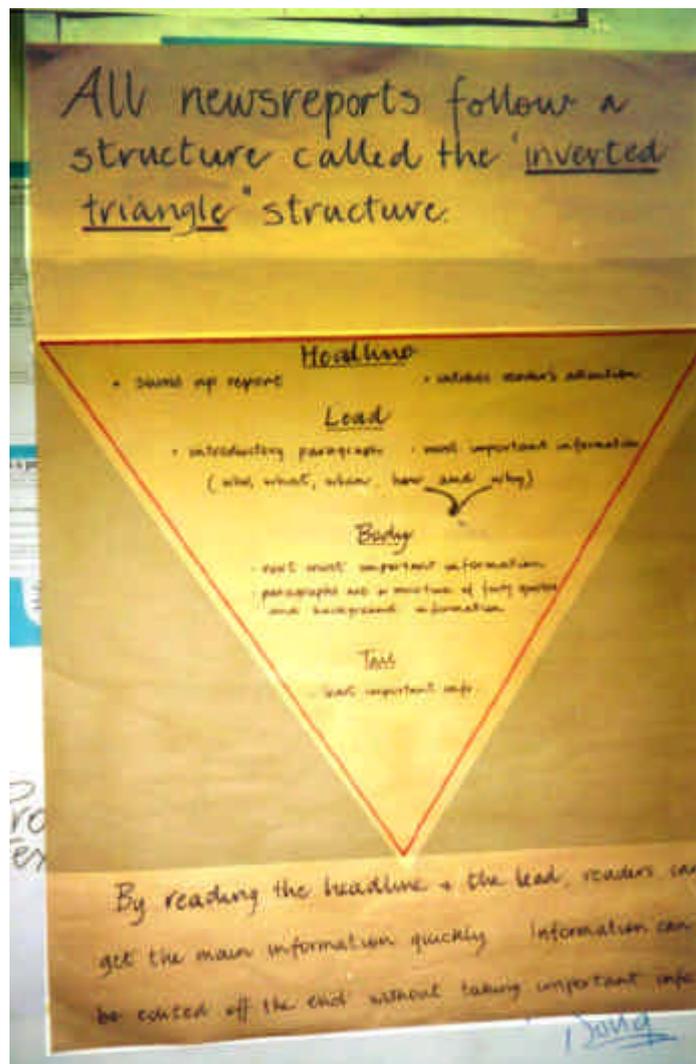Language Strand

Unit 1 Library Research and Study Skills

Module 1.2 Building Academic Literacy and Communication

Lecturer Support Material

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PASTEP

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Unit outline

Unit		Modules
Unit 1 **Library Research and Study Skills**	1.1	Using available information for study purposes (Core)
	1.2	**Building academic literacy and communication** **(Core)**
	1.3	Introducing critical literacy (Core)

Icons

	Read	or	research
	Write	or	summarise
	Activity	or	discussion
	Suggestions for lecturers		

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[Notes]

Building Academic Literacy and Communication

Rationale

Tertiary level studies make demands on students in ways they may not have experienced before. They are expected to be able to use thinking skills to solve higher-order problems than they have met in their secondary schooling. They are interacting with texts from a range of fields, e.g. sociology, psychology, education, linguistics etc. in ways they may not have experienced before. They are faced with the challenge of both learning from these texts and learning to present information in ways specific to these fields of knowledge, in appropriate forms and structures. They are learning to interpret a range of texts, e.g. school curriculum and syllabus materials, policy documents and information texts that they have not been introduced to in previous studies.

In order to guide and assist students as they learn the competencies to become effective thinkers, speakers, readers and writers as tools for their life-long learning as teachers, a range of materials is included in this Module as an introduction to their new learning.

How to use this module

Lecturers may wish to include or substitute other texts for students to analyse in place of the exemplars given in this Module. There are three essay types discussed in some detail, since these represent the main types of essay students may be asked to write.

In order to obtain a representation of the kinds of essays set by lecturers in other strands, you could collect a range of the types of questions students are asked to answer, and use these as examples in the material. This will give students precise practice at the types of essays they are expected to write. It may also assist you, the Language Strand lecturer, to suggest some changes to the wording of essay questions in order to make quite clear what the lecturer's expectations are.

You may wish to set a diagnostic essay at the beginning of this Module, using one of the topic examples in the module. This will give you a fair idea of the knowledge base of the students in regard to writing essays. You can also use the students' work to analyse with them in class, to show them how the written work submitted could be improved. You will need to preserve the anonymity of the students, so that they will not be ashamed when their work is shown to be less than expected!

Finally, since there is a lot of work in the module, where possible set Activities for the students to do in their own study time. This is particularly important with first years who may not have developed the commitment to extra research and study required of them at this academic level. You will need to devise a way of recording the work you have given them to do, so that it can be considered as part of the overall assessment of the Module. You may wish to set, say, one activity a week for them to complete in their own time, and for these to count as 20 – 30% of the overall marks. This will relieve you of a lot of pressure to have marks in by the end of the semester.

Section 1: How to write effective essays

1.1 Introduction

Every curriculum area

- has different *information* it is interested in
- has different *methods* of presenting this information, and
- has different *ways* the information is to be presented back (i.e. in essays etc).

Lecturers set essay topics to give students the opportunity to bring together information you know about a topic. But because of the differences listed above, each essay asks for *particular information* to be presented in a *particular way*. There are many different kinds of essays, but if you are effective and competent with just three main types, you will experience success as a writer at College.

All essays are written for a *purpose*. That purpose is shown by the *information* in the essay, and also by the *structure* of the essay.

The three main types of essay you will need to know how to write are essays that ask you to

- EXPLAIN
- ARGUE
- DISCUSS

The differences in these three types of essay are very important. We are going to look at some of the differences below.

Essay questions *have key words* that tell you what is expected of you. When you are given an essay question, read it carefully and underline the key words before you start your research on the topic.

- Look for and underline – the special 'questioning' word.
- Look for and underline – the topic words.
- Look for and underline – what sort of information about the topic is wanted.

Special questioning words

What	These words tell you that you will need *to explain* how something happened.
How	In your answer, you may also need to assess or weigh up how relatively important the different kinds of information you have explained, are.
Why	This word tells you that you will have to *argue* or give reasons. What the lecturer wants is not just an explanation about how something happens. In 'why' questions, you have to be able to defend your reasons as well.
Discuss	This word also tells you that you have to argue something. But it wants more than just your opinion. It wants you to *present both sides* and then, when you conclude, you have to take one side or the other, with reasons for choosing that side.

1.2 Topic words

Topic words tell you the:

- area, e.g. the tropical rainforest, or mining, or Maslow's Hierarchy of Needs
- place and time e.g. Bougainville in the 1980's, or education in PNG in the new millennium
- process e.g. explain how you would teach children to write essays more effectively
- text, e.g. My Mother calls me Yaltep.

Topic words point to the most general part of the question.

Now we will look at each kind of essay in more detail.

Section 2: 'Explain' essays

This type of essay asks you to *explain* but not to argue. It is a type of essay that is asked for mostly in Geography and Science, and sometimes in History and Economics.

You are asked to explain the stages of a process.

