[MUSIC PLAYING] WILL SIMPSON: Hello, and welcome to *Literacy in languages*. My name is Will Simpson, and I am a Japanese teacher at Kirrawee High School. What is literacy? What role does it play in our lives?

Literacy is the ability to understand and evaluate meaning through reading, writing, listening and speaking, viewing, and representing. Literacy skills are essential in order to be able to meaningfully participate in daily life, make sense of the world, and communicate effectively. Literacy is embedded in all New South Wales syllabus documents identified as learning across the curriculum content. This means it is the role of every teacher to support their students to develop literacy skills.

The best news for us as languages teachers is that we don't need to add literacy to our lessons. It's already there. What we do need to do is make the literacy explicit by talking about it with our students. It's also important that we incorporate links to literacy into our teaching and learning programs.

There are 3 elements which reflect aspects of literacy development. Speaking and listening-- incorporating interacting. Reading and viewing-- incorporating understanding texts. And writing-- incorporating creating texts and grammar. Due to its importance in literacy development vocabulary is included within and across all elements. As language teachers you will see a close alignment with our K to 10 syllabus objectives. Interacting, accessing and responding, composing.

Understanding the way languages work through learning another language is unique to our subject area as we explicitly teach systems of language, including types of texts, grammar, and vocabulary. The study of a language develops students' understanding of how languages work as systems enhancing literacy skills in the target language, as well as in a student's first language.

In the language classroom we discuss grammatical features, sentence construction, and the appropriateness of language for differing contexts. We encourage students to use the strategy of drawing comparisons with or highlighting differences from English in order to clarify certain aspects of the target language. We also look at things like language devices, register, tone, mood, and inferred meaning as these are all aspects of literacy in any language.

Here are some questions you can ask which support literacy. Where would you see or hear this text? What type of text does it look like or remind you of? How does the format of this text differ to other types of text? Can you identify differences in the way the target language and English language advertisements are constructed? Is this a global format?

What techniques does the writer or speaker use to engage the audience? What do you think is the purpose and context of this text? What clues are you using? What would you look for in an English text? Who is the audience? How would you compose a response which is more persuasive? How does the target language indicate a change of speakers in a written conversation? How does English do that? Which way do you prefer and why? What level of language does the writer or speaker use? Is it formal or informal? Do they use idioms? What is the effect?

By taking a modelled, guided, independent approach to developing literacy skills we're supporting our students to succeed. What do we mean by modelled, guided, independent? Let's look at an example.

When we read a text in the target language we need to deconstruct the text with students. Looking at the layout, the paragraphing, the vocabulary choices, the grammar, and so on. Here's a text about a bad man and boy who learns the importance of manners through interactions with animals. It is similar in purpose to something like Aesop's Fables.

The first step in the process is to work with the students to deconstruct the text. What makes the text effective? What language devices has the author used? This is just as effective with a text that isn't well written. Students can identify the things that don't sound right. You can use a scaffold like the one pictured here to guide the process.

Next, we move from modelled to guided. In this example, students use the scaffold to retell the story from the perspective of another character. This allows them to use the structures they have seen in the model text whilst using familiar vocabulary and a similar narrative structure.

The final step-- independent work-- asks the students to use what they have learned to write a narrative in Chinese in first or third person based on a fable that they know. This is also a great opportunity to engage with the cultural background of students in your class who may share stories that are unfamiliar to many students. This 3-step process seems very simple. But when the discussions in the first two phases are explicit in the use of metalanguage, it helps students clearly identify features of a text whilst comparing them to features of English language texts. It is an effective way of improving student writing in both the target language and in English.

Literacy competence is central to achievement in all areas of learning as students progress through their schooling and into the workforce and personal life. You will find that when you actively think about your teaching and learning programs you will realise there are many examples within the languages classroom for you to explicitly teach literacy through authentic and engaging activities.

Thank you so much for taking the time to watch this video today. You can learn more about literacy at our website.

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