are two ideas to help you answer Questions 1 and 2.

- 1.a “Close your eyes.
Think about things that have changed in our environment since you were born (2 mins)
Open your eyes – write them down, as many as you can think of....”
1. b “In your groups, do a brainstorm of as many things that have changed in our environment since you were born/since your parents were born/since your grandparents were born”.

In the box below are some ideas the students may identify and talk about. If they do not think of some changes that you have planned to talk about, ask leading questions to jog their memory.

Natural changes

- Landslips
- Rivers that dried up
- Volcanoes
- Weather changes – rain, winds, temperature
- Swamps that dried up
- Rivers that silted up
- Floods
- Erosion
- Clothes
- Occupations

Built changes i.e. made by humans, or caused by humans)

- Houses – materials, styles, locations
- Gardening – crops (trade, home consumption, introduced – tea, coffee, timber, bee keeping, rubber, copra etc)
- Gardening tools
- Gardening methods
- Foods – traditional, store bought
- Medicines – traditional, introduced
- Customs
- Beliefs and values
- Animals - traditional, introduced



Do this step for the Community Living outcome you have selected and construct a focusing activity. Space is provided for you at the end of this module.



Step 4 requires you to do two things.

Firstly, develop and sequence teaching and learning activities and assessment tasks.

Now is the time to ‘brainstorm’ for relevant and effective teaching and learning activities that build on what your students already know and what you want them to learn. You can get assistance with this by studying the list of indicators and the suggested activities for the theme.

Here is an example of a brainstorm of possible learning experiences and assessment tasks.

Indicators - ES	Theme: Changes in my environment	STANDARD: What's in my Environment?
- Draw or collect pictures of how people change the natural environment such as by making gardens, cutting down trees, building homes, roads and bridges; - List natural changes such as floods, soil erosion and landslides and describe how they change the environment; - Give examples of built changes such as construction of new classrooms, houses, roads or bridges and give reasons for these changes. - Role play how changes in the environment affect living things - Discuss changes to the environment after visiting selected sites such as - a mine - a logging area - a reef - a road-building site - a new garden being made - Keep records of aspects of weather such as rainfall, temperature, cloud cover, wind direction and discuss the changes	<u>Introduction:</u> brainstorm what do the students already know? How will I find out? <u>Life cycle?</u> explanation? <u>Assessment & Recording</u> - the kinds of tools we used to use - Information report - Information Report - Description <u>Graphs</u> JNL <u>Other forms of print/writing:</u> - listing - labelling - diagrams such as story maps - time lines - concept maps - location or area maps - graphs for weather to talk about <u>Resources:</u> community member Big book: The Last Tree history of the area employment changes P.T.O. Songo: P.T.O.	Substrand: Changes in my environment Outcomes: 3.1.2 Identify natural and built changes and their impact on the environment. Appropriate texts for the subject matter to be language: recount - journal or telling, personal history • Narrative - legends invite a story tell history the day the wallab all left the village • News article • Description: My home (E) • Information Report • Persuasive Argument
<u>Language Information:</u> p. dlc + Ind. p. p. p. p.	<u>Suggested activities - ES</u> - draw and compare the natural and built environments - discuss in groups the good and bad things about natural and built environments - Vernacular text / Discussion - create and role-play how living things feel when the natural environment is destroyed: The Last Tree Drama - explain the effects of weather on the lives of people in the community - invite a guest speaker to talk about their current and past experiences in certain areas of the community.	<u>Other forms of print/writing:</u> - Vern/E vocab. - pictures of changed environment - story maps of legend - time lines - concept maps - location or area maps - graphs for weather to talk about <u>Resources:</u> community member Big book: The Last Tree history of the area employment changes P.T.O. Songo: P.T.O.

Secondly, state the language of instruction for the activities and assessment tasks

For this step, study the table on page 12. In this table all of the strands and sub-strands for Language learning and teaching are set out , with each of the learning outcomes for English and vernacular.

Then study the table on the next page (page 22). This table identifies both the language of instruction and whether the task will be in the oral or written mode. Use all of the information you have so far identified in steps for programming and planning in two languages to draw up this table.

You are now ready to plan the final step in programming and planning for two-language learning and teaching.

THEME: CHANGES IN MY ENVIRONMENT	VERNACULAR TEXT TYPES – ORAL	VERNACULAR TEXT TYPES - WRITTEN	ENGLISH TEXT TYPES – ORAL	ENGLISH TEXT TYPES – WRITTEN
- List natural changes such as floods, soil erosion, grass fires and landslides - Describe how those events change the environment	- Introduce the topic through Q & A. e.g. 'what does change mean? - Assign one natural change to each group; gps talk about how those events changed the environment; select one speaker to report back to whole class	-Do a class brainstorm of natural changes; -Prepare a concept map -Prepare a time line showing when change started, events and present-day effects	- Listen to a BBK story: 'The Last Tree'; 'The Big Yam' 'Poor Pini'	-start making wall dictionary of important vocabulary for UOW
Draw or collect pictures of how people change the natural environment....	- After drawing or collecting pictures, students display their pics to each other; "Tell me about your picture"	In journals, 'some changes I heard about that I didn't know about before'.	Students prepare to mime the Big Book story with teacher putting in dialogue and narration.	- Students write simple E sentences on their pics: 'This is a new bridge' 'This is a new garden'
- Discuss changes to the environment after visiting selected sites such as - a mine - a logging area - a reef - a road-building site - a new garden	This can be either a planned visit, or a walk around the village/environment. Before going, groups, talk about what they may expect to see	-draw up a list of questions they want to find answers for, e.g. 'what was here before?' 'how did change take place?' 'why did the changes happen?' 'what are some effects of the changes?' -take notes during visit for write-up back in classroom; -joint construction of information report- 'Changes in our environment' following process writing approach	- Students use simple E sentences: 'This is a new bridge' 'This is a new garden' 'Joseph built this house' 'Mrs. Ainui made this garden'	-after drawing pics & discussing in V, students label with simple English sentences – helped by teacher if necessary
Give examples of built changes such as construction of new classrooms, houses, roads or bridges and give reasons for these changes	- Invite a visiting speaker to talk about some aspects of built change - e.g. 'how we used to build roads – how roads are built today' 'how we used to make gardens, how we make gardens today' etc.	-letter of invitation to community member -Do a class brainstorm of all man-made changes they can think of, including the ones they saw on the walk/visit. -Prepare a concept map from their ideas	-students act out the story of the Big Yam, including dialogue	-students draw a pic of their favourite part of the story; write a caption such as: 'It was the biggest yam they had ever seen'

- Keep records of aspects of weather such as rainfall, temperature, cloud cover, wind direction and discuss the changes. - Explain the effects of weather on the lives of people in the community	- Students question the speaker with prepared questions - Students discuss how to keep a record of one aspect of the weather for a month—decide which group will record which aspect of the weather – wind, rain, sun etc. - Discuss in groups the good and bad things about natural and built environment	- Do a drawing and write a description of ONE built change they saw, display on wall - Students write their own story with chosen topic. Tchr reminds them of structure of story, some textual features - Students draw up a table or graph to record the information for their group for 3 – 4 weeks	- Students act out the story of the Big Yam, including dialogue - Students practise simple E sentences about the weather: ‘Today is Tuesday. It is cloudy today.’ ‘The wind is blowing strongly today’ ‘The sun is shining. It is hot today’	- in groups, students prepare a story map of the Big Yam, label with simple English captions. - Students draw a picture of what the weather is like on a particular day; write caption: ‘The wind is blowing strongly today’ ‘The sun is shining. It is hot today’ - Joint construction of a text similar to The Big Yam, e.g. ‘The very, very large coconut’.
Draw and compare the natural and built environments		- Students prepare questions for a survey; - Conduct a survey on which aspects of change students in other classes consider good/bad and reasons for responses. - Record findings of survey Teacher and students begin joint construction of Discussion text. Teacher talks informally about contextual features; then textual features; begins draft with students contributing ideas. Continue writing over several days.		

In the left-hand column of the table on pages 22-23 are listed the Indicators and suggested activities for Environmental Studies. In the centre and right-hand columns you list the Vernacular and English text types, both oral and written. You also include the choices you have made between Narrative and Informational text types. The Informational text types are shaded in.

Now:

- Check back to the KSA for Environmental Studies and Language and see if you have covered them in this UoW (page 10, pages 17-18).
- Study the table and decide what your assessment strategies will be for Language and Environmental Studies (page 26-27).
- Study the teaching/learning cycle on page 38 of this module. When setting out your weekly plan, use the stages as a general guide to sequencing the content of the UoW.

Now you are almost ready to complete your weekly program. Keep in mind that you have the time allocations for Language and ES to use, since you are integrating the two subjects. This gives you a total of $(570 + 180 \text{ mins}) = 750 \text{ mins}$ over the whole week. This breaks down into 2 hrs 30 minutes per day. In Grade 3, this means you can spend approximately 90 minutes per day teaching the theme in vernacular and 60 minutes teaching the content of the theme in English. You can decide how you will use this time.



Do this step for your UoW. Space is provided for you at the end of this module.

Before you draw up your weekly program, it will be very helpful if you complete a scope and sequence table like the one below. This helps you to plan for a natural progression of concepts from simple to complex; from Vernacular to English language and from oral to written tasks. Students need to talk things through before being expected to write about them. This step is not highlighted in the *Primary Programming Resource Book*, but will prove quite useful when completed before drawing up your weekly program.