A. Key question words to look for are:

Outline …	In what ways …?	
List and explain	Define and explain …	
Illustrate …	What …?	
How …?	Account for…	
How did …?	How far …?	Describe …

2.1. Examples of some essay questions:

- How have different language learning theories contributed to our knowledge of how children learn language?
- Explain how each of these rocks is formed: igneous; sedimentary; metamorphic.
- Explain the process by which Members are elected to Parliament in PNG.
- List and explain the steps by which the sago palm becomes food for hungry people.

2.2. How to answer the questions

Each of the questions is asking you to explain, step by step, or factor by factor,

- why things are as they are,
- how they are formed or made
- how something happens

2.3. Higher-level structure

Introduction	*Body*	*Conclusion*
• *Define, describe or identify* what you are writing about (using words from the question) • Then list the factors involved	• Take each factor in turn and *explain* it. This involves developing topic sentences with examples, in a number of paragraphs	• *Sum up by linking and weighing up* the factors • Say if they are all important or only some of them

2.4 Features of the 'text' type

Overview of an explanation genre

Non-literary: ***Explanation or description of a process***	***Language features***
Purpose: To explain • Why things are as they are • How things are formed/made • The stages of a process **Subject matter (field):** The process involved in the formation of sago cake from the sago palm. ***Roles and relationships (tenor):*** Writer as an authority, to unknown readers **Mode:** Written **Medium:** • Science magazine • General interest magazine • Newspaper special feature • Can be accompanied by photographs, diagrams, charts etc.	**Generic structure:** • Introductory General statement about the topic • An explanation, or description, of the stages/steps in the process. The stages are described in a logical sequence until the process is completed. **Cohesion:** Because a series of stages, or steps is discussed, Time connectors such as 'When…Then…While…After… At last. **Grammar:** • Passive Voice frequently occurs • Active Voice • Simple Present Tense in both Active and Passive Voice. • Some Present Continuous Tense verbs • Short sentences connected in short paragraphs, step by step. **Pronouns:** • mostly 3rd Person Singular and Plural **Vocabulary:** • as needed to explain fully the process and product being carried out. Some specialised vocabulary.

> *Explanations* describe the stages of a process in a logical, sequential order. Thus, this text is written as a sequence of events in time, but differently from a narrative text. This difference is signalled by the use of Passive Voice and Habitual Present Tense verbs, and by the 3rd Person Neuter Pronoun "it".

2.5 Key words

Below are some *key words* you can use to link up the different parts of your essay. These are starting, connecting and concluding words.

Starting (Introduction)	Connecting (Body)	Concluding (Conclusion)
First	Further	Thus
Second	For instance	As a result
Third	For this reason	Nevertheless
Then	Furthermore	Admittedly
Next etc.	As a result	

2.6 'Explanation' text

Here is a sample of an 'Explanation' text.

Text organisation		Language Features
phenomenon	How are sedimentary rocks formed? Sedimentary *rock* is formed by the compression of *layers* of particles into a solid form. *Sediments* such as	*generalised non-human participants*
explanation	sand and mud *settle* onto the floors of oceans and lakes. Over a long period of time, several layers of sediments *collect* on the floor. These layers *are pressed* together for many thousands of years, fusing the small solid particles of mud and sand to form solid rock. This type of rock is called sedimentary rock.	*action verbs/timeless present tense* *some passives*

☞ 1.2 Activity 1

- *Choose a question or topic from those listed above, or another one set by the lecturer, and write no more than two paragraphs to answer the question.*

- *Use the information provided in the previous pages.*

- *Follow the steps of the Writing Process in completing this text.*

☞ **1.2 Activity 1**

Section 3: Writing an 'argument'

An argument is also called a 'Persuasive Exposition'.

- This type of essay asks you to defend a position, using *facts.*
- The purpose of the text is to *persuade* the readers of the text to the writer's *point of view*, or *thesis.*
- In this type of essay, you are to present all the related factors, but to come down on one side – to defend one argument.
- You need to identify what information is most important to your case. You can do this by assessing all the different reasons, and then choosing the ones you want to argue for.
- The subjects of General Studies, History and English use this type of essay a lot.

3.1 Key question words

Key question words to look for are:

Why…?	What do you think of….?
How far….?	How effectively …?
Was….?	Do you agree….?
Is this fair comment …?	Justify your claim…..
How important……?	Defend your opinion….
What do you think…?	Give reasons…
Evaluate…..	

3.2 Examples of some essay questions that require an Argument type answer

- What factors need to be taken into account in deciding which aspects of our past should be maintained? Justify your choice of factors.
- Do you agree that every human must learn about our waterways and become a participant in protecting them?
- What do you think are the main reasons for the escalation of crime in PNG?
- Defend the opinion that maintenance of the Highlands Highway is an issue for the whole of PNG.

3.3 How to answer the questions

- The *topics* and the *particular* information asked for in each question are different, but each one is asking you to defend a *particular opinion.*
- You are expected to do more than just *explain how* something happens or is so.
- You are also expected to explain *why* something is so.
- You are also expected to *argue* the reasons for your position.

3.4 Higher-level structure

Each Argue essay question expects the following:

Introduction	Body	Conclusion
• First, state the range of issues involved • List all the reasons you are going to use in your argument (keep it as a list in the Introduction. You expand more in the Body of the essay) • Do not introduce evidence in the Introduction paragraph • You may want to say which way your argument will go, but keep your final judgement on the issue until the Conclusion.	• Build up your case by giving *examples* that are *evidence* to support your position • Use new paragraphs with clear topic sentences for each example • Provide the reasons for your decision about the claim made in the question	• Make your judgment on the question in the light of the points/facts you have argued in the Body of your essay.

This type of essay has some of the features of Explain and Discuss essays, but the important difference is that *you are giving reasons for one opinion that you want to defend.*

You should make clear to the reader what your position/opinion on the question is in both the Introduction (briefly) and in the Conclusion. The reader should be aware right away what it is that you want to convince them of. In the rest of the essay, you back up your opinion with facts, and give *the reasons why* you have this opinion. Your reasons need to be built up by *facts* and *evidence.*

3.5 Features of the Text type

Non-Literary text *Persuasive Exposition/Argument*	*Language Features*
Purpose: • To put forward an argument or point of view • to persuade the reader that this opinion/point of view is correct by developing an argument to support it. • To persuade someone to one's own point of view • To persuade so that the readers agree that the argument is sound • To convince readers to act on a recommendation put forward by the writer. ***Subject matter (field):*** • Issues of concern in a community ***Roles and relationships* between speaker/writer and listener/reader (tenor):** • Writer as authoritative knower to unknown readers • *Mode:* Written, or could be spoken • *Medium:* Newspapers, magazines, radio or TV	***Generic structure:*** • Introduction (optional) • Thesis – the opening statement gives the writer's point of view or opinion • Series of points in the argument to support the point of view • Elaboration: the supporting evidence for the point of view • Summary of viewpoint • Recommendations or a call to action (optional) ***Grammar:*** • Verbs: Action verbs • Feeling verbs Tenor in this text is 'emotive' because the speaker uses a lot of 'we must…' i.e.. giving his opinion of the behaviour expected of 'us'. Also 'he believed' – i.e. he is expressing his opinion of the value of cultural maintenance. ***Vocabulary:*** Relates to the topic being discussed.

