

The Routledge International Handbook of English, Language and Literacy Teaching

Edited by three authorities in the field, this handbook presents contributions from experts across the world who report the cutting-edge of international research. It is groundbreaking in its holistic, evidence-informed account that aims to synthesize key messages for policy and practice in English, Language and Literacy Teaching.

A comprehensive collection, the handbook focuses on the three key areas of reading, writing, and language, and the issues that cut across them. The international emphasis of all the chapters is extended by a final section that looks directly at different countries and continents.

The authors address many key issues including:

- why pupil motivation is so important
- the evidence for what works in teaching and learning
- the place of Information Technology in the twenty-first century
- the status of English and other languages
- globalization and political control of education.

This definitive guide concludes by discussing the need for better policy cycles that genuinely build on research evidence and teachers' working knowledge in order to engage young people and transform their life chances.

A powerful account that will be of interest to students, researchers and academics involved with education.

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Chapter 1 – Introduction

Dominic Wyse, Richard Andrews and James Hoffman

A synthesis of some of the key themes that emerge in the handbook is presented. For example it is suggested that an evidence-informed approach that motivates pupils and locates carefully balanced explicit teaching within a holistic framework is likely to be effective. Two other examples of key themes that are addressed in this introduction include the place of English as a world language, and different interpretations of the impact of interactive communication technologies.

Part 1: Reading

Chapter 2 – Scott G. Paris and Stuart McNaughton

Thoughtful reading, from early learning and throughout school years, requires effort and motivation from readers as well as instruction that is informative and supportive. We provide a summary of theoretical principles underlying motivated reading and consider some factors that enhance or inhibit children's engaged reading. For example some parents encourage their children to learn to read at an early age, but they may inadvertently make reading an unpleasant chore. Likewise, some teachers may oversimplify reading instruction into steps or procedures that promote superficial interactions with text. We use some cultural examples to illustrate how motivation to read is embedded in the sociocultural fabric of teaching and learning.

Chapter 3 – Eve Bearne and Morag Styles

Children's literature is a site of argument among scholars who approach it from a variety of viewpoints including the historical, literary criticism, reader response theory and a

range of theoretical positions aligned to cultural studies and semiotics (in relation to visual texts). This chapter defines children's literature as texts that are published primarily to amuse, entertain and absorb young readers, the best of which provide intellectual and emotional wisdom as well as nourishment for the imagination. The main focus is on fiction, poetry and picture books, plus a range of multimodal texts, including screen-based reading provided by digital technology. Attention is drawn to particular genres of children's literature, addressing such relevant issues as the relative neglect of poetry, the enduring appeal of fairy tales and the lack of international literature available in English for young readers. Empirical research on children's tastes, preferences, habits and attitudes to reading are examined, including the so-called underachievement of boys in reading. Transformations of texts from one medium to another are considered, as well as crossover books where the boundaries between adult and child readers are blurred.

The authors argue that much of the literature of childhood in the twenty-first century is complex and taxing, yet most young readers cope admirably with the demands of these texts; indeed, they relish the challenge. Recent evidence from over a thousand British teachers (Cremin *et al.*, 2008) is reviewed for the insights it provides on teachers' own knowledge of literature and the impact this has on the classroom. The constraints of a target and test driven curriculum and its effects on teachers and pupils' engagement with literature are considered. The authors conclude that children's literature has responded to changing times with changing texts, and discuss the importance of families in promoting and supporting reading, since so many of the texts which children enjoy are first encountered in the home.

Chapter 4 – Catherine Beavis

One of the greatest challenges to subject English as it is re-imagined in contemporary times is the role of literature, canonical texts and 'literary literacy' in the digital, globalized world of the twenty-first century. In arguing for a version of English that will equip students for the uncertainties of future times, Kress (2002) argues that English should be comprised of three areas: ethics, rhetoric and aesthetics – that is, values, structures of language and both print and multimodal communicative forms, and the study of the aesthetic in culturally salient texts. English, he argues, deserves its role in the curriculum 'as the subject that provides means for understanding the relation of an inner world of imagination and desire with an outer world of culture and of social demands' (Kress, 2002: 17). In this, literary and imaginative texts are central, but the ways in which they are approached and analysed needs to be reflective of contemporary constructions of texts and reading, and of the English curriculum more generally.