Grade 3 scheduling the timing of the unit of work

WEEK SUBJECT	WEEK ONE	WEEK TWO	WEEK 3
Environmental Studies	-Introduce the UoW of work through focused Questioning (see p. 19) -do a class brainstorm of natural changes (V) - students complete group time line of effects of natural changes -students draw up table/graph to begin recording weather changes.	-draw up list of questions before walk/visit (V) Environmental walk/visit -Do a class brainstorm of built changes; prepare concept map (V) -Visit of community person - (V) -summarise main ideas guest speaker talked about. -Discuss in groups the good and bad things about natural and built environment	-Students conduct survey with students in other classes (V)
Language	-Drawing pics of aspects of change and labelling with E words -wall dictionary for V and E of new and known vocabulary Students practise E sentences in oral drills -students talk about their drawing with peers in groups (V) -journal writing about changes (V) -listening to BBk story - (E) -acting out the story by mime (E) -letter of invitation to community person (V) Information Report 'Natural Changes in our Community' – begin joint construction (V) -students act out story of The Big Yam -students use/write simple E sentences	-Do a drawing and write a description of one built change they saw (V) Students label pics with simple E sentences -prepare Q's for visiting community person –(V) -Information Report 'Natural Changes in our Community' – continue joint construction of draft (V) -final copy of Information Report (V) - students write own story with chosen topic (V or E) -students draw a story map of the Big Yam, label in English -students prepare questions for survey of other pupils (V) (Env.Studies)	Students continue practising spoken English words/ sentences Students act out story of Big Yam, with dialogue. -students and teacher prepare draft of discussion text: 'Are changes good or bad for our community?' - joint construction (V) -students write parallel story to the Big Yam, e.g. 'The Enormous Coconut' (E) joint construction -teacher discusses structure of narrative -students draw a picture of their favourite part of the story and write a caption,e.g. "It was the biggest yam they had ever seen". (E)

Only Language and Environmental Studies have been included here. When you have planned out your three weeks for these two subjects,

- go to the list of Indicators and suggested activities for Environmental Studies and for Language.
- check that you have satisfied the KSA criteria and the outcomes for both subjects.
- decide what your assessment and recording strategies will be.



Do this step for your UoW. Space is provided for you at the end of this module.



Step 5: Develop an assessment plan

By the time students have reached Grade 3, they have been in school for three years. Their schooling has been almost completely through the medium of their Vernacular language. Therefore, the assessment you carry out will demand more mature language and conceptual development in Vernacular than in English. As well, you expect that students' knowledge and skills in vernacular literacy will be quite well developed. We know that students who have learned to read in one language can transfer that learning to a second language. However, you need to assess their progress to make sure that they continue to improve.

You can assess students' achievements using a variety of methods and strategies. The methods and strategies you choose must support the principles of outcomes-based assessment.

In Lower Primary you will assess students' achievements using the following methods:

- Observation
- Conferencing
- Studying student work samples, including portfolios, projects and products, performances, records of self, peer or group assessment.

The table below gives details of assessment strategies. A full explanation of each of the assessment methods is given in the *Primary Assessment Resource Book*.

Assessment method	Assessment strategies	Example of assessment task
Observation	Performances mainly oral responses	Examples may include: - Learning interactions – learning through seeing and imitating/copying, following steps or process demonstrated. - Group/pair work and cooperative skills in projects or group learning - Speaking and listening activities: guided/free morning talk, speech or debates, social interaction skills, giving simple directions or instructions, listening, read or talk-listen-do, question and answer, interview and discussion. - Demonstrate understanding of simple maths process in lower primary, identifying problems, investigating, designing and planning etc.

Conferencing	Written work	Examples may include: - Discussions or interviews with students about their learning experiences; about the results of various learning activities – excursions etc., subject work – drafts of different texts, art and craft work, wall displays, models or posters.
	Work or learning in progress	Examples may include: - Casual discussions or asking questions about how they are getting on or feeling about learning, if they know and understand what they are doing, for example, understanding of subject concepts and processes, language activity processes – reading or writing.
	Peer or group work	Assess cooperative skills in working in pairs, teams or groups and examples may include: - Group/pair work on a set activity - Reflections/discussion of group work attitude or cooperative skills
Analysing student work sample	Portfolios Models Art work	Examples may include: - Collection of selected written work or drafts in portfolio - Written work, short answers, cloze exercises - Artwork – pictures, diagrams, maps, charts, posters, products, models - Journal and self reflective record or notes.

Questions to ask yourself when planning for assessment and recording.

You need to plan for assessment and recording in the same thorough way that you have planned your UoW.

Assessment of Language learning and teaching.

- Study page 12 of this module to help you answer questions about which Outcomes for Language you intend to assess. Remember, these are the shaded boxes.
- Study the Language KSA on page 17 of the module to remind yourself of the ones you have selected for this theme.
- refer to the assessment and recording table on pages 26-27 to choose the method and strategies you will use.

Ask yourself:

- how will I know the students have achieved the Outcomes for Language I selected in the early planning stages (page 12)?

- what assessment method(s) will I use?
- what assessment strategies will give me the information I need to be sure they have achieved the Outcome(s) ?
- what recording method will be most effective?
- what KSA for Language do I want to assess ?
  - What assessment method(s) will I use?
  - What assessment strategies will give me the information I need to be sure they have developed the knowledge, skills and attitudes required?
  - What recording method will be most effective?"

Here is one way you can proceed.

- Say you have decided to use observation as one method. In order to record what you observe, draw up a table like the one on the following page.
- The information is taken directly from the KSA for Language you have already identified on page 17 of the module.
- This becomes your checklist for recording your observations.

How to use the checklist

- Use the marking code below to record the student's progress.
- Make notes or comments that will help you remember what the student said or did.

Marking code

F (fully achieved the outcome) – met all of the criteria independently

P (partly achieved the outcome) - met some of the criteria.

N (needs more practice) – did not meet any of the criteria.

Progressive recording for Language KSA – class list.

NAME	CRITERIA			SUMMARY & COMMENTS
	Speaking and listening	Reading	Writing	
	Students know and use 3.1.1V .-a variety of genres (V/E)different spoken text types that serve different purposes such as sharing ideas, obtaining information, gathering information 3.1.2V using who, what, when, why and how Q's	Students know and use a range of spoken text types 3.1.1E a range of spoken text types 3.2.1E a range of predictable text types 3.2.3E narratives have plots, settings and characters 3.2.4V words that influence readers and viewers.	Students can produce a range of text types, know and can use 3.3.1V • different written texts that are created for different audiences: peers, community members, peers	
Jane Silo	3.1.1 P(V) 3.1.2 N(E) 3.1.2.P(E)	3.2.1V. P 3.1.1E P 3.2.1E N 3.2.3E P 3.2.4V N	3.3.1V P	In T2 Wk 2, J. said, "I have to use special talk when I am collecting information". Next day, J. demonstrated ability in asking Q's with who, why and how.
Babu Kau	3.1.1V P 3.1.2V N 3.1.2E N			B. wrote a list of changes (V) and copied E words for them
Mirou Tau				
Dika Bala				
Solo Bau				

The same kind of checklist can help you assess students on criteria that are to be met by the group.

NAME of GROUP	CRITERIA			SUMMARY & COMMENTS
	Group discussion: 'good and bad things about the natural/built environment' - organisation of group, leadership; turn-taking; draft summary of discussion	1. Create and role-play how living things feel when the natural environment is destroyed 2. Story map of The Big Yam	1. Group preparation of chart for recording changes in the weather; 2. Group record-keeping over ....weeks	
KUMULS	1. F(v) 2. P(V)	1. F(V) 2. P(E)	F(V) F(V)	Group showed satisfactory organisational skills in carrying out the activities expected of them. One team member (Bau) was absent during this week and needs to be followed up.
PUKPUKS				
MURUKS				
ROKROKS				
MAGANIS				
MUMUTS				

Assessment and recording for Environmental Studies

Now,

- study the Environmental Studies KSA on page 10 of the module to remind yourself of the ones you have selected for this theme;
- refer to the assessment and recording table on pages 26-27) to choose the method and strategies you will use.

To choose the most effective methods, ask yourself:

1. How will I know the students have achieved the Outcome for Environmental Studies I selected in the early planning stages (p.10)?
  - What assessment method(s) will I use?
  - What assessment strategies will give me the information I need to be sure they have achieved the Outcome(s) ?

2. What are the KSA for Environmental Studies I want to assess ?
- What assessment method(s) will I use?
  - What assessment strategies will give me the information I need to be sure they have developed the knowledge, skills and attitudes required?
  - What recording method will be most effective?"

When using the conference method of assessing and recording individual progress on the Environmental Studies KSA's, you can use a table similar to the one below.

Group conference record keeping.

Knowledge, Skills, Attitudes Student Names	
• Can give one example of how nature changes the environment, and explain the process	
• Can explain the meaning of 'built' environment and give one example of how people change the environment	
• Takes part in group role play of changes	
• Can explain an aspect of weather change	
• Can explain how changes in the weather affect people, animals or plants	
• Takes part in keeping weather records	
• Can draw a picture or chart to show how changes occur	
• Can draw a picture of some aspects of built change	

When keeping a record of what the groups have been able to achieve in both Language and Environmental Studies, you could use a table like the one below. Leave enough space in each box to write comments of what you saw, and also the date on which you did the observation.

Group conference record keeping

	KUMULS	PUKPUKS	MURUKS	ROKROKS	MAGANIS	MUMUTS
1. Complete brainstorm of natural changes in the environment						
2. Complete story map of Big Yam	Students joined in enthusiastically	Interesting captions written under illustrations				Dika and Solo reluctant to join in.
3. Group summary of main ideas of guest speaker	Group needs suggestions for turn-taking, respecting others opinions		Group's written work showed they had captured the main points		Group needs help choosing a scribe to capture ideas	
4. Group participation in role play		Babu still shy and reluctant to take part				
5. Group discussion: 'Good and bad things about the natural environment'				Group showed advantages of good leadership: everyone given equal time to talk		
6.						

Assessment and recording for Environmental Studies

Now,

- study the Environmental Studies KSA's on page 10 of the module to remind yourself of the ones you have selected for this theme
- refer to the assessment and recording table on pages 26-27 to choose the method and strategies you will use.

To choose the most effective methods, ask yourself:

1. How will I know the students have achieved the Outcomes for Environmental Studies I selected in the early planning stages (pages 10)?
  - What assessment method(s) will I use?
  - What assessment strategies will give me the information I need to be sure they have achieved the Outcome(s)?
2. What are the KSA's for Environmental Studies I want to assess?
  - What assessment method(s) will I use?
  - What assessment strategies will give me the information I need to be sure they have developed the knowledge, skills and attitudes required?
  - What recording method will be most effective?

