



Welcome to this presentation, it comes from near where this Grevillea 'Honey Gem' grows, in Sydney's Inner West. In Gadigal country.

Language-Maker: an identity for all learners



Pen G. Layton-Caisley



Language-Maker: an identity for all learners

I am Pen, an independent scholar, researcher, experienced teacher/tutor, devoted to finding ways to address the poor standard of literacy in the Australian community.

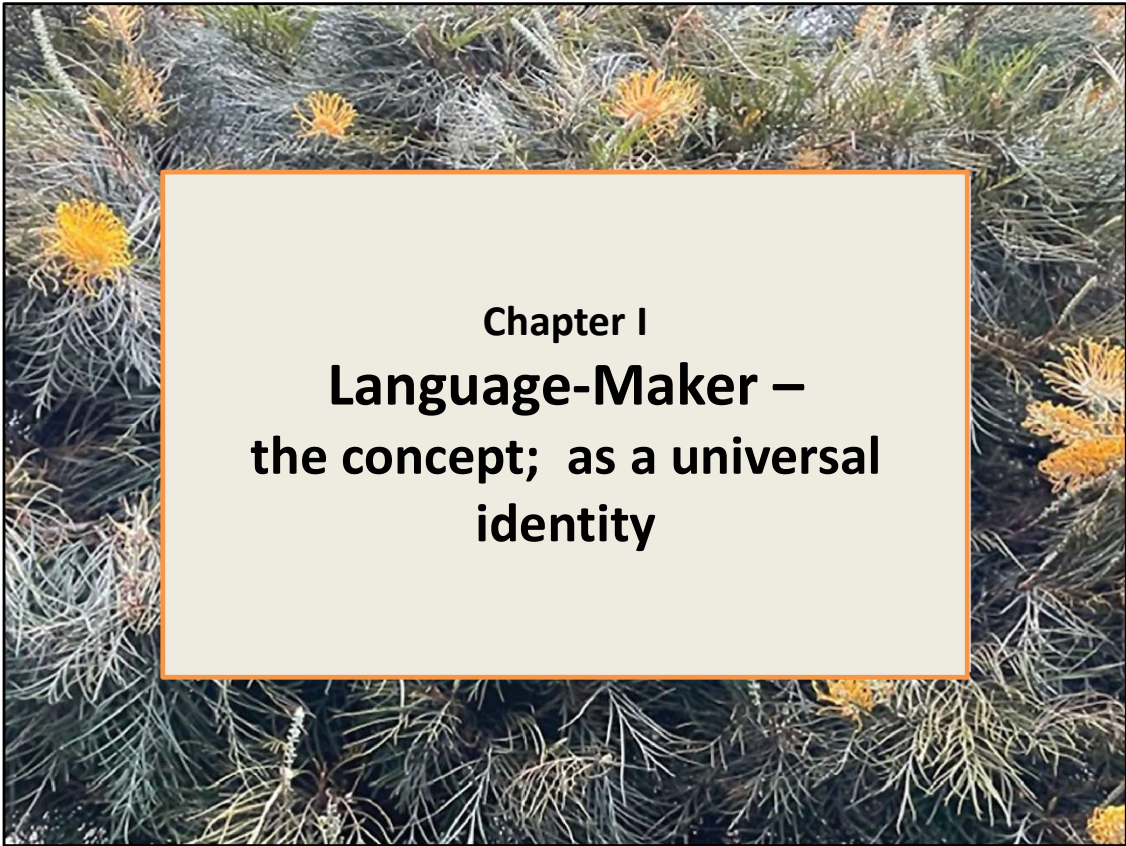
(This an edited transcript of my presentation given at the ALEA/AATE national conference, Darwin, Northern Territory, 7 – 10 July, 2022.)

Chapters

- I. **Language-Maker** – concept; as a universal identity
- II. **The ‘illiteracy’ situation** – too much failure; too big a job
- III. **Theoretical base** – Language-Maker; Language-Making/Learning
- IV. **Students’ capabilities** – forget their socioeconomic background
- v. **Language-Making** – in school and out.

The five chapters:

1. The Language-Maker concept, and this concept as a universal identity
2. The facts about this country’s illiteracy situation, and what could be done to reverse it.
3. The theory behind what I’m presenting: the Language-Maker concept and Halliday’s theory of the close interconnectedness between Language-Making and Learning.
4. A plea to let’s focus on students’ inbuilt Language-Making capabilities, rather than burdening them with concern about their socioeconomic background.
5. Language-Making in action: in school and out.



Chapter I
Language-Maker –
the concept; as a universal
identity

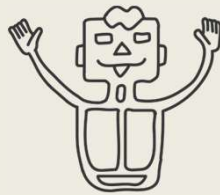
Chapter 1 – Language-Maker as a concept and as a universal identity:

The Language-Maker idea is offered here as a potential circuit-breaker in the drive towards educational success for all our students.

Language-Maker

A Language-Maker is a person who has the capability to:

- * turn thoughts into Language; and**
- * deliver that Language using speech and/or gestures.**

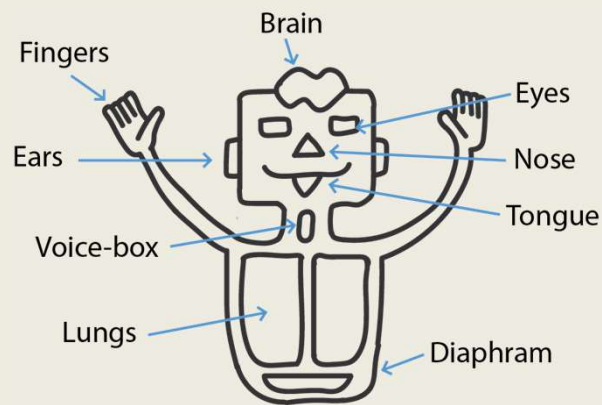


Definition of a Language-Maker:

A Language-Maker is a person who has the inbuilt capability to turn thoughts – and experiences – into Language; and deliver that Language using speech and/or gestures.

In the lower half of the accompanying slide is my doodle of The Language-Maker concept. (It turned out rather jolly, didn't it?)

Designed for Language-Making



The human body is designed for Language-Making:

Let's look a bit closer at the Language-Maker doodle, starting with the midriff region: It shows that we all have a **diaphragm** (Excuse the spelling error on the slide!), **lungs**, and **voice-box**; **ears** to hear with, **brain** to turn thoughts into Language with; **eyes** to see with, **nose** to smell with, **tongue** to taste and talk with, **fingers** to feel our way through life with.

We can all identify as Language-Makers

Language-Making capability is an attribute which every single one of us humans has, regardless of our: **ethnic heritage, our gender, our sexuality, age, size, profession, nationality, our physique or fitness, or our socioeconomic background.**

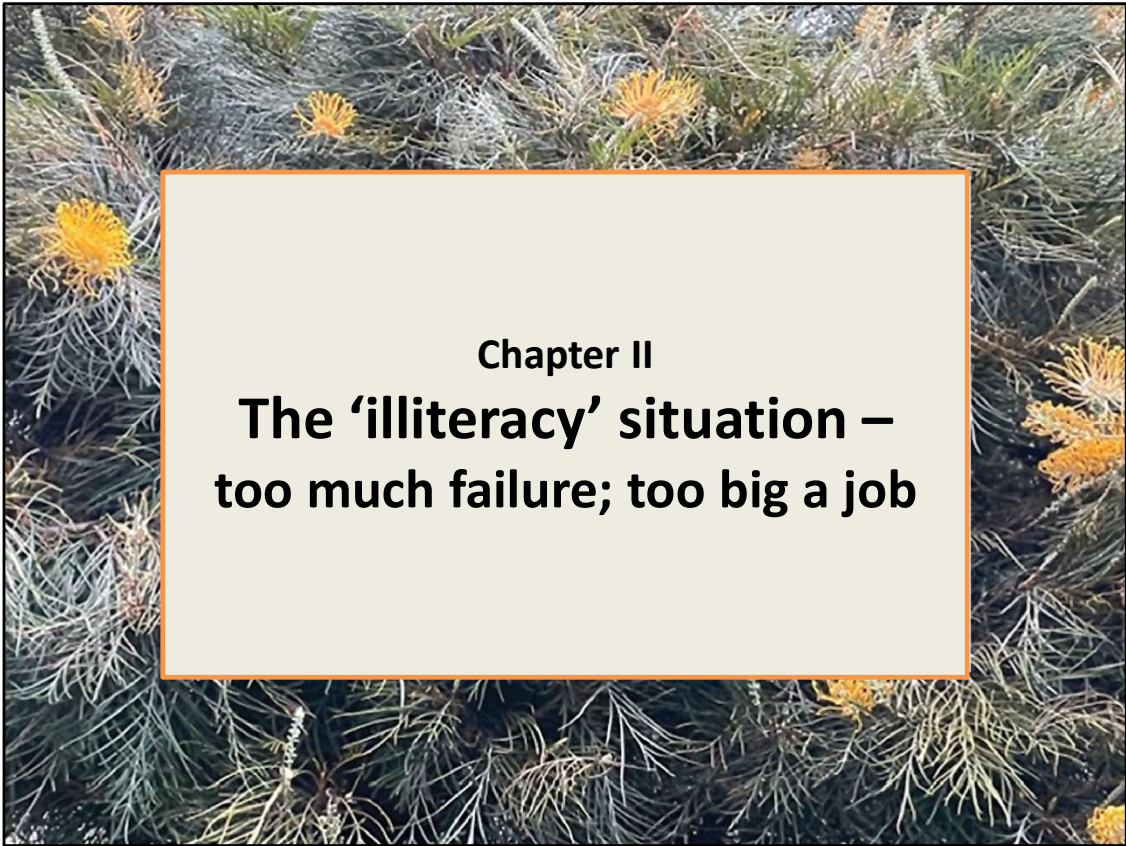
'Language-Maker Land' is a place of refuge from discrimination and misplaced competition – good for both educators and students



We can all identify as Language-Makers

Language-Making capability is an attribute which every single one of us humans has, regardless of our: ethnic heritage, our gender, our sexuality, age, size, profession, nationality, our physique or fitness, manner of dress, or our socioeconomic background.

'Language-Maker Land' is a place of refuge from discrimination and misplaced competition – good for both educators and students.



Chapter II
**The 'illiteracy' situation –
too much failure; too big a job**

Chapter 2 – The 'illiteracy' situation:

There is too much failure, and it's too big a job for teachers to attend to each child's individual needs – in a classroom with 20 or more others.