3.6 Some key linking words used in this text type

Introduction	Body	Conclusion
• The first reason… • Another reason… • Because… • An additional reason… • Furthermore…	• However… • On the other hand… • Therefore… • In addition… • Then… • Next…	• In conclusion… • Consequently… • For these reasons…

3.7 Sample of an Argument text type

Do you agree that every human must learn about our waterways and become a participant in protecting them? Give reasons for your opinion.

	It *is* my considered opinion that every human on earth has a responsibility for protecting and preserving the great waterways of our Planet Earth. In this essay I give	*Introductory statement*
	a number of reasons why it is the responsibility of everyone to learn about and protect and preserve our waterways.	*Signal words*
Arguments	The first reason *is* that rivers and waterways have been described as the arteries of life. This *is* because they carry *precious life-giving water* from catchment	*First argument* *Verb 'to be'*
	summits down through valleys and plains into the great oceans which cover 71% of our Earth home *They support* many eco-systems and without them, life on earth is unsustainable.	*Present tense* *Expressing an opinion about a current issue.*
	The second reason is that we humans *seem* to be so disconnected from the awareness of the importance	*Second argument*
	of our waterways that we seem to care very little for the quality of our waterways. We *have allowed* industry, in both rural and urban centres, to pollute waterways with impunity.	*Mental verb*
	We have choked magnificent rivers with dams and s topped their flow. We have poured chemicals own our sinks and toilets without thinking of where they end up.	*Supporting evidence*

	We dump rubbish into streams. For example, the top three items found in the waters around PNG are:
	    ▪ plastic bags
	    ▪ plastic containers
	    ▪ plastic and glass bottles
		Supporting evidence with Examples

	Because of *our ignorance and bad practices,* we have placed many, if not most, waterways in this country and many other places in the world under great stress.	*Emotive language*
	Further, Thomas Berry challenges us to see ourselves as one part of the Earth community, sharing this earthly home with other species who also have rights. These other species of the plant and animal kingdom have rights to a safe and secure habitat. Further, they also have the right to be able to sustain the life of their species.	*More supporting evidence*
	For the reasons discussed in this essay, I consider that it is the duty of every human to learn about our waterways and become a participant in restoring and protecting them.	*Conclusion with suggested action to be taken*

ⓘ In order to encourage students to be aware of different levels of questioning,

ask them to develop a question from this text at each of the three levels of comprehension:

Literal

Inferential

Critical

that they can then ask other class members.

(See Section 9 for information on the Three-level Guide for questioning)

Section 4: 'Discuss' essays

This type of essay:

- expects you to argue and write about both sides of an issue but in the end you are expected to choose a position (one argument) and come down on that side.
- is used mostly in General Studies (such as Social and Spiritual Studies), History, Economics, English.
- allows for the writer's personal opinion. But that personal opinion has to be the result of the arguments made by the writer in discussing 'for and against' an issue. Through arguing for and against, you, as the writer, come to the conclusion that your opinion is the best option in view of the factors you have discussed.

4.1 Key question words

Key question words to look for are:

analyse…..   discuss…..

evaluate   outline….

do you think….?

4.2 'Discuss' essay questions

Examples of some 'discuss' essay questions are:

- Discuss the view that language is what makes us human.
- Technology can contribute to human misery well as human success. Discuss this claim.
- Mining does more harm than good. Discuss this statement in the light of mining in PNG.
- Analyse the introduction of Vernacular schooling in PNG in the light of the educational needs of the country.

4.3 How to answer the questions

Each of these questions wants *information* about different *topics*, but each one expects that you will *present evidence for both sides* of an argument, or *all the factors involved* in an issue.

You will improve your answer by including as many sources of evidence as you can.

After you have presented all the evidence 'for' and 'against', you can present your own opinion.

Link your opinion with everything you have written before, with a good linking word such as: 'nevertheless', or 'on the contrary', or on the other hand' or 'however'.

4.4 Higher-level structure

Introduction	Body	Conclusion

• the *event* in the question
 	
• If the question is about an *issue,* start with a description or definition of the issue and its relationship to other things
 	
• Follow up with a different opinion on this issue
 	
• If the question is about a *person or character,* locate the person in their context, and say what the different opinions about them are
	• Develop the reasons for the opinions 'for' and 'against' by providing information, evidence and examples that support each opinion
	• It doesn't matter which side of the argument you present first, but be consistent.
	• Remember to alternate the 'for' with its 'against', using the linking words listed above in C to show the switch in your point of view.
	For example, Argument 1 'The first…
	   Linking word (However…)
	
	  Argument 1 (for)
	  Argument 2 'The
	
	  Linking word (On the other hand…)
	   Argument 2 (for) etc.
	
	• Use separate paragraphs if the arguments are long with lots of evidence. If the arguments are short, put both sides in one paragraph.
	
	• Now you can evaluate why each opinion is held about the event, issue or person.
		• Weight up the different opinions
		
		  o against the facts of the events
		
		  o or the information about the issue
		
		  o or the evidence
		
		  o or the person's role

In a 'Discuss' essay, your introduction and conclusion need to show:

- what you know,
- what the range of opinions are,
- that you have an opinion yourself on the issue, based on the evidence you have presented.

4.5 Features of the text

Non-literary Exposition: Discussion	Language features
Purpose: • To present both sides of an issue • Make a recommendation which is a logical conclusion based on the evidence given in the text. **Subject matter (field):** Both sides of an issue that interests a lot of people Roles and relationships between writer and reader (Tenor): Writer to unknown reader. **Mode:** Written **Medium:** Newspapers, academic journals; school journals	**Generic structure:** • State *the issue* as the Introduction • Development: statements of differing points of view, or arguments for and against • Recommendation as a logical conclusion **Grammar:** Verb Tense: Present, for giving views/opinions/ theories Past Tense for giving examples of evidence from the past Vocabulary: Related to the issue. The tenor can be neutral or emotive. Do not use "I", "you" "we"; keep the language impersonal. **Other significant features:** • After presenting the evidence, the writer usually states his or her own point of view, if he/she wishes the reader to accept the recommendation. • The 'weaker' arguments or points of view are presented before the point of view that the writer recommends in conclusion.

Below are some of the *key words* you can use to link up the different parts of your essay.

This type of essay needs to be organised around different ways of saying 'but' and 'because'.

Starting (Introduction)	Connecting (Body)	Concluding (Conclusion)
• On the other hand • Alternatively • Similarly • In that case	• Some of the key words in the Starting paragraph can be used in the body of the essay, as well as • Therefore • Thus • Moreover • Further, • Furthermore etc.	• However • Despite this • Nevertheless • Notwithstanding

4.6 Here is an example of a 'Discuss' text

Question: From where did the Australian Aborigines originate? Discuss this, giving different points of view.

There are a number of theories which have been put forward to explain the origin of the Aboriginal people of Australia.
One early theory suggested that the Aborigines did not migrate to Australia but that the human race may have had its beginnings on the Australian continent. All other human groups evolved from there.

