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English



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It is our wish that teachers will use this document to improve their teaching and so better attain the key objectives of Seventh-day Adventist education.

Adelaide High School

Sincerely

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SUGGESTIONS FOR USING THE FRAMEWORK

There are many ways to use the framework to help you plan courses, units of work, or topics. The aim is to provide a basic checklist for planning. For topics or units, try the following steps, summarizing your plan on a page or two.

Look at the flowchart on page 5 which overviews key parts of the framework.

Look at the overview of how students learn values in English on pages 6 and 7. The ideas in this diagram underpin the framework.

Read the philosophy, rationale, and objectives on pages 9-11 to gain a picture of the key emphasis of your subject.

Choose a topic or unit and start to make a summary overview using the following steps. See Appendix 2.

Check through the list of values on pages 12-15. An example is 'integrity'. Select those that seem to need most emphasis, and write them down.

Read the suggestions on how to teach values on pages 18 and 19. An example is making value judgments about text. Now add some ideas on teaching methods to your summary.

Refer to the language learning processes on pages 22 and 23, and select those that are applicable. An example is 'evaluation'. There need not be numerous skills. Write them down.

For ideas about assessment, check pages 25 and 26. Assessment must be linked with your teaching content, emphasis and methods. Jot down some ideas.

To see how value-concepts, skills and teaching methods can be worked into planning a unit, look again at the example on page 20, the sample lesson page 27 and Appendix 2. You can now refine your own summary overview page of your topic or unit.

Refer to the appendices for further teaching resources. As you can see, you are required to thoughtfully bring together a number of strands in the planning process. By this stage, the topic or unit is certain to be taking on a values-oriented Adventist Christian perspective.

WHAT IS A FRAMEWORK?

In the Adventist school context, a 'framework' is a statement of values and principles which guide curriculum development. These values and principles are derived from Adventist educational philosophy which states important ideas about what is real, true and good. The objective of the framework is to show how Adventist Christian values and faith can be integrated with academic learning, and it provides some examples of how this can be done. The framework is organized as a resource of ideas for subject planning, so it is intended to be useful rather than exhaustive.

In attempting to present an Adventist perspective, it is clearly understood that some aspects of a course may be taught in similar fashion no matter where it is taught. However at a superficial level the objectives and content of other topics taught in Adventist schools will seem little different from state syllabi merely because the content appears relatively neutral in philosophical terms. With thoughtful teaching there will in fact be differences in content emphasis and approach for these topics, while there will be more noticeable differences in other topics and curriculum processes. These differences of varying degree will stem from the underlying philosophy of the framework.

This English framework includes: a framework overview diagram; a subject overview; a rationale; objectives; a list of values; suggestions for teaching values; a list of processes; ways to elicit values from text; guidelines on assessment; a topic overview; and appendices.

In the framework there is acceptance of the requirement to teach the basic skills, topics and thematic links outlined in the various state syllabi. The document sets out some of these in checklists and gives practical suggestions which will be used in the preparation of course outlines, programs, units and lessons. It therefore becomes a basic reference point for teachers. No attempt has been made to replace an individual teacher's personal programs, but rather to guide the development of these programs. Overall, the framework mainly attempts to show how good practice can be placed in a value perspective which is Christian. It is a tool teachers can use to help them either reinterpret state curriculum documents from an Adventist perspective, or to simply teach from that perspective if the subject is an elective one.

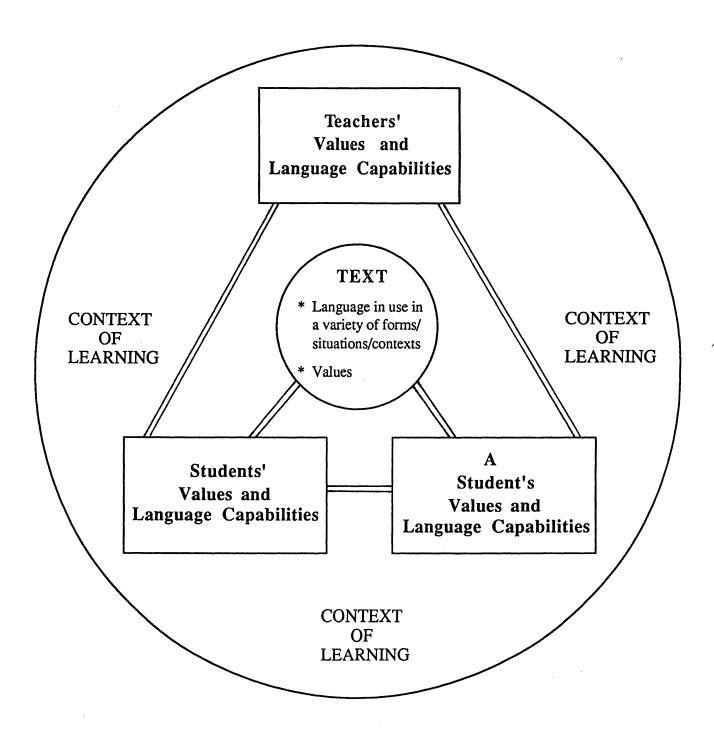
WHO IS THE FRAMEWORK FOR?

The framework is primarily designed for all English teachers in Adventist secondary schools. It also provides a reference point for curriculum planning for principals and administrators in the Adventist educational system. Further, it attempts to show government authorities that there is an Adventist curriculum emphasis which provides some justification for the existence of an Adventist school system. The document is to be used in establishing the direction for any curriculum planning, whether it involve creating courses from scratch, adding to state syllabi, or evaluating units and resources.

FRAMEWORK OVERVIEW

This english framework provides an overview of how students learn values and develop language capabilities by using text. It is meant to give teachers guidelines for planning, and to be a resource of ideas. • Developing language skills enables us to communicate more effectively. THE FRAMEWORK IS • Growth in language helps us realize our God-given individuality. **BASED ON CERTAIN** ASSUMPTIONS ABOUT · Language enables us to know God. LANGUAGE SUCH AS: • The ability to use language is Godgiven. · Academic values Aesthetic values **ENGLISH LANGUAGE** TEACHING EMPHASIZES Christian values **CATEGORIES OF VALUES** · Social and cultural values SUCH AS: Vocational values Listening THESE VALUES ARE Reading DEVELOPED THROUGH Speaking LANGUAGE PROCESSES Viewing SUCH AS: Writing Conversation THEY ARE ALSO LEARNED • Drama THROUGH APPROACHES TO Newspapers LEARNING FROM TEXTS Passport applications SUCH AS: • Short stories

AN OVERVIEW OF HOW STUDENTS LEARN VALUES IN ENGLISH



NOTE: The above overview diagram is explained on the following page.

DIAGRAM EXPLANATION

The overview diagram of how students learn values in english attempts to visually portray and summarize the interrelationship that exists among the participants in any learning situation, the text being considered, and the context in which it is being conducted. It recognizes that in an ideal situation there should be a free flow of ideas which may arize from the text, the teacher, the collectively held values of the students, or the values held by a particular individual.

Text, as shown in the centre circle of the diagram, is a term used to denote examples of ways people communicate, and can be perceived as a tool used in teaching values and language skills.

The following points are implied about learing from text:

- 1. Texts may take the form of:
 - Spoken utterances
 - Written and printed texts
 - Audio visual productions eg radio, television, film.
 - Dramatic situations active and passive
- 2. The study and composition of texts will be sensitive to various:
 - Visual features, including body language, graphology etc.
 - Sound features
 - · Lexical features
 - Syntactical features
 - Semantic features
 - Cohesive features
 - Larger patterns of structure
- 3. Study and composition of texts will be sensitive to various aspects of register:
 - · Field of discourse
 - · Function for which language is being used
 - Mode if discourse
 - Relationships between addressee, addressor
 - Attitudes of addressee, addressor
- 4. Texts may be related to contexts including:
 - Cultural
 - Historical
 - Social
 - Geographical
 - Religious

PHILOSOPHY

Seventh-day Adventist education is based upon a world view derived from the Christian faith. This view begins with an eternal, loving and personal God who has always existed, is all-powerful and is the source of all life, truth, beauty and Christian values.

God, through Christ the Son, created this world as a part of His perfect universe. Furthermore, He sustains His creation by His power and through the natural laws He instituted. Although created perfect, this planet has been corrupted by sin, resulting in a world that is out of harmony with the rest of creation. However, God has instituted plans to restore this world to its original perfection.

