Blackburn English Language School

Supporting students to self-edit using functional language

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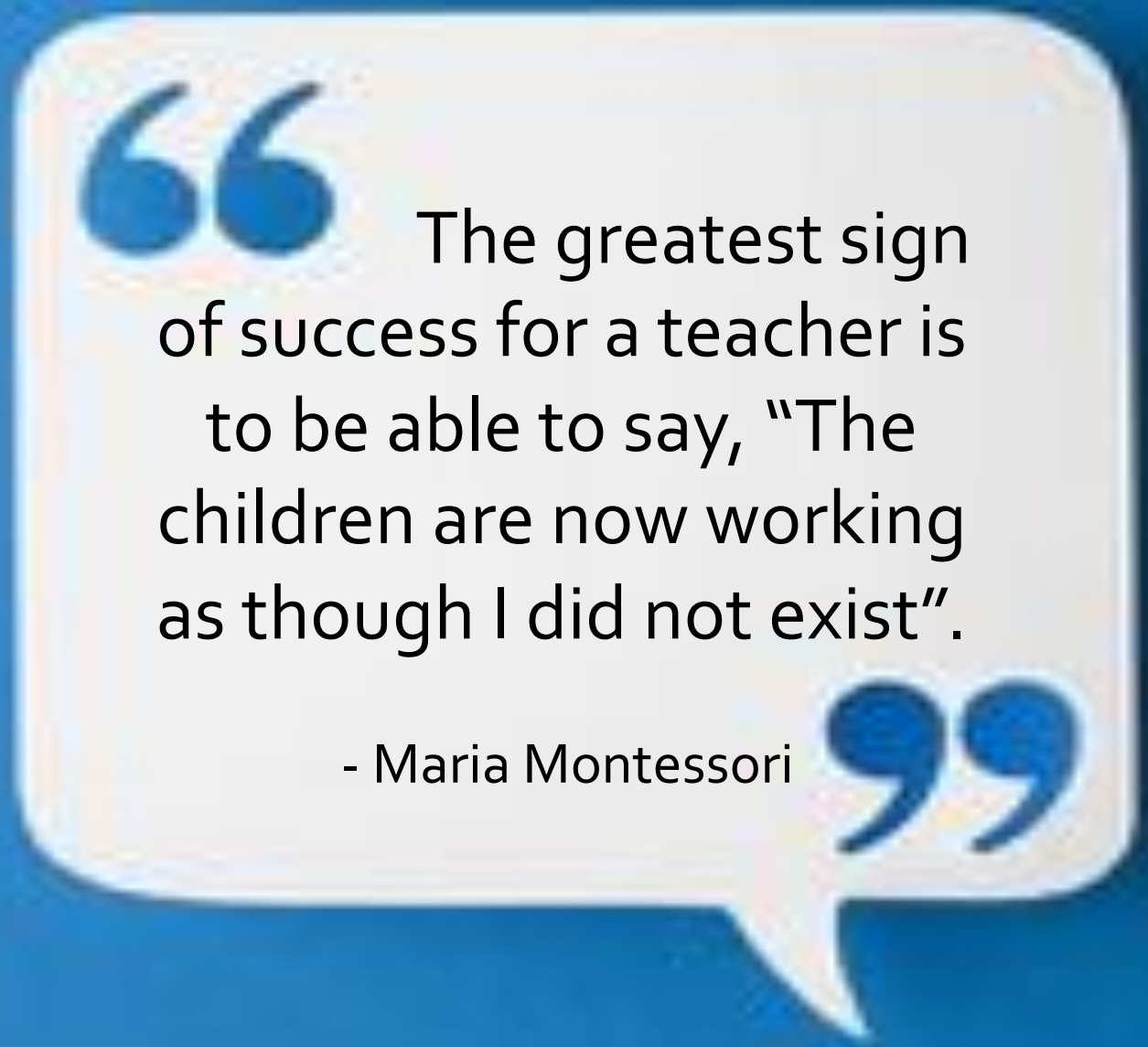
Activity 1

In many countries have many different festivals.

