

# “This is not a Key Thought”

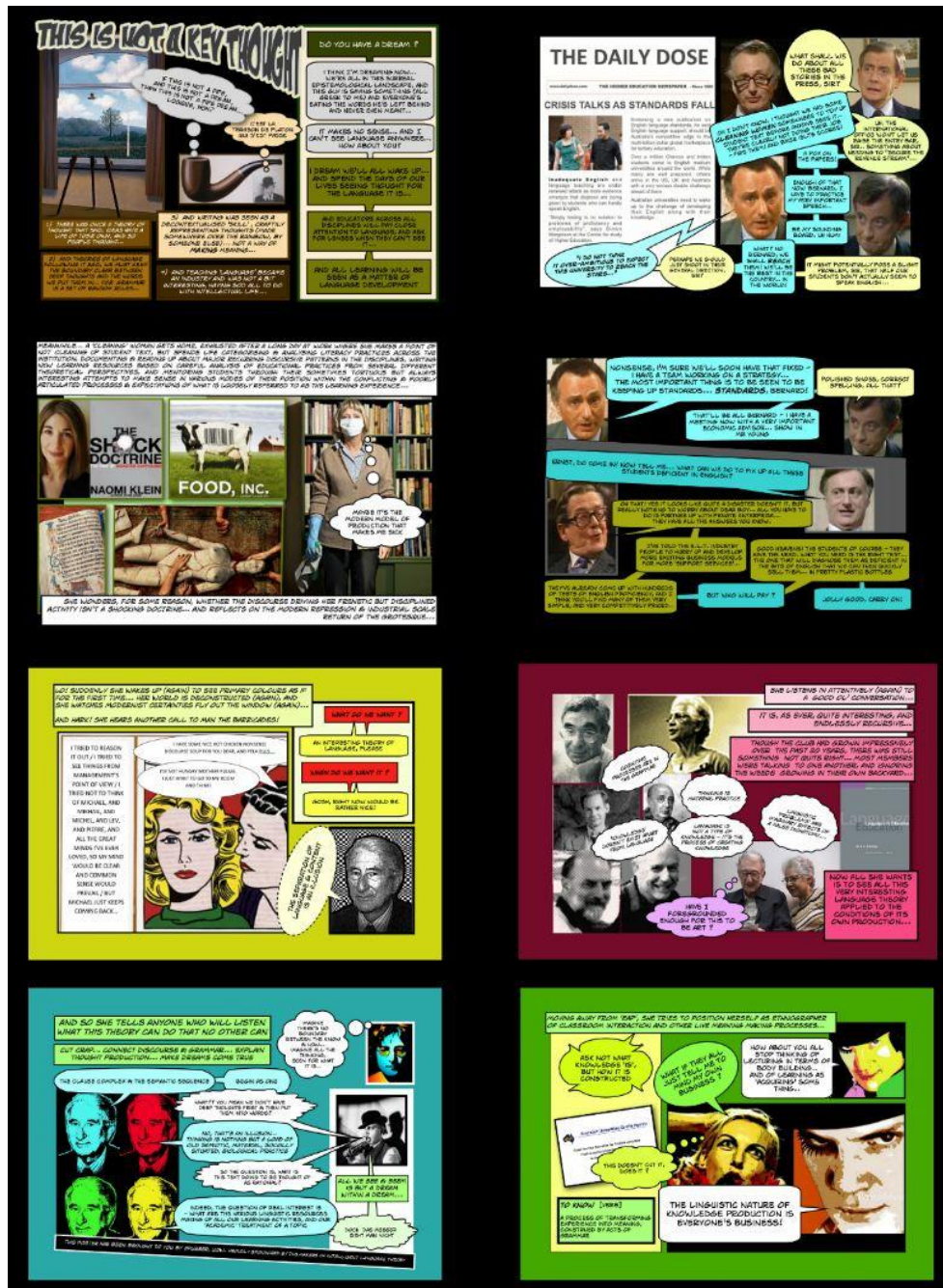
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## A comic approach



The poster draws attention to the value of a particular theory of language in the practice of all education, and especially in 'ALL' education (the development of Academic Language and Learning as a professional activity in universities). The following short explanatory text here in JALL functions like a wall panel in a gallery – to be read after viewing the artwork, if you're interested. Focus first on enjoying the poster, and your own interpretations. The poster can be viewed most effectively online, where panels are presented in the intended sequence, and in higher resolution. <http://prezi.com/essebcx47jr/not-a-key-thought/#>

## From black to bright

The key thought motivating this poster is that educationally useful linguistics needs to be more widely applied to higher education, in ways that help people learn what they come to university to come to know. Excellent thinking about language education occurs in the Systemic-Functional Linguistics (SFL) tradition, and the best positioning for language educators in universities, tasked to meet the needs of the large and increasing number of English language learners, would seem to be as close as possible to the daily teaching and learning going on across the disciplines. Not yet quite a mainstream thought, but hopefully the direction for ALL in universities, is the educational linguist's potential and valuable role in paying close attention to the linguistic nature of academic learning, the dialogic processes, and the lexico-grammatical resources through which people come to 'know' in specific discursive spaces.

Theoretically-informed and curriculum-integrated language education is a bold gesture, that invites us all to notice and question: how disciplines are being presented to language learners; how language education is positioned in relation to the disciplines; how the academy often seems to want to separate 'learning' from literacy, and literacy from 'grammar'; and why the relationship between 'English Language Proficiency' and daily practice in teaching and learning academic disciplines may risk becoming further, rather than less, obscured, when 'standards' for language learning are articulated separately from those describing learning in disciplines.

## Acknowledgements

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## Credits for works re-presented or 'referenced' in the poster

The following list of images and quotes (direct and indirect) follows the order of their presentation in the poster, which is to be read clockwise, from top left to bottom left panel.

### Panel 1

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### Panels 2 & 3

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#### Panel 4

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#### Panel 5

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#### Panel 6

##### Photos

Basil Bernstein. Retrieved from [http://www.smartkpi.com/performance\\_management\\_resources/Education\\_and\\_Learning/Bernstein-Basil-1924-2000-](http://www.smartkpi.com/performance_management_resources/Education_and_Learning/Bernstein-Basil-1924-2000-).

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**Panel 7**

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**Panel 8**

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