

The Education Tripos

Prelim to Part I

Foundation Course II: Language, Communication and Literacy 2014-15

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Aims and Objectives

This foundation paper considers a range of issues associated with children's development and learning, with particular emphasis on the way different social and cultural formations affect language acquisition, communication, and literacy practices in Britain and in parts of the developing world.

Brief Description of the Paper

This paper focuses on the social, psychological and material contexts within which spoken language and literacy are developed in childhood. Although the primary emphasis is orientated towards education, this is conceived in a broad context, taking full account of the complex interaction between school, home, and wider community cultures. The paper's overarching concern is with power and empowerment, as these are inflected within different forms of communication (written, oral and non-verbal), and with the way 'literacy' may be understood within different media forms and cultural contexts. The term 'literacy' itself is taken to be problematic and has, indeed, been displaced by the concept of 'multiple literacies' within many more recent theoretical discourses.

The lecture course is constructed around two strands, running in both Michaelmas and Lent terms, each of which takes a different focus. Strand A focuses primarily on theories of language development in childhood (both spoken and written) and reviews critically the way pedagogical practices of British schools have sought to develop children's linguistic capabilities. The second Strand (B) focuses primarily on the effects of cultural difference - such as the interaction between home, school and wider literacy practices; children's engagement with different kinds of texts and media; the politics of literacy in an international context, particularly in developing countries. This strand draws particularly on ethnographic and comparative studies. Although two strands are distinct in many ways, there are also significant areas within which they overlap and problematise each other.

NOTES FOR STUDENTS

Although the lecture series raises important issues and to some extent defines the field, you are expected to read widely so that you can engage with arguments and debates in a sophisticated way, and become more confident in displaying independent judgment. Although much of this wider reading will be orientated towards developing coherent lines of thought on specific topics selected for consideration in supervision essays and discussion, central issues raised on both strands of the course should be perceived as interconnected. If you wish to achieve high marks for this paper, then you should use more extended research into particular areas to make your own connections between the different ideas presented on the course rather than simply repeating lecture notes. The coursework assignment is designed to offer opportunities to bring together perspectives and issues from both strands of the course.

Modes of Teaching

The course is taught through 30-hour lecture series, running through Michaelmas and Lent terms, offering perspectives from specialists in different disciplines within the over-arching field of education. The Faculty recommendation is for 6 hours of group supervision, with a further two half-hour individual supervisions to support writing of the coursework assignment.

Modes of Assessment

There will be an assessed coursework essay and a two-hour examination paper. The coursework essay, about 3,000 words, will count towards 30% of the final mark. During the two-hour exam, you will be required to answer one question from each of two sections that represent the two strands (*The Communicating Child* and *The Encultured Child*). The examination will constitute 70% of the final mark. ***The questions you answers for the exam should not cover the same content as the Coursework Essay (but note that it is encouraged that your supervision essays cover content that you might include in your Coursework Essay and/or answers to the exam questions).***

Assessed Coursework Essay

The assignment takes the form of a theorised autobiography, analysing cultural, social and linguistic features and practices that have led to the student's acquisition of distinctive kinds of communicative practices, literacy and knowledge. Students are expected to evaluate aspects of their own experience in relation to relevant theories and issues raised by the course as a whole.

Supervision Essays

Supervision Essays are not formally assessed, but they are used to help build your essay writing skills to prepare you for the examination and the Coursework Essay. Generally, your supervision will spend some of the small-group supervision time giving feedback that is designed to help you strengthen your essay writing skills, especially in terms of presenting strong academic arguments.

There is a separate document listing supervision essay titles for the academic year. Over the course of the academic year, you will write four supervision essays (each one approximately 2000 words, plus a bibliography). The four essays are:

1. One of the Strand A Michaelmas essay titles
2. One of the Strand B Michaelmas essay titles
3. One of the Strand A Lent essay titles
4. One of the Strand B Lent essay titles

There is more information about writing good essays in the Education Tripos Student Handbook. You can select any of the possible titles from the appropriate lists. Generally, students use these supervision essays as practice for the examination and coursework essays.

One key goal for your supervision essays (as well as for exam essays and the Coursework Essay) is that you integrate material that goes beyond a single lecture. Each essay should draw on material from at least two different lectures. In addition, include some information in your essay that goes beyond what you heard about in the lectures and that you include at least one citation to material not included in the Key or Further Readings Lists.

Supervisions

Usually students will keep the same supervisor for the academic year. Although there is room for some flexibility based on individual student needs, you should plan for about 6-7 hours of supervision for this course. For the most part, you will have to submit work to your supervisors BEFORE the supervision, please check with your supervisor for deadlines.

Michaelmas Term:

- Supervision allocations are announced by the end of week 2. Once you know who your supervisor is, please get in contact with them.
- A short group supervision meeting with your supervisor to discuss expectations as well as the plan for supervisions across the year (usually occurs in weeks 3 or 4).
- A one-hour small group supervision to discuss your Strand A Michaelmas Essay (usually occurs in weeks 5-6).
- A one-hour small group supervision to discuss your Strand B Michaelmas Essay (usually occurs in weeks 7-8).

Lent Term:

- A one-hour small group supervision to discuss your Strand A Michaelmas Essay (usually occurs in weeks 5-6).
- A one-hour small group supervision to discuss your Strand B Michaelmas Essay (usually occurs in weeks 7-8).
- A one-to-one, 30-minute supervision to discuss your Coursework Essay plan (usually occurs in weeks 7-8).

Easter Term

- A one-to-one, 30-minute supervision to discuss a full draft of your Coursework Essay (usually occurs in weeks 1-2).
- A one-hour small group supervision for exam revision (usually occurs weeks 4-5).