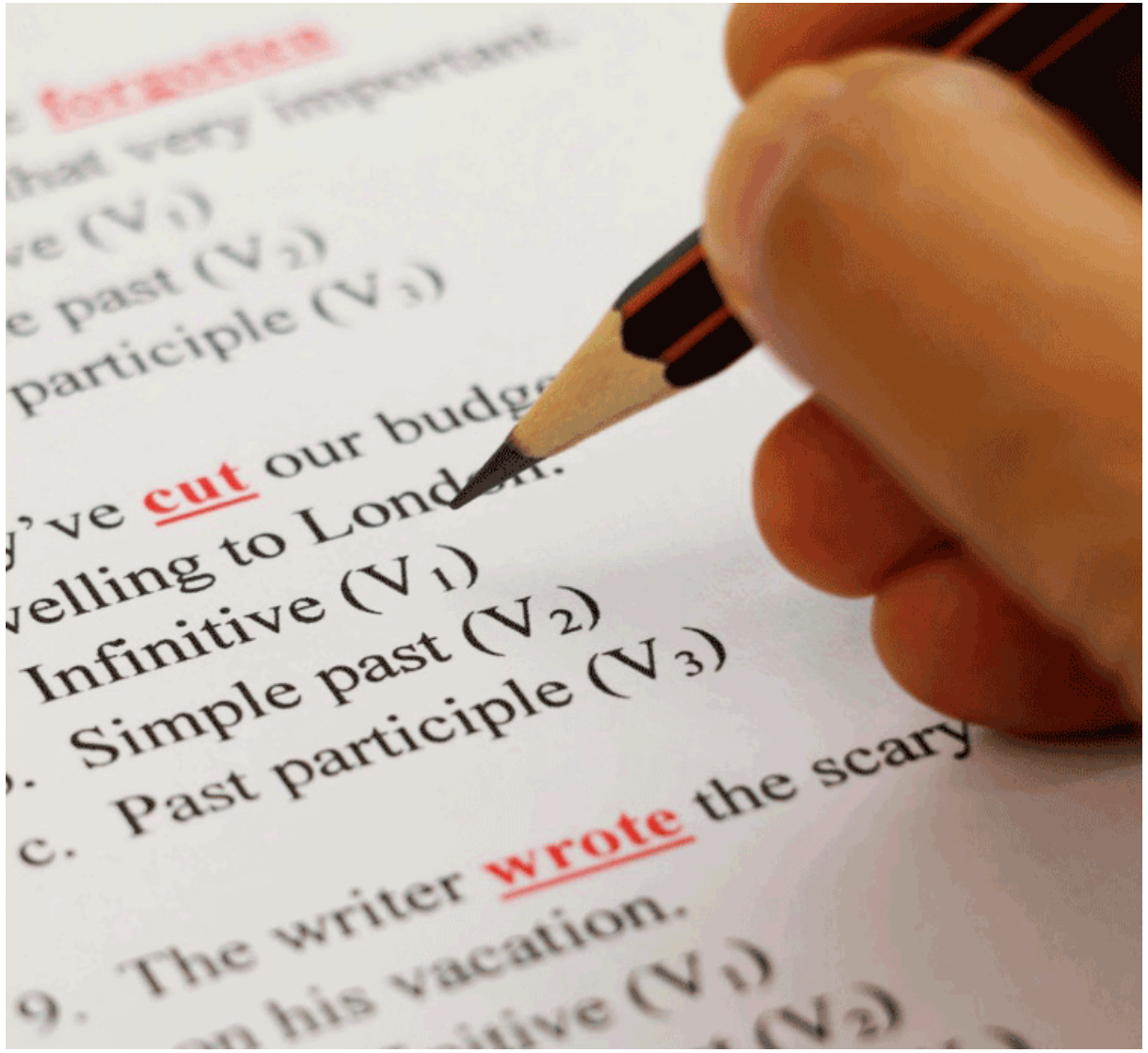
Become a bushranger was a bad idea.

Goal for this session

- Learn how to support students to self-edit using functional language


The greatest sign of success for a teacher is to be able to say, “The children are now working as though I did not exist”.
- Maria Montessori

A traditional or functional approach to language?



Derewianka, B. & Jones, P. (2010). From traditional grammar to functional grammar: bridging the divide, *NALDIC Quarterly*, 8(1), pp.6-17.

How can we develop students' self-editing skills?

1. Teach functional language

What is functional language colour-coding?