This view was put forward in the 1920's but has been discounted on several grounds. The main one was the fossil remains of ancient man found overseas. Further, the stone and bone implements have been of an older period than similar remains found in Australia. Southern Africa is now believed to be the cradle of the human race. It is though that humans began their march to China and South East Asia at least one and a half million years ago.
Another theory suggests that the early Australian migrants such as those who arrived approximately 100,000 years ago were not necessarily the ancestors of the modern Aboriginal people at all.
This has been suggested by studies of fossil remains from different parts of Australia. It is possible that different races of people migrated into Australia at widely different periods when rising and falling sea levels made it necessary or possible. For example, at Kow Swamp in Victoria
a number of skeletons dated about 10,000 years before the present have been excavated. These were found to resemble much older fossil
remains from Java which have been classified as *homo-erectus* (an
ancient form of humans). At Lake Mungo in NSW, human remains
were discovered and dated at 25-35,000 years B.P. The skull bones of these humans were thin, and the facial features delicate, more like present-day humans. However, the surprising thing about both the Kow Swamp and Lake Mungo sets of skeletal remains is that they have neither the characteristics of modern nor even relatively recent skulls of Aboriginal people.
The Kow Swamp population could have been the remains of a group which entered Australia in ages past and were the descendants of the Homo Erectus communities known to have lived in South East Asia. There is
evidence that the ocean levels of the world were very low at about
160,000 years B.P. These low sea levels would have made it possible
for people to travel to Australia from Asia reasonably freely, and would therefore fit this theory about the origins of Aboriginal peoples.
Another theory was put forward by a researcher named Abbie. He
suggested that the Australian Aborigines originated in Central Asia.
This meant, in fact, that they began in the same home of the
Caucasian race (white race) which migrated into Europe and became
 the ancestors of the modern European people. As *evidence,* Abbie pointed
t some ancient skulls that were found in Java and in Africa and even Palestine that were similar to the skulls of the Aborigines found in Australia. He suggested that white peoples and black peoples had all descended from common ancestors, but that the differences in their physical characteristics today were the result of adaptation to very different environments over many thousands of years. As proof of his theory.
Abbie pointed to the similarity of blood groupings of the Aborigines and Caucasians, which suggests that the Aborigines are closer to Caucasians than they are to other people.

Introduction – state the issue

First theory/view (Note: no supporting evidence for this point of view; it is undeveloped; shows he writer's bias)
Data or evidence to discount this theory

Second theory/view

Supported by data

Example of evidence

Example of evidence

Supporting evidence

Third theory/view
Supporting evidence

Supporting evidence

The view that the Aborigines came from Asia is now widely accepted. *There is considerable evidence for it*. There are, for example, people in Asia today who physically resemble the Aborigines, and who maybe part of the same original racial stock. Even nearer to Australia there are groups of people in Malaysia, Indonesia, Papua New Guinea and New Caledonia who have some physical and cultural similarities to the Aborigines. Also, ancient fossil skulls found in India and Indonesia in the 19th Century resemble those of fossil skulls of Aborigines found at several places in Australia.	*Recommendation* *(to accept this point of view)*
	More supporting evidence
For these reasons, it is today considered most plausible that the Aborigines originated in Asia.	*Final recommendation*

See Appendix 5 for a suggested Note-taking format for a Discussion text.

(i) Choose another Discussion type text and analyse the components with the students.

Section 5: Being an effective writer

5.1 Four Principles of effective writing

To learn to write is to learn to think in a certain way. Two kinds of knowledge are needed to write well. They are:

- Knowing 'what' – i.e. knowing about *the content* of the topic, the subject matter of the writing.
- Knowing 'how' – i.e. knowing the particular pattern and structure, grammar and vocabulary, to present the information asked for in a clear way.

Sound writing is making a point, then *providing evidence to support and develop that point.* Before writing, think about two questions that need to be answered. These are:

- What is your point? What points of view, what opinions are you expressing?
- What is your support, your evidence or data that backs up your point?

There are four important principles that guide effective writing. These are:

- Unity – making just one point at a time
- Support – supplying the evidence for that point
- Coherence – connecting the evidence for that point
- Revision – proofreading and correcting your written work.

☞ 1.2 Activity 2

Can you see how each of these principles for writing is met in the Discussion text on Australian Aborigines above?

Discuss each of these four Principles for effective writing in relation to the text.

5.2 Constructing effective paragraphs

You can see that the *paragraph* is the basic unit of information in the text above.

Information in texts can, in fact, be presented in two ways. Below are diagrams of these two ways.
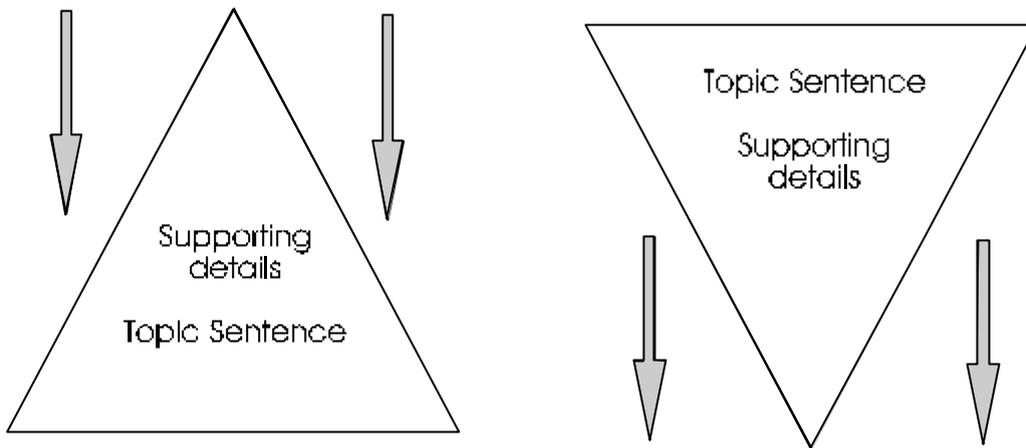
Question: Which diagram best fits the pattern of the text we have been reviewing?

If you decided for the triangle on the right hand side, you are right. That is because the main idea stands at the beginning of each paragraph. All of the supporting evidence backs up that main idea, or topic sentence.

So the structure of each paragraph is that of an *inverted triangle.*

Some written text has another kind of paragraph structure, in which all the supporting evidence builds up to the *main idea.* That text structure is represented by the second diagram. See if you can find a text which follows that pattern.

You can see that the two principles of:

- Unity – making just one point, and
- Support – supplying the evidence for that point, have been met in the text above.
- Coherence – connecting the evidence *for* that point *to* the point.

One way in which coherence in a text is achieved is through the use of *linking words* or *phrases* that act as a signal to the reader. For example, in the text we are reviewing, a signal phrase in the question tells us what the reader expects to find in the finished essay. This is '*giving different points of view'*. The reader expects, then, a *number of points of view* to be written about.

Thus, in the finished essay, the writer has begun with: '*There are a number of theories…'.* The writer must then back up the statement with several theories and their supporting evidence. Has the writer done this in the essay above?

Section 6: Top-level structure

One way of analysing the structure of a text is to identify the type of overall structure that shows the relationship among ideas in a written or spoken text. This overarching structure is called the *top-level structure.*

The text we have been analysing can be classified as a Persuasive/Analytical Exposition, which is a general heading for several types of generic text types, the ones we have been studying. They are:

- explanation
- argument
- discussion.