GUIDANCE FOR THE COURSEWORK ESSAY

This assignment is designed to help you to bring together many of the ideas and issues raised on the course through relating them to your own experience. The autobiographical mode has been chosen so that you can reflect in depth on the kinds of cultural and individual linguistic experiences that inflect the teaching and learning of language and literacy, and on the different kinds of power embedded in various forms of communicative practices, literacies and knowledge.

Preparation

As you progress through the course many practices and theoretical issues will be explored that you can think about in relation to yourself. As the course proceeds you should make notes about your own experiences around the ideas you encounter: such as different forms of early language acquisition and development; linguistic habits and games in your particular family culture; the kinds of stories you heard as a child (who told them, who read them, what kinds of moral ideas were explored); your early language and literacy experiences in home and community; your toys and relationships in imaginative play; the affective as well as cognitive aspects of your experiences of texts, including popular culture, poetry, picture books, films for children etc. This will enable you to consider language as a developing tool for thinking in relation to the range of speech and writing genres you engaged with in different aspects of your social world. As the course progresses, we will be looking at practices and pedagogical issues in British schools with regard to the teaching and learning of literacy. You will then be able to reflect in an informed way on your early and later experiences in school. Did your home experiences relate comfortably to the school environment or was your family culture rather 'different' in ways we have looked at in the lecture course? Finally, you might consider the relevance of distinctive national elements of your own encultured experience, in relation to the international perspectives we take up with regard to the teaching and learning of literacy in developing areas of the world.

Writing

The assignment does not require you to form a comprehensive narrative of your life or learning but rather to draw out and examine key examples from your own experience that allow you to explore different issues and debates in this field. In selecting your topic, you should remember that the assessed work should not cover the same information as your responses on the exam.

Here are some of the kinds of questions that you might ask yourself to help inform your theorised autobiography around the focus of language and literacy:

1. What implicit cultural assumptions within my family and community about the value and various purposes of speech and literacy shaped my own early development? How do these differ from, or mesh with, the assumptions and purposes in case studies I have read?
2. What were the dominant oral and literacy practices within my school culture(s)? To what extent did the range of oral and literacy practices I was involved in outside school support or hinder my development within the school culture? How might this relate to sociocultural theories of language as a tool for thinking?

3. What kinds of texts (in all modes and semiotic systems) was I most engaged with in my particular pathway towards articulacy in speech and fully developed literacy? What qualities and cultural assumptions in these texts drew me to them as an individual? To what extent were they shared within my family, community and peer group? What implications can be drawn as to how we should conceive of, or theorise literacy (literacies) generally?
4. How do the literacy, oral, and textual practices I was engaged in differ from those that predominate in other parts of the world (specified)? What issues are highlighted by such an inquiry?

Reference List

Your Coursework Essay should include a Reference List. This is a list of all academic sources that you refer to in the Coursework Essay. In terms of the formatting of the references, either follow the reference style as outlined in the Education Tripos Handbook or use APA style (the reference style in psychology: <http://www.apastyle.org>)

Length of the Coursework Essay

The Coursework Essay should be 3,000 words in length. This upper limit **excludes** any text used for an abstract, contents page, reference list and appendices. It does, however, **include** words in figures and tables. According to university regulations you may go up to 10% higher than the upper limit or 10% under the lower limit without your mark being affected by a word count that is too large or too small.

Supervisions and Submissions of the Coursework Essay

Usually students have two one-to-one 30-minute supervisions to support them as they complete their coursework essay. The normal expectation is that you should have prepared a detailed plan for the Coursework Essay and begun work on a draft that you can discuss with a supervisor towards the end of the Lent Term. You should have completed your draft by the beginning of the Easter Term and should discuss this complete draft with your supervisor early in the Easter term.

The *Coursework Essay deadline is 8 May 2015* and must be fully and correctly referenced.

Please hand in spiral-bound paper copy with correct cover sheet to the Education Faculty Undergraduate office. Please retain an electronic version.

LECTURE PROGRAMME SUMMARY

Thursdays, 2:00 to 4:00 pm – Mary Allan Building G06/07 (except where noted below) –

MICHAELMAS TERM 2014

9 th October	David Whitley / Dr Michelle Ellefson	Introduction to the course
STRAND A THE COMMUNICATING CHILD		
Lecture 1: 9 th October	Dr Michelle Ellefson	Language Acquisition I
Lecture 2: 16 th October	Dr Michelle Ellefson	Language Acquisition II
Lecture 3: 23 th October	Dr Kryiakos Antoniou	Bilingualism I: Cognitive
Lecture 4: 30 th October	Dr Ruth Levine	Bilingualism II: Social
STRAND B THE ENCULTURED CHILD		
Lecture 5: 6 th November	Dr Jenny Gibosn	Sociology of Language
Lecture 6: 13 th November	Prof Maria Nikolajeva	Early Picturebooks and Visual Literacy
Lecture 7: 20 th November	Helen Bradford	Sociocultural Views of Literacy
Lecture 8: 27 th November	David Whitley	Literacy, Popular Culture and Film
Lecture 9: 4 th December	Dr Jenny Gibson	Social Consequences of Language Disorders

