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978-0-521-19354-2 - Applied Linguistics and Primary School Teaching

Edited by Sue Ellis and Elspeth McCartney

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## Applied Linguistics and Primary School Teaching

Modern primary teachers must adapt literacy programmes and ensure efficient learning for all. They must also support children with language and literacy difficulties, children learning English as an additional language and possibly teach a modern foreign language. To do this effectively, they need to understand the applied linguistics research that underpins so many different areas of the language and literacy curriculum. This book illustrates the impact of applied linguistics on curriculum frameworks and pedagogy. It captures the range of applied linguistics knowledge that teachers need, and illustrates how this is framed and is used by policy makers, researchers, teacher educators and the other professions who work with teachers in schools. It considers how to effect professional development that works. It is essential reading for primary teachers but also for speech and language therapists, educational psychologists, learning support teachers and all those doing language or literacy research in the primary classroom.

SUE ELLIS studied for her first degree, in Theoretical Linguistics and Language Pathology, at the University of Essex and is currently a Reader in Literacy and Language Education at the University of Strathclyde. Her research, teaching and consultancy interests are in literacy development, teacher education and in how to make literacy policy work in practice. Her current research projects are on children's understanding and use of characterisation in writing, and on literacy policy development in Scotland and Malawi. With Kathy Hall, Usha Goswami, Colin Harrison and Janet Soler, she has co-edited *Interdisciplinary Perspectives on Learning to Read* (2010).

ELSPETH MCCARTNEY is a Reader in Speech and Language Therapy at the University of Strathclyde. She has qualifications as a teacher and as a speech and language therapist, and teaches and researches in the field of childhood speech and language impairment and therapy, particularly for children of primary-school age. Her major publications concern interventions for children with specific language impairment, following funded research projects, and teacher-therapist co-professional working practices. She is a Fellow of the Royal College of Speech and Language Therapists.

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Sue Ellis

and

Elspeth McCartney



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## Contributors

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KENN APEL is Professor of Communication Science and Disorders at the Florida State University, Tallahassee. He has over twenty years of experience conducting research and teaching classes on language learning and working with children, adolescents, and adults with language problems and language-based learning deficits. His current research focuses on the underlying linguistic components that support the development of reading and spelling, including morphological awareness and orthographic knowledge and processing. He is the former Editor-in-Chief for *Language, Speech, and Hearing Services in the Schools* (2007–2009), and is a fellow and certified member of American Speech-Language-Hearing Association (ASHA).

JANE BRIGGS is a senior lecturer in English in Education at the University of Brighton, leading the English team. Her teaching predominantly focuses on English in primary ITE and her research focuses on how teachers and children can explore texts and writing for thinking together to enhance the quality of the children's experience. Jane is particularly interested in the teacher's role as authentic meaning maker, working in partnership with the children.

GREG BROOKS retired at the end of 2007 having completed thirty years' virtually full-time educational research, much of it in the area of language and literacy. He worked for nineteen years at the National Foundation for Educational Research in Slough, before being awarded a personal Chair in the School of Education at the University of Sheffield. An abiding interest has been the link between spoken and written language, in particular the family of teaching approaches known as phonics. He wrote the review of the phonics element of England's *National Literacy Strategy*, co-authored a systematic review of the use of phonics in initial literacy teaching, and was a member of England's Rose committee, which reviewed the early years reading curriculum.

PETER BRYANT is Professor Emeritus of Wolfson College, University of Oxford and Senior Research Fellow in the Department of Education, University of Oxford. His interests are in the fields of developmental

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psychology, cognitive, linguistic and perceptual development, and the learning of reading, spelling and mathematics.

JOANNE COCKSEY completed her undergraduate psychology degree in Bristol and her Postgraduate Certificate in Education in Exeter and then joined the Language and Cognitive Development research group at the University of Oxford. In Oxford, she worked as a graduate research assistant to Professor Kate Nation on a prospective longitudinal project exploring the precursors to reading development and reading difficulties in young children. Joanne is currently completing her doctorate in Clinical Psychology at the University of Hertfordshire and maintains an active interest in language and literacy research.