Man was originally created in God's image: a unity of body mind and spirit; endowed with intellect, emotion, and the power of choice. Sin, however, has not only corrupted man's environment, but man himself. God's image has been marred, yet may be restored through a personal response to the initiative of Jesus Christ and the work of the Holy Spirit. Man's meaning, therefore, is found not in himself but in his relationship to his Creator.

All truth finds its centre and unity in God. God communicates truth to man in a general way through the natural world and His providential acts and, more specifically, through Jesus Christ, and His inspired word. Man comprehends truth through observation and reason, but these avenues to understanding require faith and the direction of the Holy Spirit. Since all truth is God's truth there is no dichotomy between the sacred and the secular. Rather, Christian faith pervades all of life and every activity has spiritual significance.

God, through His moral laws, has outlined standards of ethical behaviour based on His own character of love. When adopted by man these laws develop a commitment to selfless service and a personal and loving concern for all.

Man's appreciation of beauty and his innate creativity, although marred by sin, still reflect God's image. Without the direction of the Holy Spirit these capacities may be used for evil instead of good. Appreciation of beauty and creativity extend to all man's cultural activities and involve relationships with God, other people, and the natural world.

Christian Education sees these beliefs as being the organizing framework of all learning experiences.

RATIONALE

- 1. The ability to use language is God-given.
- 2. Language, which is intimately linked to the processes of thought, enables us to assess the universe and our place in it.
- 3. Growth in language is integral to personal development and to realizing our God-given individuality and humanity.
- 4. Language enables us to know God and communicate our understanding of Him; explore and expand our private and public worlds; organize our experience; and form, recognize and reveal our values.
- 5. Learning for the most part occurs as students use language, as they speak, listen, read, write, observe and reflect upon the processes of their own learning.
- 6. Language learning best takes place in activities that are enjoyable and that are appropriate to student's needs, interests and capacities. These activities should include everyday communication and personal expression, both formal and informal, literature and the mass media.
- 7. As values are inextricably embedded in language, Adventist teachers should recognize that their faith will inevitably disclose itself in all forms of language activity.
- 8. Most effective teaching of Christian values through the subject English will be accomplished when there is congruence between the lifestyle of the teacher and the values being taught.

BIBLICAL REFERENCES THAT UNDERPIN THE PHILOSOPHY OF THIS FRAMEWORK

The following list of Biblical references is provided to give more information about some of the values listed in this framework. The list is not exhaustive, and can be added to in future. It is intended that teachers refer to the list to increase their consciousness of the possible place of scripture in their subject content.

Philosophy:

Genesis 1:3 Amos 3:7

Creation is described in terms of communication - God said.
Communication is important to God - God says He will do

nothing but he reveals things to us.

John 1:1

• In the beginning was the word...and the word was God - God

Matthew 28:19, 20

is described in terms of communication.

Go ye therefore and teach - Ability to communicate God's truth

Romans 12:18 Proverbs 15:1 Matthew 5:41-44

Romans 14.

is a basic purpose of life.Our communication with others is to establish peace.

• A soft answer turns away wrath.

Even interaction with our enemies is to be peaceable.We are to be accepting and not judgmental of others.

Quality of Communication:

Psalm 15:2 Matthew 5:37 Colossians 4:6 Matthew 12:36 Philippians 4:8 • We are to speak the truth in our hearts.

• Our speech is to be precise.

• Our speech is to be with grace, seasoned with salt.

• We are accountable for every idle word.

• Whatever is true, noble, just, pure, lovely, of good report, this is what ought to be in our thoughts.

Communication is to be Critically Evaluated:

Matthew 13:13

• The expectation is that humans will use their intelligence to evaluate and interpret what they read or hear.

Luke 24:13 - 27

• The intellect is to be used in evaluating what we read and what we hear.

Understanding various types of literature helps us to understand the scriptures better:

1 & 2 Samuel; 1 & 2 Chronicles

Ruth & Esther Proverbs Psalms Job

Judges 9:7-15; Matthew 13

Ecclesiastes

Romans; Phillipians

Corinthians

Daniel and Revelation

• Chronicles of historical events.

• Examples of short stories

Example of wise sayings

Examples of songs

Example of poetry

Parables

Philosophy

• Letters (Epistles)

Counsel and instruction

Apocalyptic literature

OBJECTIVES

Below are set out fifteen broad objectives for teaching English. These objectives are illustrated and applied to the processes of valuing and learning language in Appendix One.

- 1. To help students realise as fully as possible their God-given language potential.
- 2. To develop and refine students' values.
- 3. To develop a student's sense of judgement and critical discrimination.
- 4. To develop an ability to apprehend the full potential of different kinds of texts.
- 5. To make available a range of situations within the parameters consistent with Christian belief, in which students may use and develop their language capabilities.
- 6. To develop an ability to use language in a way that is appropriate in a variety of contexts.
- 7. To develop students' ability to communicate clearly, accurately, and effectively in a variety of situations and through a variety of mediums.
- 8. To develop competence in using a variety of tools for text production.
- 9. To develop an awareness of the part that medium plays in shaping a text.
- 10. To develop an awareness of the part that the presuppositions and the philosophy of life held by the writer can affect the text.
- 11. To develop the creative potential of students and appreciation of creativity in others.
- 12. To develop students' aesthetic sensibilities.
- 13. To develop receptivity to others views and experiences.
- 14. To generate in students a desire to continue the language development which they experienced in the English classroom when they leave school.
- 15. To develop the desire and ability to communicate with God and about Him.

VALUES

Listed below are a group of values which the framework committee have identified as being important to English teachers. This checklist is not exhaustive, and will doubtless be added to over time. Teachers will also use values from outside the list for it is just a starting point to give teachers some ideas for planning. They should resist the temptation to refer to masses of values in lessons and units.

Academic Values

Ability to exercise judgment in

reaching conclusions.

Accomplishment

Accuracy Achieving

Alertness

Ambition Application

Brevity

Carefulness Caution

Clarity

Coherence

Cohesion

Competence

Conciseness Consistency

Cooperation Critical Analysis

Critical Evaluation

Determination

Development Diligence

Discernment

Discrimination Efficiency of text

Enquiry of

Evaluation

Exactness

Excellence

Expertise

Explicitness

Explorativeness

Flexibility

Fluency

Forcefulness of presentation

Good workmanship

Imagination

Independent thinking

Insight

Intellectual curiosity
Intellectual honesty

Intellectual tolerance

Intricacy

Knowledge

Logical thought and expression

Mastery

Neatness

Objectivity

Openness Orderliness

Ordernness

Organization and structure of ideas.

Perception Perseverence

Persuasive mode of expression

Planning

Precision of language

Preparation Principle

Progress

Purposefulness

Pursuit of Truth Ouality

Reason

Relevance

Self-criticism

Self-discipline

Self-expression Self-motivation

Sensibility

Sensitivity

Simplicity

Sincerity

Skill

Studiousness

Tenacity

Tentativeness in research

Thoroughness

Tidiness

Tolerance

Truth

Truth

Use of Resources

Validity

Wisdom

Zeal

Aesthetic Values

Alternation Attractiveness Balance Beauty Clarity Composition Conservation Construction Contrast Creativity Delicacy Design Discord **Diversity** Dominance **Economy** Elegance

Fluidity Gradation Gracefulness Harmony Impact Inspiration Integration Originality Poise Preparation Realism Reality Repetition Responsiveness Rhythm Sentiment Serenity Shape Simplicity Spontaneity Subtlety Surprise Symmetry

Tone
Understatement
Uniqueness
Unity
Variety

Social and Cultural Values

Acceptance
Accountability
Affection
Affirmation
Altruism
Appreciation
Approval
Attractiveness
Autonomy

Awareness of heritage

Candidness Charisma Charity Cheerfulness

Christian marriage and home

Citizenship
Cleanliness
Confidence
Cooperation
Courtesy
Culture
Decisiveness
Dependability
Devotion to family

Dignity
Diligence
Empathy

Encouragement Enthusiasm Environment Equality Equity Fairness Family Freedom Friendship Geniality Good health Graciousness Gratitude Happiness Heritage Honesty Hospitality Humaneness

Humility Humour Independence (action)

Independence (choice)
Independence (thought)
Individuality

Individuali Influence Integrity

Humanity

Interdependence

Leisure Liberty Liveliness Loyalty Modesty

Nobility
Optimism
Organization
Parenthood
Participation
Patriotism

People Personal growth

Pleasure Politeness Positive outlook

Prestige

Pride in school Punctuality Purity/virtue

Quiet Recreation Reliability

Respect (authority)
Respect (race)
Responsibility
Rights of others

Safety Sanity Security Self confidence

Self control

Sense of community

Sensitivity
Service
Sharing
Supportiveness
Sympathy
Tactfulness
Thoroughness
Thoughtfulness
Tolerance