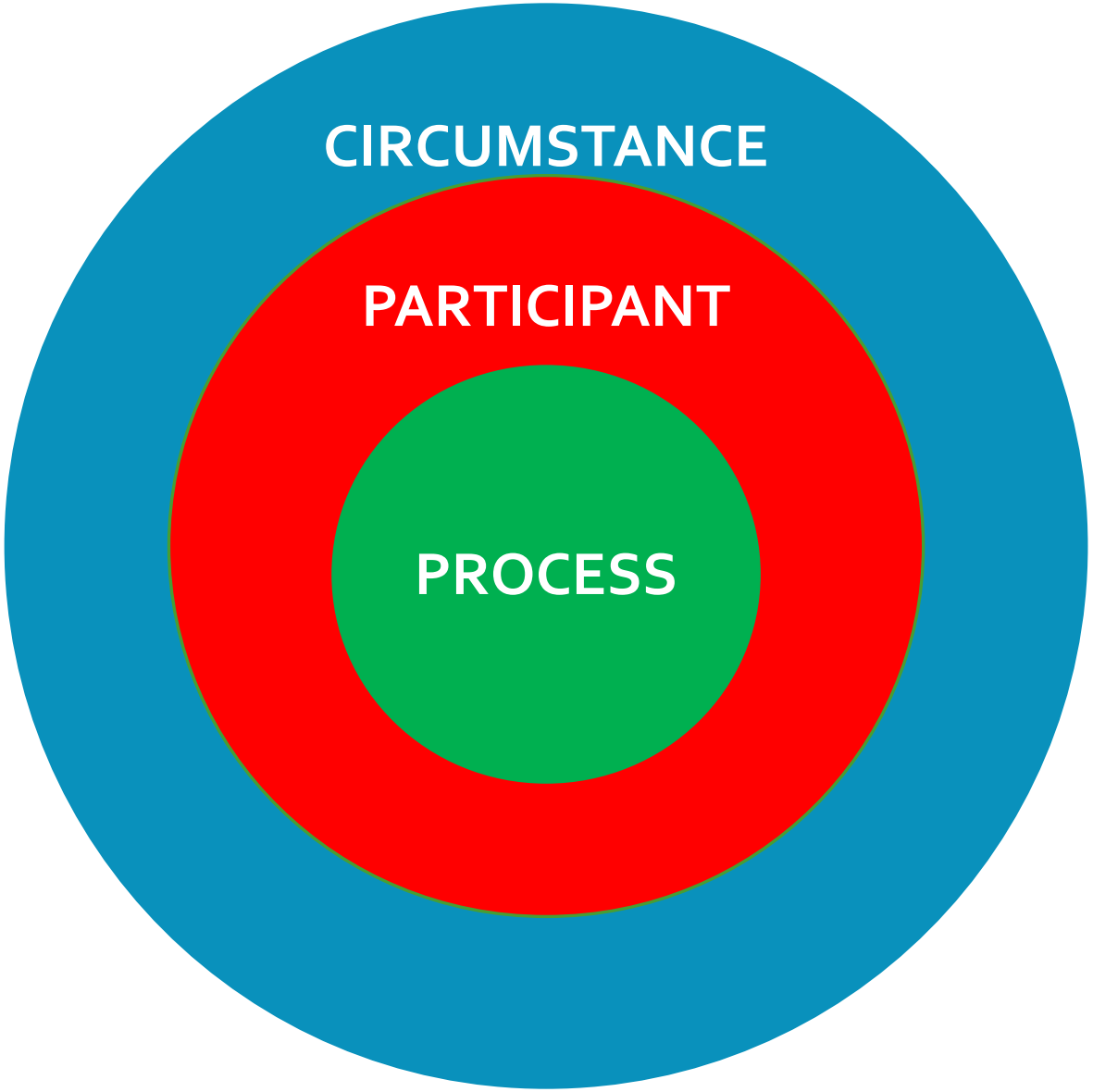
What is a clause?

Stop!

My student **wrote** a great essay yesterday.

I **like** Tim Tams but I **don't like** Mint Slices.

Three functions within a clause:



My student wrote a great essay yesterday.

What is happening?

⬇

Process

My student wrote a great essay yesterday.

Who wrote the essay?

What did they write?

Participant

My student wrote a great essay yesterday.

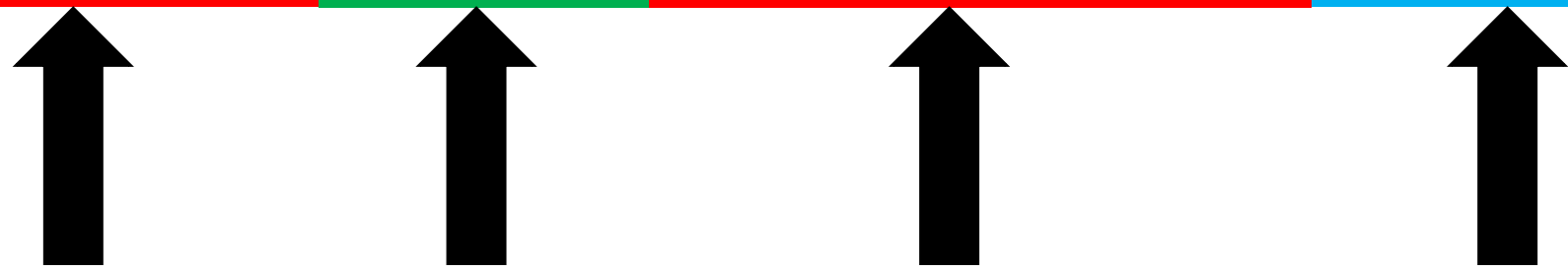
When did they write the essay?