When using the conference method of assessing and recording individual progress on the Environmental Studies KSA's, you can use a table similar to the one below.

Knowledge, Skills, Attitudes	Jane	Babu	Mirou	Dika	Solo	Betsy	David	Wane				
Student Names												
• Can give one example of how nature changes the environment, and explain the process • Can explain the meaning of 'built' environment and give one example of how people change the environment												



Do this step for your UoW to construct a recording sheet for individuals and one for group assessment recording. Space is provided for you at the end of this module.

At the conclusion of the UoW:

Now you have completed the assessment and recording for the unit of work, reflect back and see if you have enough information to determine if the Outcomes have been achieved. If so, tick them off on the Outcomes Overview in the Appendix (page 37).

If not, make a note of what you will do in your next UoW to achieve the Outcomes, particularly in Language.

And finally – self-assessment.

A helpful strategy you can use is to encourage the students to do some self-assessment. This can be completed at the end of a unit of work. Below is an example of Self-assessment for Lower Primary.

Students complete the assessment in Vernacular in Grade 3 and 4.

1. In this unit of work I learnt (translate 1 – 4 into Vernacular language).

.....

.....

.....

.....

2. I was really good at

.....

.....

.....

.....

3. I need to practice

.....

.....

.....

.....

4. Draw a picture to show your favourite part of the unit of work.

Now it is time to fill in your weekly program. A weekly program helps you to organise and sequence your teaching and learning activities from the units of work within the given subject time allocations. In your weekly planning, remember to plan for a natural progression of concepts from simple to complex, from Vernacular to English language and from oral to written tasks.

How to develop a weekly program

1. Study the units of work, Language and Mathematics activities and stand alone learning outcomes carefully.
2. Consider the time allocations (in minutes) for each subject.
3. Analyse the time required for the different teaching and learning activities and assessment tasks for each unit of work for a given week.

Time allocations, time analysis, time breakup for Grades 3, 4, 5.

Time allocations		Breakup	
Subject	Grade 3	Grade 4	Grade 5
Arts	150	150	150
Community living	150	180	210
Environmental studies	180	210	210
Health	90	90	90
Language	570	450	405
Mathematics	210	210	210
Physical education	105	135	150

Two-languages programming and planning

Grade	Vernacular – across all subject areas		English – across all subject areas	
	Percentage	Time allocated	Percentages	Time allocated
Grade3	60 %	990 mins	40%	660 mins
Grade 4	50%	825 mins	50%	825 mins
Grade 5	30%	495 mins	70%	1155 mins

Note that

- the percentages of time are applied across all learning areas. Therefore, 60% of time working in Vernacular in Grade 3 is 60% across the whole week's programming time in all subjects. Similarly, 40% of time working in English in Grade 3 is 40% of time across the whole week's programming time in all subjects.

- these time allocations are general guides. You do not have to account for every minute of time in either Vernacular or English language. Sometimes, in the course of a unit of work, you will give more time to teaching in Vernacular. At other times you will give more time to teaching in English.

The time you allocate will depend on whether you choose to use a fixed timetable or a flexible timetable. If you use a fixed timetable, then complete your time analysis when you first develop the timetable. If you use a flexible timetable, be sure to complete the time analysis on the notes page of your weekly program each week.

TIME	MONDAY	TUESDAY		THURSDAY	FRIDAY
8:00 – 8:15	Assembly	Assembly	Assembly	Assembly	Assembly
8:15 – 10:00					
10:00 – 10:30	Recess	Recess	Recess	Recess	Recess
10:30 – 12:00					
12:00 – 1:00	Lunch break				
1:00 – 3:30					

Note: In your planning and programming, plan to:

- use the curriculum cycle to sequence learning experiences/activities. A diagram and explanation of the curriculum cycle is included at the end of this module.
- repeat learning experiences at least once so that students are very familiar with the language, before expecting them to be independent users.
- involve community members in ongoing activities/learning experiences.
- group children in different ways for different teaching/learning purposes
- use the processes of process writing when developing texts
- use different kinds of teaching/learning strategies and graphic outlines
- use big books
- use a range of text types.

In short, plan a unit of work that allows a lot of time in meaningful contexts – real-life or life-like.

Section 3: Appendices

Appendix 1: Grade Checklist for Grade 3 Learning Outcomes taught

Photocopy two copies of the checklist for your grade. Use the first one after you have completed your yearly program to make sure you have programmed all learning outcomes and used most of them more than once. Use the second checklist to record learning outcomes as you teach them throughout the year. Keep a tally for each learning outcome.

Key

LO - Learning outcome

Tally - Keep a tally of how many times you use the

learning outcome

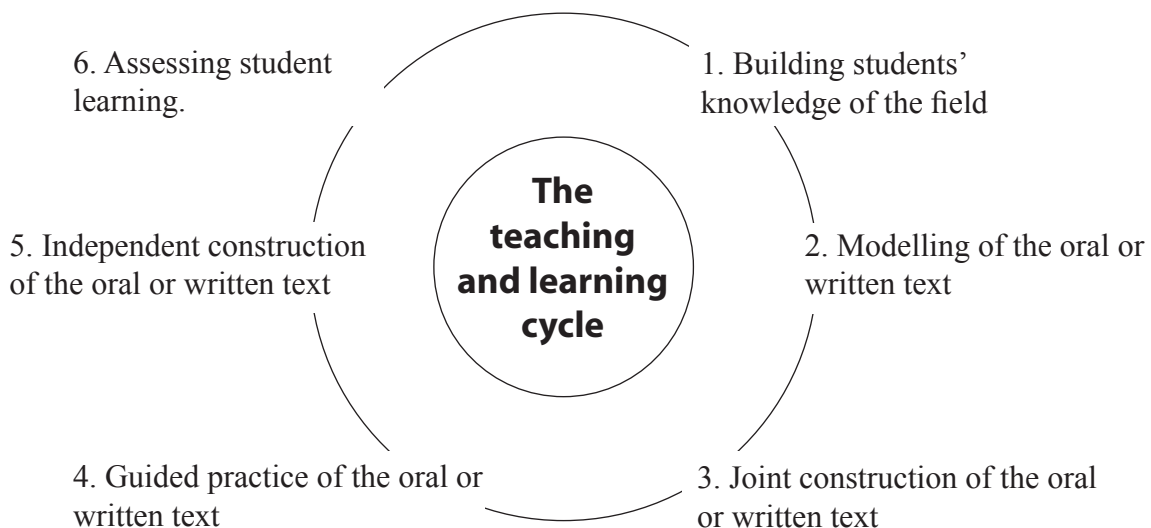
Subjects and strands	LO	Tally	LO	Tally	LO	Tally	LO	Tally	LO	Tally
Arts										
Art	3.1.1		3.1.2		3.1.3					
Craft	3.2.1		3.2.2		3.2.3					
Dance	3.3.1		3.3.2		3.3.3					
Drama	3.4.1		3.4.2		3.4.3					
Music	3.5.1		3.5.2		3.5.3					
Community Living										
Community	3.1.1		3.1.2		3.1.3		3.1.4			
Trading	3.2.1									
Culture	3.3.1									
Environmental Studies										
What's in my Environment?	3.1.1		3.1.2		3.1.3					
Caring for my environment	3.2.1		3.2.2							
Health										
Healthy individuals	3.1.1		3.1.2		3.1.3		3.1.4		3.1.5	
Healthy communities	3.2.1		3.2.2							
Language										
Speaking and listening	3.1.1V		3.1.2V		3.1.3V		3.1.4V			
	3.1.1E		3.1.2E		3.1.3E		3.1.4E			
Reading	3.2.1V		3.2.2V		3.2.3V		3.2.4V			
	3.2.1E		3.2.2E		3.2.3E		3.2.4E			
Writing	3.3.1V		3.3.2V		3.3.3V		3.3.4V			
	3.3.1E		3.3.2E		3.3.3E		3.3.4E			
Mathematics										
Number and application	3.1.1		3.1.2		3.1.3		3.1.4			
Measurement	3.2.1		3.2.2		3.2.3		3.2.4		3.2.5	
Space and shapes	3.3.1		3.3.2							
Chance and data	3.4.1		3.4.2							
Patterns	3.5.1									
Physical Education										
Safety	3.1.1									
Movement	3.2.1									
Physical Activity	3.3.1		3.3.2		3.3.3					

Appendix 2: Teaching a new text type: Introduction to the teaching/learning cycle

New forms of language and ways of using language can best be learned by embedding your teaching of this new language in a subject. For example, if you want to teach the students how to construct an Information Report, you would plan to teach it in lessons on a theme where students would need to be able to write the Report. This could be from, say, Environmental Studies in the Strand: *What's in my environment?* where students are required to learn about different species of plants and animals found in their environment.

The social purpose of a Report is to *report on events, phenomena (things) and issues*. The purpose may also include *explaining, informing, describing and persuading*. The subject matter is about natural phenomena, either living or non-living.

So you can see that, to learn how to write appropriately in this subject area, students need to know how to write an Information Report. Other subject areas make different language demands on the students. You will continually be reflecting on the kinds of text types required to be able to write knowledgeably about certain topics and themes, and introduce the different new texts as required by those topics and themes.



New text types are most effectively taught and assessed through using a six-stage process. This is called the teaching/learning cycle.

2.1: The stages of the teaching and learning cycle.

The six stages of the cycle are:

- Stage 1:** *building up the field of knowledge*
- Stage 2:** *modelling the text type*
- Stage 3:** *joint construction*
- Stage 4:** *guided practice*
- Stage 5:** *independent writing*
- Stage 6:** *assessing student learning.*

However, with Elementary and Grade 3 students the second stage, ‘modelling text type’ can be omitted. The reason for this will be explained later.