Unanimity

Willingness to be involved

Christian Values

Awareness of moral, Christian issues

Benevolence Cheerfulness Compassion Concern Contentment Cooperation Courtesy Devotion Duty

Earnestness Empathy Ethical sensitivity

Faith in God

Flexibility in moral judgment

Forgiveness Freedom Gentleness Genuineness Goodness

Grace Honesty Holy life Hope

Humility Integrity

Justice Kindness

Liberality Lifestyle Long suffering

Love
Loyalty
Meekness
Mercy
Mission
Modesty
Moral integrity
Obedience to law

Patience Peace Perfection

Personal worth as a child of God

Purity
Purpose
Purposefulness
Religion
Repentance

Responsibility for moral decisions

Rest Reverence Righteousness Selflessness Self-control

Self-motivation to develop faith

Self-realization Self-respect

Sense of worth in God's eyes

Sensitiveness Service Sincerity Solemnity Spirituality Stewardship Tactfulness Temperance Tenderness Thankfulness Tolerance

Trust in God Trustworthiness Truthfulness

Understanding of ultimate truth

Unselfishness Uprightness Virtue

Wholistic lifestyle

Vocational Values

Adaptability Adventure Astuteness Authority

Career awareness

Certainty Clarity Challenge Conservation Consideration Cooperation Creativity Curiosity Decisiveness Dependability Determination Directness **Economy** Education Efficiency

Entrepreneurship

Flexibility Foresight Forethought Forthrightness Frankness

Good workmanship **Imagination**

Impartiality Industriousness Ingenuity Initiative Integrity Intuition Leadership Lucidity Mastery

Open-mindedness

Neatness

Openness Perception Perceptiveness Persistence

Pride of achievement Pride of workmanship

Punctuality Reasonableness Recognition Reliability Repetition Resources Respect Security Service Significance Sobriety Spontaneity Stability Success Technology Thoroughness

Time Tolerance Wealth Work Ethic

VALUE BASE FOR THE SELECTION OF TEXT

Most of the content differences between an Seventh-day Adventist Secondary School and other schools will be in the affective domain and relate to what is perceived as the quality of merit in studying some genres of literature, particular passages from some genres of the literature, certain types of language situations, or certain types of drama. Differences may also arise in the emphasis placed on morals and ethics. It will be the teacher's constant aim to emphasize what is believed to be positive Christian values whenever the situation arises.

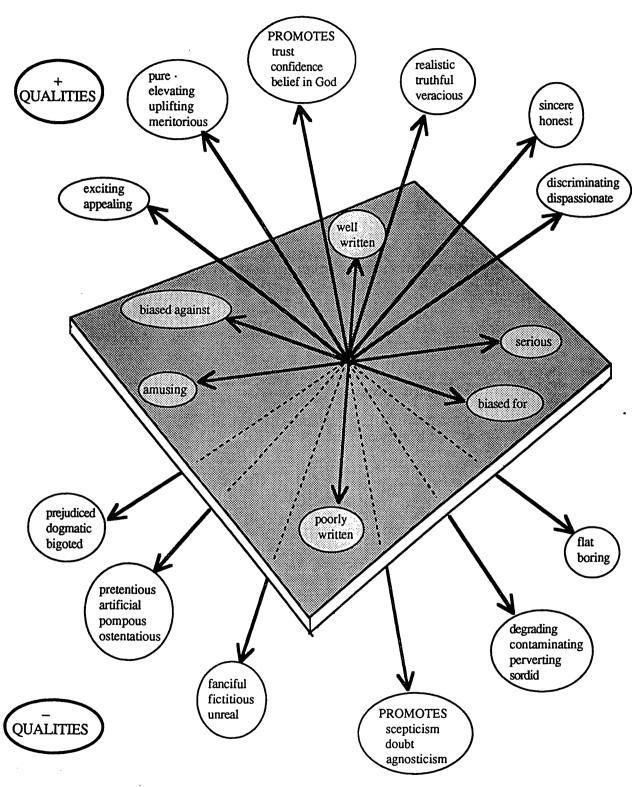
The samples of language and literature to be studied can perhaps best be conceptualized by the following three dimensional figure. The attempt is made in the diagram to highlight a number of interrelating continuums and thus show the scope of the teacher's choice among the various values delineated.

The most desirable literature will come from the higher levels of the continuums while the least desirable will be those that have most characteristics from the lower levels. In the area of the shaded plane are criteria that are basically value-neutral and no position on the particular continuum can be called better or worse than another.

Opinion will vary considerably from person to person as to where a particular text should be placed on a continuum, and also how low on the axis of some continuums a text may be placed before it is excluded for study. It is to be hoped that the concepts of Philippians 4:8 will be the guiding principle.

"Finally, brethren, whatsoever things are true, whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report; if there be any virtue, and if there be any praise, think on these things".

CONTINUUMS EXPRESSING VALUES FOR LANGUAGE AND LITERATURE



This diagram shows three-dimensionally the range of values that must be considered when choosing text for Christian schools. The higher up the continuums of moral worth – the more 'above board' – the more acceptable the selection. Values shown on the board are morally neutral.

METHODS OF TEACHING VALUES

This section of the framework briefly outlines some types of possible teacher tactics for introducing and emphasizing values in English language teaching.

- 1. Select those topics and texts which illustrate the value priorities of Adventist Christians.
- 2. Build a classroom atmosphere which is warm and caring, respectful of the God-given value of each individual; one which conveys a distinct set of values by its appearance, display material, style of government, and organization to develop in the students a desire to live by what is true, honest, uplifting, and of good report.
- 3. Use classroom routines and expectations to illustrate values. Expectations also encompass standards of class work.
- 4. Consciously think about your model as a teacher. Think about your use of language in teaching, discipline, and social interaction with both students and other teachers. Be aware of your influence as a speaker, writer, listener and reader. Be conscious of dress, ethical decisions, course organization, preparation of materials, professionalism, and ways of relating to parents.
- 5. Use all opportunies of interacting with students to illustrate values. Your reaction to their responses is particularly important.
- 6. Think about creative ways to elicit values from text. A group of illustrative examples of this aspect of teaching is included in this framework.
- 7. In selecting texts and activities, be conscious of the need to build a picture of the Adventist lifestyle and world view.
- 8. Build valuing into assessment and report writing. For suggestions, refer to the assessment section in this framework.
- 9. Use visual and spoken media to portray values vividly and emphatically. Student performance in role play, speech, debate, meetings and hosting of social events, and their analysis of drama, films, and other media encourage the valuing process in a realistic way. Through these media, students can explore their feelings and increase their perception of the reality of personal experience in learning. They can also perceive the changing needs of others, the need to care and share, and different ways of viewing reality.
- 10. Use an array of tactics directed exclusively at teaching valuing. Some of these are illustrated below:
 - a. Constantly examine and identify the values expressed in text, and in the use of language in general. Some possible questions to ask are:
 - What is the message and value expressed in this scenario?
 - What feelings are evoked?
 - What values are neglected by this choice?
 - How compatible with Christianity are the expressed values and/or feelings?
 - What methods are used by literary characters to solve problems?
 - What appears to be the author's opinion as to the desirable way of solving problems?
 - Is the author's or his character's method of solving problems compatible with Christian values?
 - How does the method differ from Christian methods and why is this way not right?

• Why does the author's position seem to make sense?

- What presuppositions does he have that make his processes or conclusions seem valid?
- b. Help students clarify the value positions shown in their own and others' responses to questions. Clarifying questions could include:

• Why did you express yourself like this?

- What do you mean by your comment about the worth of this decision? Explain yourself.
- Why do you hold that position about this issue?

• How do you justify the position you take?

Is the position you take in harmony with Christian values?

- What advantages or disadvantages can be perceived in the position you have taken?
- c. Help students make value judgments about activities and choices. We may continually assist students to both identify and form criteria for judging the worth of these activities and choices. Sample questions may include:
- Was this character's decision worthwhile? On what basis do you make your judgment?

What are the criteria for judging what is morally good or bad in this situation?