LENT TERM 2015

STRAND A (continued) THE COMMUNICATING CHILD		
Lecture 10: 15 th January	Prof Neil Mercer	Language and Learning
Lecture 11: 22 nd January	Fiona Maine	Exploring Children's Co-constructive Dialogue
Lecture 12: 29 th January	Dr Michelle Ellefson	Reading Acquisition
Lecture 13: 5 th February	Helen Bradford	Learning of Literacy in English Primary Schools: Actualities / Debates
Lecture 14: 12 th February	Helen Bradford	Government Literacy Policies: Issues and Resistances
STRAND B (continued) THE ENCULTURED CHILD		
Lecture 15: 19 th February	Dr Nidhi Singal	Education Poverty and Development
Lecture 16: 26 th February	Dr Alicia Fentiman	The English Language in Developing Countries
Lecture 17: 5 th March	Dr Nidhi Singal	Education of Marginalised Groups: Gender and Disability
12 th March		<i>Reading / Study</i>

DETAILED LECTURE PROGRAMME

MICHAELMAS STRAND A: THE COMMUNICATING CHILD

In the Michaelmas term the first three lectures in Strand A consider how young human beings firstly acquire then develop spoken and written language skills. Drawing on the discipline of cognitive psychology and psycholinguistics, the first two sessions in this strand first discuss the basic problems babies face when acquiring language, the biological basis they have to engage with this task, and the social and emotional issues to do with language development in babies and young children. That is followed by taking a similar approach to the acquisition of pre-reading and reading skills. The final session explores some issues to do with bi-lingual development and examine some of the interactions between young pupils through speech.

LECTURES 1 and 2

9th and 16th October 2014

Language Acquisition I and II

Dr Michelle Ellefson

The two parts of this lecture sequence review the extensive research around the emergence of language in infants and children. We'll focus these two sessions on some of the core questions in language acquisition, including whether the development of language is driven by nature (genes) or nurture (environment), whether the structures that process language are specialized just for language or part of a general cognitive system used for other areas of cognition, and the complex relationship between language and thought.

Key Readings

Goswami, U. (2008). *Cognitive development*. Hove, UK: Psychology Press. (Chapter 5: Language acquisition, p.148-181).

Siegler, R.S., & Alibali, M.W. (2005). *Children's Thinking* (4th Ed.). Upper Saddle River, NJ, USA: Prentice Hall. [Chapter 6: Language development]

Further Readings

Chapman, R.S. (2000). Children's language learning: An interactionist perspective. *Journal of Child Psychology and Psychiatry*, 41, 33-54.

Kuhl, P. (2004). Early language acquisition: Cracking the speech code. *Nature Reviews: Neuroscience*, 5, 831-843.

Kuhl, P., & River-Gaxiola, M. (2008). Neural substrates of language acquisition. *Annual Review of Neuroscience*, 31, 511-534.

Mandler, J.M., (2004). Thought before language. *Trends in Cognitive Sciences*, 8, 508-513.

Regier, T., & Kay, P. (2009). Language, thought and color: Whorf was half right. *Trends in Cognitive Sciences*, 13, 439-446.

Sabastián-Gallés, N. (2007). Biased to learn language. *Developmental Science*, 10, 713-718.

Saffran, J. R., Werker, J. F., & Werner, L. A. (2006). The infant's auditory world: Hearing, speech, and the beginnings of language. In W. Damon, R. M. Lerner, D. Kuhn, & R. S. Siegler (Eds.), *Handbook of child psychology, Volume 2: Cognition, perception, and language* (6th Edition, pp. 58-108). Hoboken, NJ: Wiley.

As a result of globalization, societies around the world are becoming increasingly more diverse and multilingual. Some researchers suggest that more than half of the world's population speaks more than one language in everyday life and that up to two thirds of children in the world are currently raised in bilingual environments. The goal of the lecture is to provide an introduction to the study of bilingualism from a cognitive perspective. A number of critical issues will be considered such as: How do we define bilingualism? What does it mean to be bilingual for the bilinguals' mind and brain? How does speaking two different languages affect children's linguistic and communicative development? How does it affect children's non-linguistic cognitive skills? We will review experimental evidence from the literature on the consequences of bilingualism for cognition.

Key Readings

Akhtar, N., & Menjivar, J. A. (2011). Cognitive and linguistic correlates of early exposure to more than one language. *Advances in Child Development and Behavior*, 42, 41-78. Available online at: https://www.academia.edu/3988188/Cognitive_and_Linguistic_Correlates_of_Early_Exposure_to_More_than_One_Language.

Barac, R., Bialystok, E., Castro, D. C., & Sanchez, M. (in press). The cognitive development of young dual language learners: A critical review. *Early Childhood Research Quarterly*. (available online as an in press article DOI: 10.1016/j.ecresq.2014.02.003)

Further Readings

Genesee, F. & Nicoladis, E. (2007). Bilingual first language acquisition. In E. Hoff and M. Shatz (Eds.), *Handbook of language development* (pp. 324-342). Malden, MA: Blackwell Publishing. Available online at: <http://www.psych.mcgill.ca/perpg/fac/genesee/HDBK%20BFLA%20FINAL.pdf>

Nicoladis, E. (2008). Why does bilingualism affect language and cognitive development? In J. Altarriba & R. Heredia (Eds.), *An introduction to bilingualism: Principles and practices* (pp. 167-181). Mahwah, NJ: Lawrence Erlbaum.

Paradis, J. (2010). Bilingual children's acquisition of English verb morphology: Effects of language exposure, structure complexity, and task type. *Language Learning*, 60(3), 651-680.

Siegal, M., Iozzi, L., & Surian, L. (2009). Bilingualism and conversational understanding in young children. *Cognition*, 110(1), 115-122.

Siegal, M., & Surian, L. (2012). *Access to language and cognitive development*. Oxford University Press: Oxford, UK. [Chapters 11-12].