Stage 1: Building up the field of knowledge, or building knowledge of the topic to be studied

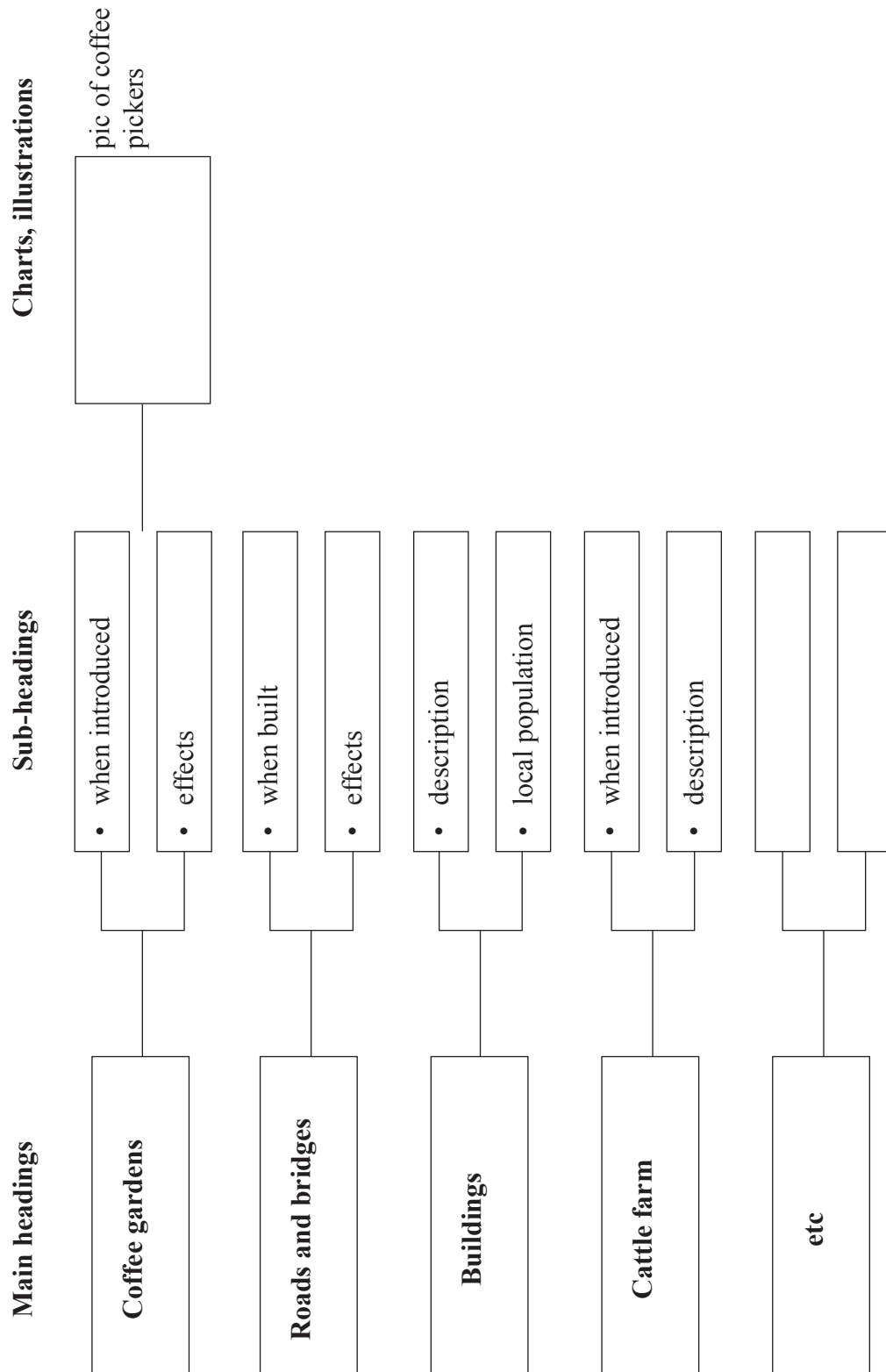
The main aim of this stage is to build up the students’ background knowledge of the topic or theme you are to teach. This could be a class activity, a group or individual activity. To do this, you need resources. So, every time you find a newspaper or magazine article or book that gives information about the themes you are to teach during a year, you should save the article. Cut it out or make a note about where you can find it when you need it and place it in a folder with the name of the theme you are to teach. In this way, you will gradually build up a collection of useful articles that your students can use as a resource when they need information. If your school has a library, you can select relevant informational books to take to your classroom. Then, when you are teaching the theme, you can encourage students to do research to find out information they need to do the tasks you are planning for them.

During this first stage of the teaching/learning cycle, you focus on building up and adding to what the students already know about a certain topic. To do this effectively, first you need to find out what the students already know about a topic or theme you are planning. You can use a K-W-L chart to encourage them to share what they know, say what they would like to learn about the topic, and at the conclusion of the unit of work, say what they have learned. Below is a diagram of a K-W-L chart.

K - Know	W – Want to know	L – What we have learned
- About landslides - Chopping down trees - Polluting rivers - New ways of building houses in our village - Etc.	What is the built environment? Is change a good or a bad thing?	

If you want the students to develop the ‘Know’ column in more detail, a brainstorm session is a useful strategy. In this activity they can recall everything they know about, e.g. *changes in their environment*. When all the information is set out in the brainstorm, it is necessary to organise it in some way. This can be done through a graphic outline, such as the one below. As you can see, with this kind of organisation, students are well prepared to write several kinds of texts.

Graphic outline for an Information Report Man-made changes in my environment.



Building up the field of knowledge is a continuous process. At the start of the unit of work, after brainstorming with students, you plan the learning experiences and activities that will help them build up their knowledge base throughout the unit of work.

Stage 2: Modelling the text

With older students, say those from Grade 4/5 or later, you would choose a text that is similar to the one you want the students to learn, in the same language in which you will teach it.

For younger students from Elementary Prep to the end of Grade 3, the process of jointly constructing text with students is effective. In this process, you provide a framework within which the students can contribute without much risk of failure or of being wrong.

Imagine that, as one learning experience you have planned for the students, they prepare a small plastic container with soil and plant a bean or corn seed to watch it grow. Your goal is to have the students write a descriptive text as part of the unit of work.

- Over several days the students study what is happening to the seed and keep notes about how it is growing.
- They talk in their groups about what they are observing daily, and write a daily diary.
- They complete a time line in pictures showing the progress the seed is making.
- Finally, you ask them to write a description of the plant that their individual group has grown.

Stage 3: Jointly constructing the text with the students

In this example, English is being used. Remember that your vernacular language is very likely to be different from the English text types, but the steps are the same in each language.

You know that a description has a particular structure that you want the students to learn. It starts with a title; it has an orientation. Following the title and orientation is a description of the particular thing, in this case, the young plant.

You introduce the text by stating: “Today, we are going to write a new text. This text can help us to let students in other classes, or our family, know what we have been doing in our classroom. We are going to write a text about the bean plant we have growing in the container on the desk”.

You use open-ended questioning to start the students off:

Q: “What title can we give to our text about the bean plant?”

Accept all student responses: “Our bean garden”; “My bean plant”
“Our beans” etc.

A final decision on the title can be made at the end of the activity when the text is finished.

The orientation stage of the text is what will guide the students to make the right choices about what comes in the rest of the text, so it is wise to shape that for the students. You ask:

“How can we get our text started? Hmmmm... something like: ‘On my/our desk in a plastic container there stands a small bean plant’”.

In this way you set the stage for the rest of the text. Now students know they are to write only about the bean plant that is on their desk. They also know the verb tense to follow: ...‘there *stands*...’. As you develop the text with them you can refer back to the kind of ‘doing word’ and help them to construct similar verb forms as they are needed. Step by step you encourage them to give information about what the plant looks like. While the teacher guides the construction of the text, s/he does not take it over. Students will enjoy a text they feel they have largely written if it is in their own words, and will have a sense of *ownership* of the text. They will also be able to read it more easily if it reflects their thoughts and words.

Below are some ideas that the students might follow.

- “It has some parts like roots, stems and leaves.
- It has a main root and little roots.
- The roots are white and look like hair.
- The plant has only one stem and it is green in colour.
- The stem is soft and weak, and must be treated carefully.
- The plant has two green leaves coming off the stem.
- At the top of the plant there is a new shoot which is just about to open.
- That is what my/our plant looks like”

As the text develops, you can remark that this copy is only the draft, so any changes they want to make can be made at this stage. In this way you remind them of the processes of process writing.

When the text is completed to the students’ satisfaction, you can return to the title and discuss with them which is the best title, now that the description is written.

Keep in mind that the students cannot learn all there is to learn about a new text type the first time they meet it. It does not have to be perfect; learning text types is “work in progress”. By the time they have written several descriptive texts they may have reached the stage of independent writing.

Stage 4: Guided practice

In this stage, students work in groups or pairs to practice what they have learned during the modelling and joint construction stages. This includes

- building new words using letter cards
- building up text using sentence strips
- putting copies of story illustrations in order, and giving reasons for the order they have chosen
- discussing characteristics of actors in stories they have read
- reading and discussing features of texts similar to or different from the one they are learning about, e.g.
  - description - information report
  - recount - news item
  - story with a simple plot - story with a complex plot
  - procedure - explanation of a process
  - persuasive argument - discussion
- complete a story map
- building up the plot structure of a story

Stage 5: Independent writing

By this time, students can write their own texts, either in groups, pairs or independently. Their knowledge of the content of the unit of work (Changes in my environment) has grown and they can write about the topic in the language that is appropriate to the learning experience. As students write, remind them of two things:

- the processes of process writing, and
- the structure and grammar of the text they are constructing.

Stage 6: Assessing student learning

This topic is covered on pages 26-28 of this module.

On page 44 is a table that brings together features of the stages with information about decisions you now need to make in relation to your weekly plan.