In each of these there are four possibilities for top-level structure. These are:

- listing
- cause and effect
- problems and solutions
- compare and contrast.

Furthermore, there are *linking* words that show the relationship of each part of the text to the whole. In the text we are studying, those linking words are: 'O*ne early theory…..Another theory….Another theory…'etc.* In this case, we could say that the top-level structure of this Discussion is a *listing* of the various theories with supporting evidence for them, and the general persuasive statement, the conclusion, at the end.

Let us examine closely one other top-level structure, that of Compare and Contrast. In this type of essay, the purpose is to analyse and compare two (or more) topics, and to persuade the reader that the writer's thesis/point of view is correct by developing an Argument to support it. Can you identify what the writer's point of view in this essay is?

Question: Compare the Ancient and Modern Olympics.

ⓘ Identify essential features of the Argument genre as you discuss this overview with the students. Some of these have been identified in the column on the right)

Use the text to test students' ability to use the three levels of comprehension)

The ancient and modern Olympics <u>are</u> *similar* in that both Games <u>have</u> sporting events *but* the reasons they are held are *different.* The ancient Olympics were part of a religious festival to the Greek god, Zeus, *whereas* the modern Olympics are a sports competition for athletes from all countries of the world.

The first recorded Olympics <u>were held</u> in Olympia, Greece in 776 B.C. The competitors were freeborn Greek men and boys. Only male spectators <u>were allowed</u> to watch the naked runners race a distance of 192 metres. *However,* one woman, the priestess of the Goddess Demetra <u>was permitted</u> to enter the stadium, which held forty thousand spectators. These Ancient Olympics were held at Olympia every fourth summer. The Greeks called this period of time an Olympiad.

The modern Olympics <u>are</u> *also* <u>held</u> every fourth year, and they <u>are</u> numbered by Olympiads. The first Modern Olympic Games was held at Athens, Greece, 1500 years after the last Ancient Olympics. The games were revived by a French nobleman so the nations would come together in peace and friendship. Three hundred and eleven athletes from thirteen countries attended the first Modern Olympiad, in 1896. Summer and Winter Olympics are held in our modern times.

In some ways the Ancient and Modern Olympics are *alike.* In the later games of ancient times, some sports were wrestling, boxing, long jump and a pentathlon. These events are in the games of today's era. Athletes of the past and present all compete for fame, but their rewards *differ.* Only the winners in ancient times were presented with a wreath from an olive branch. However, in the Modern Olympics the first three place-getters receive gold, silver and bronze medals. Winners today can make a lot of money by receiving contracts from sporting firms. In some sports in the 1988 Olympics, professionals as well as amateurs were allowed to compete.

There are many other *differences* in the Modern Olympics, such as the fact that women have been able to compete in many events, as well as features such as traditions, opening and closing ceremonies, symbols, the Olympic flag, flame and rings. Many more sports are now included.

Perhaps the ideas of the Olympics have changed through the ages, with the massacre of the Israeli athletes in Munich in 1976, and some athletes banned for life for taking drugs in 1988. *However,* the Olympic Games will be a sports spectacular that people look forward to every four years. Just as the ancient Greeks travelled from all over the country to compete in or watch the Ancient Games, so people from all over the world watch their country's athletes compete at Modern Olympic Games. Many travel to the Olympics but billions are spectators and watch on television and film.

Thesis/point of view (a comparative general statement introducing the notion of *similar to/different from*

= while on the other hand

Passive Voice –agents can be identified from text.
Description of ancient Olympics.
=contrast word between 'men' and 'women' then and, by implication, now.

Argument/supporting evidence.
Similarity – signalled by 'also'.
Description of modern Olympics

Argument/supporting evidence of similarities/differences, e.g. sporting events, rewards, participants

Argument/supporting evidence
Comparison of ceremonies, symbols, sports, participants

Conclusion
Restate thesis with additional supporting evidence.

☞ 1.2 Activity 3

Answer the question below. A Comparison Retrieval Chart/Table for organising information is given to assist you.

Question: "Compare the modern, contemporary life-style of a child from your home village with the life-style of a child of 25 years ago".

Your thesis*: A comparative statement – a generalisation from the facts in the chart below*

Arguments: *Paragraphs comparing the features listed on the chart, e.g.*

Paragraphs (e.g.)	Then	Now
1. Clothing		
2. Entertainment		
3.Occupations (such as gardening/hunting/fishing/schooling		
4.Food		
5. Housing		
6. etc.		

Restate your thesis: *a bringing-together (synthesis) of the arguments you have presented.*

Section 7: The development of reading skills

The development of relevant reading skills and strategies is vital for learners to be able to understand and process text. Some reading skills and strategies are listed below.

- Previewing
- Predicting
- Skimming
- Scanning
- Reading for the main idea
- Reading for detail

As a reader, you may not use all these strategies when reading a text. You need not even follow any particular order. The strategies you use and the occasions on which you use them depend on the purpose(s) for which you are reading.

7.1 Previewing

Previewing is a strategy for recognising how the information in a text is organised, and whether the particular text contains the information you are looking for. The *external organisation* of the text includes:

- Table of Contents
- Preface
- Chapter and Section headings
- Index
- Bibliography

☞ 1.2 Activity 4

Choose an Upper Primary text such as Using our Resources, *or* Families *to discuss the external organisation of the text.*

As well, choose a text from the College library , or one from your booklist and examine the external organisation. Talk about what pre viewing *means.*

7.2 Predicting

Predicting refers to the skill of using the *internal organisation* of a text. As a reader, you *guess* or *predict* what is coming next in the text by skimming through and looking for specific cues contained within the text, such as

- Graphophonic cues (words, sounds, individual word structures)
- Syntactic cues (grammatical structures)

- Semantic cues (content words, the use of the reader's existing understanding of the content).

ⓘ See Section 9 of this module for an activity based on the cueing system.

7.3 Skimming

Skimming is a reading strategy that provides you with an overall view of the text, a general idea of what it is about. It can also help you recognise how the text is organised, such as its *generic structure*. This is a useful skill that will help you spend less time searching for relevant texts or sections of texts you need for your own reading and research.

ⓘ Select a number of short newspaper articles, enough for 2 – 3 per group. Cut the headings from the articles. Students are given a few minutes to match the headings to the articles.

Alternative or additional activity

Students group and sequence jumbled up paragraphs of two texts.

Scanning is a skill which allows you to select or locate specific information in a text while ignoring the rest.

ⓘ You will need to save several TV Guides from the local newspapers; Air Niugini flight schedules etc. so that you have enough for one of each for each group. Then ask the students to find specific information from these resources.

Have students answer questions about specific information contained within a text from resources such as timetables, TV and radio guides, dictionaries and indexes, encyclopaedia, brochures and text books.

7.4 Reading for the main idea

Reading for the main idea involves reading the text carefully enough to identify the main point(s) of the information without being slowed down by unnecessary details.