This chapter addresses key debates and questions concerning the place of literature in contemporary English curriculum, the pressures to which it is subject, and the state of literature teaching currently. This is followed by a consideration of what literature and its study has to bring to the twenty-first-century English curriculum. The chapter concludes with observations concerning opportunities for the future, presented by the incorporation into a reconceptualized literature curriculum of digital literacies and multimodal texts and e-literature.

Chapter 5 – Tanja Janssen, Martine Braaksma and Gert Rijlaarsdam

In this chapter we focus on students' literary reading processes. We examine differences between good and weaker adolescent readers (or novices), and the effects of interventions based on these insights. First we address the question of what activities constitute literature reading and interpreting. We present the results of empirical studies that aimed at answering this question. Weak and good novices were found to differ in the extent to which they used certain reading activities (e.g. paraphrasing, questioning, problem detecting, evaluating, emotional responding). Moreover, they differed in flexibility; that is, good readers tend to adapt their reading activities to the particular story at hand, while weak readers do not change their activities much from one story to another. In the second part of this chapter we review studies that aimed at improving the reading of literary texts in secondary education. Included are two experiments that compared self-questioning instruction with instructor-made questions about stories, and that compared two forms of self-questioning instruction: an unguided and a guided form. Results indicate that an open literature approach, based on 'authentic' student-generated questions, can be beneficial for students' story processing, interpretation and appreciation.

Chapter 6 – Gerald G. Duffy, Samuel Miller, Scott Howerton and Joseph Baxter Williams

This chapter describes the history of research and thinking about both comprehension and comprehension instruction, and uses emerging understandings to propose how comprehension instruction can be improved. We argue for merging two frequently discussed but often antithetical perspectives: motivating students to comprehend; and being explicit when teaching comprehension. We conclude that improved comprehension instruction depends on our ability to bridge this divide.

Chapter 7 – Nell K. Duke and Kathryn L. Roberts

In research and practice, reading comprehension is often treated as a unitary construct. Reading comprehension assessments often do not report scores differentiated by genre. Reading comprehension instruction often involves teaching comprehension strategies as though they apply equally well and in the same ways to any type of text. In this chapter, we review research on just how similar, or different, reading comprehension processes are for different genres of text. We find that a variety of studies – studies of reading achievement by genre, studies of predictors of reading comprehension achievement, think-aloud studies, and studies using other approaches (error detection, discussion analysis) – all reveal differences between reading comprehension by genre. Rather than being a unitary construct, reading comprehension is best seen as a collection of processes that are substantially differentiated by genre. Thus comprehension assessment and instruction should be differentiated by genre, and policy should be concerned with identifying, and aligning assessment and instruction to, the specific genres we most want students to learn to comprehend. It is clear that we need to move from generic to genre-rich reading comprehension research, policy, and practice.

Chapter 8 – Elfrieda H. Hiebert and Marco Bravo

Proficient reading in English requires knowledge of its morphological systems that include the derivational morphemes of Romance languages and the compounds of Germanic languages. This chapter presents research on three aspects of derivations and compounds: (a) the nature of the phenomenon in English; (b) its development in school-children and relationship to reading development; and (c) the nature of effective instruction. A conclusion of the chapter is that the derivational system of English has received the bulk of attention within research and pedagogy on morphology. While such attention is appropriate, the prolificacy of compounding in English necessitates that this system also be the focus of research and practice.

Chapter 9 – Usha Goswami

Current understanding of how the brain represents spoken language and phonology is reviewed. It is shown that phonological representation prior to becoming literate is fundamentally different from phonological representation once alphabetic literacy is acquired. Prior to literacy, the representation of phonology relies on prosodic features of language and on larger phonological units like syllables. As an alphabet is acquired, the brain re-represents the sound structure of words into so-called ‘phonemic phonology’. This new understanding poses a number of challenges for learning to read English. First, for native speakers, there is the challenge of segmenting the complex phonology of English syllables into the smaller sounds that correspond to alphabetic letters. Second, there is the complication of the inconsistency with which these smaller sounds are represented by the alphabet in written English (orthographic inconsistency, or spelling-sound ambiguity). Finally, for non-native speakers, there is the complication of the degree of match or mismatch between the prosody and syllable structure of their first language, and spoken English. A research strategy that addresses these systematic challenges is required in order to understand the varying difficulties in acquiring literacy in English faced by children who speak different languages.

