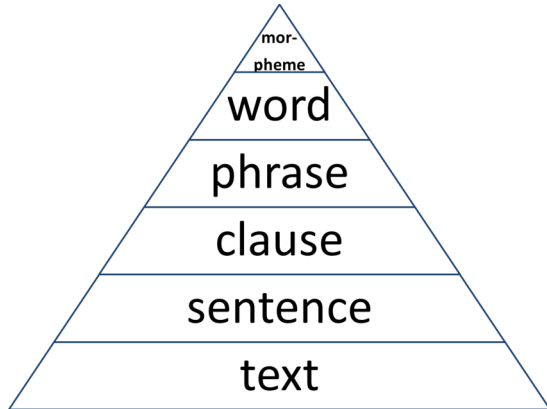
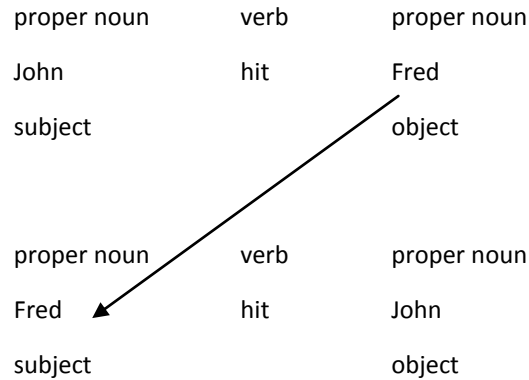


A Level Language Threshold Concepts

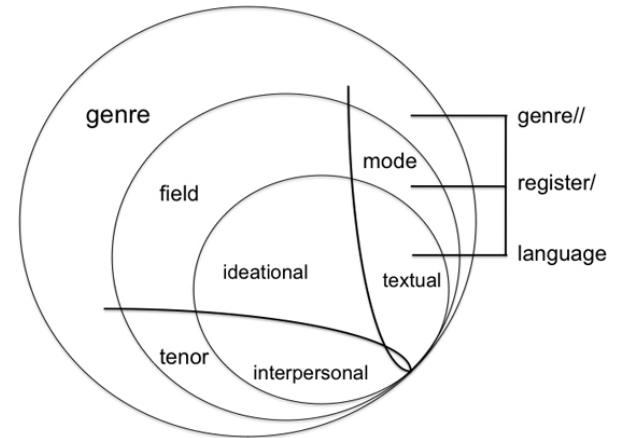
1. Linguistic Rank Scale



2. Form Vs Function

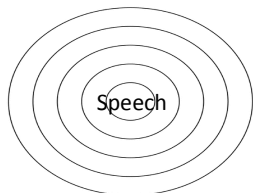
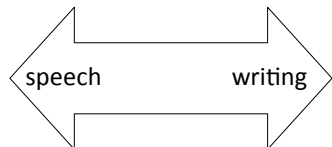
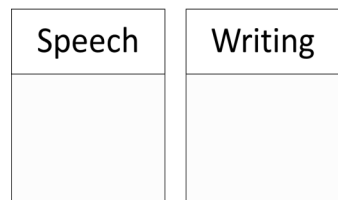


3. Language As A Choice



From Martin and Rose 2008: 17

4. Mode



5. Terminology



6. Narrative Behind The Knowledge



1. Linguistic Rank Scale

What?

- A way of showing how language is built up.

Why Is It Important?

- Language is systematic—it is critical you understand the system behind language.
- Larger units of language are built up from smaller ones.

2. Form Vs Function

What?

- Grammatical Form = building blocks and labels that words are given e.g. noun, adjective.
- Grammatical Function = grammatical role that the building blocks perform e.g. subject, object. Grammatical roles are defined by structural relationships.
- Semantic Function = where we invoke meanings. Semantic roles are defined by relationships of meaning.

Why Is It Important?

- Form alone does not tell us everything about how a constituent works in a sentence.

3. Language As A Choice

What?

- 'Texts' are more than just isolated words or utterances.
- 'Texts' are real acts of communication affected by factors related to both the producer and the receiver.

Why Is It Important?

- 'Texts' are the outcome of choices (whether we are conscious of these or not) about how we express and understand meanings.
- 'Texts' cannot be considered in isolation.

4. Mode and Genre

What?

- Mode = the way in which something is communicated—speech or writing.
- Genre = a style or category which shares commonly expected conventions

Why Is It Important?

- 'Texts' often contain elements of spoken and written language which has been determined by the context in which they have been produced / received.
- 'Texts' often share characteristics and it is useful to consider how we make sense of 'texts' because of our understanding of these common expectations.

5. Terminology

What?

- The labels we give to aspects of language.

Why Is It Important?

- It is important that we have a common and shared way to describe language.
- It is important that we can explain and communicate this in a precise and systematic way.

6. Narrative Behind The Knowledge

What?

- Important concepts and theories do not just appear. They are informed and shaped by knowledge and thinking that has gone before.

Why is It Important?

- You cannot critically evaluate or consider something if you are unaware of how past thinking has informed or shaped it.

1. Linguistic Rank Scale

Teaching Ideas

- Encourage students to get into the habit of labelling the different 'layers' - e.g. breaking phrases down into words, words into morphemes and so on.

2. Form Vs Function

Teaching Ideas

- Get students to create form-function diagrams.
- Get students to consider how a text's grammatical and semantic function work together.

3. Language As A Choice

Teaching Ideas

- Each lesson nominate a student to bring in a text of their choice and complete an input/output table.
- Get students to annotate a text by generating questions they want answering. Categorise and refine questions, and then answer them.
- See introductory unit lesson and resources on blog.

4. Mode and Genre

Teaching Ideas

- Give students a 'text' and ask them to apply an oppositional, continuum, and prototypical approach to mode to it. Reflect on any similarities or differences, and why this might be.
- See introductory unit lesson and resources on blog.

5. Terminology

Teaching Ideas

- Use terminology flashcards at the start of every lesson and insist on 100% pass rate.
- Give students sentences to parse.
- Frequent low stakes testing of core terminology—use the language knowledge organiser.

6. Narrative Behind The Knowledge

Teaching Ideas

- Ask students to create a timeline of studies.
- Ask students to take a recent study and track back important concepts, considering how it has been informed by previous work.
- Create a venn diagram of a recent and more historic study.
- Take a 'text' and consider the interpretation of it in light of a number of different studies across a number of decades— why and how does it change?