ANGELA CREESE is Professor of Educational Linguistics at the University of Birmingham. She is author of a number of books and articles on multilingualism and linguistically diverse classrooms. Her books include *Multilingualism: A Critical Perspective* (2010); *English as an Additional Language: Approaches to Teaching Linguistic Minority Students* (2010); *Volume 9: Ecology of Language, Encyclopedia of Language and Education* (2009); *Teacher collaboration and talk in multilingual classrooms* (2005); and *Multilingual Classroom Ecologies* (2003). Angela's research interests are situated in educational linguistics, linguistic ethnography, teacher collaboration and multilingual pedagogies in community learning contexts. She has held a number of ESRC funded grants researching multilingualism in complementary schools.

HENRIETTA DOMBEY is Professor Emeritus of Literacy in Primary Education at the University of Brighton. Since the start of her teaching career, when she was confronted with a class of 7-year-olds with very little purchase on written language, she has been passionately interested in the teaching of reading. A central focus of this interest has been the interactions between teachers, children and texts. A past chair of the National Association for the Teaching of English and past president of the United Kingdom Literacy Association, she has worked extensively with teachers and teacher educators to develop professional thinking and action.

SUE ELLIS studied for her first degree, in theoretical linguistics and language pathology at the University of Essex and is currently a reader in Literacy and Language at the University of Strathclyde. Her research, teaching and consultancy interests are in literacy development, teacher education and in how to make literacy policy work in practice. Her current research projects are on children's understanding and use of characterisation in writing, and on literacy policy development in Scotland and Malawi.

VIV ELLIS is University Lecturer and Tutor for English Education at the University of Oxford where he convenes the centre for Sociocultural and

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Activity Theory Research. He completed his Ph.D. at the University of London Institute of Education and worked as an English teacher in secondary schools before moving into higher education. In his research, he maintains a focus on learning, subject English and the education of teachers. With Anne Edwards and Peter Smagorinsky, he has edited *Cultural-Historical Perspectives on Teacher Education and Development: Learning Teaching* (2010).

JENNIFER HAMMOND is an Associate Professor and Honorary Associate in the Faculty of Arts and Social Sciences (Education), University of Technology, Sydney. She has taught for many years in the fields of language and literacy education, ESL education and research design. Her research interests are in literacy development; classroom interaction, and the implications of socio-cultural and systemic theories of language and learning in ESL education. She has published widely in these areas. She is currently involved in research that addresses the needs of refugee students in Australian schools.

MARY HARTSHORNE is Head of Quality and Outcomes at I CAN, a UK children's communication charity. She has responsibility for ensuring high quality, evidenced programmes of work and manages a team of specialist professionals from education and speech and language therapy. She is a specialist speech and language therapist with a master's qualification in special educational needs and many years' experience of working in education – both as a practitioner and manager. She is a trainer and lecturer in speech, language and communication needs and has authored many of I CAN's discussion papers, including *The Cost to the Nation of Children's Poor Communication*. Her focus has been developing the classroom as an environment for language development, and looking at the ways that teachers and therapists can work together in schools. A specific interest is the link between speech, language and communication needs and emotional, social and behavioural difficulties.

AFRA AHMED HERSI is an assistant professor and the Director of the Literacy Program in the Teacher Education Department of Loyola University Maryland. Her scholarly interests include the literacy and language development of adolescent English language learners, immigration and social identity development, social context education and critical multicultural education. She has worked previously as a secondary history teacher and is currently a teacher educator for undergraduate and graduate students pursuing a secondary education certification, and for K-12 reading specialist and reading teachers.

DEBORAH A. HORAN is an assistant professor in Language and Literacy Studies at the University of Texas at Austin. Her scholarly interests include

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the sociolinguistic study of language, literacy and culture within the contexts of both elementary and teacher education. Her background includes work as an elementary Spanish-English bilingual teacher, composition instructor and teacher educator for early childhood and elementary teachers, bilingual teachers and K-12 reading specialists.