- What do you think of the merit of this decision as judged against the commandments or some other Biblical criteria.
- d. Help students make informed decisions about life. One tactic involves the type of values analysis which examines the consequences of choosing alternate courses of action. These decisions are then implemented with certain outcomes. Note that for Christians consequences may not be adequate reasons for actions. Where possible, link consequences with moral and religious principles which are generally more important than consequences. The following questions illustrate this tactic:
- Because Jane chose to treat Alex in this way, what were the short/long-term consequences (both positive and negative) for her, for other family members?
- What evidence is there from the past, from Scripture or from other sources that the sorts of consequences listed in (a) above would happen?
- Should she therefore have acted like this?
- e. Create opportunities for students to apply values to their own lives. Examples of these opportunities are:
- How does this incident relate to your values or life?
- What do you personally get out of this family portrait?
- What are you going to do in response to the idea expressed in this short story?
- How would you persuade/dissuade someone who holds a particular value position
- 11. Provide a Christian environment where values, beliefs and feelings can be explored, questioned and modified through contact with the ideas of great thinkers, through a study of great writers, and an evaluation of the techniques and processes of communication.
- 12. Problem solving involving hypotheticals and case studies.

ELICITING VALUES FROM TEXT

This section of the framework attempts to illustrate some of the many ways in which values can be identified, clarified, analysed, and applied in the course of teaching from various types of English text. A range of textual types are used to show possible contrasts in approaches. Further examples ar given in the Appendices.

DRAMA

Macbeth

- 1. Some themes which lend themselves to the discussion of values:
- a. The nature of evil and temptation. Evil is not simply a matter of evil acts which a person might commit: evil is a deeply rooted part of our human nature. In Macbeth's case the impulse to evil surges up at first from the depths of the sub-conscious being suddenly and without pre-meditation. Macbeth is horrified to think that he, who has previously thought of himself (and been accepted by others) as 'worthy' and 'noble' Macbeth, should have such potential in his being though at the same time he is fascinated by the evil impulse that shakes his being.
- b. The motivation to evil is not always easily definable. In Macbeth's case, the combined influence of the witches, his own ambition, and of his wife's persuasions are together inadequate to account for the evil impulse. There is still something undefinable and mysterious about it, which intensifies the sense of metaphysical dread which the play evokes.
- c. The nature of conscience and its relationship to imagination.
- d. The desensitizing of the finer sensibilities which results when conscience is deliberately scarred, and the progressive brutalization which eventually results.
- e. The extent to which commitment to a course of evil limits a person's freedom of choice and action.
- 2. Where are the positive values in this play?
- a. The insight it gives into the above themes.
- b. The frequent allusion in the imagery to a range of positive values, which often emerge most powerfully in those sequences where the evil in the play is being evoked most intensely. (eg Macbeth's invocation of the witches in IV i)
- c. The positive values represented by people such as Malcolm, King Edward of England.
- d. The sense of value which emerges as an after-image of the pity and fear we feel at such atrocities as the murder of Lady MacDuff and her son.
 - eg The sense of lost potential which we feel is an essential element in Macbeth's tragedy.
- 3. Aesthetic considerations:

- a. The concepts listed in the sections above emerge with special force by virtue of the intensity and power of the poetry of this play.
- b. A sense of the association of the imagery is crucial to apprehending the positives implied in this play positives against which the evil in the play is constantly being defined and judged.
- 4. Teaching tactics:

Some questions which might lead to discussion of the values listed above:

- a. At what point in the play does Macbeth become aware of the impulse to evil rising within him?
- b. What is his reaction?
- c. Why does he react in this way?
- d. What do you think motivates this impulse to evil in him?
- e. Are the possible motives you have suggested adequate to explain Macbeth's impulse to evil? Study especially Act I Scene VII in relation to this question.
- f. What differences do you see between the Macbeth of the second half of the play, and the Macbeth of the first half of the play?
- g. Do you think this play is purely negative in its impact? Where would you locate the positive values in the play?
 - Explore especially the effect of the imagery at the beginning of Act I scene vi ('The temple'), and of Macbeth's speeches immediately following the discovery of the murder.
 - Explore the imagery of natural fertility, and of religious values in the play.
 - Explain the imagery of light and darkness.
 - Explain the imagery evoking an awareness of the normal social and natural processes.
- h. Explore various ways in which this play could be interpreted on stage. One mode of production might create an impression simply of something sordid. Another might make the audience highly aware of the metaphysical dimensions to the play (eg. the divine sanctions which Macbeth is violating, the "angels trumpet tongued" of I vii, the sense of the last judgement already pre-figured in the inevitable "judgement here", etc).
- i. Where are the major decision points for Macbeth, places where he could have made an alternative choice? What influenced his decisions and what may have been the outcome if he had made an alternative choice? What similar pressures do Christians have to face?

LANGUAGE LEARNING PROCESSES

The following are a set of examples of processes involved in working with language in its various forms. There could be a number of processes added for each activity and numbers of other activities added. These are purely exemplary.

Thinking Processes (used generally in language)

Confirming Synthesizing Hypothesizing **Evaluating**

Analysing Predicting Reflecting Inferring

Listening and Speaking Processes (used in interaction)

Attending Discriminating

Attending to speakers Following directions

Expressing mood Discussing

Memorizing Interpreting mood

Reading aloud to entertain and instruct

Composing Processes (used in composing written work)

Note taking Organising Drafting

Brainstorming Planning Editing

Evaluating Clarifying purpose Pitching to audience Proofreading and revising

Selecting topics and styles that are compatible with values

Spelling Processes (used in study of spelling)

Sounding

Ordering

Recognising

Analysing structure

Remembering

Learning

Lettering

Grammar Processes (used in study of grammar)

Identifying Naming Comparing Grouping Relating Constructing

Vocabulary Processes (Used in building language power)

Defining meaning

Utilizing synonyms and antonyms

Developing fluency Analysing origins

Using words appropriately Increasing a word base Researching origins

Visual Language Processes (used in watching a film, TV, using a computer program)

Identifying Selecting Comparing

Tracing Interpreting

Critically evaluating moral position

Comprehending Processes (used in learning to interpret texts)

Predicting Decoding Skimming Analysing Researching Scanning

Interpreting various levels including the subliminal

Reading Literature Processes (used in studying literature for school purposes)

Following eg a storyline, a line of argument Identifying eg structure
Collecting eg characteristics
Interrogating the text
Analysing eg the characters, the words used
Interpreting eg roles, actions
Assessing the philosophy, objectives, tone, and values
Evaluating the quality of a passage or work

Paragraphing Processes (used when constructing a paragraph for informational texts)

Planning eg what will be in a sentence, the idea of a sentence Interpreting eg ideas into words Comparing eg ideas, sentences, words Constructing eg a sentence, a phrase Delineating eg between one idea and another, between one phrase and another

Pronunciation Processes (used in pronouncing a new word or re-learning pronunciation)

Attending to a sound, or group of sounds Reproduction of sound Attending to own voice Comparing

Acknowledgement

The above list of processes has been adapted from:

Jenkins, E. and Butt, D. A Guide to Language Teaching And Use In Australian Schools. Schools Commission 1990.

THE TEACHING OF SYNTAX

What is Syntax?

Syntax refers to the structural relationships of words in a sentence. A wide range of syntactic theories are available, such as traditional grammar, functional approaches to grammar, transformational grammar, systemic grammar, et cetera. No one of these systems has yet gained universal acceptance, but each offers distinctive and valid contributions to linguistic understanding (though in most cases traditional grammar is least favoured as a system).

One advantage of functional approaches is the scope they give for students to make their own explorations of patterns and structures in language.

It is suggested that teachers might usefully explore a variety of syntactical approaches and draw on the best of each for teaching purposes.

Purposes of Teaching Syntax

One objective of English teaching is to develop students' ability to explore the complexities of text. Syntax is one aspect of text.

Some knowledge of syntax can make students more aware of choices available to them in composing a text, and can help them exercise them more intelligently.

A knowledge of syntax is useful in providing a vocabulary and set of concepts for discussing the language features of a text.

A sense of the structure and intricacy of text can have an aesthetic value.

A knowledge of linguistic structure can reveal a basic order and design in human intelligence which suggests that the mind was not random in its origin.

A metalanguage (a language used to discuss language) can improve our awareness of language.

Many universities require students in first year English to study a component of linguistics. Students with little previous syntactic knowledge are often disadvantaged in these courses.

Suggestions for incorporating syntactical awareness into the syllabus.

The teaching of syntax is best when it is done in the context of a specific linguistic task which is immediately relevant to what the students are doing. Some examples are composing a particular kind of text, or discussion of the language features of a text.

While a study incorporating syntactic knowledge with a specific task is laudable, teachers should also be aware of opportunities to fire students' interest by extending syntactic awareness for its own sake.