⬇

Circumstance

(also: how, where, why, with whom)

My student wrote a great essay yesterday.



PARTICIPANT
Who?
What?

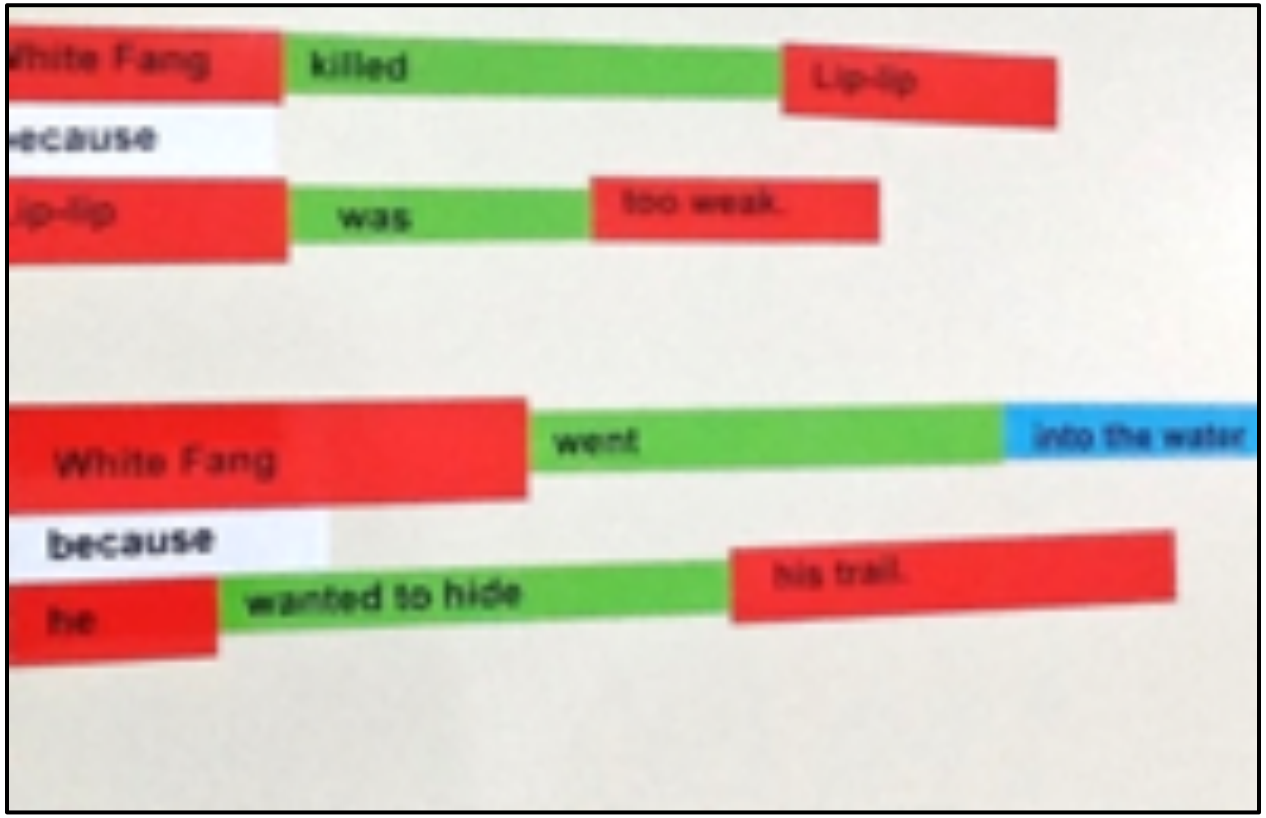
PROCESS
What's happening?

