

Free Webinar

An explicit language-based approach to learning about texts

TARGET AUDIENCE:

All Teachers, Coordinators,
Principals and Heads

Date: May 30, 2020

Time: 4: 00 to 5:00pm

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As students across all levels of schooling engage in learning across the curriculum, they are expected to comprehend and compose a range of texts. These texts can vary from the spoken texts of the teacher to the complex multimodal texts of their textbooks to the multiplicity of texts they have to produce in response to the tasks set for them.

In this session, I will focus on how we can ensure positive learning outcomes for our students through an explicit language-based approach to learning. This involves learning something about the language of the texts they are having to read and write. I will argue that such a focus is best undertaken within the framework of a rich teaching and learning cycle that moves through four key stages: setting the context, modelling and deconstruction, guided construction and independent construction.

We will explore a range of activities that could be undertaken in each stage of the cycle to systematically build the language resources students will need to undertake any assessment task at the end of the cycle.



Brian Dare is an educational consultant in language and literacy across all levels of schooling. He is one of writers and tutor trainers of a number of professional development programs

including the How language and works (HLW) course, the Teaching ESL students in mainstream classrooms (TESMC) course, The literacy for learning (Lfl) course and the Teaching young children in English in multilingual contexts (TYCEMC), all of which have been taken up internationally.

Brian has a keen interest in the role of language in teaching and learning across the curriculum. He also has a particular interest in building a systemic functional meta-language for teachers across all learning areas including languages other than English. In recent years, Brian has been working as a mentor in a number of secondary schools seeking to improve educational outcomes for their students. In this role, he has delivered a range of professional development sessions focusing on the role of language in teaching and learning across the various learning areas including English, History, Science, Art, Italian and Mathematics. From 2015 to 2018, he was president of the Australian Systemic Functional Linguistics Association (ASFLA).