This session will explore ways in which language learning can be seen as socialisation. We shall look at the metaphor of 'learner as apprentice' to consider how new members learn from more established members of a community how to use language appropriately in social interactions and to enact a range of social identities. We shall think about this with regard to children's first language acquisition and to second language learning. We shall consider possible implications for the classroom when, for some learners, the language of instruction is not their first language. We shall also question whether it is apt to think about foreign language learning as a form of socialisation.

Key Readings

Byram, M. (2008). Language learning in Europe' in *From Foreign Language Education to Educational for Intercultural Citizenship*. Clevedon: Multilingual Matters.

Phelan, P., Locke Davidson, A., & Hanh Cao Yu (1998). *Adolescents' Worlds: Negotiating Families, Peers and School*. New York: Teachers College Press, Columbia University. (This book is engagingly written - look particularly at the introduction and chapters 3, 5 and 8).

MICHAELMAS STRAND B: THE ENCULTURED CHILD

Strand B takes up a more culturally orientated approach to the development of language and literacy. In this strand the lectures are based on sociology, social anthropology, sociocultural and literary theories, and they consider the very different ways children learn to communicate and participate in their cultures of home and school. The lectures draw out cultural differences in early communicative practices through considering the many aspects of culture on offer for young children in Britain: popular culture narratives, poetry and rhyme, visual literacy and picture books, and children's television and film. In all these areas the learning child is examined as an active, expressive and playful respondent to different cultural forces that shape their communicative and literacy practices.

The first two lectures introduce sociocultural theory and examine different ethnographies of language and literacy practices within differing communities of speakers, readers and writers. The next four consider the rich range of texts and practices that work to enculturate the British child and that can have profound effects on the development of language and learning.

LECTURE 5
Sociology of Language

6th November 2014
Dr Jenny Gibson

This lecture introduces sociological approaches to language. It presents some of the key concepts related to the sociology of language from both a sociolinguistics perspective and a sociological perspective. The lecture introduces some of the key theoretical aspects of these two perspectives on language and explores the role of educational systems and curricula in reproducing forms of legitimate languages in school and the classroom. The lecture draws on ethnographic and case studies to examine the impact of language practices and norms in the experience and learning of children in school. It explores the impact of multiple forms of language in school, looking at the role of social class, gender, language and ethnicity. It investigates the challenges and opportunities offered by the increased linguistic diversity in schools for both practice and learning in the UK and internationally.

Key Reading

Mesthrie, R. (2010). Sociolinguistics and sociology of language. In B. Spolsky, and M. Hult (Eds), *The handbook of educational linguistics*. Oxford: Blackwell.

Further Readings

Fishman, J. (1972). The impact of nationalism on language planning. In R. Harris and B. Rampton, (Eds.) (2003), *The language, ethnicity and race reader* (pp. 117-126). London: Routledge.

Honeyford, R. (1988). The language issue in multi-ethnic English schools. In R. Harris and B. Rampton, (Eds.) (2003), *The language, ethnicity and race reader* (pp. 145-161). London: Routledge.

Pavlenko, A., & Blackledge, A. (2003). *Negotiation of identities in multilingual contexts*. Clevedon: Multilingual Matters.

Rampton, B. (2006). *Language and late modernity. Interaction in an urban school*. Cambridge: Cambridge University Press.

Theoretical texts

Berstein, B. (1971). *Class, codes and control: Theoretical studies towards a sociology of language. Vol. 1*. London: Routledge.

Bourdieu, P. (1991). *Language and symbolic power*. Harvard, MA: Harvard University Press.

Fishman, J. (1972). *The sociology of language; an interdisciplinary social science approach to language in society*. Rowley, MA.: Newbury House

LECTURE 6 Picturebooks and Visual Literacy

13th November 2014
Prof Maria Nikolajeva

Children, growing up in the contemporary world, experience many different kinds of visual ‘texts’ from a very young age. However the modern picturebook is a reflective space that is of particular value in terms of the rewards it offers children engaged in attentive reading. The lecture provides an overview of approaches to early visual literacy and the various ways children can engage with the rich multidimensionality of the picturebook form and the effect this has on their communicative range.

Key Readings

Arizpe, E., & Styles, M. (2003). *Children Reading Pictures: Interpreting Visual Texts*. London: Routledge.

Nikolajeva, M., & Scott, C. (2001). *How Picturebooks Work*. New York: Garland.

Sipe, L, (Ed.) (2008). *Postmodern Picturebooks: Play, Parody, and Self-Referentiality*. New York: Routledge.

LECTURE 7 Sociocultural Views on Literacy

20th November 2014
Helen Bradford

This lecture introduces sociocultural theory - a theory that looks at the important contributions that society makes to individual development. Sociocultural theory stresses the interaction between developing people and the culture in which they live. The lecture sets out some of the principles therein and examines the meaning of ‘culture’. It then explores sociocultural thinking about literacy events and practices. The lecture draws on ethnographic research studies to illustrate children’s literacy practices in the home and at school. Ways in which the transition from one sociocultural context to another are negotiated successfully or otherwise by children will be investigated, as well as the ways in which the educational environment can draw positively on children’s informal literacy practices in their family and community environments.