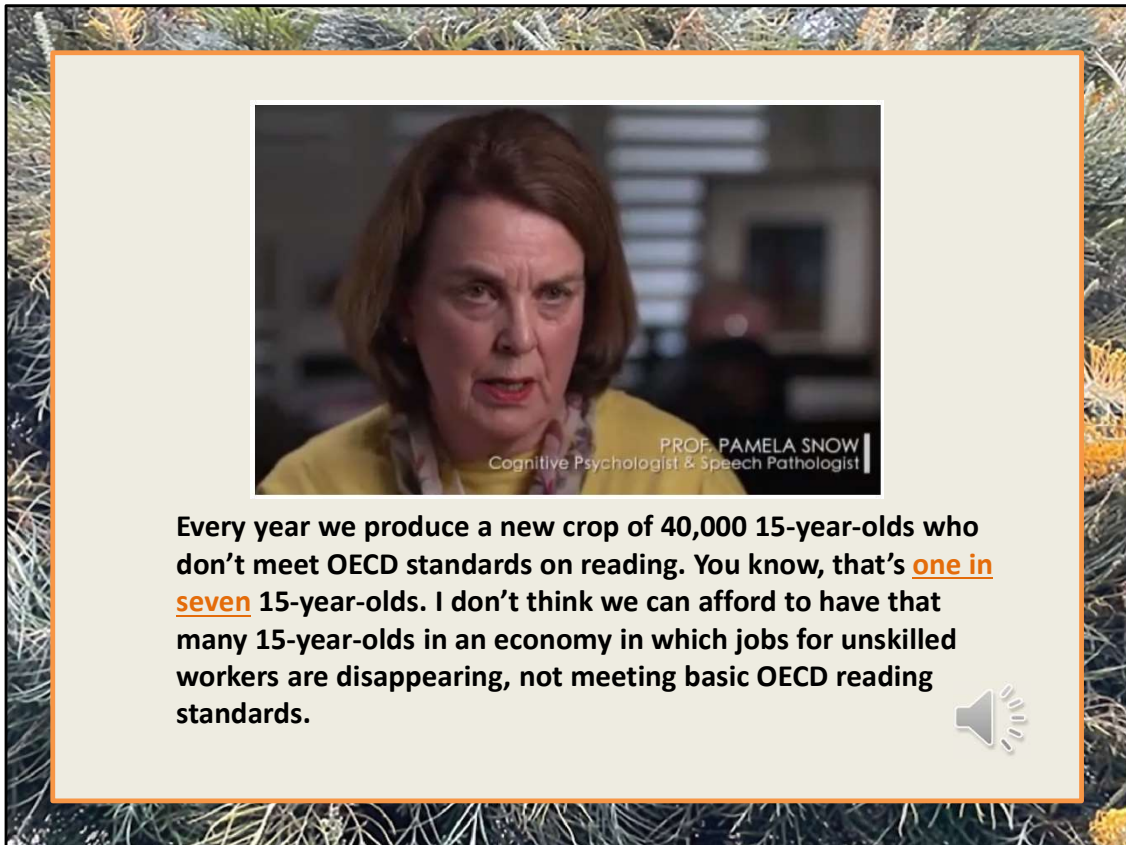


Digi Kids – 11 Nov 2019

ABC-TV program *Four Corners*:

In these two clips from a *Four Corners* program from 2019, the illiteracy situation is set out; firstly showing how thousands of children are failing to be equipped with the basics, after 10 years at school.

And secondly, how teachers are needing to have specialised strategies at their command, in order to meet the needs of each individual child.



PROF. PAMELA SNOW
Cognitive Psychologist & Speech Pathologist

Every year we produce a new crop of 40,000 15-year-olds who don't meet OECD standards on reading. You know, that's **one in seven** 15-year-olds. I don't think we can afford to have that many 15-year-olds in an economy in which jobs for unskilled workers are disappearing, not meeting basic OECD reading standards.

This is what Prof Pamela Snow said on this program:

Every year we produce a new crop of 40,000 15-year-olds who don't meet OECD standards on reading.

She then pointed out that that means one in seven 15-year-olds, and how we can't afford that, what with jobs for unskilled workers disappearing forever from the economy.

My comment:

Is that a scandal, or what?



PROF. ROBYN EWING
Teacher Education, University of Sydney

It's a different experience and a different process for every child. And so, it is about teachers honing their different **repertoire of strategies** to meet the needs of particular children.

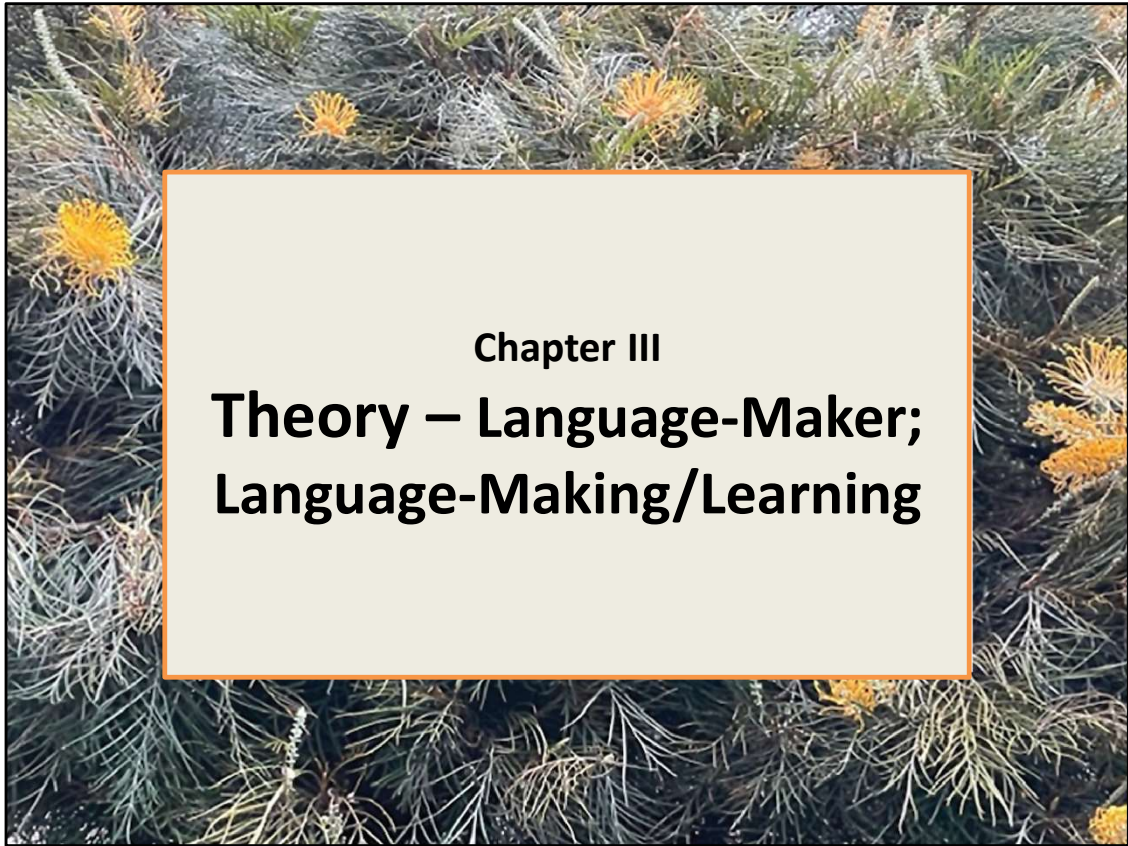


This is what Prof Robyn Ewing said:

... it is about teachers honing their different repertoire of strategies to meet the needs of particular children.

My comment:

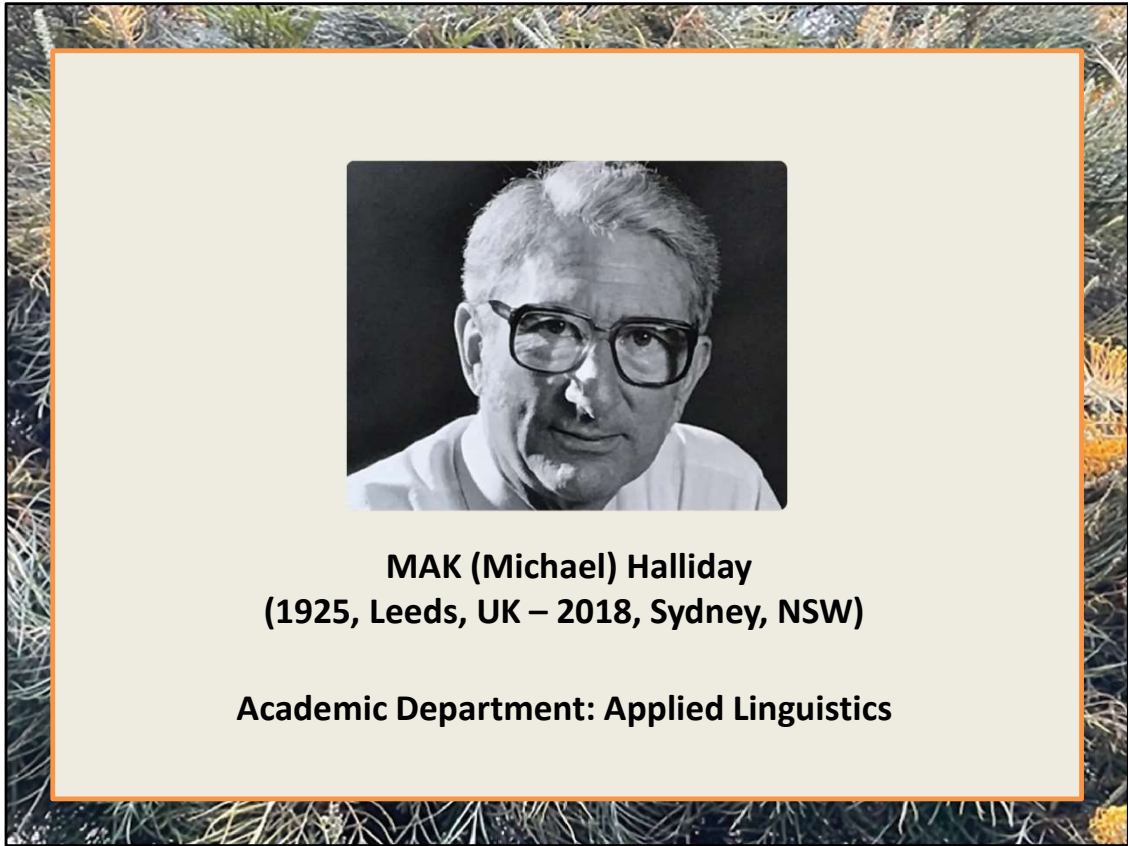
Yes, SOMETHING MUST BE DONE, for every child!!
We must move forward.
We must say, "No, no, to the status quo!"