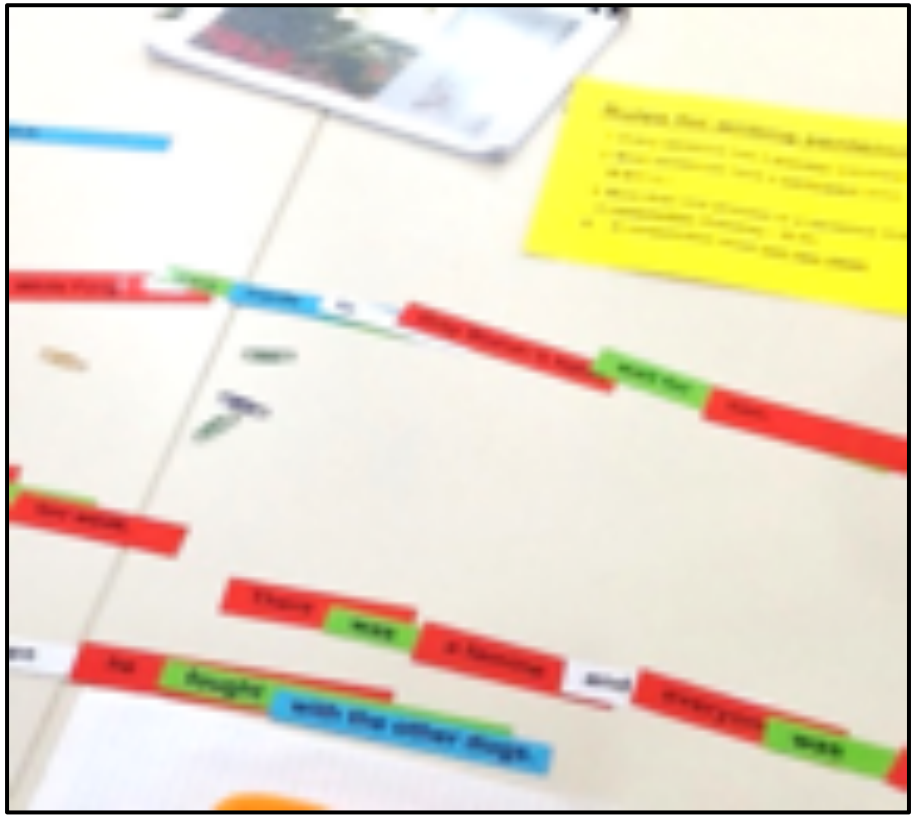
PARTICIPANT
Who?
What?

CIRCUMSTANCE
When?
Where?
How?
Why?
With whom?