Key Readings

- Heath, S.B. (1988). *Ways with words: language and life in communities and classrooms*. Cambridge: Cambridge University Press.
- Minns, H. (1997). *Read it to me now!* London: Virago

Further Readings

- Bradford, H., & Wyse, D. (2012). Writing and writers: the perceptions of young children and their parents. *Early Years: An International Journal of Research and Development*, DOI:10.1080/09575146.2012.744957
- Compton-Lilly, C. (2006). Identity, childhood culture, and literacy learning: a case study. *Journal of Early Childhood Literacy*, 6(1) 57-76
- Hamilton, M., & Barton D (2001). Editorial. Special Issue: Literacy, Home and Community. *Journal of Research in Reading*, 24(3), 217-221.
- Lankshear, C., & Knobel, M. (2006). *New literacies: everyday practices and classroom learning (2nd Ed.)*. Maidenhead: Open University Press.
- Levy, R. (2008). 'Third spaces' are interesting places: Applying 'third space theory' to nursery aged children's constructions of themselves as readers. *Journal of Early Childhood Literacy*, 8, 43-66.
- Pollard A., & Filer, A. (1996). *The social world of children's learning*. London: Cassell.
- Vygotsky, L. (1986). *Thought and language*. Cambridge, MA: MIT Press.
- Vygotsky, L. (1978). *Mind in society*. London: Harvard University Press.

LECTURE 8

27th November 2014

Literacy, Popular Culture and Film

David Whitley

This lecture begins by exploring what is distinctive about the experience of 'reading the world' through moving image, as opposed to text-based, literary narratives. The question is raised as to whether the ability to 'read' moving image texts should be conceived as a new form of literacy. What are the implications of taking this standpoint?

Considering similarities and differences in the experience of 'reading' literary and media texts, drawing particularly on examples from classic Disney animation, the lecture goes on to examine some of the arguments that have been brought to bear on Disney animation and its effect on children's developing consciousness of the world. While some have argued that Disney animation facilitates playful experimentation with classic children's narratives and archetypes, other commentators perceive within the Disney project an ideological structure that narrows and distorts children's experience of the world, aligning children with deeply conservative attitudes towards social norms and stereotypes.

Key Readings

- Giroux, H. (1999). *The mouse that roared: Disney and the end of innocence*. Oxford: Rowman & Littlefield. [Chapter 3]
- Whitley, D. (2013). Learning with Disney: Children's Animation and the Politics of Innocence. *Journal of Educational Media, Memory, and Society*, 5(2), 75-91.

Further Readings

- Bell, E., Haas, L., & Sells, L. (Eds.) (1995). *From Mouse to Mermaid: the Politics of Film, Gender and Culture*. Bloomington IN: Indiana University Press.
- Buckingham, D., Davies, H., Jones, K., & Kelley, P. (1999). *Children's Television in Britain*. London: B.F.I. Publishing.
- Buckingham, D. (1996). *Moving Images: Understanding Children's Emotional Responses to Television*. Manchester: Manchester University Press.
- Burn, A., & Durran, J. (2007). *Media Literacy in Schools*. London: Sage.
- Bruner, J. (1990). *Acts of Meaning*. Cambridge, MA: Harvard University Press.
- Giroux, H. (1999). *The mouse that roared : Disney and the end of innocence*. Oxford: Rowman & Littlefield.
- Gunter, B., & McAleer, J. (1997). *Children and Television*. London: Routledge.
- Hilton, M. (Ed.) (1996). *Potent Fictions. Children's literacy and the challenge of popular culture*. London: Routledge.
- Howe, A., & Yarbrough, W. (Eds.) (2014). *Kidding Around: the Child in Film and Media*. London: Bloomsbury.
- Kline, S. (1993). *Out of the Garden: Toys and Children's Culture in the Age of TV Marketing*. London, New York: Verso.
- McDonnell, K. (1994). *Kid Culture: Children and Adults and Popular Culture*. Toronto: Second Story Press.
- Robinson, M. (1997). *Children Reading Print and Television*. London: Falmer Press.
- Steinberg, S., & Kincheloe, J. (Eds.) (2004). *Kinderculture: The Corporate Construction of Childhood (2nd Ed.)*. Colorado: Westview Press.
- Ward, A. (2002). *Mouse Morality: the Rhetoric of Disney Animated Film*. Austin: University of Texas Press.
- Wasko, J. (2001). *Understanding Disney: the Manufacture of Fantasy*. Cambridge: Polity Press.
- Whitley, D (2012). *The Idea of Nature in Disney Animation: from Snow White to WALL-E*. Ashgate.

LECTURE 9
Social Consequences of Language Disorders

4th December 2014
Dr Jenny Gibson

The lecture summary and reading list will be available after 1st November (when Dr Gibson joins the Faculty of Education).

LENT STRAND A: THE COMMUNICATING CHILD (CONTINUED)

In the Lent term, Strand A continues on the themes introduced during the Michaelmas term, with a focus here on language and literacy in the classroom. Because language is our main tool for making joint sense of the world, understanding how it is used is essential for understanding education. The first Strand A session for this term draws on sociocultural psychology, social anthropology and linguistics to provide an introduction to how spoken language is used to create joint knowledge and understanding in home and classroom, and examine the interactions between teachers and pupils through spoken language. The second and third lecture considers current theories and debates relates to how literacy is taught in the classroom. Finally, the last lecture builds on the content of the first further exploring the role of critical thinking in classroom dialogue.

LECTURE 10
Language and Learning

15th January 2015
Prof Neil Mercer

Part 1. Talk and the construction of knowledge

Language is our main tool for making joint sense of the world, and understanding how it is used is essential for understanding the processes of learning and the development of understanding. The lecture will provide an introduction to how spoken language is used to create joint knowledge and understanding, drawing on sociocultural psychology, social anthropology and linguistics. It will include a consideration of other settings, beyond those in educational institutions, in which people solve problems and make sense of the world together. The seminar which follows will allow for discussion of these issues and for some group-based activity related to the lecture content.