Chapter III
**Theory – Language-Maker;
Language-Making/Learning**

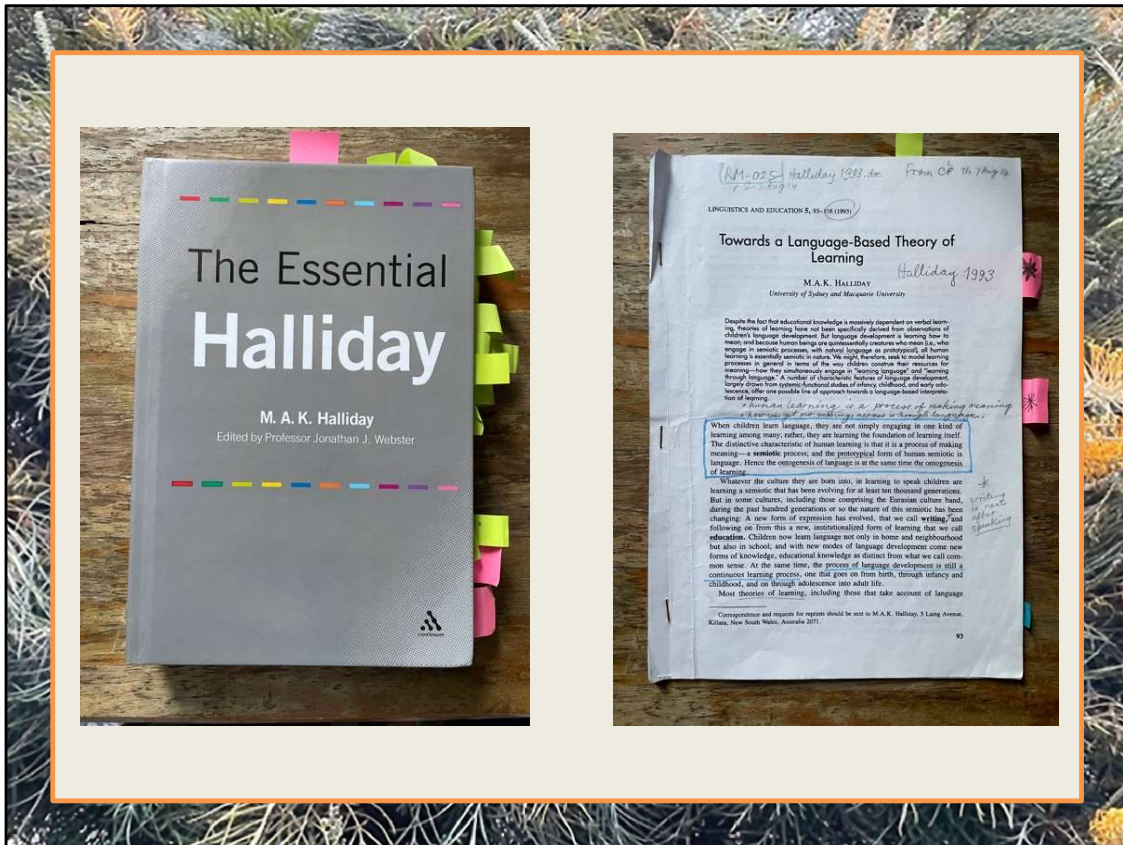
Chapter 3 – Theory:

This chapter highlights the theory regarding the Language-Maker concept, and how Language-Making is very closely interconnected with Learning.



MAK (Michael) Halliday:

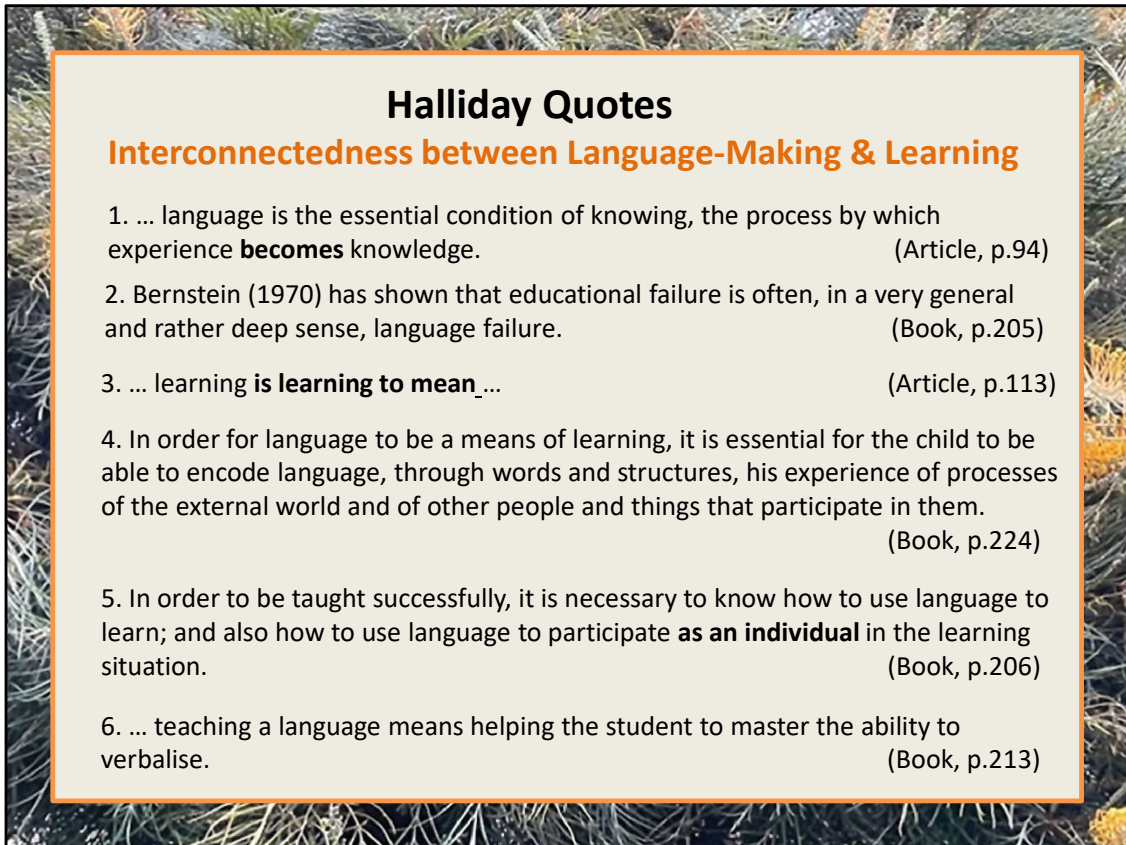
This photo is of Michael Halliday, a giant in the world of Applied Linguistics **theory**. Theory, yes, but very insightful theory that points to eminently workable solutions to some problems of illiteracy.



Halliday's writings in the academic literature:

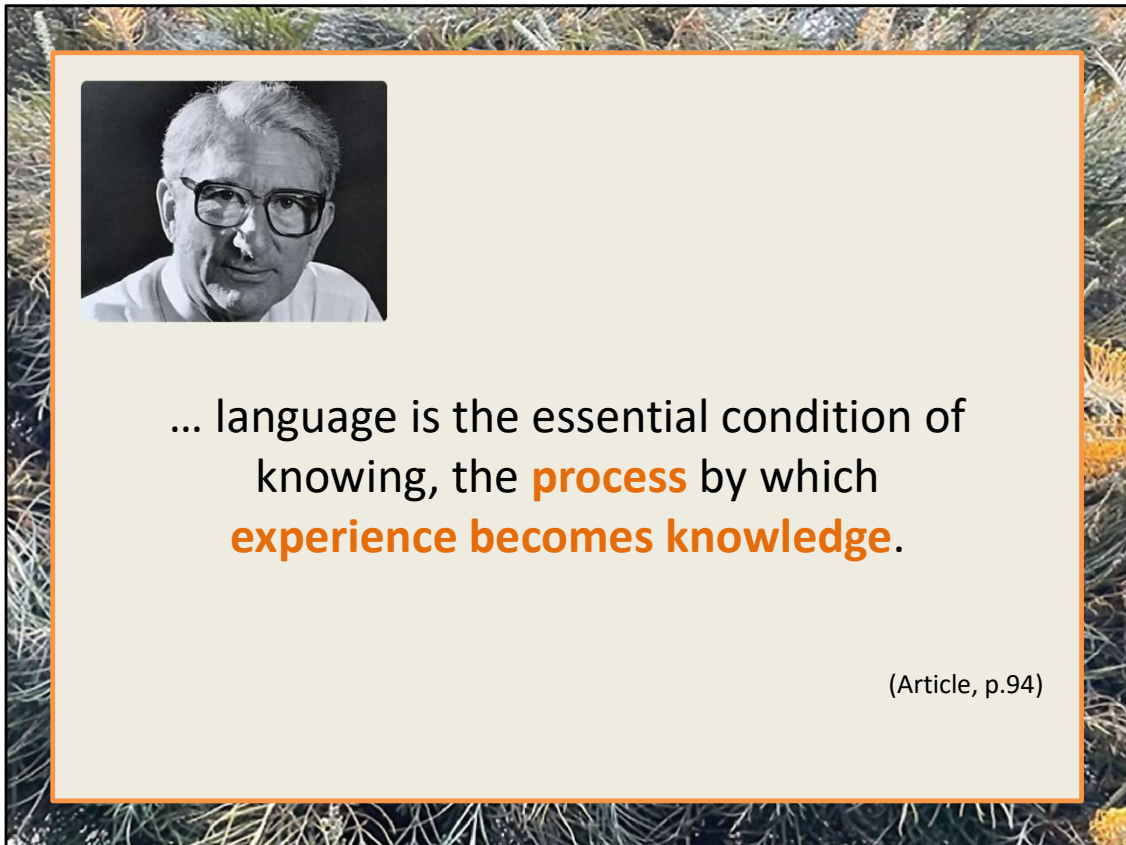
These works are the source of quotes coming up on the next slides. These works have spoken to me, because of their wisdom, their logic, and the way everything points to productive Language activities that are immediately practicable:

1. *The Essential Halliday* – a compendium of one section of Michael Halliday's 10-Volume *Collected Works*, edited by Jonathan J. Webster. (2009)
2. An article by Halliday, published during 1993 in the peer-reviewed journal, *Linguistics and Education*, titled "Towards a Language-Based Theory of Learning."