ELSPETH JAJDELSKA is a lecturer in English Studies at the University of Strathclyde. She studied English at the Universities of Glasgow and Leeds, and has taught at the Jagiellonian University in Krakow, Poland. In her research she is interested in applying findings in psychology, linguistics and education to historical literary problems. She is the author of two articles on the history of reading in the eighteenth century, as well as a monograph, *Silent Reading and the Birth of the Narrator* (2007). She is currently working on changing cultures of verbal performance, including oratory and oral reading, in the same period. In 2006–2007 she collaborated with Sue Ellis on an Arts and Humanities Research Council Knowledge-Transfer grant.

ADAM LEFSTEIN is Senior Lecturer at the Department of Education, Ben Gurion University of the Negev, Israel. His research and teaching focus on the intersections of policy, pedagogy and classroom interaction, and in how linguistic ethnography can be used to support educational practice. He is also affiliated with the Institute of Education, University of London, where he directs an ESRC-funded study of continuity and change in classroom interactional patterns. Recent and forthcoming publications include articles in the *American Educational Research Journal*, *Reading Research Quarterly* and the *Teachers College Record*.

CAROLYN LETTS qualified as a speech and language therapist in 1977, having previously completed a degree in French and Linguistics. In her first job she worked with a variety of bilingual (Welsh/English) clients. She studied for a Ph.D. at the University of Reading, looking at clinical interaction. She has been lecturing on speech and language therapy courses for many years, and has worked at Newcastle University since January 2000. Her research interests include the early identification and subsequent progression of children with language difficulties, and speech and language impairment in bilingual children. She is currently working on a new version of *The Reynell Developmental Language Scales*.

JULIE J. MASTERSON is Professor of Communication Sciences and Disorders at Missouri State University, where she teaches courses in phonology, language-learning disabilities and research design. She received her master's degree from Baylor and her Ph.D. from the University of Memphis. She is a fellow of the American Speech-Language-Hearing Association and was ASHA Vice President for Research and Technology from 2001 to 2003. She served as President of the Council of Academic Programs in Communication

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Sciences and Disorders from 2006 to 2007. She has been an associate editor for the *American Journal of Speech-Language Pathology* and has served as a guest associate editor for the *Journal of Speech and Hearing Research*, *Language, Speech, and Hearing Services in Schools*.

ELSPETH MCCARTNEY is a Reader in Speech and Language Therapy in the School of Psychological Sciences and Health, University of Strathclyde. She has qualifications as a teacher and as a speech and language therapist, and teaches and researches in the field of childhood speech and language impairment and therapy, particularly for children of primary-school age. Her major publications concern interventions for children with specific language impairment, following funded research projects, and teacher–therapist co-professional working practices. She is a Fellow of the Royal College of Speech and Language Therapists.

GEMMA MOSS is Professor of Education at the Institute of Education, University of London. She specialises in the study of literacy policy; gender and literacy; and children’s informal literacy practices and their relationship to the school curriculum. She has held a succession of research grants from the ESRC on these topics. She has also recently co-directed an evaluation of the use of interactive whiteboards in London’s secondary schools on behalf of the Department for Education and Science. Her most recent book is *Literacy and Gender: Researching Texts, Contexts and Readers* (2008).

DEBRA MYHILL is Professor of Education at the University of Exeter, and is Dean of the College of Social Sciences and International Studies. Her research interests focus principally on aspects of language and literacy teaching, particularly writing and grammar, and talk in the classroom. She is the author of *Better Writers; Talking, Listening, Learning: Effective Talk in the Primary Classroom*; and co-editor of the *Sage Handbook of Writing Development*.

KATE NATION is a professor in Experimental Psychology at the University of Oxford and a Fellow of St John’s College, Oxford. Following her D.Phil. in Psychology at the University of York in 1994, she remained a member of the York department before moving to Oxford in 2002. Her research interests include the development of language and literacy, both in typical and atypical development. She has particular interests in children’s language comprehension difficulties, and in the development of visual word recognition. Further information about her research can be found at [www.psy.ox.ac.uk/lcd](http://www.psy.ox.ac.uk/lcd).