In the junior high school syntactic knowledge might best be introduced at points of need. In the senior high school some more extended treatment of syntactic knowledge will probably be necessary to provide sufficient background for the more sophisticated discussion of language use required at this level.

It is understood that the emphasis given to syntax will vary from state to state in accordance with state requirements.

ASSESSMENT

Introduction

What is Assessment?

Assessment refers to any method teachers use to measure the performance of students in relation to the objectives of the course.

Assessment can be done by:

- Evaluating pen and paper tests.
- Appraising discussion with students.
- Observing student behaviour in class.
- · Marking assignments.
- · Marking books.
- Evaluating original research work.
- · Criticising students lectures and debates.
- Commenting on student performance in role plays and simulations, or on excursions.
- Monitoring student response to audio-visual materials.
- Observing the student's practical work.

Why Assess?

- To ascertain the existing knowledge and prior experience that students bring to the learning task.
- To monitor the progress of students.
- To provide feedback to students
- To establish a single global grade
- To measure the extent to which students meet the course objectives.
- To assess a student's potential in a subject.
- To provide feedback to the teacher.
- To provide feedback for employers.
- To provide feedback for parents.
- To enhance self-esteem by encouraging students.

What is the Role of a Teacher in Assessment?

Subject departments should:

- Monitor the performance of individual students using continuous and appropriate assessment procedures in order to:
 - Determine student mastery of skills and processes
 - Detect and diagnose learning difficulties
 - Provide feedback to teachers and students
 - Plan relevant activities and strategies
 - Assess the effectiveness of programs and strategies
- Maintain an accurate and continuous record of each student's performance in order to:
 - Monitor student developments
 - Report student progress
 - Assist future planning

- Move towards profile reporting in order to:
 - Communicate with students about their progress
 - Communicate student's progress in a form acceptable to significant others
 - Describe the range of student achievements
 - Report on different areas of achievement in their most appropriate form

What Is Assessed?

In assessing a student's performance a measurement must be made of the extent to which the student has achieved the objectives of the teaching program(s).

These objectives should focus on knowledge, processes, skills, attitudes and values.

Use and Interpretation of Assessment

The results from assessments are usually interpreted in two different ways depending on the purpose. A <u>Criterion Referenced</u> interpretation, being mastery based or diagnostic in purpose can be perceived as the most philosophically compatible with Christian values. However because of the need to cope in a competitive society the <u>Norm Referenced</u> interpretation, which ranks students, must be used in conjunction with criterian referenced reporting.

Student Self-Assessment

An ultimate aim for the teacher will be to develop in students the ability and the desire to be critical of their own work. To encourage development here the teacher can:

- Give non assessed assignments which allow a free interchange of discussion between the teacher and the student.
- Give assignments where only one particular process is being targeted. Both positive and negative feedback possible here.
- Expect students to be critical in editing their own work. Avoid cliches, unwielding sentences, poor paragraph linking, avoiding cliches, avoiding unwieldy sentences, avoiding poor paragraph linking, and being careful about positioning of paragraphs, etc.

Assessment of Values

- Ask students to attempt assessment tasks which parallel methods of teaching values. It
 would be necessary to have previously taught how to attempt these tasks and to have
 explained clearly what they involve.
 - Identifying values in text
 - Making judgements about decisions of characters encountered in text. These judgements would be evaluated against criteria established by teachers or students themselves
 - Completing stories which illustrate given values.
 - Writing compositions to show how life's decisions bring consequences which are tied to values.
 - Ranking values from text according to a value priority.
- Build up a profile of students' attitudes shown over time, something which is not necessarily marked.

SAMPLE LESSON

The summary of a lesson set out below is designed to show how the main elements of the framework are brought together. Notice that the summary shows values, methods of teaching values, processes and assessment. It is suggested that this kind of summary could help you teach more values in a deliberate way.

LANGUAGE:— Use of punning for humour.

Values:

- Intellectual Curiosity
- Impact
- Subtlety
- Fairness
- Tactfulness
- Kindness

- Explorativeness
- Spontaneity
- Uniqueness
- Sensitivity
- Cheerfulness

Language Learning Processes:

- Inferring
- Evaluating
- Interpreting

- Constructing
- Identifying

Activities:

Select puns which are funny without being rude or putting someone down Select puns that are a clever twist of language to get a message across Reject puns that carry innuendo

Refer to the fact that Christ is believed to have used a pun (Matthew 16:18)

This pun is built on:-

Petros = stone = Peter Petra = rock = Christ

- Discuss the difference between deliberate and untentional punning
- Highlight the technique of punning based on homonyms or malapropism
- Present examples which are aphorisms
- Elicit reaction to puns from the list
- Seek explanation of how the humour is created in particular puns
- Encourage students to give examples of homophones or malapropisms
- Attempt creating a pun

Assessment:

Students could be asked to identify the technique of humour in selected examples. Students could be asked to find examples of puns and comment on the process of creating humour in their collection.

APPENDICES

APPENDIX 1

APPLICATION OF OBJECTIVES IN VALUING AND LANGUAGE PROCESSES

The following section of the framework provides examples of how the objectives of the framework could be pursued in activities which attempt to develop the processes of learning language. The examples are intended to be a resource of ideas, and should be seen as being a starting point in the process of integrating valuing and language learning processes.

1. To help students realise as fully as possible their God-given language potential.

Every individual has been endowed with a responsibility to develop their talents God has given them. This is particularly true in regard to language, as it is communication that enriches life.

The teaching approach could include:

- a. Establish each student's language base through the use of evaluative tools.
- b. Foster a learning environment which will encourage each student to explore language, whatever their background.
- c. Capitalize on student language strengths. This will build their confidence, create the desire to improve language and permit them to manipulate language effectively.
- d. The above would include a range of activities as suggested in objectives 5, 8, 11.
- 2. To develop and refine student's values.

This objective is really pursued in all of the objectives of this framework. The reader can partly see how this is so by looking through this appendix, the following appendix on how we may elicit values from text, and the framework section on methods of teaching values.

Keep in mind the following guidelines in regard to developing the valuing process:

- a. Our value extends from our world view, expressed in the philosophy of this framework, and which sees God as the centre of reality, and the revealer of truth and value priorities.
- b. Values lie everywhere in text, but they often remain implicit and unexamined. Teachers constantly need to point them out.
- c. There are some key values which motivate Christian behaviour. These include gratitude to God, unselfish love and trust in God. These underlie many other values.
- d. There is constant tension between reasoning and authority in the valuing process. Remember that we cannot establish the credibility of authorities without some reasoning. While Christians accept revelation, they still have to be rational.
- e. We show our values by what we choose, by what we prize in our hearts and by how we act.
- f. A value is an estimate of worth or merit that we place on some aspect of experience.

- g. English teaching presents hundreds of case studies of the valuing process in action. Constant comparison can be made between valuing decisions in text, and types of decisions student's make in their own lives.
- h. Salvation can be seen to make changes in behaviour which is linked with valuing. The Holy Spirit is really revealed in ethical behaviour.
- 3. To develop student's sense of judgment and discrimination.

The teaching approach could include:

- a. The awareness of the choices available to a writer at each point of composing a text, and ability to exercise those choices intelligently.
- b. The ability to assess the effectiveness of a text, and to make judgments about the quality of the values expressed or implied in it.
- c. The ability to discriminate between texts on the basis of their affectiveness, the quality of their artistry, their moral tenor, and other relevant values.

NOTE:

- The values of some works are primarily aesthetic, and aesthetic considerations are an important element in all literary judgment.
- The assessment of a work involves the discovering of its own organizing principles and weighing their relationship to the writer's philosophy and to the Christian's value position.
- Judgments about a text will assess its appropriateness to the situation for which it is composed, and will take into account its function and its relationship to its guise. Also of importance is the question of the desirability or otherwise of studying it.
- Parts of a work need to be assessed in relation to the technique and viewpoint of the work as a whole.
- Responsible literary judgment is less a matter of identifying occasional faults than of defining a work's characteristic excellences and assessing the nature of its positive achievement.
- 4. To develop an ability to explore textual complexity.

In any work which involves a 'text' consideration will need to be given to the suitability of that particular example for use in a Christian school. Wherever it is necessary to deal with a passage which is not entirely satisfactory, then serious thought must be given to handling the sample in a way that promotes the desirability of the Christian position.

The teaching approach could include:

Discussion of particular section(s) of a text which is:

- Teacher led
- Group led
- Pupil led

Discussion will focus on:

- Semantic relations
- Phonological elements etc.