Key Readings

- Mercer, N. (2000). *Words and Minds: how we use language to think together*. London: Routledge. [Chapter 1 ‘Language as a tool for thinking’]
- Littleton, K., & Mercer, N. (2013). *Interthinking: putting talk to work*. London: Routledge: [Chapter 1 ‘Understanding Interthinking’]
- Mercer, N. (2013). The Social Brain, Language, and Goal-Directed Collective Thinking: A Social Conception of Cognition and Its Implications for Understanding How We Think, Teach, and Learn. *Educational Psychologist*, 48(3), 148-168.

Further Readings

- Mercer, N., & Hodgkinson, S. (2008). *Exploring Talk in School*, London: Sage.
- Mercier, H., & Sperber, D. (2011). ‘Why do humans reason? Arguments for an argumentative theory’, *Behavioral and Brain Sciences*, 34, 57-74.
- Miell, D., & Littleton, K. (2004). *Collaborative creativity: Contemporary perspectives*. London: Free Association Books.
- John-Steiner, V. (2000). *Creative Collaboration*, New York: Oxford University Press.

LECTURE 11
Exploring Children's Co-constructive Dialogue

22nd January 2015
Dr Fiona Maine

This lecture will explore the critical and creative thinking of children as they talk together to make meaning from texts. It will explore the notion of 'dialogic space' between speakers and explore the language that children use in these co-constructive discussions. The research that underpins the lecture develops the work of Neil Mercer by exploring the dialogic moves that children make as they respond to each other. It asks the crucial questions: do we value sufficiently the language of young children, and how might an educational setting promote questioning and talk to encourage creative thinking?

Key Reading

Maine, F. (2012). I wonder if they are going up or down': children's co-constructive talk across the primary years, *Education 3-13: International Journal of Primary, Elementary and Early Years Education*, DOI:10.1080/03004279.2012.685083

Further Readings

Alexander, R. (2010). *Children their world their education: final report and recommendations of the Cambridge Primary Review*. Abingdon: Routledge.

Craft, A., Cremin, T., Burnard P., & Chappell K. (2008). Possibility thinking with children in England aged 3-7. In A. Craft, T. Cremin and P. Burnard (Eds.) *Creative learning 3-11 and how we document it*. (pp. 65-74) Stoke on Trent: Trentham Book Ltd.

Mercer, N., & Littleton, K. (2007). *Dialogue and the development of children's thinking: a socio-cultural approach*, Abingdon: Routledge.

Rojas-Drummond, S., Mazon, N., Fernandez, M., & Wegerif, R. (2006). 'Explicit reasoning, creativity and co-construction in primary school children's collaborative activities', *Thinking Skills and Creativity*, 1(1), 84-94.

Wegerif, R. (2011). 'Towards a dialogic theory of how children learn to think', *Thinking Skills and Creativity*, 6(3) 179-190.

Wells, G. (1981). *Learning through interaction: the study of language development*. Cambridge: Cambridge University Press.

LECTURE 12
Reading Acquisition

29th January 2015
Dr Michelle Ellefson

Using the evidence and theories from cognitive developmental psychology, this lecture explores some of the pre-reading skills important for learning to read and the thinking processes involved with both decoding and comprehending text. As part of this discussion, we'll consider how studies of children with dyslexia better informs our understanding of how we learn to make sense of written language.

Key Readings

Carroll, J.M., Bowyer-Crane, C., Duff, F., Snowling, M.J., & Hulme, C. (2011). *Developing Language and Literacy: Effective Intervention in the Early Years*. Wiley - Blackwell. [Chapter 1]

Goswami, U. (2008). *Cognitive development*. Hove, UK: Psychology Press. (Chapter 10: Reading and Mathematical Development, p.335-355).

Further Readings

- Ehri, L.C. (2005). Learning to read words: Theory, findings, and issues. *Scientific Studies of Reading*, 9(2), 167-188.
- Ellefson, M.R., Treiman, R., & Kessler, B. (2009). Learning to label letters by sounds or names: A comparison of England and the United States. *Journal of Experimental Child Psychology*, 102(3), 323-341.
- Goswami, U. (2008). Reading, dyslexia and the brain. *Educational Research*, 50(2), 135-148.
- Hruby, G., Goswami, U., Frederiksen, C.H., & Perfetti, C. A. (2011). Neuroscience and reading: A review for reading education researchers. *Reading Research Quarterly*, 46(2), 156-172.
- Melby-Lervåg, M., Lyster, S.-A. H., & Hulme, C. (2012). Phonological skills and their role in learning to read: A meta-analytic review. *Psychological Bulletin*, 138(2), 322-352.
- Nation, K. (2008). Learning to read words. *The Quarterly Journal of Experimental Psychology*, 61(8), 1121-1133.
- Oakhill, J.V. & Cain, K. (2012). The precursors of reading ability in young readers: Evidence from a four-year longitudinal study. *Scientific Studies of Reading*, 16(2), 91-121.
- Phillips, L.M., Norris, S.P., & Anderson, J. (2008). Unlocking the Door: Is Parents' Reading to Children the Key to Early Literacy Development? *Canadian Psychology*, 49(2), 82-88.
- Tallal, P (2004). Improving language and literacy is a matter of time. *Nature Reviews Neuroscience*, 5, 721-728.

LECTURE 13
Learning of literacy in English
Primary Schools: Actualities / Debates

5th February 2015
Helen Bradford

Teaching children to read and write is arguably one of the most important goals of early years and primary education. Although reading and writing are linked processes, it is the teaching of reading that has attracted the most fierce debates. The extent to which reading teaching should be set in meaningful contexts has often been at the heart of these debates. Writing on the other hand has had less attention but one of the key issues has centred on the extent to which pupil self expression can and should be offered. This lecture gives a historical perspective and explores current debates and practice.