TEREZINHA NUNES is Professor of Educational Studies and Fellow of Harris-Manchester College, Oxford University. She started her career as a clinical psychologist in Brazil and moved to a research career by obtaining a doctorate in psychology at City University of New York, where she was supported

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by a Fulbright Scholarship. Her work spans the domains of children's literacy and numeracy, including both hearing and deaf children's learning, and her focus of analysis covers cognitive and cultural issues, with a special interest in educational applications. Her literacy research focuses on the connections between morphological awareness, spelling and vocabulary growth.

JESSIE RICKETTS completed her doctoral research at the University of Oxford in 2008. For her thesis, she employed experimental and longitudinal designs to explore the relationship between oral language and reading skills in typically developing children, children with impaired reading comprehension and children with dyslexia. Subsequently, Jessie continued her literacy research at the Institute of Education, University of London, before becoming Senior Research Fellow at the Centre for Educational Development, Appraisal and Research at the University of Warwick in 2009. Her research is concerned with language and literacy development in typically developing children and children with language and literacy difficulties.

ALISON SEALEY is Senior Lecturer in Modern English Language at the University of Birmingham. She has published widely on the policy and practice of teaching English in primary schools, having previously worked as a teacher and teacher educator. She was the principal investigator on the ESRC-funded research project to investigate corpus-based learning about language in the primary school. She has written extensively on a range of areas of linguistic and social research, including journal articles on corpus linguistics, sociolinguistics, applied linguistics and social theory. She is the author, with Bob Carter, of *Applied Linguistics as Social Science* (2004), and of *Researching English Language* (2010).

VIVIENNE SMITH teaches in the School of Education at the University of Strathclyde. She researches into children's development as readers, critical literacy and children's literature. Recent publications include: 'Learning to be a reader: promoting good textual health' in P. Goodwin (2008) *Understanding Children's Books*; 'Making and breaking frames: crossing the borders of expectation' in J. Evans (2009) *Talking Beyond the Page: Reading and Responding to Picturebooks*; and 'Comprehension: a social act: Texts, contexts and readers' in K. Hall *et al.* (2010) *Interdisciplinary Perspectives on Learning to Read*.

JULIA SNELL is a research officer at the Institute of Education, University of London. She is currently working on two projects: (1) an ethnographic study of continuity and change in classroom interactional patterns; (2) a study of the use of video in teacher professional development and the resulting social dynamics of teacher learning. Her other research interests include making use of linguistic ethnographic methodologies to study language variation and processes of social identification, especially in relation to the use of

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'non-standard' linguistic varieties, and the relationship between language, education and social class.

DANIEL TIERNEY is Reader in Language Education at the University of Strathclyde in Glasgow. He was National Development Officer for Modern Languages in Primary Schools in Scotland, with responsibility for training and evaluation of the national programme to introduce languages into primary schools. He has written three books in the Young Pathfinder series for the Centre for Information on Language Teaching. He is the Scottish representative on the Early Language Learning Advisory Forum and served on QCA's working group on primary languages. His recent research has explored early language learning, pupil attitudes and teachers' views of pedagogy and implementation. He has spoken widely on this theme across the UK and in a number of European countries.

ELIZABETH B. WILSON-FOWLER is a doctoral student in Communication Science and Disorders at the Florida State University, Tallahassee. She has eight years of clinical experience working with students with language-learning disability in public school and private practice settings. Her research interests include identifying college students' metalinguistic skills that contribute to reading and spelling ability. She is a certified member of the American Speech-Language-Hearing Association.

MAGGIE VANCE is a lecturer in Language and Education at the University of Sheffield. She is a speech and language therapist who has worked with children with speech language communication needs in a range of educational settings. She is currently Programme Director of a postgraduate distance learning course for qualified teachers and speech and language therapists who have an interest in children with special educational needs/additional learning needs, and of an undergraduate certificate programme for teaching and learning support assistants. Maggie is co-editor of the journal *Child Language Teaching and Therapy*.