Halliday quotes:

In this series of quotes from Halliday's writings, two are from the article and four are from the book, the overall topic being ***the interconnectedness between Language-Making and Learning.***



Halliday quote #1:

“... language is the essential condition of knowing, the **process** by which **experience becomes knowledge.**” (My emphasis in bold, Halliday’s emphasis underlined.)

My comment:

Already there’s movement. This could get us somewhere – away from the status quo of failure. There’s talk of a **process**. “Experience becomes knowledge” – as we turn our experiences into Language.



Bernstein (1970) has shown that **educational failure** is often, in a very general and rather deep sense, **language failure**.

(Book, p.205)

Halliday quote #2:

“Bernstein (1970) has shown that **educational failure** is often, in a very general and rather deep sense, **language failure**.” (My emphasis.)

[=Here, Halliday refers to Bernstein*, a British social scientist, who had great concern for students who get identified from Day 1 as never going to amount to much because of their family’s socioeconomic background, and the type of language that often goes with that background.]

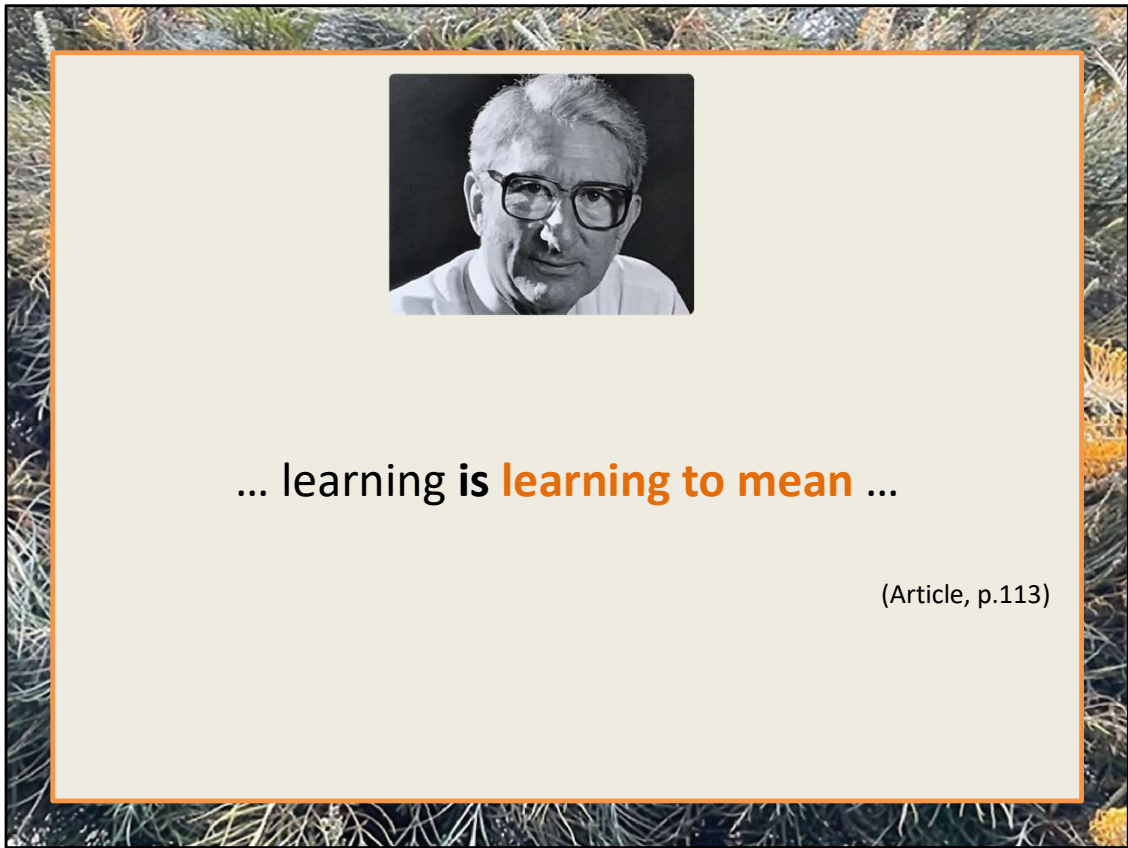
*Bernstein, B. (1970) ‘A critique of the concept “compensatory education”’, in S. Williams (ed.), *Language and Poverty: Perspectives on a Theme*. Madison: University of Wisconsin Press.

=Stan Grant (*Australia Day*, 2019) talks about the white teacher who sees the black child and lowers expectations for them, something that he cruelly experienced personally at school.]

My comment:

Language failure? Surely that’s something we can work on?

We can also encourage teachers to view all their students as Language-Makers, getting them involved in Language-Making, an activity that is totally unaffected by the students’ ethnicity, age, sexuality, or socioeconomic background.



Halliday quote #3:

"... learning is **learning to mean** ..."

My comment:

By what means do we learn? We learn to mean by using Language.



In order for language to be a means of learning, it is **essential** for the child to be able to **encode in language**, through words and structures, [**their**] **experience** of processes of the external world and of other people and things that participate in them.

(Book, p.224)

Halliday quote #4:

“In order for language to be a means of learning, it is **essential** (my emphasis) for the child to be able to **encode in language** their experience of processes of the external world ... and of the people and things that participate in them.”

My comment:

This is the origin of my Language-Maker idea.
Instead of saying children must be **encoders in language**, I've called them Language-Makers.



In order **to be taught successfully**, it is necessary to know how to use language to learn; and also **how to use language to participate as an individual** in the learning situation.

(Book, p.206)

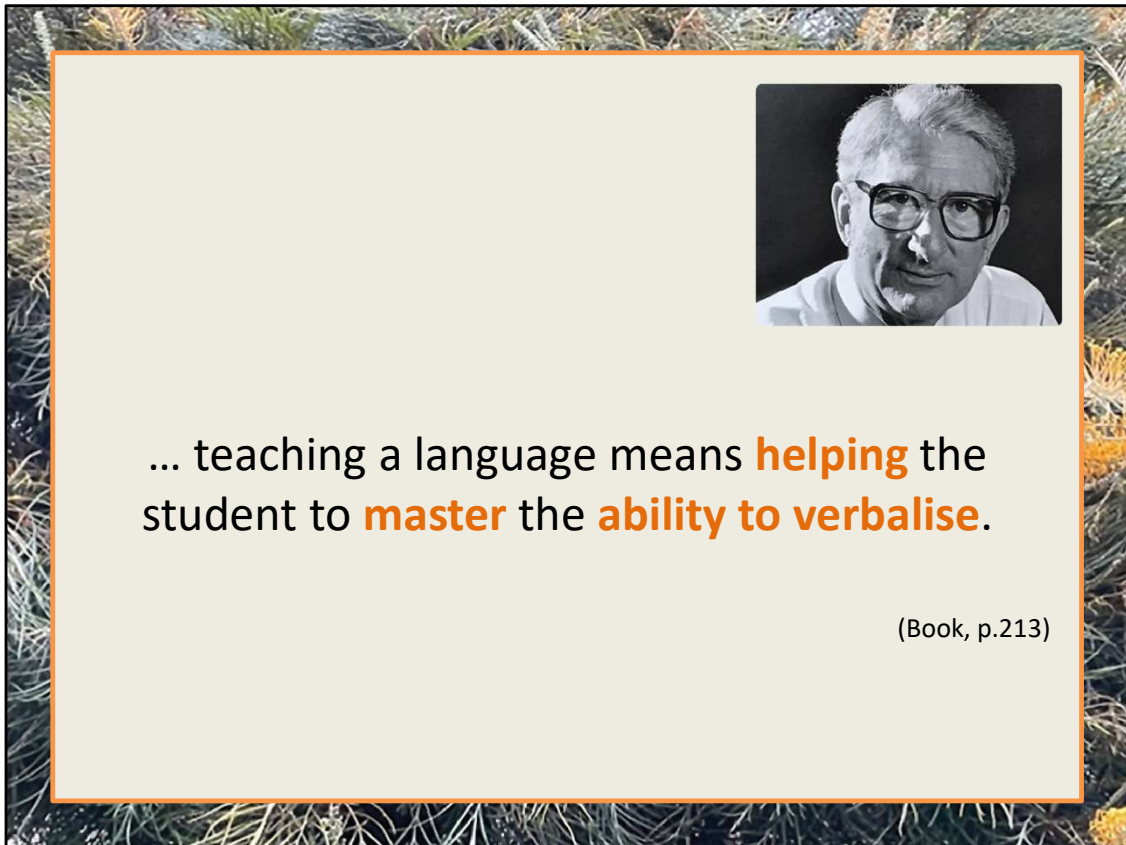
Halliday quote #5:

“In order **to be taught successfully**, it is necessary to know how to use language to learn; and also **how to use language to participate as an individual** in the learning situation.” (My emphasis in bold, Halliday’s emphasis underlined.)

My comments:

Here, Halliday looks at it from the learner’s point of view. Let’s give the learner some agency.

He says, In order **to be taught** successfully, it is necessary [for the learner] to **know** how to use language to learn; and also – remember what Prof Ewing said? – how to use language **to participate as an individual** in the learning situation. (See later mention of ‘Language in the mathetic mode.’)