<i>Building up the field of knowledge</i> a. How will I introduce the topic? b. What resources can I find? c. How will I build on the students' prior knowledge? d. What vocabulary will the students need to know (V/E)? e. How can I introduce the vocabulary they need to know (V/E)? f. What text types will the students need to know to be able to speak/read/write in this content area?	a. Focusing activity: K W L chart; brainstorming activity ...graphic outline b. newspaper articles ...pictures ...information books ...interviews with elders; ...interviews with workers in the village c. Invitation to community person to visit the classroom d. List all the new words you can think of that students will need for their spoken and written tasks. e. Introducing vocabulary - Students draw pictures, teacher provides labels for items in pictures - make wall dictionary in two languages - use vernacular vocabulary, give English equivalent f. Text types for ES include: - Telling about the past (what the community was like in their grandparents' childhood, or before the coming of whites, or before the war etc) - Description: what the village is like today - Information Report (changes in our village or community) - Other: Listing, labelling, time lines, story plots - Persuasive text - Discussion text
<i>2. Modelling</i> How will I model the activities and language for the students?	This will depend on the text types the students already know. Refer to the table on page 15 where you have identified what the students already know in Vernacular and English.
<i>3. Joint construction</i> a. What activities will I do <u>with</u> the students? b. Which learning experiences/activities will they do <u>with each other</u>? Or in pairs, or individually?	a. When teaching the language and structure of a new text type, jointly negotiate text with students, as in the example given. b. You will make this decision when you have thought about what they already know in language, and what you want them to know.
<i>4. Practice</i> How will I provide opportunities for the students to practice their language - oral - reading - writing	In your brainstorming during planning, you outline the strategies that best suit the material and content you are teaching
<i>5. Independent work</i> What will the students be expected to do by themselves?	See 3 b. above.
<i>6. Assessment</i> How will I assess what the students can do/have achieved?	

Appendix 3: List of English sentences for oral practice

- Students are placed in groups and form themselves into a circle.
- Teacher models the sentence(s) students are to practice.

WEEK 1**Monday/Tuesday**

“Today is Monday.
It is hot/cloudy/windy today”.

“Today is Tuesday.
It is hot/cloudy/windy today”.

Wednesday/Thursday

Today is Wednesday/Thursday.
The wind is blowing today/The sun is shining today.

Friday

Revise any sentence(s) the students need more practice with.

WEEK 2**Monday/Tuesday**

Ch. 1: “What did you see today/yesterday?”

Ch. 2: “I saw a new house.
What did you see today/yesterday?”

Ch. 3: “I saw a new garden.
What did you see yesterday?”

Ch. 4: “I saw a new bridge.
What did you see yesterday?”

and so on around the circle/small group.

Wednesday/Thursday

Ch. 1: “When we went walking, what did you see?”

Ch. 2: “I saw a new road. What did you see?”

Ch. 3: “I saw an old house. What did you see?”

Ch. 4: “I saw a big bird. What did you see?”

and so on around the circle/small group.

Friday

Revise any question and answer the students have not learned well.

WEEK 3**Tuesday, Wednesday, Thursday**

Using the Big Book as the prompt, role play the story with dialogue. Teacher supports students' efforts at speaking the dialogue in English, where required. Two different groups each day take turns at acting out the story.

Friday

Role play with dialogue for another class of students, e.g. Grade 4.

Appendix 4: Checklist of spoken text types taught during the year: Narrative and Informational

TEXT TYPES	Term 1	Term 2	Term 3	Term 4	COMMENTS
Narrative: - Legends ..... - Recounts ..... - biographies ..... - Public speeches ..... - Histories ..... - Anecdotes ..... - Jokes ..... - Riddles ..... - Poetry ..... - Plays/drama ..... - News reports ..... - Songs ..... - Others					
Functional: - Greetings ..... - Farewells ..... - Introductions ..... - Directions ..... - Messages ..... - Invitations ..... - Apologies ..... - Vote of thanks					
Informational: - Interviews ..... - Descriptions ..... - Rules ..... - Discussions ..... - Explanations					
Arguments: - Complaints ..... - Persuasive Speeches such as Radio ads					

Appendix 5: Checklist for Written text types taught during the year: Narrative

TERM	1	2	3	4	COMMENTS
Narrative:					
• Stories					
• Myths					
• Legends					
• Folk tales					
• Cartoons					
• Fairy tales					
• Historical fiction					
• Poems					
• Riddles					
• Plays/drama					
• Comic strips					
• Story maps					
• Recount					
• Journal					
• Diaries					
• Personal letters					
• Short news articles					
• Other					

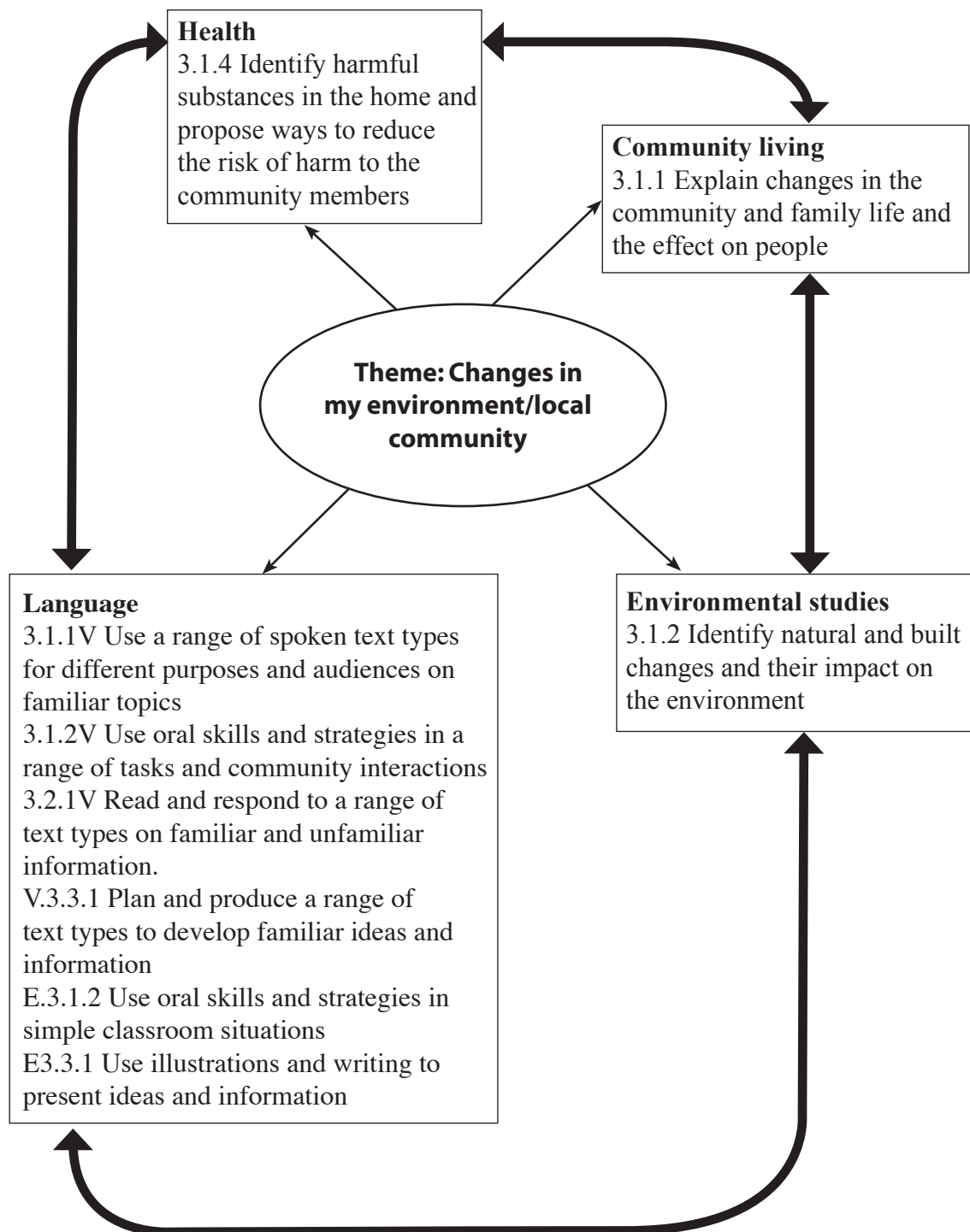
Appendix 6: Checklist for written text types taught during the year: informational

INFORMATIONAL Description: • Labels • Descriptions • Captions • Notices					
Procedure: • Instructions • Directions • Recipes • Rules • Agenda •					
Information Report: • Time lines • Posters • Expanded descriptions •					
Explanations: • Explanation of a process • Posters • Life cycles •					
Persuasive Argument • Editorials • Letters to the editor • Advertisements					
Analytical argument: • Book review • News report					
Discussion: • Argument for and against something					
Transactional: • Orders • Applications • Enquiries • Complaints • Questionnaires • Minutes of meeting • Notices • Summaries					

Appendix 7: A guide for clustering learning outcomes

When you have achieved success and satisfaction in planning for just one subject area with Language you can begin to add in other subjects.

Below is a visual example of how you can identify a theme to describe the natural links between the clusters of learning outcomes. The theme for this unit of work has named as: “Changes in my environment/local community”.



Appendix 8: A Table of clustered leaning Outcomes

ENVIRONMENTAL STUDIES STRAND:	COMMUNITY LIVING STRAND:	HEALTH STRAND:
What's in my environment? Substrand: Changes in my environment Outcome: 3.1.2 Identify natural and built changes and their impact on the environment. List of Indicators: 1. Draw or collect pictures of how people change the natural environment such as by making gardens, cutting down trees, building homes and roads; 2. list natural changes such as floods, soil erosion and landslides and describe how they change the environment 3. give examples of built changes such as construction of new classrooms or roads and give reasons for these changes 4. role play how changes in the environment affect living things 5. discuss changes to the environment after visiting selected sites such as - a mine - a logging area - a reef - a road-building site - a new garden being made 6. keep records of aspects of weather such as rainfall, temperature, cloud cover, wind direction and discuss the changes.	Community Substrand: People Outcome 3.1.1 Explain changes in the community and family life and the effects on people. List of Indicators: 1. Share different points of view about changes in the community 3. make before and after charts to show changes in gardening or farming, fishing, hunting or types and styles of houses 4. use role play to show the importance of family members and their contributions to the family and other groups 5. record changes in the past and present that benefit the family or community 6. make murals to show the groups that individuals belong to, such as class, family, sporting groups 7. talk about events that they attend with a particular group such as sport, leisure, Sunday school, youth group 8. discuss functions and membership of groups 9. discuss ways in which community and lifestyle have been improved (or otherwise) by technology.	Healthy individuals Substrand: Harmful substances Outcome 3.1.4 Identify harmful substances in the home and propose ways to reduce the risk of harm to family members. List of Indicators: 1. Identify and display sample pictures or drawings of harmful substances found in the home. 2. describe how chewing betelnut affects health 3. describe how smoking tobacco can cause ill-health to both the smoker and non-smoker 4. explain and discuss other effects of smoking such as odour, fire, litter 5. role play how to say 'no' to bad habits such as smoking, chewing betelnut, spitting.