Part 1. Teaching Children to Read

This part of the afternoon will cover:

- A historical overview of debates about the teaching of reading
- The teaching of phonics: current research and practice
- The teaching of reading in a meaningful context

Part 2. Teaching Children to Write

This part of the afternoon will cover:

- A historical overview of approaches to teaching writing
- Recent initiatives and curricula
- Writing in the 21st century

Readings

- Barrs, M., & Cork, V. (2002). *The Reader in the Writer*. London: CLPE.
- Beard, R. (2000). *Developing writing 3-13*. London: Hodder & Stoughton.
- Fisher, R. (2006). Whose writing is it anyway? Issues of control in the teaching of writing. *Cambridge Journal of Education*, 36(2), 193-206.
- Goodman, K. (1969). Analysis of oral reading miscues: Applied psycholinguistics. *Reading Research Quarterly*, 5(1), 9-29.
- Goouch, K., & Lambirth, A. (2007). *Understanding phonics and the teaching of reading critical perspectives*. Berkshire: OU Press.
- Graves, D. (1983). *Writing: children and teachers at work*. London: Heinemann.
- Hall, N. (1998). *Writing with reason*. London: Hodder.
- Hilton, M. (2001). Writing process and progress: where do we go from here? *English in Education*, 35(1), 4-11.
- Kress, G. (1996). *Learning to write*. London: Routledge.
- Kress, G. (1997). *Before writing*. London: Routledge.
- MacArthur, C.A., Graham, S., & Fitzgerald, J. (2006). *Handbook of writing research*. New York: The Guilford Press.
- Meek, M. (1991). *On being literate*. London: Bodley Head.
- Millard, E. (2000). Aspects of gender: How boys' and girls' experiences of reading shape their writing. In J. Evans (Ed.) *The Writing Classroom* (pp. 89-107). London: David Fulton
- Pritchard, R. J., & Honeycutt, R. L. (2006). The Process Approach to Writing Instruction: Examining its Effectiveness. In MacArthur, C. A., Graham, S., and Fitzgerald, J. (Eds.) *Handbook of Writing Research*. London: The Guilford Press.
- Smith, B. (1994). *Through writing to reading*. London: Routledge
- Smith, F. (1998). *Writing and the writer*. London: Heinemann.
- UKLA (2004). *Raising boys' achievements in writing*. Royston: UKLA.
- Wyse, D., and Goswami, U. (2008). Synthetic phonics and the teaching of reading. *British Educational Research Journal*, 34(6), 691-710.
- Wyse, D., & Styles, M. (2007). Synthetic phonics and the teaching of reading: The debate surrounding England's 'rose report'. *Literacy*, 47(1), 35-42.

LECTURE 14
**Government Literacy Policies:
Issues and Resistances**

12th February 2015
Helen Bradford

This session will look first at recent policies with regard to children learning literacy in primary school and the assessment and evaluation thereof. It will consider research evidence

concerning pedagogical issues concerned with literacy as well as pupil assessment evidence. The session will include presentation and critique of current policy and practice in classrooms on the teaching of phonics. The second part of the session will continue to explore these issues, based around some interactive activities.

Readings

- Alexander, R. J. (2011). Evidence, rhetoric and collateral damage: the problematic pursuit of 'world class' standards. *Cambridge Journal of Education*, 41(3), 265-285.
- Boyle, B., & Bragg, J. (2006). A curriculum without foundation. *British Educational Research Journal*, 32(4), 569-582.
- English, E., Hargreaves, L., & Hislam, J. (2002). Pedagogical dilemmas in the National Literacy Strategy: primary teachers' perceptions, reflections and classroom behaviour. *Cambridge Journal of Education* 32(1) 9-26. (NB Corrigendum CJE 32 (2).)
- Fisher, R. (2006). Plus ça change? Change and continuity in literacy teaching. *Teaching and Teacher Education*, 22(4), 424-436.
- Goouch, K., & Lambirth, A. (2007). *Understanding phonics and the teaching of reading: critical perspectives*. Maidenhead: Berkshire: OU Press.
- Hardman, F., Smith, F., & Wall, K. (2003). Interactive whole class teaching in the National Literacy Strategy. *Cambridge Journal of Education*, 33(2), 197-215.
- Hargreaves, L., Moyles, J., Merry, R., Paterson, F., Pell, T. & Esarte-Sarries, V. (2003). How do primary school teachers define and implement 'interactive teaching' in the National Literacy Strategy in England? *Research Papers in Education*, 18(3), 217-236.
- Shiel, G. and Eivers, E. (2009). International comparisons of reading literacy: what can they tell us? *Cambridge Journal of Education*, 39(3), 345-360
- Smith, H. and Higgins, S. (2006). Opening classroom interaction: the importance of feedback. *Cambridge Journal of Education*, 36(4), 485-502.
- Wyse, D. (2003). The national literacy strategy: A critical review of empirical evidence. *British Educational Research Journal*, 29(6), 903-916.
- Wyse, D. (2011). The Public, the Personal, and the Teaching of English, Language and Literacy, in A. Goodwyn and C, Fuller (Eds.) *The Great Literacy Debate: A Critical Response to the Literacy Strategy and the Framework for English*. London: Routledge.
- Wyse, D. & Goswami, U. (2008). Synthetic phonics and the teaching of reading. *British Educational Research Journal*, Vol 34(6), 691-710.
- Wyse, D., McCreery, E., & Torrance, H. (2010). 'The trajectory and impact of national reform: Curriculum and assessment in English primary schools'. In Alexander, R. with Doddington, C., Gray, J., Hargreaves, L. and Kershner, R. (Eds.) *The Cambridge Primary Review Research Surveys (pp. 792-817)* London: Routledge.