Halliday quote #6:

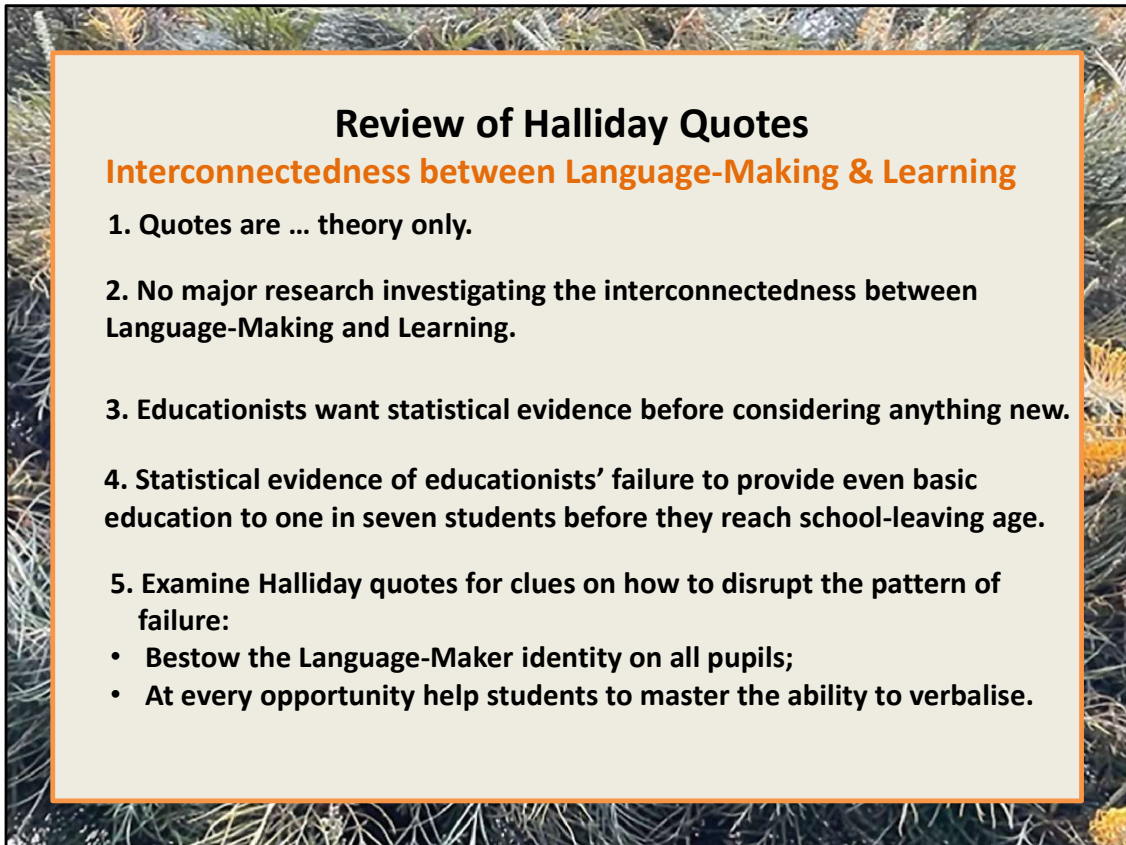
“... teaching a language means **helping** the student to **master** the ability to **verbalise**.”
(My emphasis.)

My comment:

It could be that you’re teaching the language of science, the language of carpentry, the language of computer programming, whatever – in every situation it means you can **help** the student to **master** the **ability to verbalise**.

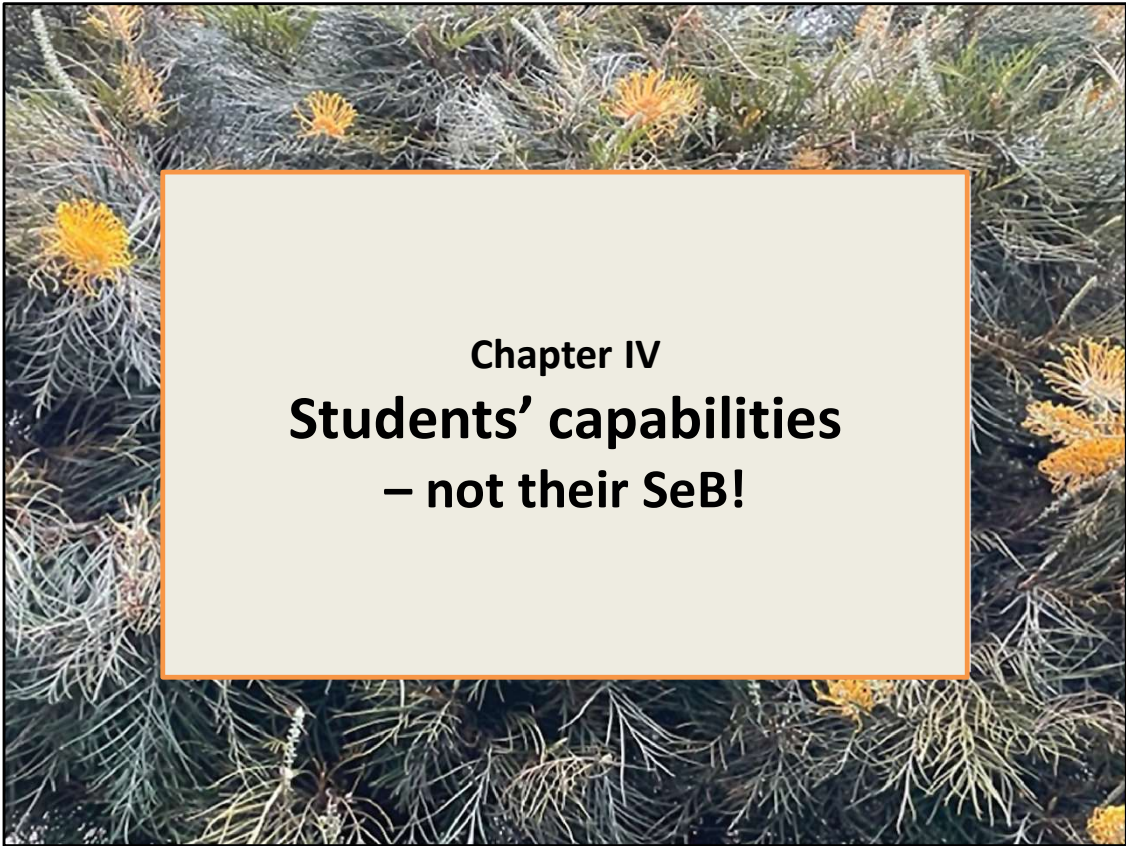
We can do that in the classroom, can’t we? If we’re convinced that it would make a difference?

Furthermore, we can help children in our care “to master the ability to verbalise” any time of the day or night. In fact, we could see this as our duty, from the child’s earliest days until our last.



Review of the Halliday quotes:

1. It is recognised that Halliday is proposing theories – and these theories are untested.
1. Also, as far as I know, there are no major research projects investigating the interconnectedness between Language-Making and Learning. Some people say, “Oh yes, that *is so*” but that is only an assumption. I don’t know of any reputable research that actually gives some credence to that. (I did limited research on two of my ready-to-use programs, listed on the last page of the handout.)
2. Educationists want statistical evidence before they’ll consider anything new. However, statistical evidence of educationists’ failure to provide even basic education to one in 7 students before they reach school leaving age is there for all to see.
3. The statistics quoted by Prof Pamela Snow show how it’s the educationists who are failing. They are failing to educate **one in 7** of our school students in basic literacy, **every year**.
4. **In order to disrupt this pattern of failure**, we could examine the Halliday quotes for clues on how to achieve this: **Let’s start by bestowing the Language-Maker identity on all pupils**, and at every opportunity let us **help students to master the ability to verbalise**.



Chapter IV
**Students' capabilities
– not their SeB!**

Chapter 4. Let's celebrate the capabilities of all our young people:

They can all do the amazing thing of turning thoughts into language, and delivering that language by speech and/or gestures.

Regarding students' socioeconomic background, by all means make sure that every school student gets proper nourishment each day, and they all have the right uniform for the right time of year, etc., but in the classroom **let's relieve them of the burden of their family's circumstances** for a while, and work with the extraordinary Language-Making capabilities students bring with them every day when they come to school.

Seven 5-year-olds start school today ...



Look at this photo – from the BBC!

Seven young people, starting school today. According to Prof. Snow's statistics, if things aren't any better in 10 years' time than they were in 2019, one of these 7 is destined to go out into the world of work as an educational failure, when they leave school in their mid-teens. So, which one will it be? Left to right ...

- The first little one might have a physical disability? (The special ed. people will do what they can with him.)
- Oh, the family of that second one, they're all footballers (He won't have to worry about his literacy skills. He'll live off his football prowess.)
- And the next little one? She'll go along okay. (She fits the norm ..)
- Next one, well, she's immediately got a disadvantage. I mean, she left home without her socks evenly placed up her legs! (We'll do we can, but ..)
- The next one? Oh yes, his dad'll make sure he gets through. (The curriculum is designed for him to succeed ..)
- And this little one? Probably an imaginative, creative kind of kid. (He'll carve out his own future, even if it is a bit of a struggle ..)
- And the little girl on the end? She doesn't really want to be there. She doesn't think she should be there. (Probably get home-schooled ..)

Alternatively, what if we looked at these children as Language-Makers, first and foremost, not as having this or that advantage, or disadvantage?

What if the children trusted that we educators thought of them as capable learners, not burdened by their home and family circumstances?

What if we educators spent the next 10 years of these children's school life "helping them master the ability to verbalise"?

They are all Language-Makers

It makes no difference to their Language-Making capability what colour their eyes are, how curly their hair is, how tall they are for their age, how white their teeth are or what their family's socioeconomic status is.



They are all Language-Makers:

Excuse the rather crude artwork, but I've portrayed these 7 children all the same size, and all as Language-Makers, with their diaphragm, lungs and voice-box; ears to hear with, brain to turn thoughts into Language with; eyes to see with, nose to smell with, tongue to taste and talk with; and their fingers to feel their way through life with.

These are all Language-Makers, and it makes no difference to their Language-Making capability what colour their eyes are, how curly their hair is, how tall they are for their age, how white their teeth are, or what their family's socioeconomic status is.

A fresh crop ...