Module Summary

You have finished studying Module 4 of this Unit.

In this module you focused on programming and planning in two languages. You might have found this a complex and time-consuming process if you were doing it for the first time.

As you followed the example provided step-by-step, you practised each step by developing a unit of your own. In that way you have become familiar with what you need to do at each stage of drawing up your plans.

All of the work you have done in drawing up your own unit of work around Community Living and Language, and your reflections on the steps you have taken should help you to perform well in your work context, and to help other teachers who may be trying to achieve effective programming in two languages, too.

Having completed the module, how do you rate yourself in relation to the module outcomes?

Can you:	Yes, No, Not sure
1. use the information in the <i>Primary Programming Resource Book</i> and this module to plan a yearly program?	
2. use the information in the <i>Primary Programming Resource Book</i> and this module to plan a unit of work?	
3. select appropriate outcomes for the subjects you are integrating?	
4. identify the language demands of a subject, e.g. Environmental Studies?	
5. identify from a range of suggested activities those learning experiences and activities that most effectively help students to achieve the outcomes?	
6. use the information in the <i>Primary Programming Resource Book</i> and this module to plan a weekly program?	
7. plan your program using the principles of: from simple to complex; from vernacular to English language and from oral language to reading and writing?	
8. plan effective assessment activities suitable for identifying whether the outcomes have been achieved?	

If you answered ‘Yes’ to all of them, then you have done very well. Think about the kinds of evidence which will support the achievement of each of the outcomes. If you have said ‘No’ or ‘Not sure’ to some, then it may be worth your while to go over the appropriate sections of the module again and have another go at repeating the tasks and/or reflecting on your difficulties and seeking help.

Remember the module outcomes help you to achieve the outcomes of the unit. Refer back to the outcomes of the unit in the *Unit Introduction* and reflect on where you are in relation to those outcomes.

Happy planning and programming!

Additional space for your notes

Additional space for your notes

Inservice Units to Support the Implementation of the
Primary Reform Curriculum

Unit 9:
Vernacular Literacies

Unit Summary

Unit Summary

Congratulations! You have completed this unit.

At this point, let us review your learning journey.

You may have studied the unit

- during school-based, cluster or district learning and development (in-service)
- as a study guide for self improvement
- as a study guide to improve your qualification.

If you were seeking academic accreditation you commenced your learning by completing the *self-assessment*. Then you went on to negotiate your *Learning Contract*. You may or may not have gained any recognition of prior learning for your experience or previous study.

The modules within the unit are:

Module 1: What is language? What is literacy?

Module 2: Text types or Genres

Module 3: The processes of process writing and making big books

Module 4: Bringing it all together – planning programs, resources and strategies for language and literacy development.

In these modules

- you explored the links between language and literacy and the two main language groups in Papua New Guinea and neighbouring countries
- you examined the textual and contextual features of narrative and informational text types in English and analysed some examples
- you investigated some text types and some of their features in your vernacular and made links with English text types, where possible
- you constructed a big book and explored ways of using them for vernacular literacy development in your classroom
- you planned programs, strategies and resources for assisting your colleagues as well as your students in their vernacular literacy development.

The focus throughout the unit required you to learn, do, share and reflect in the context of your work situation.

At this point let us review your progress. One way of doing this is by assessing the extent to which you can now demonstrate each outcome.

The outcomes for the unit are copied here. If you gained RPL for some of the outcomes, put a 'tick' in the right hand box in the table below for those outcomes.

For the other outcomes how do you assess yourself - Yes, No or Not sure?

Can you	Yes, No, Not sure
1. explain what language is and what literacy is?	
2. identify the features of text types (genres), both oral and written, in English?	
3. identify a variety of text types, both oral and written, in own vernacular language and make links with those in English, where possible?	
4. plan, write, edit, illustrate and publish own narrative and information texts in vernacular language?	
5. use the Big Books you have produced to introduce a range of strategies to encourage your students' oral and written language development?	
6. plan and prepare a week-long program, for an identified group, for literacy development, identifying appropriate resources and strategies?	

If you answered 'yes' to all of them, then you have done very well.

If you are seeking academic credit, think about the kinds of evidence which will support the achievement of each of the outcomes. If you have said 'no' or 'not sure' to some, then it may be worth your while to go over the appropriate sections of the module again and have another go at repeating the tasks, and/or reflecting on your difficulties and seeking help.

A second way of assessing your progress is by completing the *Self-assessment* in the *Accreditation and Certification* section again. Use a different coloured pen to place a tick on each continuum to show what you know now.

Compare your assessment of your own knowledge and skills before and after you completed this unit.

- Where have you shown the most growth?
- In which areas might you need to consolidate your learning or seek further assistance?
- Are there other areas that have now become apparent as learning priorities for you?

If you are seeking academic credit and you are satisfied that you are ready for assessment, go to your assessor and start the processes of assessment. The demonstration of the negotiated unit outcomes through this Study Guide and any other negotiated materials form the basis for assessment.

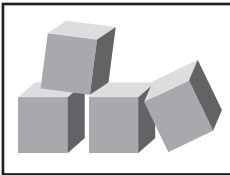
If you have been studying on your own or with a colleague, then you may consider enrolling with PNGEI for external assessment. Information regarding this is in the *Accreditation and Certification* section.

Good luck with the assessment processes and the assessment outcome.

Where to from here?



How can I build on what I have learnt?



If you want to learn more about the curriculum reform and what it means for teachers, think about these things.

- study one of the other primary in-service units
- try to help another teacher with their learning
- take on special school responsibilities
  - develop the school assessment schedule
  - become the community liaison officer
  - become the school in-service coordinator
  - team teach with a colleague
- look for opportunities beyond your school for supporting others
  - in a nearby school
  - at the cluster or district level
- develop resources
  - for your own use
  - for the use of others in your school
  - for others beyond the school

It is important for all teachers to have some professional development plans. Remember you can improve your skills and understandings by learning, doing, sharing and reflecting.

What are you going to do?

Inservice Units to Support the Implementation of the
Primary Reform Curriculum

**Unit 9:
Vernacular Literacies**

**Accreditation and
Certification**

Contents	Page/s
Accreditation and Certification	1-12
❖ The Context	2
❖ Some definitions	4
❖ Ways this unit can assist you	5
❖ Accreditation requirements	7
❖ Certification requirements	8
❖ Self-assessment of progress	10

The Context

Duration

Each unit has four modules. It will take you around 48 hours to complete a unit. You will need to work through this study guide completing *the Learn, Do, Share and Reflect* activities, doing any extra reading and, if you choose to seek accreditation, meeting the assessment requirements.

If you receive Recognition of Prior Learning called RPL (see page 5 of *Learning Contract*) it may take you less than 48 hours to complete the unit. This is acceptable to PNGEI because you have already met some of the requirements through your previous studies or work. If you have not done any academic studies lately, it may take you somewhat longer.

If you seek accreditation, you need to negotiate an expected completion date, as part of your learning contract. By this date you should have completed all assessment requirements and be ready to be assessed. Your assessor may also have been assessing you on a regular basis.

Learning tips

The Study Guide helps you do each module. Each module includes *learning, doing, sharing* and *reflecting* activities. These are all designed to help you achieve the learning outcomes of the unit. The Study Guide is also your *workbook* and *learning journal*. If you seek accreditation, you will need to submit the completed study guide to your assessor.

If you are studying off campus

This unit lets you study at home. There are many advantages to studying off campus:

- you study close to your home
- you can plan your study time to fit in with work or family commitments
- you can relate your study to your present job, to improve your learning.

There are also challenges. Learning this way needs discipline and motivation. Here are some tips for studying off campus.

Plan

Give priority to study sessions with a colleague. Make sure you allow enough time to travel to your meeting place, if you have to travel.

Make a study schedule and stick to it. Set specific days and times each week for study and keep them free from other activities.

In your learning contract note due dates for particular tasks.

In your study guide, for those activities where you are expected to work with others and share ideas, make note of appointments, your meeting place, time and so on, and plan for them.

Manage your time

Set aside a reasonable amount of time each week for your study program. If the bulk of the unit is done during NIST Week or PIST Week or another block of time, you may still have to complete certain activities in your own time.

Work in productive ways; discuss these with a colleague, your learning group or assessor.

Be organised

For your study, you will need the resources listed on pages 4-8. Resource 1 was sent to provinces in 2000 for distribution to schools. All other resources were sent to schools during 2003-2005. If you cannot find them in your school, ask your head teacher or the district inspector. Without these resource documents you won't be able to complete this unit. Once you have collected them, keep all your study materials organised in one place. Work through the unit systematically.

Find a good place to study

Most people need quiet and order to study effectively, so try to find a suitable place to do your work.

Ask for help if you need it

This is the most vital part of studying off campus. No matter what the difficulty is, ask for help straight away. Colleagues can help you in many ways. Some are described below.

Don't give up

You can access this unit in different ways. Once you have chosen your pathway, you should set up your support network and start to use it. Seek help when you need it and don't give up.

Some definitions

Colleagues, other teachers and education staff can help you in different ways. These include helping you by being a learning partner, a critical friend, a mentor, an imparter (facilitator) or an assessor.

A learning partner is a colleague with whom you have agreed to study. You may negotiate an arrangement to help you both to clarify ideas, brainstorm ideas and discuss plans and processes, and to generally support each other throughout your learning journey. This doesn't mean that you provide *joint* responses to the tasks and activities with your learning partner. You should make your own responses and they should be based on your own experiences, needs and context of work.