LENT STRAND B: THE ENCULTURED CHILD (CONTINUED)

In the Lent term, Strand B is further developed by taking an international perspective on culture and literacy learning, particularly with regard to teaching and learning within developing countries. Issues of equality, justice and quality provision are considered in relation to culture, poverty and social injustice. This strand considers issues of pedagogy, costs and resources, inclusion and exclusion, and emancipation with regard to policies and practices in developing countries. The constraints and opportunities affecting literacy teaching are explored and the kinds of models and assumptions held by richer nations are questioned and critiqued. Literacy learning and its potentialities are then considered in relation to culture, gender and disability.

LECTURE 15
Education, Poverty and Development:

19th February 2015
Dr Nidhi Singal

This session will provide an opportunity to reflect on how notions of development have evolved over the years and the perceived role of education in this changing discourse. It will critically examine the concepts of 'development' and 'education' and highlight the work of Amartya Sen.

Key Readings

Schooling in the South. Oxford: Clarendon Press.

Specifically Chapters:

- Summary of the argument and main findings (pp. 1-11)
- Chapter 1: The Problem Outlined (pp. 12-38)

Further Readings

King, K. (2007). Multilateral agencies in the construction of the global agenda on education. *Comparative Education*, 43(3), 377-391.

Krishna, A. (2002). Escaping poverty and becoming poor: who gains, who loses and why? *World Development*, 32(1), 121-136.

Potter, R. B., Binns, T., Elliott, J. A., & Smith, D. (2008). *Geographies of development: An introduction to development studies*. England: Pearson Education Limited. [Chapter 1]

Sen, A. (1999). *Development as Freedom*. Oxford.

LECTURE 16
Literacy Learning in the Developing World

26th February 2015
Dr Alicia Fentiman

Part 1. Literacy

The first part of this lecture examines the key question of what we mean by 'basic literacy' – how is literacy defined, measured and assessed? Using socio-cultural and anthropological perspectives, the lecture elaborates on how literacy is a social practice and asks how the literacy experiences of other cultures are acknowledged and included in national and

international drives to raise literacy levels. It looks at the distinction between the formal (school) and informal (community) sectors.

Part 2. Which Language is the Most Appropriate Medium of Instruction? The Teaching of English in A Tanzanian Primary School

The second part of the lecture raises issues of pedagogy, equity, quality and good educational practice (e.g. - accessibility of resources). Through a detailed case study, the challenges and problems associated with the teaching of English in a Tanzanian Primary School will be discussed. A small selection of video clips will be shown to illustrate the reality of teaching in an overcrowded, under-resourced primary school in Dar es Salaam. More specifically, it will look at the policy and political implications of employing Kiswahili as the medium of instruction in primary school and the switch to English as the medium of instruction in secondary school. This example will set the scene for a more general discussion and debate on the politics of the most appropriate language of instruction. Whose agenda dictates?

Key Readings

- Fentiman, A., Wyse, B., & Vikiru, L. (2010). The Teaching of English in Sub-Saharan Africa. In D. Wyse, R. Andrews, and J. Hoffman (Eds.) *The Routledge International Handbook on English, Language and Literacy Teaching* (pp. 484-495). London: Routledge.
- Street, B.V. (1984). *Literacy in Theory and Practice* Cambridge University Press [Introduction chapter]
- Wyse, D., Sugure, C., Fentiman, A., & Moon, S. (2014). English Language Teaching and Whole School Development in Tanzania. *International Journal of Educational Development*, 38, 58-68.

Further Readings

- Brock-Utne, B. (2007). Learning through a familiar language versus learning through a foreign language – A look into some secondary school classrooms in Tanzania. *International Journal of Educational Development*, 27, 487–498.
- Brock-Utne, B., & Holmarsdottir, H. (2004). Language Policies and Practices in Tanzania and South Africa: Problems and Challenges. *International Journal of Educational Development*, 24(1), 67-83.
- Rogers, A. (2011). Some Current Concerns and Future Prospects in the Studies of Literacy in Development, *International Journal of Educational Development*, 35(5), 662-669.
- Sifona, D. (2007). The Challenge of Increasing Access and Improving Quality: An Analysis of Universal Primary Education Interventions in Kenya and Tanzania since the 1970s.
- Trudell, B. (2009). Local-Language Literacy and sustainable development in Africa. *International Journal of Educational Development*, 29(1), 73-79.

Even though a mere 1-5% of people with disabilities have an opportunity to participate in the formal school system in countries of the South their exclusion is not well documented or prioritised in planning and implementation. This lecture will critically examine the factors which have shaped the continued marginalisation of children with disabilities, while also reflecting on ways in which many of the current dilemmas faced in addressing their needs highlight potential for developing better educational systems.

Key Readings

DFID (2000). *Disability, poverty and development*. London.

Singal, N. (2008). Working towards inclusion: Reflections from the classroom. *Teaching and Teacher Education*, 24, 1516-1529.

Further Readings

Brouillette, R. (1993) Theories to explain the development of special education. In Mittler, P., Brouillette, R., and Harris, D. (Eds.) *Special Needs Education. World Yearbook of Education*. London: Kogan Page.

Kalyanpur, M. (1996). The influence of western special education on community-based services in India. *Disability and Society*, 11(2), 249-270.

Kristensen, K., Omagor-Loican, M., Onen, N., & Okot, D. (2006). Opportunities for inclusion? The education of learners with special educational needs and disabilities in special schools in Uganda. *British Journal of Special Education*, 33(3), 139-147.

Grech, S. (2009). Disability, poverty and development: critical reflections on the majority world debate. *Disability & Society*, 24(6), 771 – 784.