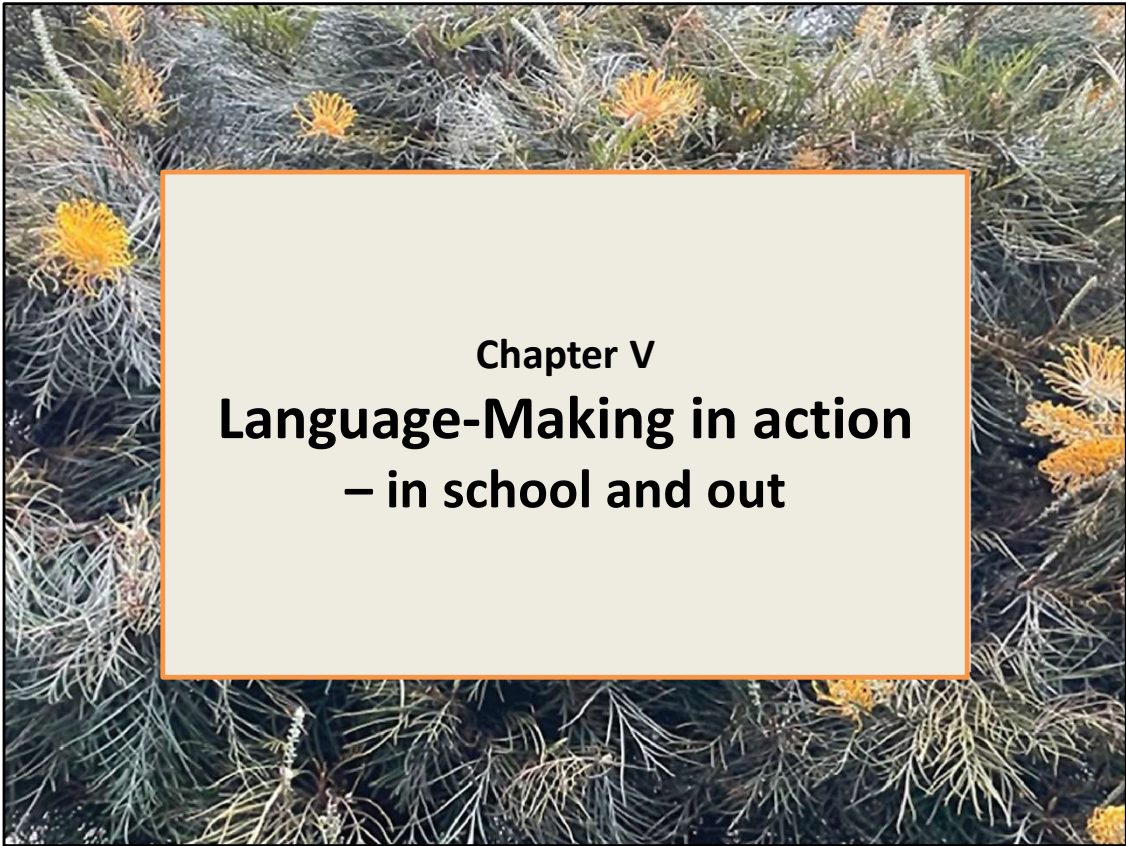


- 7 pairs of eyes
- 7 pairs of ears
- 7 noses
- 7 larynxes

A fresh crop of extraordinary talent:

Never mind the “fresh crop” of 40,000 failures Prof Snow was talking about, let’s celebrate what this “fresh crop” of school-starters bring with them:

- 7 pairs of eyes that will bring to our attention beautiful sights in the local Nature environment – if we give them the opportunity ...
- 7 pairs of ears that will notice subtle differences in the bird songs in one part of the neighbourhood compared with another ...
- 7 noses that will lead us to a source of delightful fragrances – or warn us about a gas leak near that old house at the bend in the road ...
- 7 larynxes that will resound with the distinctive timbre of their individual voices telling us about *their* experience of the world, perhaps in song, or poetry ...



Chapter V
Language-Making in action
– in school and out

Chapter 5 – Language-Making/Learning in action – in school and out:

At this point during the presentation, the handout booklets were distributed to the attendees.

The activity of Language-Making

Language-Making can be a semi-formal, purposeful activity, as in my independently developed tutoring programs:

- **Walking-Talking-English**
- **Talking-Walking Avenue to Literacy**
- **Nature Journal**

See handout booklet for associated concepts and strategies:

- **Handie** structure of the **informative talk**
- Language in the **mathetic mode**
- **Language Flow Sequence**
- **Historical Literacy Development Sequence**
- **Nuts 'n' Bolts Writing and Reading**

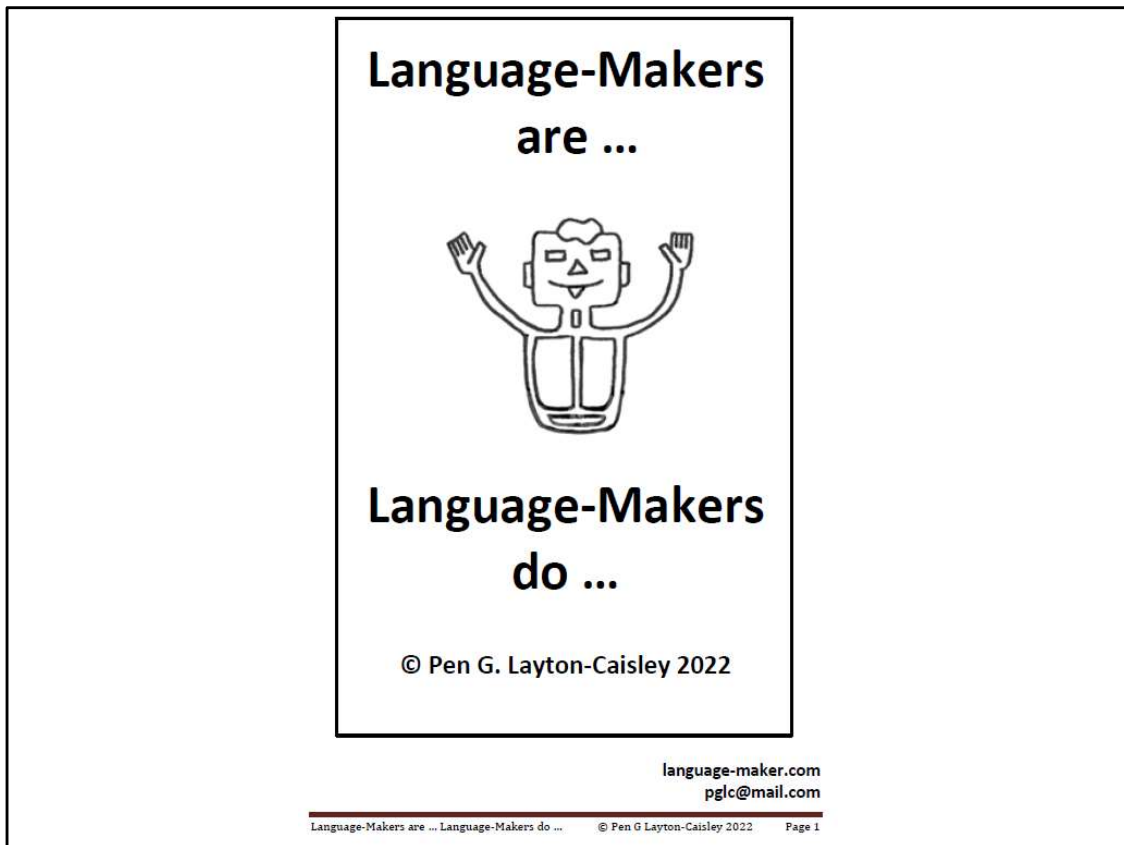


The activity of Language-Making:

The activity of Language-Making can be a semi-formal, purposeful activity, as in my tutoring programs, listed on this slide, and referred to in more detail in the handout booklet.

Also in the booklet are a number of concepts and strategies you're free to adopt if you wish:

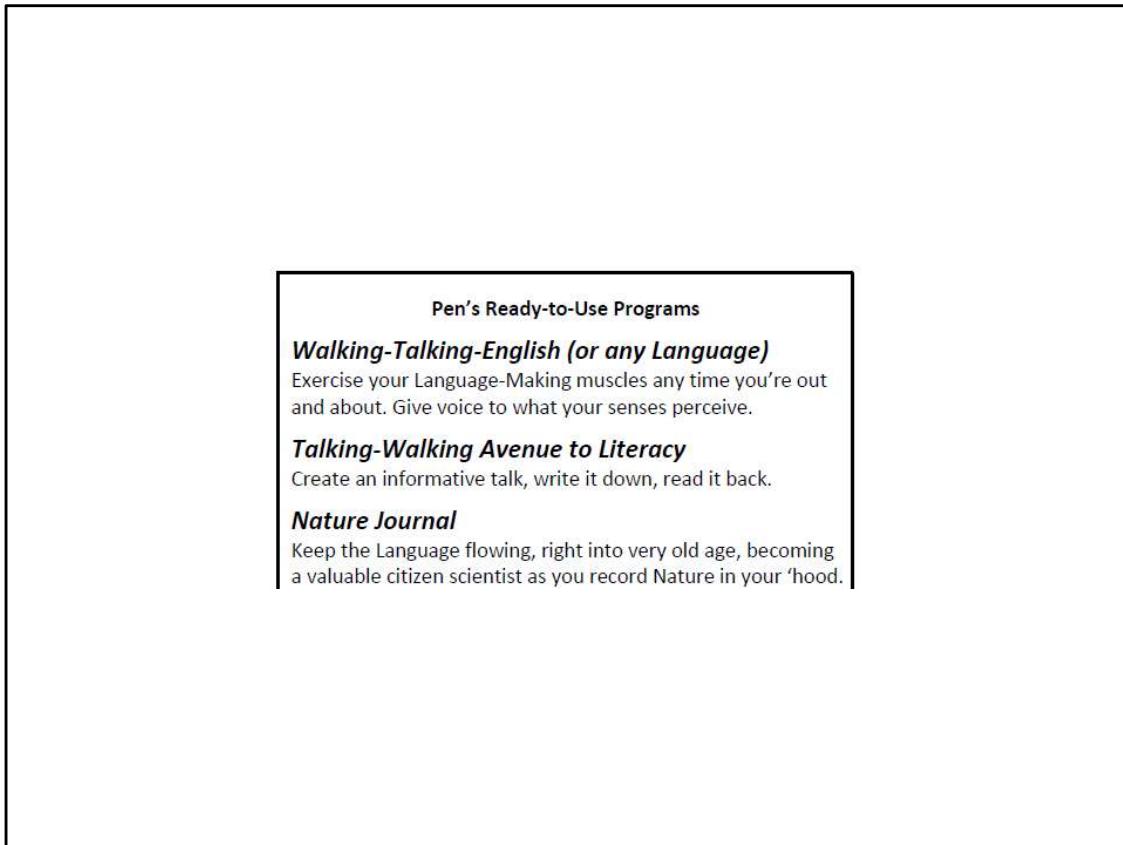
- *Handie* structure of the informative talk (Very handy in lots of life situations, e.g., 'What are we actually talking about?')
- Halliday's useful term, language in the mathetic mode
- Doing things in logical sequence – saves confusion and failure
- The Nuts 'n' Bolts mechanics of Writing and Reading – in that order.



The handout booklet:

The title is *Language-Makers are* and *Language-Makers do*

(Some of the booklet's pages are shown in the following slides. For the entire publication see link on the language-maker.com home page.)