A critical friend is a colleague you trust and with whom you can work well. Critical friends give constructive feedback, ask thought-provoking questions, help you look at issues from different perspectives and help support change actions.

A mentor is a person who has a professional interest in you, is so willing to be a friend, guide, counsellor and/or a sounding board (that is, listens and responds to your ideas, issues and so on). A mentor may or may not be a colleague.

An imparter facilitates learning and provides input into the learning process. An imparter may not be approved to assess on behalf of PNGEI or TE&SDD.

An assessor is a person trained and approved by an authority such as PNGEI or TE&SDD, to facilitate learning, assess achievement and recommend an achievement grade in the context of the provision of this unit.

See page 3 of the *Learning Contract* for more information about the assessor.

Ways this unit can assist you

- **If self-improvement is your main goal .....**

If self-improvement is your main goal, you will be able to help yourself in the following ways:

1. lainim yu yet or with a colleague
2. lainim wantaim in groups, over time, as the need arises, or in a structured way with a facilitator.

There may be other ways too of meeting your needs.

The learning outcomes for the unit, the self-assessment of progress, the learning model – *Learn, Do, Share and Reflect* – you'll use, as well as the learning outcomes for each module can all help to guide and direct your learning journey.

Later on, if you would like to do some formal learning and would like to claim credit points for the work you do through this unit, you can enrol with PNGEI for external assessment as determined by PNGEI. The external assessment will be a task set by PNGEI for you to complete, not an examination.

- **If furthering your qualifications while improving yourself is your main goal .....**

If furthering your qualifications while improving yourself is your main goal, you will need to study the unit and meet the assessment and accreditation requirements of PNGEI. For this you must work with an assessor.

Three modes of learning are suggested here.

Mode1: Self-learning for self-improvement

This mode is described on page 7. You may wish to study by yourself or with the help of a colleague or in a group situation. If you wish to seek potential credit points, then you will need to enrol with PNGEI for external assessment. For this you will need to complete a task.

Mode 2: Off Campus face-to-face (with an assessor)

This means lainim wantaim in groups over a period of time to make up around 48 hours in a structured way:

- school-based or cluster-based (for example, 2 hours a week over a number of weeks)
- during NIST or PIST week as a one week course with follow up sessions
- as a one week course, including evening sessions.

Mode 3: On Campus face-to-face (with an assessor)

This means attending a PNGEI regional centre or a PNGEI Study Site, if they offer this unit as part of a course, and by meeting PNGEI assessment and accreditation requirements.

PNGEI regional centres are:

Gaulim Teachers' College	-	New Guinea Islands region
Holy Trinity Teachers' College	-	Highlands region
PNGEI	-	Southern region

PNGEI Study Sites are located in Daru, Balimo, Suki, Kiunga, Alotau, Samarai, Bolubolu, Losuia, Rabaraba, Popenetta, Kupiano, Berina, Wau, Bulolo, Kerema, Kilion, Baimuru, Vaimo, Aitape, Wewak and Maprik and other places. Contact PNGEI for more information.

For Modes 2 and 3 above, you will need to negotiate a learning contract with the assessor who will:

- approve and oversee your learning contract and any learning plan
- assess your work
- recommend an achievement grade to PNGEI.

Accreditation Requirements

The following describes the accreditation arrangement that has been negotiated with PNGEI for potential credit points towards DEP(I) or other qualifications including Certificate in Elementary Teacher Training (CETT), Diploma in Vocational Education (DOVET), Diploma in Special Education or further education.

All modes of study – self-learning, off campus face-to-face learning and on campus face-to-face learning - are acceptable to PNGEI.

Mode 1: Self-learning

In the self-learning mode, you are eligible for credit points only if you do an external assessment through PNGEI. A learning contract is not required for this. If you don't succeed the first time, you will have two more chances to enrol and pass the unit.

A pass means four (4) credit points for every unit you pass.

Mode 2: Off Campus face-to-face

If studying at a location away from PNGEI, but supervised by an assessor, then you must undertake assessment, if you are seeking academic credit.

Four (4) credit points are earned per unit for achievement of HD, D, C or P.

A fail (F) or an unfulfilled (UF) grade means no credit points. However, you can present yourself for external assessment at a later stage. You will have two chances to pass the unit through external assessment.

Mode 3: On Campus face-to-face

If studying on campus at a PNGEI regional centre or a study site established by PNGEI supervised by an assessor, then you must undertake assessment.

Four (4) credit points are earned per unit for achievement of HD, D, C or P.

A fail (F) or an unfulfilled (UF) grade means no credit points. However, you can re-enrol and attempt the course a second time.

Please note that any credit points earned are awarded only when you enrol for an appropriate course with PNGEI. Admission to courses will be according to PNGEI regulations. The higher your achievement grade (for example, HD, D) for a unit, the better your chances are for being admitted to PNGEI courses to further your qualifications.

If you complete all nine units successfully, you earn 36 credit points.

Certification requirements

The Certification Authority for academic credit is PNGEI. If you are seeking academic credit, you will need to:

- negotiate a learning contract
- enrol at PNGEI and pay course fees
- meet the assessment requirements.

Assessment requirements

Assessment has three components.

1. Self-assessment - compulsory, but not for academic credit

Self-assessment allows you to assess what you know and what you do not. This is not designed to be a rigorous challenge for Recognition of Prior Learning (RPL), but rather to motivate and sustain your interest. You should do the self-assessment again once you have reached the end of the unit, to assess and appreciate for yourself the progress you have made.

Self-assessment is compulsory in the sense that you will need to show your assessor that you have done it, at the beginning and at the end of the unit.

2. The process of learning - compulsory, but not for academic credit

We ask you to complete various tasks throughout this unit. The tasks include *learning*, *doing* (eg. investigating, surveying, etc.), *sharing* findings and information with others, and *reflecting* on the implications of the new knowledge and skills you have gained for your practice. The learning contract that you'll negotiate with your assessor will specify the range of tasks you will be expected to complete.

This component of assessment is compulsory in the sense that you will need to show your assessor that you have done the tasks specified in the negotiated Learning Contract.

If you want to, you can use the work you do on the tasks, as appropriate, as evidence that you can demonstrate the outcomes.

3. The results of learning - evidence to demonstrate achievement of outcomes, required for academic credit

If you are seeking academic credit, you need to provide evidence that you can demonstrate the achievement of outcomes. Successful completion of the unit leads to an award of High Distinction (HD), Distinction (D), Credit (C) or Pass (P), based on the achievement of the outcomes. It is up to you to provide evidence that you have achieved the outcomes.

Some of the evidence could come from your investigations and action. Some could come from your reflections. Wherever it comes from, however, you will need to identify the evidence and relate it to particular outcomes for your assessor.

The learning contract (see pages 1-8 of the next section)

We ask you to negotiate a learning contract with your assessor. This contract is designed to help you and the assessor to identify the knowledge and skills you already have and those that will need developing through the unit. It helps to personalize your learning. It also helps you to devise, with your assessor, ways you can demonstrate the learning outcomes you achieve.

You will find a blank copy of the learning contract for this unit in the next section, pages 1-8.

Enrolment and payment of fees

Mode 1: Self-learning

If you are seeking academic credit through external assessment, you should enrol directly with PNGEI at the beginning of a trimester. You can do this when you are ready to be assessed. There are three trimesters in a year. You must pay a course fees when you enrol. You can get information about course fees from PNGEI.

Mode 2: Off Campus face-to-face

If studying in your province with an assessor (ie., off campus face-to-face), you should enrol in the province with the assessor and pay the course fees to PNGEI account with Westpac Bank, Waigani, Account No. 007-00931201. You can get information about course fees from PNGEI.

Then, send your enrolment form and receipt of payment of the course fees to: Head, School of Education Studies, Primary Unit, PNGEI, PO Box 1791, Boroko, NCD, PNG.

Mode 3: On Campus face-to-face

If studying at a PNGEI regional centre or a PNGEI study site with an assessor (that is, on campus face-to-face), you should enrol with the regional centre or study site and pay the course fees to PNGEI account with Westpac Bank, Waigani, Account No. 007-00931201. You can get information about course fees from PNGEI.

You should then provide receipt of payment of the course fees to the course coordinator at the regional centre or study site. The co-ordinator will then send your enrolment form and receipt of payment to: Head, School of Education Studies, Primary Unit, PNGEI, PO Box 1791, BOROKO, NCD, PNG.

Self-assessment of progress

This is the starting point of your learning journey.

Completing this task is a compulsory part of the assessment schedule. However, no marks will be allocated.

Fifteen statements, numbered 1 to 15 are given below. Each statement is followed by a continuum with four markers identified on it. To assess yourself, mark where you are now, on each continuum, based on what you know at the beginning of the unit.

For example, look at Statement 1, '*I am familiar with the concept of 'language'*'. If you know a lot about what language is, then you should make a tick close to 'very well', the third marker. If you know only a little bit about it, or are not sure yet, then put your tick close to 'little', the first marker. If you are in a position to help others by providing leadership in this area, then you should place the tick close to 'can help others', the fourth marker. Think about what evidence you could show to justify your self-assessment, if you were asked.

Now do this task as best as you can in order to maximise your learning.