Tools:

• Introduce simple analytical tools for exploring particular patterns. For example, grammatical patterns, structural patterns etc.

Exploration:

- Personal (re)writing of the text. An example is journal writing.
- Discovering the complexities of the text by shaping it into a different form. Examples are oral reading of printed text, writing of oral discourse, drawing a cartoon etc.
- Discussion of the reshaping of the text(s). Examples are discussion of stage drama portrayed on video.
- · Comparison of two or more texts.
- Approach texts with suspended judgement, testing a range of options. A Christian teacher has the responsibility, where possible, to provide the skills and often the information that will enable the students to make a decision about the text.
- 5. To make available a range of situations in which students may use and develop their language capabilities.

The teaching approach could include:

- Speaking and listening:
 - · Class talks
 - Debate
 - Drama
 - · Small group activities
 - Story-telling superiors
 - peers
 - subordinates
 - Use of audio equipment

In each of these areas the Christian will focus on:

- The use of pure language
- Expressing an idea persuasively as well as clearly
- A courteous approach that:
 - Listens attentively to a speaker
 - · Allows other speakers a fair hearing
 - Relies on strength of argument rather than sarcasm or belittling a person to win
 - Accepts decisions of adjudicators
 - Respects turn taking in all discussion
- · Reading and writing:
 - Advertisements
 - Films
 - Letters
 - Newspapers
 - Novels
 - Plays
 - Poems

- Short stories
- Articles
- Essays
- Writing for a particular age group then reading the production to that age group

In using these the criteria for Christian selection will apply. In addition some guiding principles for discussion of advertising would include:

- Use of honesty in claims for a product
- A refusal to attack 'the opposition'
- The refusal to use subliminal techniques which attempt to manipulate people beyond the level of their will

· Observation:

- · Audio visual
- Cartoons
- Charades
- Diagrams
- Dress and costume
- Film
- Mime
- Posters
- Role playing
- Discussion groups

For the Christian teacher care will be taken in the handling of these areas to avoid the immodest, the rude, and the suggestive.

6. To develop an ability to use language in a way that is appropriate in a variety of contexts.

The teaching approach could include:

- Exploring samples of the given language type. Examples are prepared speeches (for more examples, see no. 7)
- Making comparisons leading to an evaluation of the effectiveness of one over another, via a consideration of characteristics:
 - Use of vocabulary
 - Structure of work
 - Participants
 - Purpose
 - Setting
- Transferring content from one register to another.
- Proposing suitable editorial modifications to a poor quality register sample.
- 7. To develop students' ability to communicate clearly, accurately and effectively in a variety of situations.

The teaching approach could include:

- Talking and Speech
 - Debating
 - Leading and participating in discussion

- · Making a radio play
- · Participating in school assembly
- · Writing and delivering prepared speeches
- Making and receiving telephone conversations
- Reading aloud

Here the Christian will constantly stress that the development of these skills prepare the student for communicating ideas effectively and the ultimate purpose is to 'sell the Christian message' or 'edify the believers'.

Writing

- Advertisements
- · Applications
- Letters to:
 - Editor
 - Friend
- Invitations
- Stories, poems, jokes, songs, jingles
- Listening
 - Conducting a survey
 - Following directions for constructing a survey
 - Interviewing
 - Participating in talkback eg telephone conversation
 - Writing a critique, summary etc
- Viewing
 - Discussing
 - Reviewing and reporting on a film
 - · Writing a new ending/scene for a film
- 8. To develop competence in using a variety of tools for text production.

The teaching approach could include:

- · Making students aware of:
 - Genre
 - Medium
 - Orthography
 - Register
 - Tone

Giving practical experience:

- Handwriting
- · Arranging the layout of a production
- Operating of audio-visual equipment:
 - overhead projector
 - slide projector
 - photocopier
 - video monitor

- still camera
- video camera
- · tape recorder
- Printing screen
- Using a keyboard typewriter/word processor
- Using the block method of word processing
- 9. To develop an awareness of the part that medium plays in shaping a text.

The teaching approach could include:

- Media such as:
 - · Computer displays
 - Drama
 - Film
 - Print text
 - Radio / recordings
 - Static images
 - Television
 - Various forms of public speaking
 - Video
- Familiarity with the conventions of the medium and its accepted uses and meanings:
 - The physical qualities eg computer hardware and software
 - The jargon of the medium
 - The typical applications of the medium
 - The typical reactions to the application
- Analysis of effect of medium in shaping text. An example is taking the same piece of text and applying it to two different mediums, then analysing the difference in the texts.
- 10. To develop an awareness of the part that the presuppositions and the philosophy of life held by the writer can affect the text.

The teaching approach could include the following types of processes and skills:

- Focusing on an analysis or overview of various texts, compilations, media programmes, etc.
- Focusing on the themes, values, and intended audience of particular productions.
- Synthesizing a view from the aggregate of the selections in a particular work or production.
- Evaluating a work from the point of view of what ideas, beliefs, values have not been made prominent.
- 11. To develop the creative potential of students and appreciation of creativity in others.

For the Christian there is a need in this area to stress the qualities of what may be termed a 'sanctified imagination'. Attempting this will lead to an avoidance of the sensational and fanciful for their own sake.

The teaching approach could include the following types of processes and skills:

- Blocking out words in poems
- Collecting and assessing TV ads

- · Collecting magazine ads eg 'Trash an Ad'
- Delivering an oral report
- Demonstrating a hobby
- Hosting a guest speaker students acting as host
- Illustrating poem with slides, music etc
- · Making an ad.
- Making videos
- Organizing an excursion
- · Participating in a film study making your own film
- Playing and discussing of songs
- Producing a class newspaper
- · Producing a radio play
- · Producing imaginative recreations
- Producing plays
- Swapping words in poems
- Using a text as basis for discussion
- Using of other mediums besides biro eg making posters
- Using word processing techniques in writing computer work
- Verse reading/poems
- Working in groups pairs
- Writing a class novel
- Writing a journal/diary
- Writing a letter
- Writing a radio jingle
- Writing an instruction manual
- Writing dialogue
- · Writing poems, verse etc

12. To develop students' aesthetic abilities.

The teaching approach could include:

Talking:

- · Drama: seeing and participating
- Hymns, psalms, chants
- Poetry: hearing verses speaking your own
- Re-enact a famous speech such as Portia's in The Merchant of Venice
- Recital, verse-speaking
- Speeches
- Writing and presenting their own play

Listening:

- To different types of music such as instrumental or vocal
- · To a play, a performed song
- To a famous speech eg One by J. F. Kennedy
- To music in song form eg 'Streets of London'
- To an orchestra, a concert etc

Writing:

- Developing calligraphy skills
- Drawing cartoons, comic strips
- Making a poster or advertisement
- Reading texts as a work of art and imitate
- Writing a letter in Old English scripts

Viewing:

- Knowing and understanding film as an art form
- Making a film
- Visiting an art gallery
- Watching and analysing a film.
- 13. 'To develop receptivity to others' views and experiences'. (ie openness to ideas and experience as a record).

Implied in this objective is a developing of the power to distinguish between accepting of people and the accepting of their ideas which may be error. Stress must be placed on tolerance toward the individual while demonstrating the reasons for rejecting his ideas.

The teaching approach could include engendering a response from the student capacity for:

Speaking:

- Choosing the correct register of language (vocabulary, tone, mood, audience, accompanying body language)
- Appropriately choosing concept, metaphor, style and complexity
- Re-enacting of texts

Viewing:

- Watching, listening and evaluation skills
- · Watching others interact and communicate

Reading:

- Empathizing with the author and characters
- Evaluating, analysing and comprehension skills

Writing:

- Adding a new ending to the text
- Correctly using the register of address in language, and the media of address
- Creatively re-stating concepts, values, and ideas
- Developing appropriate style and complexity for the writing task
- Rewriting the original text in poetry or song
- Selecting the appropriate medium eg visual presentation
- Writing about characters in a story
- Writing tasks that require expressing empathy
- 14. To generate in students a desire to continue when they leave school the language development which they experienced in the English classroom.

To achieve this objective it is important to expose the students to a wide variety of interesting activities. This will enable the students to select styles of writing and types of genre that meet their interests.

The students need to be exposed to a wide variety of experiences that demonstrate the necessity of expertise in the use of language.