ⓘ Include some examples here

Discuss with students what the relationship is between the main idea and the topic sentence in a paragraph by referring to the diagrams below

---

Supporting
details

Topic Sentence

Topic Sentence

Supporting
details
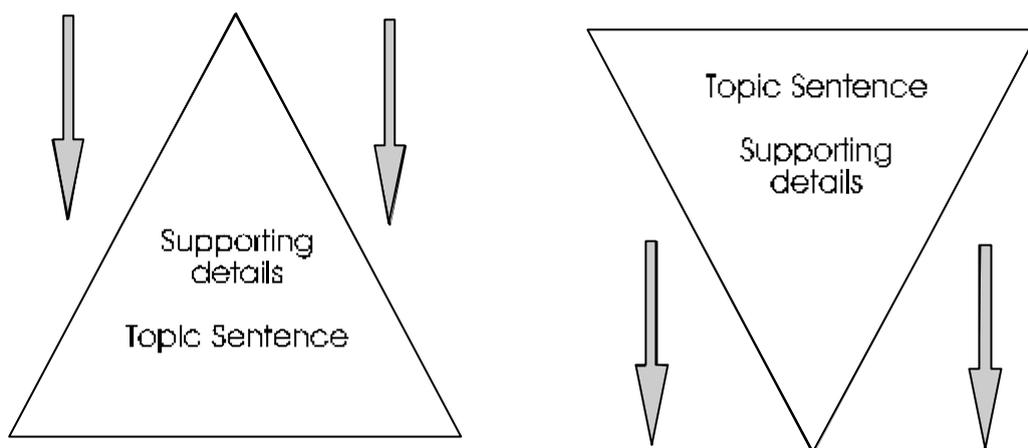
Section 8: Comprehension skills

The Three-level Guide

The *three-level guide* is a strategy to:

- help you gain a deeper understanding of the text you are reading
- make judgements about or challenge concepts or ideas in the text
- relate these concepts and ideas to other contexts.

The three levels are:

- literal
- inferential/interpretive
- applied or critical

Literal statements focus on the actual context of the text and help you focus on what is important information in the text, and to discard irrelevant information.

Inferential/Interpretive statements allow the reader to reflect upon and think through the information give, and to make inferences or judgements about the underlying meanings in the text

Applied statements allow you to *think beyond the text* and relate the information to other situations. Also, you can modify and change your own ideas and thoughts or, depending on the text, problem solve.

ⓘ Refer to the text in Section 3 of this module which is used as the example here.

Level	*Definition*	*Example*
Literal	An understanding of what is clearly stated in the text.	Exploring and Protecting Our Waterways: Q: *Why have rivers and waterways been described as the 'arteries of life'?* Q: *what top three items of garbage are found in the waters around PNG?*
Inferential/interpretive	Going beyond a writer's literal statements to infer relationships, points of view.	*What is the opinion of this writer concerning the responsibility of human beings to help restore and protect our waterways?*
Applied/ evaluative / critical	Making some sort of judgement or interpretation of the text such as validity fact or opinion Going beyond the text to apply the information to other situations; to make generalizations.	Q: *What immediate steps might we, as members of the Earth community, do to protect PNG's natural environment?* Q: *In what ways might the pollution in PNG waters have an effect on natural habitats in other countries?*

☞ 1.2 Activity 5

Choose a text in this Module, or another from a different source, and

- *ask questions based on that text so that students understand the process of using the three levels of questioning.*

- *students develop their own questions from each of the categories, to ask other class members.*

Section 9: The Three Cueing Systems

To demonstrate how these three cueing systems work together to make meaning, look at the sentence below.

The _____   _____   across the grass.

　　　　　　　　(1)   (2)

What *semantic* information do you need, to complete the sentence above?

> You would need to know the meanings of _____

> You would also have to have knowledge of the real world, i.e. what possible things or persons can … across the grass.

What *grammatical* information (about the English language) do you need to be able to complete the sentence? You can choose one or more of:

- text organization
- sentence structure
- agreement between verb and subject
- word order

What part of language best fills the gap at (1)? _____

What part of language best fills the gap at (2)? _____

What knowledge about the English language do you need to have, to answer those questions?

Write two sentences that meet the grammatical requirements of the pattern, e.g.

> The   ball   rolled   across   the   grass.

Now look at these sentences:

> *The   f_____   h_____   across the grass.*
> *The   k_____   h_____   across the grass.*

What possible sentences can you write now, given this *graphophonic* information?

> i   _____
>
> ii _____
>
> iii _____

☞ 1.2 Activity 6

How did you choose what to write? Which of the three cueing systems did you use in developing your sentences?

Discuss: How can we help children learn to use these three cueing systems when they are reading texts set for them in classrooms?

Section 10: Note-taking skills

Note-taking is the skill of identifying important information in a text and recording it in a particular way, i.e. in note form. Before you can note-take successfully, you need to be able to

- Identify the *main idea, or theme,* in a text
- Recognise key words and phrases within a text
- Recognise the *internal organisation* of the text. This has already been referred to in Section 7 of this Module

Finding the main idea

> *The shark has always been one of the most feared and hated enemies of humans because of its terrifying and effective teeth.* Located beneath its snout, the shark's mount contains between four and six rows of teeth, but these may number up to twenty-four rows of in some species.
>
> The teeth are embedded in the gums, and gradually move forward as they are used. Eventually these large teeth drop and are replaced by new teeth moving up from behind them. It is possible for one species of shark to produce up to 24,000 teeth over a ten-year period. This characteristic arrangement of teeth produces the jagged crescent-shaped bite we associate with a shark attack.

☞ 1.2 Activity 7

From the text on 'Sharks',

- *Underline the key words in the text as a way of identifying the important details*
- *Construct a visual model of the main idea within the text, with supporting details, e.g.*

Main idea

  Detail 1   Detail 2   Detail 3   etc.

   Location of teeth etc.

- *take notes as the lecturer reads the passage aloud, reasonably slowly*
- *using your notes and the visual model, reconstruct the text including all the important details. Paraphrase – you do not have to copy exactly the words of the original text.*

See Appendix 2.at the conclusion of this Module for additional information on Note-taking.

Section 11: Summarising skills

A summary is a concise account, in *prose form* of the main idea in a text. Summaries

- are written in the writer's *own words*
- must be accurate and objective
- must be concise
- do not outline text organisation

Summarising helps us to:

- process and use information without having to copy word for word
- recognise the main idea of a text; being able to recognise the main idea helps us to understand the writer's purpose for writing the text in the first place
- learn and consolidate information from the text

(i) Refer back to the different texts in this Module; work with students to identify

? the main idea of the article

? the topic sentence of each paragraph in extended texts

? the supporting details

Section 12: Bibliographies

When you write assignments or essays and use information you have found in texts, you need to show that you are referring to other people's ideas. You do this by completing a Bibliography at the end of the essay. The form the entries should take is given as examples below.

Writing Bibliographical details for a book

When you write the bibliographical details *for a book,* you need to write down the

- Author's surname and initials
- If there is more than one author, include both names.
- The date the book was published, in brackets
- The title of the book underlined
- The place the book was published
- The name of the publisher

Look at this example.

Derewianka, B. (1998) A Grammar Companion for Primary Teachers. Newtown, N.S.W. PETA.

Emmitt, M. and Pollock, J. (1997) Language and Learning . An Introduction for Teaching. 2nd Edition. Melbourne, Aust. Oxford University Press.