2. Teach language patterns

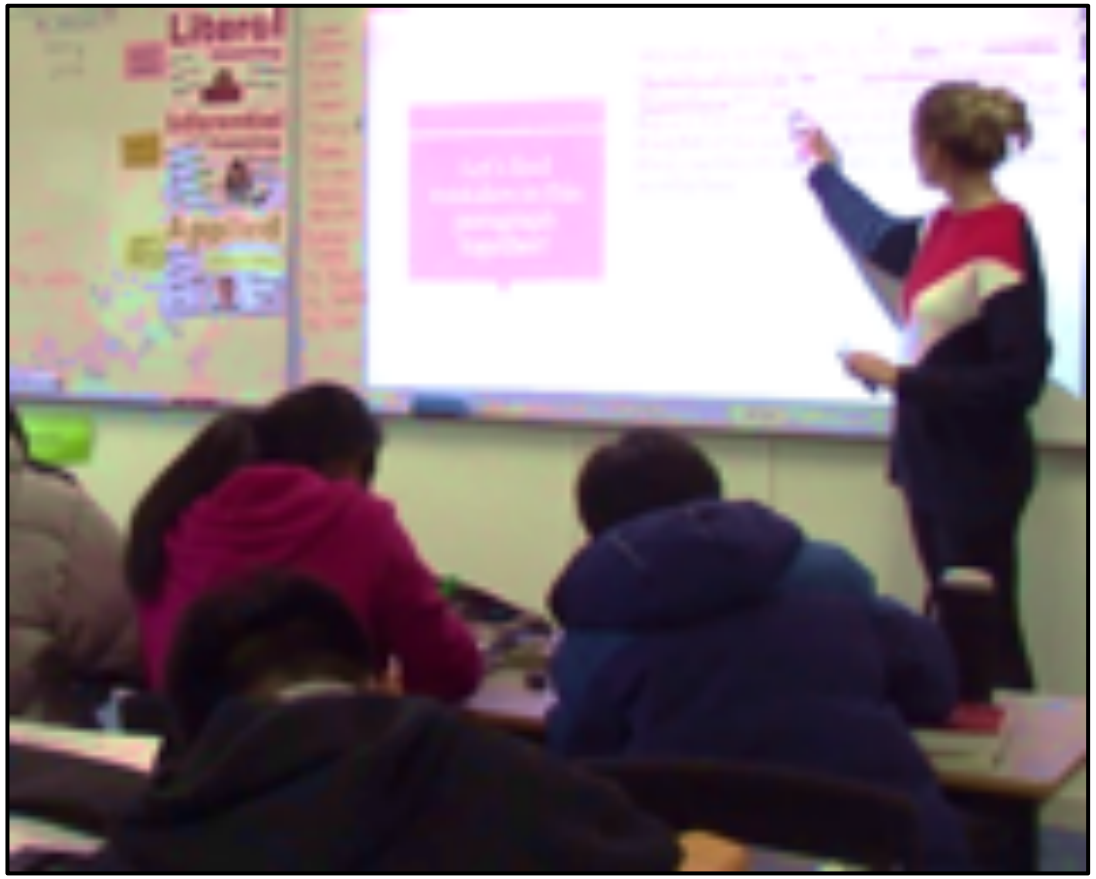
Learning language patterns

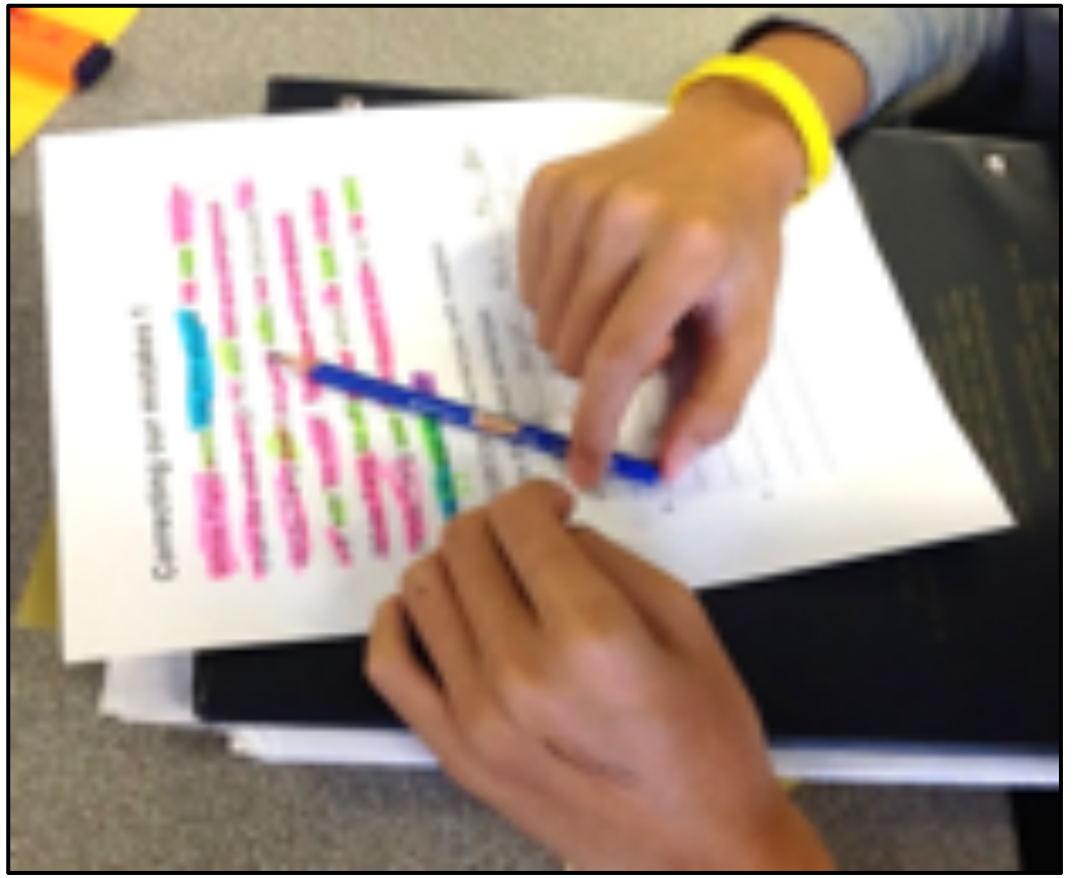




3. Students edit writing using colour-coding in scaffolded activities

Learning how to correct errors in scaffolded activities



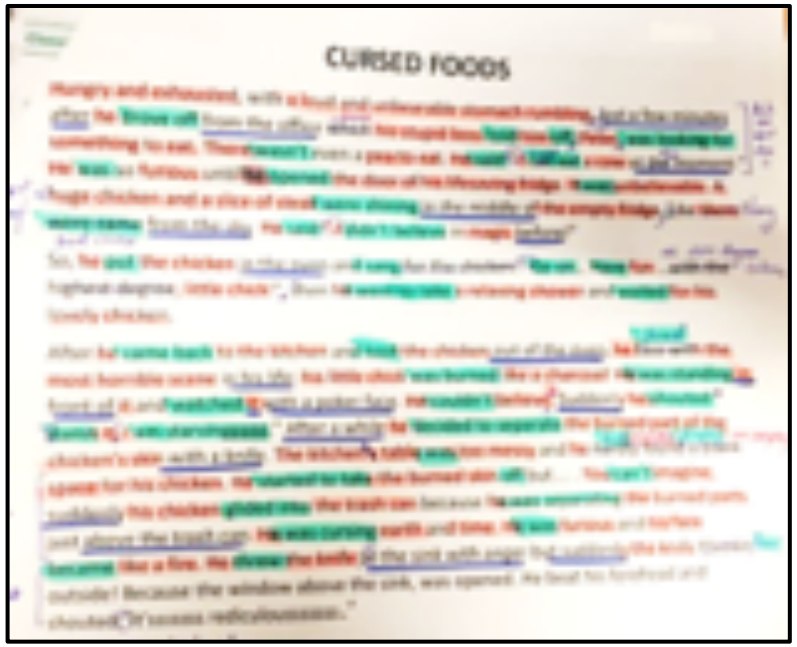


Activity 2

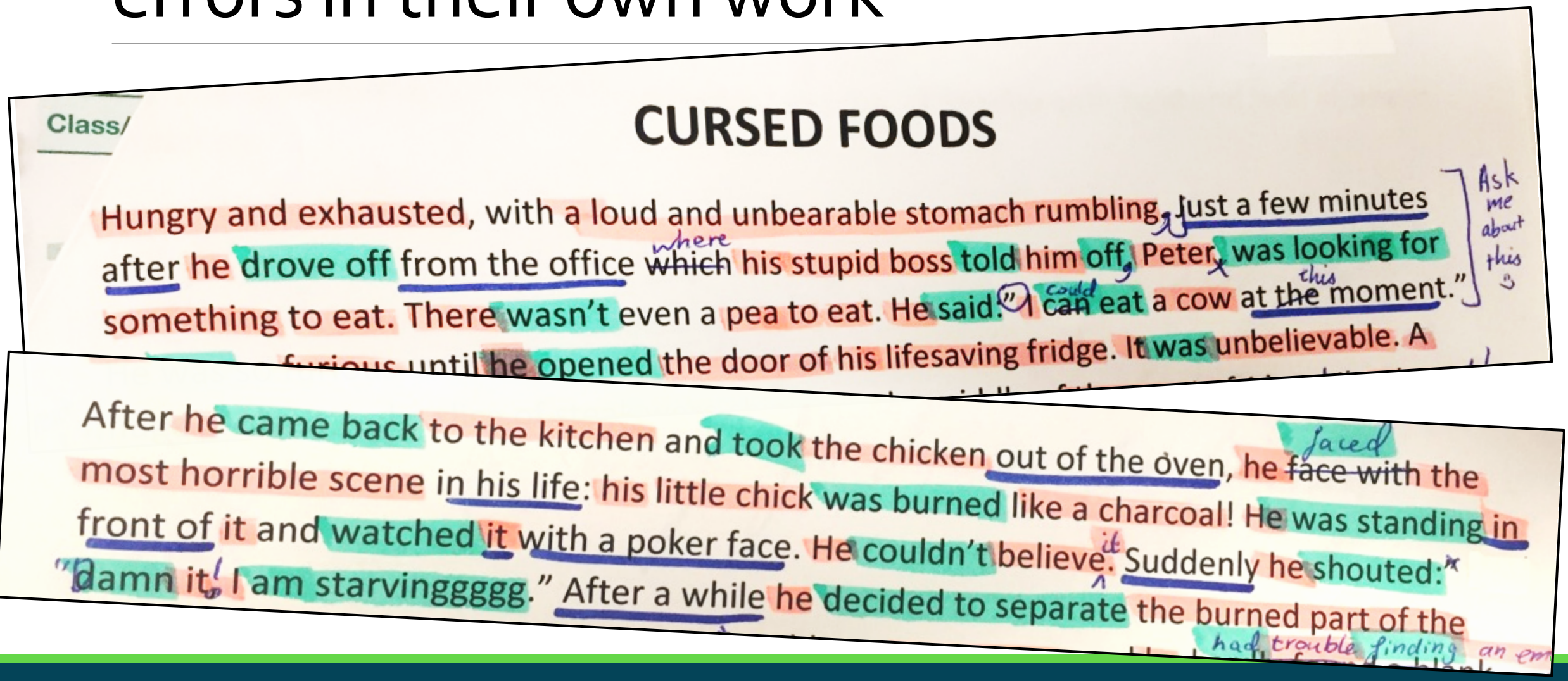
1. Colour-code the paragraph.

2. Discuss how you would explain the errors to students using functional language.

4. Students correct errors in their own writing



Students use colour-coding to correct errors in their own work



What is the problem with these sentences?

In many countries have many different festivals.

Become a bushranger was a bad idea.

In many countries have many different festivals.

Become a bushranger was a bad idea.

In many countries have many different festivals.

Many countries have many different festivals.

In many countries there are many different festivals.

In many countries have many different festivals.

Become a bushranger was a bad idea.

In many countries have many different festivals.

Become a bushranger was a bad idea.

Become a bushranger was a bad idea.

What was a bad idea?

“Become a bushranger.”

Becoming a bushranger was a bad idea.

5. One-on-One Conferencing

One-on-One Conferencing

Teacher-student conferencing can be more effective at facilitating improvement than written feedback (Leung, 2008).