DOMINIC WYSE is a senior lecturer in Primary and Early Years Education at the University of Cambridge, and Fellow of Churchill College, Cambridge, and a member of the Centre for Commonwealth Education. He was a primary teacher for eight years, which included posts in London, Bradford and Huddersfield, and then lectured in Primary Education at Liverpool John Moores University for eight years, latterly as a Reader. His research focuses on curriculum, pedagogy and policy with a major strand on the teaching of English, language and literacy. His research on curriculum innovation includes a three-year project funded by the National Gallery in London. He is a lead co-editor of *The Routledge International Handbook of English, Language and Literacy Teaching* and he is working on the 3rd edition of *Teaching English, Language and Literacy*. He is associate editor of the *Cambridge Journal of Education*.



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## Preface

*Sue Ellis and Elspeth McCartney*

Many of the chapters in this edited collection began as papers given at an invited seminar series sponsored by the University of Strathclyde, the British Association of Applied Linguistics and Cambridge University Press. The seminars, *Applied linguistics: what should primary teachers know, and how?*, explored the relationship between applied linguistics, primary education and teacher knowledge. They sought to review some of the ways that applied linguistics impacts on the modern primary school curriculum and our understanding of it, and to explore the type of understandings of applied linguistics that could empower primary school teachers to create an effective and appropriate curriculum for all children in their charge.

In proposing the seminar series, four important themes were considered. One was the direct contribution that applied linguistics researchers have made to the content of the language and literacy curriculum in primary schools and to how it is framed and taught. A second explored the role of applied linguistics in understanding how language is used in schools and communities, and the wider implications of this for teachers and education policy makers. The third theme concerned the implications of legislation for inclusive education: as primary school classes increasingly include children with speech, language and communication difficulties, class teachers must work effectively with professionals such as educational psychologists, learning-support teachers and speech and language therapists to adapt curriculum content and delivery in order to support and develop the speech, language and communication of such educationally vulnerable children. The fourth theme concerned the variety of languages spoken in the modern primary school and the new knowledge demands this makes of teachers.

Discussion of the papers ranged across both *what* modern primary teachers might be expected to know and *how* such knowledge might most usefully be contextualised and developed effectively. Seminar participants explored the changing context of primary education, the range of demands on primary teachers to engage with applied linguistics ideas and frameworks, and the explicit and implicit assumptions and beliefs about the knowledge that class teachers might be expected to have. The debates reflected different views of

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the core knowledge that is needed, the form that such knowledge might take if it is effectively to enhance teaching capacity, and the most efficient and helpful ways to develop applied linguistics knowledge in initial and continuing teacher education, as well as the role of educational policy in driving, shaping and institutionalising this new knowledge.

Seminar speakers and participants were cross-disciplinary researchers from the fields of linguistics and ethnographic-, discourse- and corpus-linguistics; psycho-linguistics; literature; psychology; English language learning; foreign language learning and speech and language therapy, as well as education policy makers, and those involved in initial primary teacher education and continuing professional development. We have sought to maintain this broad range of perspectives in the selection and content of chapters for this book.

We should like to thank the University of Strathclyde, the British Association of Applied Linguistics and Cambridge University Press for sponsoring the seminar series, which led to the commissioning of this book, and to David Alcock, former Education Librarian, University of Strathclyde, for bibliographic expertise. Our thanks go also to the seminar participants and speakers for stimulating papers and thought-provoking discussion.

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Frontmatter

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## Editors' notes and conventions

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In adopting editorial conventions for this volume, we have been concerned with accessibility, and therefore with keeping technical language to a minimum. Where authors have wished to highlight specific letters, letter combinations or words, we have either underlined them, or used brackets, single quotation marks or italics. Words in foreign and ancient languages are also italicised.

Where the context is non-specific, we have used the term 'child' throughout, rather than 'pupil' or 'student', to avoid international confusion or confusion with student teachers, and to avoid privileging educational terms over those used outside school. We have in general used UK professional titles, but have asked all authors to be highly specific about the countries and jurisdictions to which they are referring, as policies and practices are often limited to designated geographical and political areas. Please note that the Former Department for Children, Schools and Families (DCSF) in England changed to the Department for Education on 12th May 2010. The current web address is: [www.education.gov.uk](http://www.education.gov.uk).

We have used Scottish English modern spelling throughout, which happily is identical to that of British English.