If you are referring to an article in a magazine or a journal, the information you include is as follows.

- Author's surname and initials. If there is more than one author, include both names
- Date of publication, in brackets
- Title of particular article in "quotation marks"
- Name of Journal/magazine underlined
- Volume No./No. of issue
- Page numbers

Scevak, J. and Moore, P. (1997). "The Strategies students in Years 5, 7 and 9 use for processing texts and visual aids". <u>Australian Journal of Language and Literacy</u> Vol.20, No. 4. pp. 280 – 289

Guzman-Alaluku, Z. (2002). "Live Culture". <u>Paradise Magazine</u>. No. 149. pp. 52 – 55.

If you are referring to an article that is a chapter in an edited book, the information you include is:

- Author's name and initials
- Date of publication (in brackets)
- Title of the individual article or chapter in "quotation marks"
- The word "in"
- Editor's name (s)
- The abbreviation ed(s) in brackets (ed).
- Title of the book <u>underlined</u>
- Place of publication
- Name of publisher
- Page numbers

Kress, G. (1993) "Genre as Social Process". In: Cope, B. and Kalantzis, M. (eds) <u>A Genre Approach to Teaching Writing.</u> London. Falmer Press. pp.22 – 37.

Alphabetical order in bibliographies

When you are making out your Bibliography at the end of your essay, remember to put all references in *alphabetical order,* as in the example below.

Bibliography

Derewianka, B. (1998). <u>A Grammar Companion for Primary Teachers. </u>Newtown, N.S.W. PETA.

Emmitt, M. and Pollock, J. (1997). <u>Language and Learning . An Introduction for Teaching</u>. 2nd Edition. Melbourne, Aust. Oxford University Press.

Guzman-Alaluku, Z. (2002). "Live Culture". <u>Paradise Magazine</u>. No. 149. pp. 52 – 55.

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Scevak, J. and Moore, P. (1997). "The Strategies students in Years 5, 7 and 9 use for processing texts and visual aids". <u>Australian Journal of Language and Literacy</u> Vol.20, No. 4. pp. 280 – 289

ⓘ Choose a range of materials from the library, or go with the students to the library, and ask them to choose one of each kind of reference, and include all bibliographical details.

Section 13: Debating

13. 1 Introducing the notion of team debating

In formal debating there are two teams, each of three speakers, who are given a subject to debate. Preparation time may be limited but need not be. The team which supports the view expressed in the topic is called the *affirmative*, and the team which challenges that view is called the *negative.* Each team tries to persuade the audience to its own point of view. Speakers from the opposing teams speak alternatively: the first speaker for the affirmative leads off, followed by the first speaker for the negative, the second speaker for the affirmative, and so on.

On the occasion of a formal debate, there is a chairperson who welcomes the teams, introduces the topic, the speakers and the adjudicator, and offers congratulations and thanks as appropriate. A timekeeper assists the chairperson, making sure that each team has exactly the same amount of time in which to argue its case. An adjudicator, or panel of adjudicators, judges the debate and usually proffers advice and praise as well.

Speakers and teams are judged in three areas:

- matter: i.e. the content of the speech, and sometimes how it looks in written form – *the quality of what is said*
- manner: i.e. the way a debater presents a speech, including style and intonation, persuasive ability and use of gesture – *presentation and the speaker's style*
- method: i.e. the way a team organises and allocates ideas and points in their argument before and during the debate – *organisation and presentation of the best arguments in the time available.*

13.2 Preparing a team debate

Basically, debaters have to do two things:

- effectively present a team argument for or against a particular position
- listen to the other team's argument and then oppose it (a process known as *rebuttal).*

- Ladies and gentlemen, welcome to our debate. The topic for debate is:
………………………………………………………………………………………………
…
- On my right is the *affirmative* team. The team consists of:
……………………………………………… as first speaker
……………………………………………… as second speaker
……………………………………………… as third speaker.
- On my left is the *negative* team. The team consists of:
…………………………………………….. as first speaker
…………………………………………….. as second speaker
…………………………………………….. as third speaker

- Speeches will be limited to three minutes each. The first bell will ring at the two-

---

minute mark. The second bell will ring at the three-minute mark.

- I would now like to start the debate by calling upon the first speaker for the *affirmative* team.

- I now call on the first speaker for the *negative* team.

- I now call on the second speaker for the *affirmative* team

- I now call on the second speaker for the *negative* team

- I now call on the third and final speaker for the *affirmative* team

- I now call upon the final speaker for the *negative* team

- That concludes our debate. We will now wait for the adjudicator's decision.

- Thank you, ladies and gentlemen. We hope that you have enjoyed today's debate.

13.3 Each speaker's job

AFFIRMATIVE	NEGATIVE
First Speaker 1. Gives the topic. 2. defines the topic and gives the case line (see main text) 3. Says what each speaker will do. 4. Introduces the main points of the team's argument.	First Speaker 1. Defines the topic and gives the case line 2. Says what the team will do. 3. Introduces the main points of the team's argument 4. Points out weaknesses in the affirmative's definition.
Second Speaker 1. Points out weaknesses of the first speaker for the negative 2. expounds the affirmative team's main arguments with supporting examples	Second speaker 1. Points out weaknesses of the second speaker for the affirmative. 2. Expounds the negative team's main arguments with supporting examples.
Third speaker 1. Points out weaknesses of the negative team's position 2. Sums up the affirmative team's argument.	Third speaker 1. Points out weaknesses of the affirmative team's position. 2. Sums up the negative team's argument.

13.4 A sample adjudication sheet

	First		Second		Third	
	Yes	**No**	**Yes**	**No**	**Yes**	**No**
MATTER						
Were the arguments interesting and logical?						
Was there evidence of research, and was the information accurate?						
Was the subject understood and explained clearly?						
MANNER						
Was the speaker easy to hear?						
Did the speaker use his/her voice to advantage?						
Was the speaker's choice of language appropriate?						
Were the speaker's notes unobtrusive?						
Did the speaker's general appearance suggest confidence?						
Did the speaker seem to believe in what he/she was saying?						
Was the speaker persuasive?						
METHOD						
Was the speech well put together?						
Was the speaker's time used to good effect?						
Did the speaker give any indication of good team work?						
Did the speaker rebut the opposition's arguments effectively?						
TOTAL OF TICKS						

References

Buchanan, C., Fielding, G. Hardwick, M. (1990) *Genre: A Classroom Guide for Teachers.*
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Morris, a. and Stewart-Dore, N. (1984) *Learning to Learn from Text: Effective Reading in the Content Areas.* North Ryde: Addison-Wesley.

Appendix 1: Purposes for Reading

There are many purposes for which we read.

1.   for enjoyment
2.   to summarize a story and discover the main idea
3.   to memorize and retain a sequence of ideas
4.   to follow directions
5.   to find factual answers to questions
6.   to verify statements
7.   to discern divisions in a passage according to events etc.
8.   to predict outcomes (and test by further reading)
9.   to determine cause and effect
10. to understand a point of view
11. to identify the author's apparent point of view
12. to distinguish fact from fiction
13. to determine what is fact and what is fiction
14. to listen and classify items
15. to choose facts relevant to a topic or idea
16. to find similarities and differences
17. to arrange ideas or events in chronological order
18. to obtain an explanation for something
19. to find details that support an argument or a contention
20. to draw conclusions and make inferences
21. to make an interpretation of the meaning of the whole
22. to recognize implications
23. to apply ideas presented to another similar situation.