Conferencing is effective because it is interactive and dynamic: the teacher can continually adjust their feedback (Mikume & Oyoo, 2010).

What about this?

Tom jumps up to the cupboard easily, looking at Jerry staying in the cage at the edge of the other side, and walking slowly towards him.

Improvement of clarity and flow

ORIGINAL TEXT

Tom jumps up to the cupboard easily, looking at Jerry staying in the cage at the edge of the other side, and walking slowly towards him.

AFTER CONFERENCING

Tom jumps up to the cupboard easily and stands on the edge of the other side, looking at Jerry staying the cage.

Oh. My. God. Jerry thinks the worst thing may happen.

Then, Tom begins to walk slowly towards him.

Activity 3

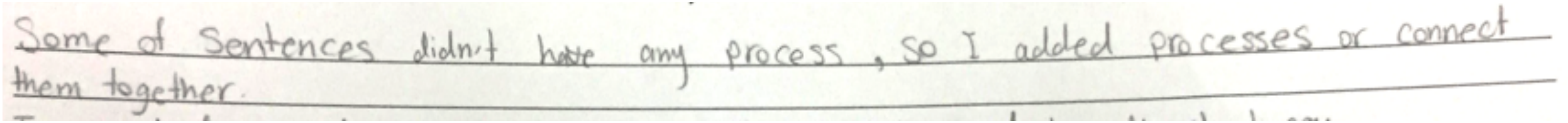
1. Colour-code the sentences.

2. Discuss how you would help the student to correct the errors.

6. Students self-edit independently using colour-coding

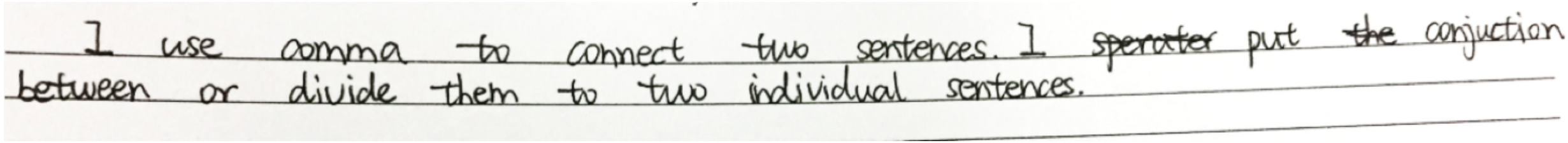
Student reflections

"Some of sentences didn't have any process, so I added processes or connect them together."



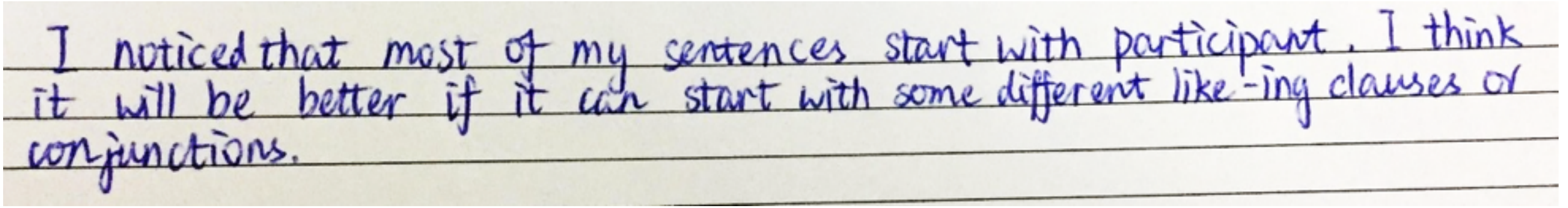
Student reflections

"I use comma to connect two sentences. I put the conjunction between or divide them to two individual sentences."


I use comma to connect two sentences. I ~~sperater~~ put ~~the~~ conjuction between or divide them to two individual sentences.

Student reflections

"I noticed that most of my sentences start with participant. I think it will be better if it can start with some different like –ing clauses or conjunctions."



Our Reflections

Using a combination of both functional and traditional grammar is effective.

Functional metalanguage is not difficult to acquire, and gives students a simple way to explain their own language choices.

Colour-coding makes language patterns visible, and is a useful tool during one-on-one conferencing.

When students learn how to use colour-coding, it empowers them to be able to edit their work independently.

Thank you

Further reading on functional language:

Derewianka, B. & Jones, P. (2010). From traditional grammar to functional grammar: bridging the divide, *NALDIC Quarterly*, 8(1), pp.6-17.

Derewianka, B. & Jones, P (2016). Teaching language in context. Oxford, Oxford University Press.

Halliday, M. & Matthiessen, M. (2014). An introduction to functional grammar. 3rd Ed. Oxford, Routledge.