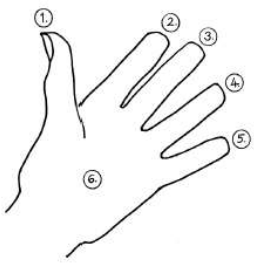


Pen's ready-to-use programs:

On the back page of the handout there is mention of some programs I've been using over the last number of decades:

- Firstly, *Walking-Talking-English (or any other language)*: With this program you can exercise your Language-Making muscles any time you're out and about. You can give voice to what your senses perceive.
- Next is *Talking-Walking Avenue to Literacy*, which I used in one of my university research projects. (Here I've summarised it: "Create an informative talk, write it down, read it back." For more details, refer to Explainers the website.)
- The third one – *Nature Journal* – is mainly appropriate for older people. The purpose is to keep the Language flowing, right into very old age. A spin-off from this activity is you can become a very valuable Citizen Scientist as you record Nature in your neighbourhood.

Handie Structure of the informative talk



1. Today's date
2. The TOPIC
3. Location
4. General description
5. Particulars, including measurements
6. Personal response to the TOPIC

(This can be the seed from which artworks grow: paintings, poems, plays, novels...)

NB: informative talks are private, until their creator decides to make them public.

Language-Makers are ... Language-Makers do ... © Pen G Layton-Caisley 2022 Page 3

‘Handie’ structure of the informative talk:

On Page 3 of the handout, you will see what I call the *Handie* structure for the informative talk.

The creation of the informative talk is an important stage in the activity of Language-Making.

The aims are:

- Think straight
- Talk sense
- Nurture Nature and oneself

This discipline (of the *Handie* structure) can come to your aid if you are being pressured, or bullied into making a decision on the spot. Place your indicator finger on the table as you insist on the topic being clearly defined, and insist that speakers keep to the topic thereafter.



Language in the Mathetic*Mode

MAK Halliday (1925-2018)

Language in the mathetic mode is ...

...language you utter (to yourself) when you're trying to ...
... figure things out; order your thoughts; make sense of the world ...

Michael Halliday noticed his infant son using this mode of Language when he was first learning to talk. It obviously helped him.

He also noticed that Language in the mathetic mode was quite different from the mode of Language his young son uttered when he wanted people to do something for him, or give him something.

We all create Language in the Mathetic Mode every day, and it is a very useful strategy to employ, whatever age we might be.

As we fashion our thoughts into meaningful Language, that Language will probably tend to be grammatical.

We shouldn't apologise for talking to ourselves: it's our human way of working out what our connection is to the real, current world of time and place.

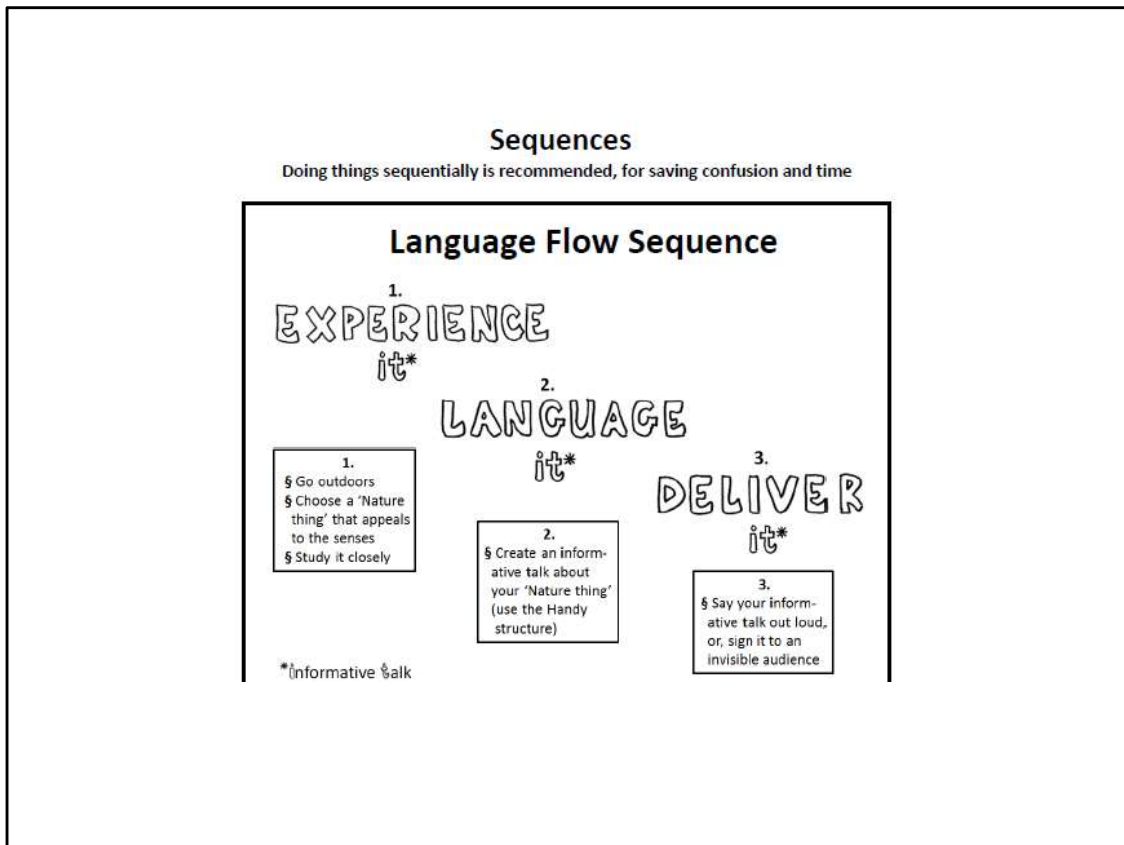
***Mathesis** noun [**mathetic** adjective]:

1. Learning or wisdom, especially of a mathematical nature [*Collins Dictionary*]
2. After Foucault: the science or practice of establishing a systematic order of things. [*www.lexico.com*]
3. Mental calculation or discipline; science, especially mathematical learning. [*www.yourdictionary.com*]
4. Science, learning: mental discipline especially mathematics. [*www.merriam-webster.com*]

Language-Makers are ... Language-Makers do ... © Fen G Layton-Caisley 2022 Page 4

Language in the Mathetic Mode:

On page 4 of the handout booklet is an explanation of Language in the Mathetic Mode. It is a very important part of Michael Halliday's writings, which he discovered was a type of Language his infant son used when he was first learning to talk. It has to do with working things out, talking to yourself, getting things sorted in your mind. It's a valuable type of Language use and I promote it quite significantly in my work.



Sequences:

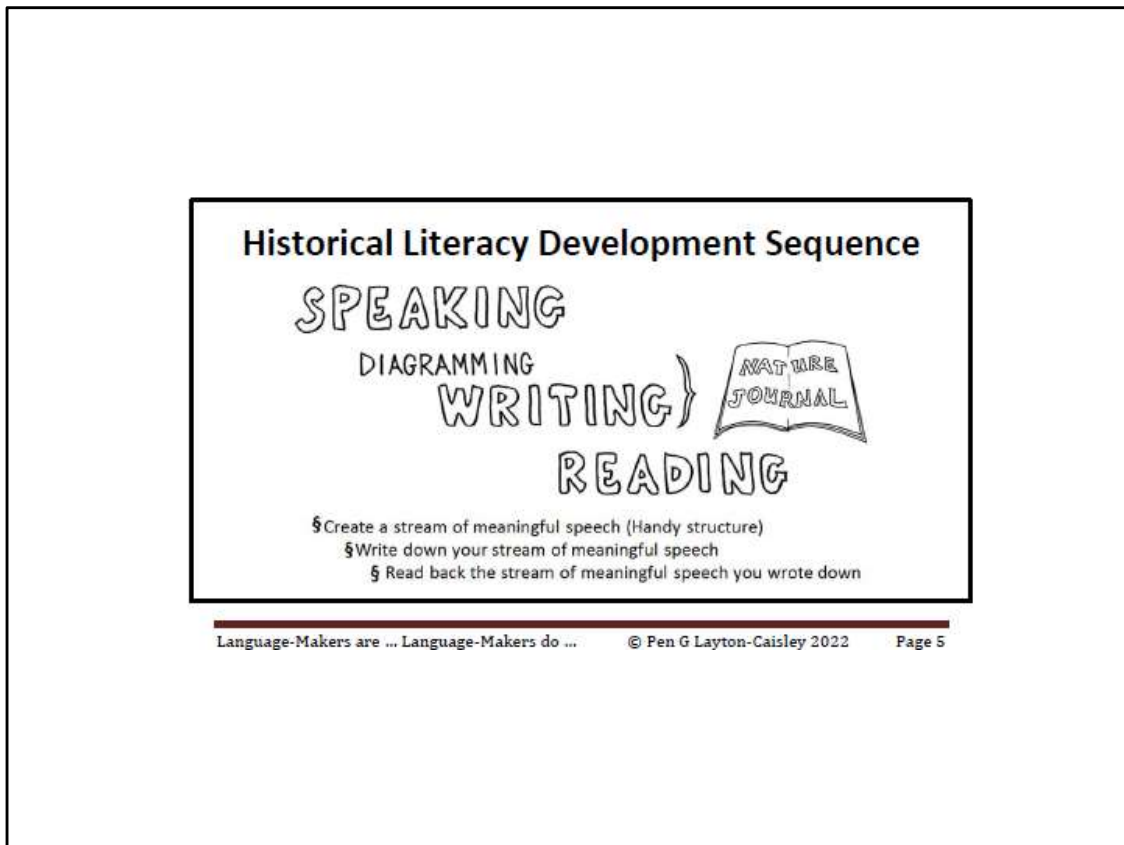
Several sequences are set out on page 5 of the handout booklet.

I am very keen about doing things in sequence, which I recommend for saving confusion and time. (I don't have any details of it, but I suggest that 15-year-olds who leave school without significant abilities with literacy and numeracy, have become confused. They haven't achieved even the basic knowledge because things might have been shown to them out of order. Or, they have not consolidated their knowledge of an early stage before their attention is turned to learning about the next stage.)

The Language Flow Sequence:

Some contemplation by education authorities could be made, perhaps, on what I call the **Language Flow Sequence**. It goes like this:

1. First of all you **experience it**: you go outdoors, choose a 'Nature thing' that appeals to your senses, you study it closely.
2. The second step: you **Language it**. By that is meant you create an informative talk about your 'Nature thing', using the 'Handie' structure (See earlier slide). Note that everything is in the body, it's all readily available.
3. And the third step is you **deliver it**. It's very important to actually deliver the Language. It is strongly recommended that you say your informative talk out loud, or sign it to an invisible audience.