1. I am familiar with the concept of 'language'

_____

a little   moderately   very well   can help others

2. I am familiar with the concept of 'literacy'

_____

a little   moderately   very well   can help others

3. I am familiar with families of languages in PNG and neighbouring region

_____

a little   moderately   very well   can help others

4. My understanding of the difference between Austronesian and non- Austronesian languages is ..

_____

limited   moderate   extensive   can help others

5. I understand the difference between narrative text types and informational text types

_____

a little   moderately   very well   can help others

6. My understanding of how to teach a new text type to lower primary students is ...

_____

limited   moderate   extensive   can help others

7. I am familiar with the textual features of different text types in English

_____

a little   moderately   very well   can help others

8. I am familiar with the contextual features of various text types in English

_____

a little   moderately   very well   can help others

9. I can plan and make big books for the grade I am teaching

_____

a little   moderately   very well   can help others

10. My ability to match learning experiences with assessment is ...

_____

limited   adequate   very good   can help others

11. My ability to plan and program in two languages is ...

_____

limited   adequate   very good   can help others

12. My ability to understand how to match outcomes with learning experiences is ..

_____

limited   adequate   very good   can help others

13. My ability to provide leadership in vernacular literacy development for my colleagues is ...

_____

limited   adequate   very good   can help others

14. I am aware of the need to research text types in my vernacular and to investigate some of the features

_____

a little   moderately   very well   can help others

15. I understand the links between learning outcomes, subject areas and language teaching

_____

a little   moderately   very well   can help others

On completing the unit, you need to do the *self-assessment* again to see for yourself what progress you have made by doing all the learning activities

Inservice Units to Support the Implementation
of Primary Reform Curriculum

Unit 9:
Vernacular Literacies

Learning Contract

The learning contract is only required if you seek academic credit through PNGEI in the off campus or on campus face-to-face modes

The learning contract provided here is a sample for your information. Your assessor can provide a copy of the learning contract with PNGEI insignia on it, if you need one.

Learning Contract

The learning contract is only required if you seek academic credit through PNGEI in the off campus or on campus face-to-face modes.

The learning contract provided here is a sample for your information. Your assessor can provide a copy of the learning contract with PNGEI insignia on it, if you need one.

Use this learning contract as a basis for discussion with your assessor before you begin this unit. During this discussion, you and your assessor will negotiate

- the outcomes, if any, for which you may seek recognition of prior learning (RPL)
- the activities you will undertake on your own
- the activities you will undertake as part of a group or with a colleague
- the evidence you will show to prove that you have met the learning outcomes of the unit.

Complete the learning contract before you start your study. Give a copy of the agreed contract to your assessor.

Any later changes to the contract should be re-negotiated, agreed upon, and signed off by both you and the assessor.

Learner: Name: _____ Sex: M/F ☐

File No. _____

Position/Location: _____

Assessor: Name: _____ Sex: M/F ☐

File No. _____

Position/Location: _____

Expected completion date: _____

Assessor Information

Who is an assessor?

An assessor is

- a skilled, experienced educator with professional integrity and good communication skills
  - acceptable to PNGEI as an assessor
  - trained by TE&SD, PNGEI and Curriculum Reform Implementation Project (CRIP)
  - nominated by the provinces, PNGEI and its regional centres.
-

What does the assessor do?

The assessor

- facilitates learning in the off-campus and on-campus face-to-face modes of delivery
  - approves and overviews your learning contract and any learning plan
  - checks that you have met all assessment requirements prior to assessment
  - assesses your work
  - recommends an achievement grade to PNGEI.
-

How do you find the nearest assessor?

- A list of assessors' names, locations and contact details will be made available, as they are selected and trained. This list will come out in a PNGEI Circular to provincial education offices, district offices and head teachers of schools directly.
  - This list will also be published in the PNGEI Handbook.
-

How are assessors paid?

- PNGEI-approved assessors trained to work in the off campus face-to-face mode (that is, external assessors) are paid an incentive as determined by the Governing Council of PNGEI.
  - PNGEI staff trained as assessors to work in the on campus face-to-face mode (that is, internal assessors) work to PNGEI conditions.
-

Unit learning outcomes

Learning outcomes are statements about the knowledge, understandings, and skills you achieve and are able to demonstrate when you complete the unit.

These statements are learner-centred and written in terms that enable them to be demonstrated, assessed or measured.

On successful completion of this unit, you, the learner, can (or are able to):

1. explain what language is and what literacy is
2. identify the features of text types (genres), both oral and written, in English
3. identify a variety of text types, both oral and written, in own vernacular language and make links with those in English, where possible
4. plan, write, edit, illustrate and publish own narrative and information texts in vernacular language
5. use the Big Books you have produced to introduce a range of strategies to encourage your students' oral and written language development
6. plan and prepare a week-long program, for an identified group, for literacy development, identifying appropriate resources and strategies.

Recognition of Prior Learning (RPL)

This is the evidence I will use to show which learning outcomes I can already meet (recognition of prior learning or RPL). In the table below, I'll list the number of the outcomes for which I am seeking RPL and the evidence I can show.

(For example, if you are claiming RPL for Outcome 1, explain what language is and what literacy is. This can be done in a number of ways such as a presentation to a group on this topic, an article you had written for publication on the topic, linking activities you have undertaken previously or are practising presently. You should discuss this with your assessor. If the evidence you submit is satisfactory to the assessor, you will be deemed to have achieved Outcome 1.)

Learning	Evidence	Satisfactory Outcome (Assessor's signature)
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....

We agree to the evidence to be provided, as detailed above and we acknowledge RPL as certified above.

.....	.....
Learner	Date
.....	.....
Assessor	Date

Negotiated Tasks

Now that there is agreement about recognition of prior learning, I undertake to do the tasks as listed below.

On my own

With others

.....

.....

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We agree the tasks to be undertaken are as detailed above.

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Learner

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Date

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Assessor

.....
Date

Declaration

I declare that the work I have provided as evidence of achieving outcomes is as negotiated with my assessor and is consistent with my learning contract.

I have acknowledged all sources of information that have contributed to my work.

Learner..... Date.....

Assessor..... Date.....

Sources of information (Human, print, other):

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Inservice Units to Support the Implementation of the
Primary Reform Curriculum

Unit 9:
Vernacular Literacies

Final Steps

Final Steps ...

Now you are almost ready to start work. To make sure you've done all your preparation for seeking academic credit, check the following.

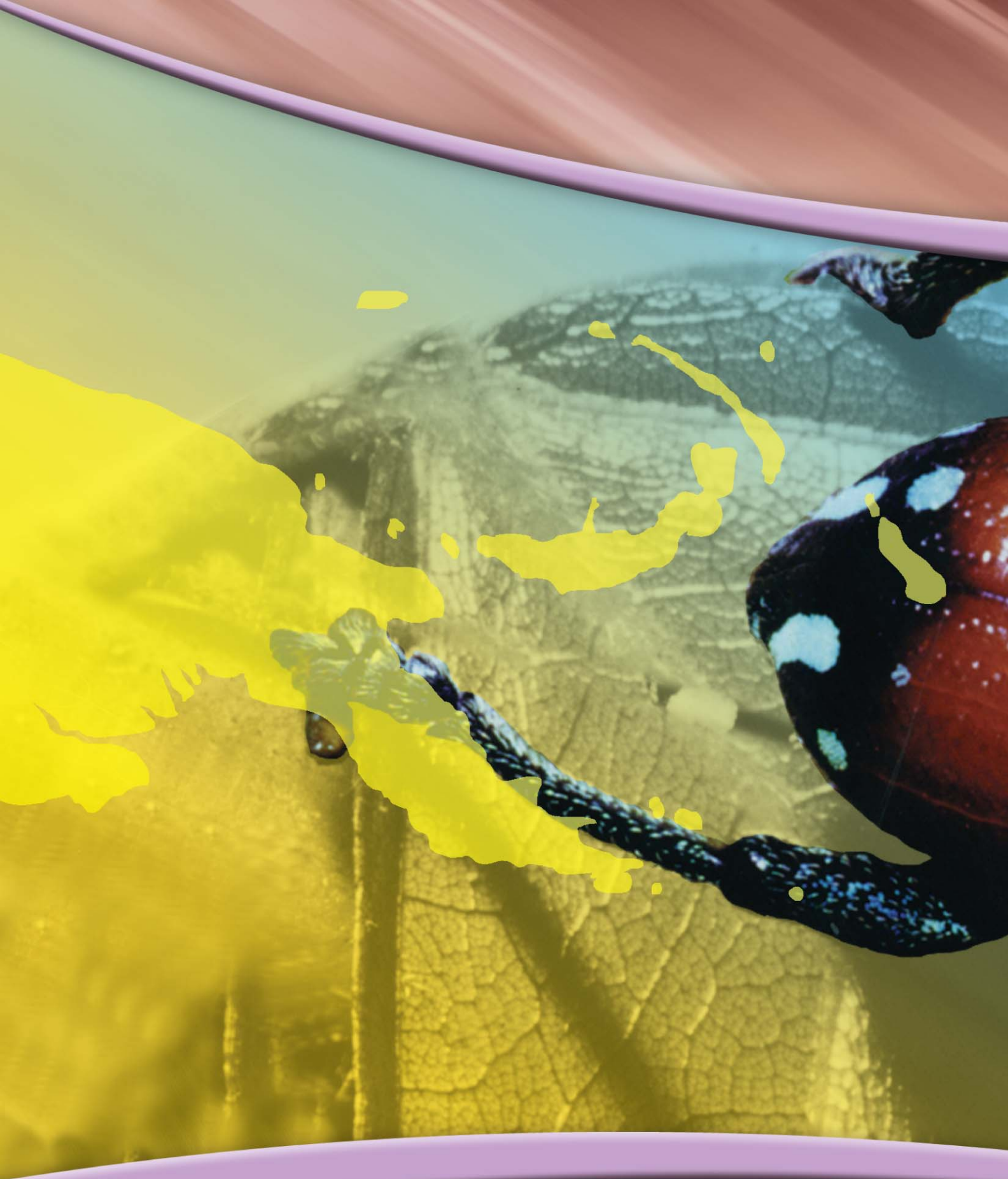
	Yes/No/	Not Applicable
I have done the initial self assessment		
I have negotiated my learning contract		
I have access to the resource documents		
I understand what I should do to meet the assessment requirements		

If you have said 'yes' or 'not applicable', as appropriate, to the above, then you are ready to get into the modules of this unit. If you have said 'no' to any of them, then you should re-consider why you are doing this unit.

The modules are written in a 'self-learning mode'. You are guided each step of the way. Follow the instructions and you will be able to complete the modules.

If you are seeking academic credit, then remember that you *must* work with an assessor or enrol for external assessment. The colleague you work with can also be your learning partner, mentor, critical friend or facilitator (imparter).

Gut lak long stadi bilong yu!



PRIMARY REFORM CURRICULUM
UNIT 9: VERNACULAR LITERACIES