Understanding the different purposes for which we read will guide us in the strategies for reading that we employ when meeting print material for the first time.

Appendix 2: Note-taking

Note-taking is an important skill best acquired through practice.

Below are six rules that can make note-taking easier for you.

1.   Clarify your purpose – e.g. why are you taking notes?
2.   Write all your notes on the same sized paper.
3.   When you begin, lay out your notes properly. At the top of your note-taking page, make a full record of the source of the notes you are writing.
4.   Use the title of the chapter or lecture to help you anticipate the main ideas of the text.
5.   Keep your own ideas separate from those in the text.
6.   When you finish, sum up what you have written.

Appendix 3: Writing

Writing is not an easy task if the completed piece of writing is to be of high quality.

There are many forms of writing, e.g. Report writing, letter writing, explaining, arguing, describing etc.

All forms of writing can be best achieved through process writing

Process writing simply means following a process, or steps in writing.

The steps are:
1. Planning/prewriting
    - Topic, purpose, audience, collect information

2. Brainstorming/drafting -getting your ideas down on paper

3. Do not worry a bout spelling, punctuation and grammar at this stage

4. Modify *decisions* about purpose, audience and form/structure/genre of the writing

5. Revising/refining ideas
    - Move sections of text around so the paragraphs follow a logical order.
    - Talk over the text with a fellow student to see if it is clearly structured and meaning is not obscured

6. Editing
    - Putting the pieces of writing into the final form you planned for
    - Correcting grammar, vocabulary, spelling
    - Rechecking to ensure everything is in logical order

7. Publishing

8. Sharing your work with an appropriate audience – your lecturer, your classmates, and other people.

Appendix 4: A Suggested Format for Planning an Argument/Persuasive Exposition Text

Introduction – is an optional element but it is often required in the subject English. A strong opening and supporting comments attracts the reader's attention to the Argument to be presented.

Issue

_____

Thesis/point of view/opinion

_____

Preview the arguments that follow. How the writer will develop the argument in the following paragraphs.

_____

Argument number one
Topic sentence (point)

_____

Supporting evidence/facts (elaboration)

_____

Argument number two
Topic sentence (point)

_____

Supporting evidence/facts (elaboration)

_____

Argument number three
Topic sentence (point)

_____

Supporting evidence/facts (elaboration)

_____

(Conclusion)
Call for action (optional, not always included)

_____

Restate the thesis/point of view/opinion

_____

Appendix 5: Discussion

Suggested note-taking format to plan a DISCUSSION

Issue …………………………………………………………………………………

Arguments for	Arguments against
Argument 1	Argument 1
Supporting facts/evidence	Supporting facts/evidence
Argument 2	Argument 2
Supporting facts/evidence	Supporting facts/evidence
Argument 3	Argument 3
Supporting facts/evidence	Supporting facts/evidence
Recommendation	

Appendix 6: Model Assignment

Part 1

Read the short article below. Then, complete the steps listed on this sheet.

1. What was your purpose for reading the set text?

2. What *method of reading* did you adopt?

3. Did the process of deciding on a *purpose* for reading, then choosing a method for reading, help you to achieve your goal ? Give a reason for your answer.

4. Identify the *genre* of this text type (Sections 1, 2, 3, Paragraph E). Justify your choice by referring to (i) higher level structure (as above, Paragraph D)

    (ii) the language features of the text type, e.g. linking words; types of verbs with examples; Field, Tenor, Mode

    (iii) list some of the specialised vocabulary used by the writers of the article

5. Identify the top-level structure of the text (Section 5). Give a reason for your answer.

6. F. What are the signal words in the introductory sentences of the article that tell you what is going to follow? Underline the main idea in the introduction.

7. Prepare a note-taking table that guides you through the article, to identify all the important points the writer makes.

8. Use this format to summarise the article in one paragraph of 6 – 8 sentences

9. Prepare and write out

    (i) two questions that ask for literal comprehension of the text
    (ii) two questions that ask for inferential comprehension of the text
    (iii) two questions that ask for applied, or critical comprehension of the text.

10. Now provide answers for each of your questions

Language and Groups

All too often language serves as a barrier, rather than as a flexible and efficient means of communication. We do not all possess the same language. Even within a particular language community, individuals do not speak in the same way. It is by our language that we generally describe and define ourselves to others. Our language enables us to belong to a group and to exclude others from the group.

There are numerous ways of using language to control who participates in interactions. Various 'in-groups' have particular ways of speaking and writing that keep the interactions within the control of the group and make it difficult for outsiders to participate. Every professional group develops its own jargon that serves as a code for specialised meanings that are important to the group. However, in the process, the jargon that is developed isolates the meanings from those who are not members of the group. Doctors and lawyers, and more recently computer experts, all use language to share meanings that are important to those who are in their professions. At the same time this specialised language can be used to enhance the power and importance of the users as they deal with those who are not in the group.

Those of you who are being trained as teachers are already learning the jargon of your profession and you may already have had the experience of irritating your friends or family by 'talking like a teacher'.

Different professions are not the only groups who use language in ways that distinguish those who belong to the group from those who do not. Skiers and sailors are notorious for using language in ways that demonstrate that they possess knowledge which is unknown to the rest of the community. Members of the drug culture use language as a test to help discriminate between those who belong to the culture and those who do not. The problem for drug users and other groups is that others can quickly learn their particular ways of talking so that the special language eventually loses its power to discriminate between those who share the group's values and those who don't; thus the special terms and expressions change more quickly than language normally changes in the wider community.

Young teenagers are another group who use language to establish the limits to group membership. You may remember the secret languages or secret words that you and your friends used as a private language. Your parents, teachers and peers who were not members of the group may have been quite irritated by it all but, as users of the secret language, you would have drawn a sense of belonging and camaraderie by excluding other people from the group. Of course, just like those members of the drug culture, or other groups who use language to distinguish those who belong from those who don't, teenagers' secret languages have to change frequently so that the power to include only those who are admitted to membership is not compromised.

It is probably just this power of language to identify those who belong from those who don't that drives the rapid changes to teenagers' slang. You will have noticed just how 'off' the use of last year's slang sounds, particularly when it is used by an older person who is trying to sound 'with it' or relevant to younger people.

(Emmitt, M. and Pollock, J. (2001). *Language and Learning. An Introduction for Teaching.* pp45-46)

Answer the questions below from the text 'Language and groups'.

1. 'Reading between the lines' of this text, what do you think is meant by the term 'in-group'?

2. What do the writers suggest sometimes excludes some people from feeling they are part of the 'in-group'?

3. What is the term the writers use to describe the specialised language used by members of different professions?

4. What is the reason the writers give for the rapid changes in the special ways of talking of drug users?

Part 2

(i) Choose one example question from Sections 1, 2 or 3 of the Student Notes

Students write an essay that meets the requirements of the question, using the Student Notes to guide them.