The teaching approach could include:

• The teacher's being a model of a person who finds enjoyment in a wide range of reading and writing. For example:

- Letting the children see you reading and writing for pleasure
- Reading aloud to the class to stimulate interest (reading part of a story)
- Studying model essays, assignments, speeches
- Focusing on the practical applications of language in everyday use. For example:
 - Job applications
 - Resumes
 - Interviews
 - Telephone conversations
 - Leading discussions
 - Introducing speakers
 - Letters etc
- Introduce the students to new experiences by moving from the simple to the complex, known to unknown. The students interest needs to be awakened before they will be willing to take up the intellectual challenge. For example:
 - In presenting Shakespeare start with simpler plays
 - For Poetry commence with poems that have obvious rhythm and rhyme.
- 15. To develop the desire and ability to communicate with God and about Him.

Teaching strategies could:

- Include modelling through lifestyle, involvement in church activities and prayer.
- Provide opportunities for students to communicate. Examples are: Involvement in church and community by singing, reading aloud, public speaking, puppets, prayer, and role plays.
- Use the Bible and Christian texts as examples of communication. Examples are:

Parable: Translate a parable into a modern medium and produce it.

Prayers: After modernizing an example of a psalm, write your own psalm, or a response to a psalm.

APPENDIX 2

SUPPLEMENTARY EXAMPLES WHICH ILLUSTRATE ELICITING VALUES FROM THE TEXT

SHORT STORY

Examples of how values can be elicited from this text

- 1. Examine themes.
- 2. Write an essay using the values of one of the characters in a different setting.
- 3. Compare the setting of this story with the student's own situation.
- 4. Act out the story. What type of persons are the characters?
- 5. Write another ending to the story to reveal the characters and values of a different character.
- 6. Does the author's technique reveal his values?
 Is this a valid question to ask? What pre-requisites do we need to be able to make this type of judgment?
- 7. To what extent do the characters reflect the author's values?

"THE VERGER"

- 1. Assessing Attitudes:
 - What was the Verger's attitude towards:
 - His own work?
 - The parson?
 - The church wardens?
 - Did these attitudes change when he was fired? If so, why?
 - If you were in the Verger's position, what would have been your attitudes:
 - At the beginning?
 - At the end of the story?
 - What do you see in the Verger's reply that he was unwilling to learn to read? Is he justified in his attitude?
 - If you were to act out this short story, how would you act each of the characters?
 - How do the characters change throughout the story? Why do they change?

- 2. Examine the Setting:
 - Is the setting 'value free'? If not, where does it reveal values?
- 3. Define the Values:
 - What characteristics make the protagonist what he is?
- 4. Emotional Content:
 - How would you feel? Why?
 - How does the character feel? Why?
- 5. Explore the Themes:
 - What do you see as the 'moral' of this story?
 - What conclusions could we draw from this story?
 - Are you happy with these conclusions?
- 6. Literary Style:
 - Is the protagonist treated sympathetically by the author?

NOVEL

"THE PEARL" by J. Steinbech

- 1. Examine the Setting of the Story:
 - A Spanish/Mexican community suffering Spanish colonial dominance.
- 2. Define Themes:
 - Racism and greed
 - Community
 - The family
 - Ignorance etc

Examine emergence of themes throughout the plot ie writer's style and technique.

- 3. Examine Properties of Characters:
 - Gauged by behaviour/speech etc, leading to a variety of outcomes throughout the novel. eg Kino: frustration violence; loyalty protection etc.
 - Canvass alternate behavioural patterns, choices, etc eg acceptance of the status quo as against pursuing change.

Transfer ideas to student's situation - construct parallel conflict situations; propose acceptable or unacceptable resolutions; evaluate the lessons learned etc.

4. Examine Aesthetic Properties of the Work:

eg. Description of the sea bed, town, doctor etc. Use of imagery and motif etc. to add emphasis. Examples are preying scavengers, shadows, optical illusions, etc.

- 5. Examine the Value Positions:
 - What is the value and message expressed in a scenario?
 - What values are neglected?
 - What methods are used by the characters to solve problems?
 - Compare the author's position with that of the characters. Is there disparity?

POETRY

"BEACH BURIAL" by B. Dawe

- 1. Themes:
 - How death unites humanity
 - · The destructive nature of war

Activity:

- Describe personal beliefs and attitudes to death and war.
- Research the affects of war on a country currently in the news.
- Find five quotations from famous writers about death.
- Compare Dawe's position with that of other authors.
- Does his position differ from the Christian position? How?
- 2. Comparison texts:

Activity:

- Assess the war images presented in 'Dulce et Decorum Est' (Sassoon), and 'Weapons Training' (Dawe), and compare with Slessor's presentation in 'Beach Burial'
- 3. Aesthetics of the text: eg imagery, mood

Activity:

- Compare other poet's images for death and sorrow.
- Design your own image to create the mood of sadness.
- 4. Assess the values presented by the poem

Activity:

• Complete an evaluative table:

Value Positive Negative Its Relevance to Me

- 5. Teaching Tactics:
 - Describe
 - Analyse

NEWSPAPER PHOTOGRAPHS

1. Possible Themes:

- Advertising
- Angles of items
- Aspect for readership to relate to
- Audience
- · Captions influence of terms relational to photo
- Composition of photo
- Contrast and focus
- Contrast to print (attracting attention etc)
- Entertain
- Fact and opinion
- Impact Dormant image etc
- Influence
- Inform
- Language of newspaper
- Layout
- Objectivity versus Subjectivity
- Photographs
- Purpose
- Structure Depth, proportion, colour, texture, tone, contrast, angles, focus, composition
- Structure of newspaper
- Summary of events
- Visual impact
- Visual perspective

2. General Values:

- Balance and symmetry
- Design
- Economy
- Efficiency of text
- Honesty
- Humanity
- Impact
- Integrity
- Justice
- Logic
- · Organisation and structure
- Research
- Simplicity
- Truth

3. Purpose of the Photo:

- This is to summarize events from one visual perspective:
 - Balance
 - Clarity
 - Imagination
 - Integrity / honesty

- Respect for
- Response
- Simplicity
- Thoroughness

4. Audience:

- Appropriateness
- Clarity
- Participation

5. Impact and Structure:

- Balance symmetry
- Beauty
- Composition
- Contract
- Creativity / originality
- Economy
- Impact
- Shape
- Tone

6. Purpose:

- Questions and activities to elicit values stated above: View a photo taken from newspaper. Include captions.
 - What are the main images of the photo?
 - List the main images in order of importance, explaining their importance in relation to each other.
 - What impressions, feelings, and/or attitudes are associated with each of the images in the photo?
 - How do the various images support each other to form the complete photo?
 - Are there any symbols or signs in the photo? What immediate response do you have to the sign or symbol?
 - Is the purpose clearly portrayed in the images or signs or symbols?
 - What statements are being made by the various images or signs or symbols? How do they contribute to the complete photo? List the positive and negative images, signs or symbols, and the means etc.

7. Activities:

- Photocopy images, cut out and examine separate from the complete photo. Look at balance, response etc.
- Use photocopy to enlarge different images to show how the dominant image carries the main purpose. Assess how the change of dominant image or sign or symbol changes impact and purpose. Change values: balance, respect for, response and clarity, impact.
- 8. Discussion and Pupil Response:

- Write an immediate response to the photo as whole.
 - Is the photo pleasant to your eye? Why?
 - What is it about the photo that attracts you? Why?
 - What stands out in the photo? (Main image, sign, symbol, lettering, animal, human?)
 - Why does it stand out? What else in the photo makes it stand out?
- Attitude Impact:
 - What in the photo will you remember? Why?
 - List adjectives to describe your attitude to the photo etc.
 - What "way of life" is promoted by the photograph?
- Structure:
 - Could you remove any section or image etc from the photo and still retain the purpose?
 - By cropping the photo, can you modify the purpose?
 - Re-arrange the position of the images, signs or symbols to evaluate shape and tone etc.
 - Assess what happened before and after the moment of the photograph.
- Contrast in the Photo:
 - · Black and white versus colour
 - · Action photo versus still life
 - People versus land scene

LANGUAGE OF CONVERSATION

Language of conversation exhibits values in numerous ways. Below are listed five themes which show how valuing happens in conversation. Each theme is illustrated by an example of different kinds of values.