The Historical Literacy Development Sequence:

The Historical Literacy Development Sequence goes like this: Speaking – Writing – Reading.

- Speaking is, historically, the first thing that we humans did. (I put Diagramming rather than Drawing in there as a preparation for Writing. You don't put so much pressure on people that way.)
- Then came Writing. (A by-product of the Writing process could be the production of a Nature Journal. At the presentation in Darwin, July 2022, attendees were shown an example of one.)
- Lastly came Reading.

My recommended sequence goes this way:

1. Create a stream of meaningful speech;
2. Write down your stream of meaningful speech; and
3. Read back the stream of meaningful speech you just wrote down.

<div style="text-align: center;"> <h2 style="margin: 0;">Nuts 'n' Bolts</h2> <h3 style="margin: 0;">WRITING (by hand)</h3> <p style="margin: 5px 0;"><i>Writing down what you say!</i></p> <p>Motivation</p> <ul style="list-style-type: none"> • “Why do I have to?” • Benefits of acquiring this skill <p>Knowledge</p> <ul style="list-style-type: none"> • Alphabet – 2 ways of saying the letters • Standard shape of the letters – Aa, Bb, Cc ... • Printing, cursive • Phonics • Spelling – regular, irregular • Punctuation <p>Practice</p> <ul style="list-style-type: none"> • Holding pen/pencil/stick in hand • Posture (while seated) • Making definite marks on page, in wet sand • Build up endurance (balanced by rest periods) </div>	<div style="text-align: center;"> <h2 style="margin: 0;">Nuts 'n' Bolts</h2> <h3 style="margin: 0;">READING (aloud)</h3> <p style="margin: 5px 0;"><i>Reading back what you just wrote!</i></p> <p>Phonics</p> <ul style="list-style-type: none"> • What sounds do these letters usually make? <p>Spelling</p> <ul style="list-style-type: none"> • Does this word's spelling follow the rules? <p>Delivery</p> <ul style="list-style-type: none"> • Enunciation • Clarity • Volume • Pitch modulation • Speed • Taking breaths: When? How often? • Fluency • Build up endurance (balanced by rest periods) </div>
<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Language-Makers are ... Language-Makers do ... © Pen G Layton-Calsley 2022 Page 6	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Language-Makers are ... Language-Makers do ... © Pen G Layton-Calsley 2022 Page 7

Further concepts set out in the handout:

On pages 6 and 7 of the handout booklet, two concepts are set out. One is called **Nuts 'n' Bolts Writing**, and the other is called **Nuts 'n' Bolts Reading**. And by Nuts 'n' Bolts is meant the very basics. People talk about the basics, but this *is* the basics. It's a logical process which can be achieved, even if it takes a little bit of time. (A child participant in one of my studies, who really was very bright – wonderful child for creating an informative talk – was very reluctant to write it down. It took me 20 sessions to convince him that to showcase himself as an educated and intelligent person, he needed to be able to write down the words that he spoke so eloquently.)

So, the Nuts 'n' Bolts Writing – and it's by hand of course – involves different aspects. Under the Knowledge heading, you have to know the alphabet, two ways of saying the letters, standard shape of the letters, phonics, spelling (regular, irregular), and more. I had to persuade this young man that – although it's a bit crazy the way you write the word 'through', for example, “You've just got to accept it, mate. No good arguing about it”.

Regarding holding a pen or pencil, there's much good advice to offer. A colleague told me they do invigilating – they have a classroom full of kids doing an exam – and they're alarmed to see many students holding their pen like this [*demonstrates pen held like a stabbing tool*].

So there's a lot of work to be done, to give people the skill and the strength – I use the word 'endurance' here – to be able to write, over a number of hours, something they'll possibly have to do at certain times of their lives.

Language-Making in the classroom

1. Give all students the identity of Language-Maker.

2. Encourage the following:

- Students to speak in full sentences;
- Say new terms and topics out loud;
- Put things in their own words;
- Talk to them about things in the playground that they have found interesting, and suggest ways they can find out more about these things: ask a family expert, or consult a library book.



Language-Making in the classroom:

In the classroom, you're obliged to follow the curriculum, but there's certain ways you can think about your students and think about the activities, having in mind Halliday's insistence that your main job is to **help the students master the ability to verbalise**. First of all, if you give all the students the identity of Language-Maker, you can get past your own prejudices, to see that all students have the same Language-Making capability. What they do with it is a different thing, but they all have that magnificent capability. That's the raw material that you can use to help them learn. In doing so, you can put out of your mind negative thoughts about the students' socioeconomic background. Rather, focus on their lovely bright faces, ready to take something on, so let's not disappoint them.

Other things you can do in the classroom: get students saying new terms and topics out loud, get them to move the muscles of their face to say tricky things – unusual names, like Kosciusko, for instance. Help them get their tongue around those names, and putting things in their own words.

Talk to them about the things they observe in the playground. Schools pay a lot of money to have their grounds tended, with certain plants grown for shade or colour, and so on. School grounds can be utilized more. When you're the teacher on playground supervision, you can talk to them about things, get them interested in why the bees are attending to this plant, but not that one. Why would that be? There are lots of opportunities to generate this Language-Making.

Encourage them to ask questions, and suggest ways they can get the answers. Every day it would be lovely if the kids went home with: "Oh I must find out more about such and such".

Language-Making in the community

Whenever you're out and about:

- **Make it a practice to talk** (to yourself!) **about the 'Nature things' you observe around you;** (Say it in a new language?)
- **When you're with children, encourage wordplay, such as the creation of puns, alliteration, rhymes, etc., as you focus on distinctive elements of the landscape;**
- **Boost yours and others' memory by harking back to things that spiked interest yesterday, last week, or even a year ago.** (Do you notice any change?)
- **Keep a personal Nature Journal.**



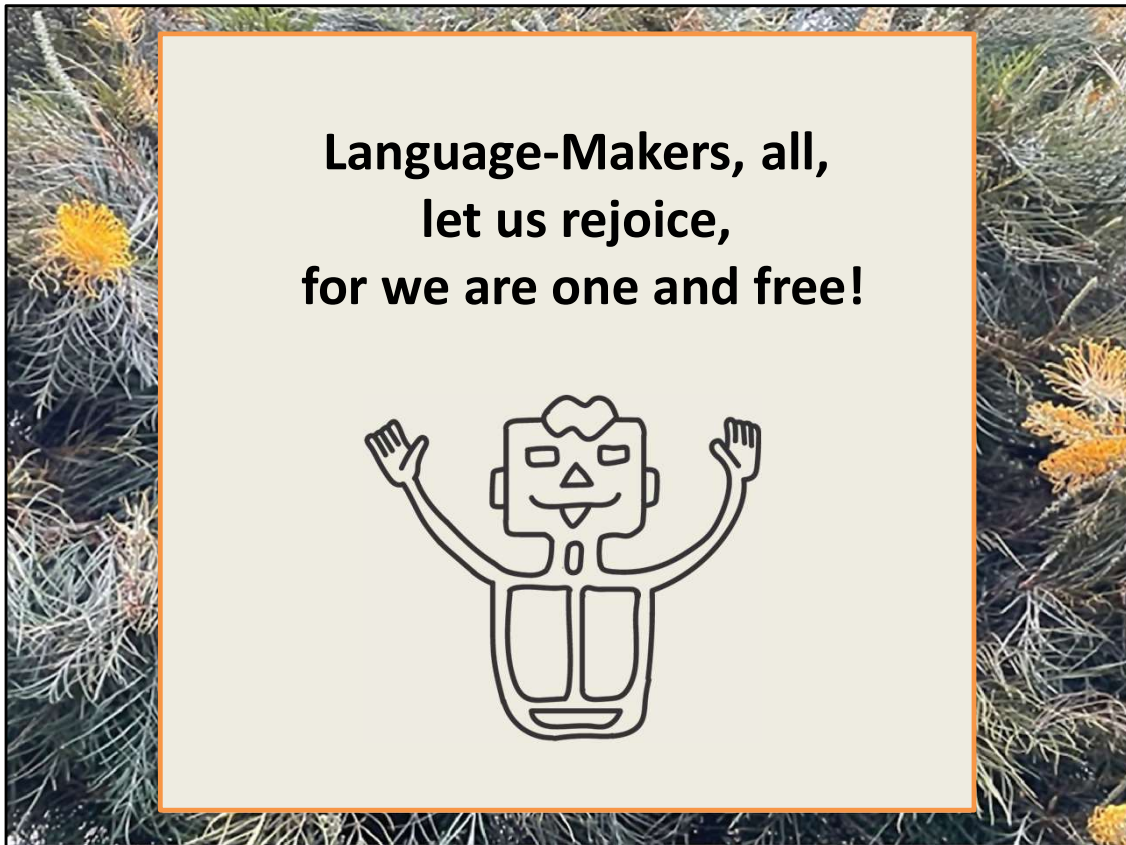
Language-Making in the community:

Now this something that can do that has nothing to do with an educational institution, a school, or education authorities, or anything. You can make it a practice to talk – to yourself – and develop your own language ability - about the 'Nature things' you observe around your neighbourhood. You can practise in another language. (I'm keen to practise Spanish. When I'm out and about, I'll be thinking up descriptions of the scene around me in Spanish. It'll be in context, it'll be related to what I'm doing.)

When you're with children, you can encourage wordplay. You can make up puns, or strings of alliteration, or rhymes.

Then you can boost your own and others' memories by harking back to things you talked about last week, or last month, or even last year. And we can all keep our eyes and ears on the environment, to note if there's been any change.

You can keep a personal Nature Journal and look back at that and see what was happening at that particular time last season. It could be important regarding changes in your neighbourhood.



Language-Makers, all, let us rejoice, for we are one and free!

For me, this is a kind of mantra, and could be yours, too. Whenever you're personally under stress, adopt the Language-Maker identity and do as the Language-Maker does: throw up your arms in joy.

With a slight adjustment to the start of the Australian national anthem, you've got a good mantra to go with it. Like the doodle, we're free to be ourselves. Free from other people's expectations. Free from discrimination.

Thank you for attending this presentation/reading this transcript.

Thanks to ALEA and AATE for scheduling this presentation in their national conference, Darwin, Northern Territory, July 2022, for videoing it, and permitting me to post it on this website. Pen G. Layton-Caisley.



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