- 1. Themes for discussion:
 - Language is part of symbolic communication which is portrayed in the following ways:
 - Letters (eg abc)
 - Words
 - Gestures
 - Body language
 - Language reveals identity through the following characteristics of spoken speech:
 - Accent
 - Vocabulary
 - Sentence structure
 - · Non-verbal communication
 - Tone
 - Pitch
 - Speed
 - Manner

(We could ask what values are revealed about the participants through these)

- Language reveals character qualities such as:
 - · Cheerfulness
 - Confidence
 - Courtesy
 - Dignity
 - Empathy
 - Encouragement
 - Enthusiasm
 - Humility
 - Humour
 - Modesty
 - Politeness
 - Purity
 - Respect
 - Self-control

Ouestions which can be used in discussion are:

- How easy is it to assess character qualities from a short segment of conversation?
- What particular features of conversation reveal these character qualities?
- Within a language there can be many variations which affect the way we respond to the speaker:
 - Those affecting the sounds we hear accent, dialect, idiolect
 - Those affecting the levels of formality slang to formal
 - Those related to degree of intimacy phatic to familiar
 - Those related to intention straightforward to ironic

How can these differences hinder effective communication?

• The language of conversation is often ambiguous.

Because of the complexity of the communication process it is easy to misunderstand the intention of the speaker. Therefore, there needs to be:

- Tolerance and understanding
- An interaction of words, non-verbal activity, context and anything else which may influence the speaker at that time.
- 2. There are guidelines for developing sensitivity to meaning in conversation. Here are two examples:
 - Understanding the background of a person helps us to appreciate his communication style.
 - Listening requires understanding the intention as well as understanding the words.

TRANSACTIONAL TEXTS

eg COMPLETING A PASSPORT APPLICATION:

- 1. Concepts for discussion when teaching the values related to passport application are:
 - It is an official identification of who you are and therefore it requires:
 - Honesty in the supplying of information.

- Accuracy in the details given
- Neatness in filling out the passport
- It is a document which implies citizenship and therefore needs our:
 - Respect
 - Commitment
- 2. Some activities require the careful following of instructions:
 - For example, as we follow instructions we need:
 - Patience
 - Thoroughness
 - Orderliness
 - · Planning ahead
 - Accuracy
 - Perseverance
- 3. We require help in completing forms, and this activity causes us to show certain values.
 - Necessary values-oriented behaviour when asking for help:
 - Graciousness
 - Honesty
 - Humility
 - Punctuality
- 4. The activity of checking on progress of our application it requires us to show attitudes.
 - Important attitudes to demonstrate are:
 - Tactfulness
 - Endurance
 - Respect

NEWS REPORTS

The report needs to be current – from television, video, radio, etc. See that the class view television news, a documentary, newspapers, or that they listen to a radio report. It is useful to have a transcript of the report.

- 1. Examine the components of news to determine the producers' priorities. Possible valueoriented aspects may include:
 - Advertising
 - Economic relevance
 - Environmental and scientific issues
 - · International, national, and local news segments
 - · Personal interest stories
 - Famous person interviews
 - Someone in difficulty
 - · A do gooder
 - Political issues
 - Sport

2. Examine Structure.

- Ascertain the values by using activities such as:
 - · Discovering the interviewer's values
 - Asking how long it lasted
 - Asking where it came from
 - Assessing any bias or exaggeration
 - · Checking for backup film
 - Comparing honesty, with two reports on the same topic
 - Establishing the ranking of the position of report
 - Evaluating for possible manipulation
 - Evaluating in terms of possible propaganda value
 - Evaluating the timing of the item's presentation.
 - Focusing on one story
 - Looking carefully at the use of loose and periodic sentences
 - Noting the control of tense
 - Questioning the degree of sensationalism
 - Ranking of ideas within the paragraphs
 - Studing photographs of the event

3. Examine Language

- Establish whether there is exaggeration.
- Assess for use of emotive words.
- Assess the level of the vocabulary.
- Note the amount of actual speech recorded.
- Separate factual statements from opinions.

4. Compare Features

- Compare report with report on similar topic in another medium and/or alternate presentation in the same medium (T.V., Radio, Newspaper)
 - Analyse the different perspectives of the different producers.
 - Establish criteria for assesing the truthfulness of a report.
 - Establish and compare emotions aroused by the different reports.
 - Discuss what emotions the author may want you to have.
 - Evaluate the position a Christian would need to take in relationship to the report.

5. Discover Possible Values

- Concern (empathy) for others in trouble
- Honesty
- Manipulation
- Objectivity
- Prejudice
- Tolerance

6. Assess the Worth of Values:

- Which are good or bad?
- How prevalent prevalent are they in the news?
- · Rank the values.

7. Apply Principles

- Prepare the same story for another medium.
 Rewrite story in an unemotional way.
 Assess how a writer with a Christian perspective may deal with the same incident.
 What effect does this have? For example is it less interesting?
 Rate its newsworthiness.

APPENDIX 3

STIMULUS IDEAS FOR WRITING

A Unit For Years 7-8

(Resource sheets would need to be developed for each of these ideas)

- Language based:
 - point of view
 - changing tense
 - conversation
 - adding adjectives
- Story based:
 - half story
 - rewrite ending
 - · rewrite ending or beginning or chapter
 - ballard story
 - change perspective character/setting
 - write story from cartoon
- Issue based (current affairs)
 - story from news item
 - story of incident happening at school
- · Environment based:
 - · go outside and describe what they see
 - music played story
 - photo, picture story (ie sequencing before, during and after)
 - role play, mime story
 - personal experience

Writing Processes (Ideas for teaching methods)

- Each student writes one sentence then passes it on
- Imitate a style
- Story building gradually, eg. creating 10 opening sentences and choose best etc.
- Teachers modelling a story together
- Give a story, leaving gaps for them to fill in
- Threads of story to be expanded

Note: The processes are linked to stimulus activities

Creative Writing Unit — Years 7 & 8

- Objectives:
 - to write a creative story
 - to experiment with different avenues of expression
 - to experience success
 - to develop accuracy in use of language

• Values:

- originality
 precision
 creativity
 fluency
 good workmanship
 logical thought and expression
 flexibility

• Processes and skills:

- composing etcparagraphingthinking processes in general

APPENDIX 4

ASSESSMENT CRITERIA

Some Criteria for Assessment of Research Assignments

- Accuracy of information
- · Ability to select relevant material
- Logical organizing of material
- Ability to synthesize material from different sources
- Neatness of presentation
- Ability to make correct comparisons

Some Criteria for Assessing Essays

- Understanding of the question
- Neatness of presentation
- Correct use of English
- Correct use of terminology
- Accuracy of facts
- Sequential organization of material
- Use of evidence to support the answer

Some Criteria for Assessing Oral work (debates, talks)

- Ability to demonstrate factual knowledge and accuracy
- Ability to discuss the topic fully
- Logical and sequential argument
- Clear, concise, fluent presentation
- Degree of reliance on notes Familiarity with material

Some Criteria for Assessing Stimulus Material (creating and interpreting cartoons, posters)

- Recognition of exageration, bias, prejudice and values
- Ability to make valid references
- Interpretation and analysis of historical references
- Expression of opinion and support of opinions with evidence.

A Suggested Marking Scheme for Essays

This outline focuses on some of the major features of an essay which need to be considered in any normal referenced assessment and the marks for each section are just suggestions.

Technical Points

(5 marks)

Length

(Adequacy)

Opening

(Lively and interesting)

Technical correctness

(grammatical, punctuation, usage)

Paragraphing

(Competence in)

Joining Conclusion (Sentences and paragraphs adequately linked) (Aptness - imaginative / unimaginative)

Style and Vocabulary

(5 Marks)

Lively, appropriate, vivid, well-controlled.

(4) Lively, vivid, but not always appropriate and controlled.

- (3) Competent and stodgy, no glaring blemishes or lively and valid but some glaring
- (2) Competent, stodgy, some glaring blemishes or lively and valid but many glaring blemishes.
- (1) Very little control of appropriateness and / or construction.
- (0)Hopeless.

Use of Material

(5 Marks)

- (5) Logical, generous, apt and effective, use of facts and ideas.
- (4) Generally as for (5) but weak in one category.
- (3) Lots of material but not well arranged; or very interesting use of material but not controlled; or as for (5) but two categories weak.
- (2) Limited material, limited use of it; or lots of material little use made of it; or as for (5) but many categories weak.
- (1) Weak in all aspects.
- (0)Hopeless.

Personality, Originality and Flair

(5 Marks)

- (5)Essay really grabs me.
- Quite a deal of originality but not top class.
- (4) (3) Frequent flashes of originality and f or personal response.
- (2) Run of the mill; few touches of originality or personal response.
- (1) Little that is original, spontaneous, or interesting.
- No spark of originality, enthusiasm, spontaneity, or interest.