Chapter 10 – Henrietta Dombey

The term ‘interactive literacy’ is usually used to denote digital literacy, in which the individual reader ‘interacts’ with software that provides feedback. This is not my focus here. Instead this chapter is concerned with interaction as the meeting and changing of minds – between reader and text, teacher and learner, and learner and peers. This may, of course, involve digital texts, but it also involves conventional printed texts.

The chapter opens by presenting reading as an essentially interactive process, grounded in contexts of use, in which the reader constructs new meanings, rather than identifying the author’s message. It then proceeds to examine the theoretical basis of interactive teaching, tracing its development in the US and UK. There follows an examination of a number of key classroom studies of interactive teaching, which lead to a closer examination (informed by discourse analysis) of the structure of classroom interaction in studies of literacy teaching. After a brief consideration of the training of teachers in interactive

approaches, the consequences of the introduction of England's National Literacy Strategy are discussed. The chapter concludes by arguing that different styles of interaction imply fundamentally different potentials for promoting reading as a thinking activity.

Part 2: Writing

Chapter 11 – Steve Graham

It is argued that the teaching of writing should be based on the use of evidence-based practices as much as possible. Drawing on four recent reviews that identify evidence-based practices using different research methodology (experimental, single-subject design, and qualitative), 25 practices are integrated into an instructional framework based on both social/contextual and cognitive/motivational theories of writing development. Concerns about the possible limitations of applying an evidence-based approach in writing are then examined as well as some possible solutions to these issues.

Chapter 12 – Helen Bradford and Dominic Wyse

The main focus of this chapter is children's emergent writing and the transition from emergent to conventional writing. The chapter takes an interdisciplinary theoretical perspective to examine research about the processes of learning to write. It is concluded that as children master conventional writing, support for code acquisition should be followed by support for children to understand the wider orthographic aspects of language, something which is particularly important for children learning English. In addition, the place of drawing not just as something intrinsically important in its own right but also as an important feature of children's writing development needs more attention by educators.

Chapter 13 – Frances Christie

While a great deal of research has been done over some years into writing in schools, relatively little of that research has addressed the ontogenesis of writing ability from early childhood to late adolescence, when most young people complete their formal schooling. This chapter proposes a theoretical framework for modelling writing development from childhood to adolescence, using a systemic functional linguistic (SFL) grammar with which to trace the developmental trajectory involved. It proposes the presence of four developmental phases in learning to write, the first of which covers the years from six to about eight years of age, the second from about nine to 12 or 13 years of age, the third from about 14 to 15/16 years, and the last from 16/17 years on, leading into adulthood. The phases are to be understood flexibly while the distinctions between the phases are often blurred, such is the nature of human development generally.

While all the phases are important, it is the 'middle' one, when children pass from late childhood to early adolescence, that is developmentally in many ways the most remarkable, at least for writing ability, for it is then – among successful students at least – that the transition to effective control of the grammar of written language is effected, though subsequent schooling sees consolidation and expansion of what is gained.

The transition is marked by significant expansion of all linguistic resources. As a result, the range of meanings children are enabled to construct is much enhanced, while they achieve an associated enhanced capacity to express value judgment and opinion.

Chapter 14 – Sarah W. Beck

In response to growing interest in the preparedness of secondary-school graduates for post-secondary writing tasks, this paper focuses on the development of composition both as a skill and as a subject between secondary and post-secondary schooling. I employ a three-dimensional theoretical framework that addresses the cognitive, textual and social aspects of composition, in order to illuminate the characteristics of writing tasks required of secondary students and the difficulties that students face with that kind of writing. I then relate those difficulties to findings from studies of academic writing at the college level. The notion of cognitive, textual and social dimensions of writing is used as a framework for discerning implications in these findings. In conclusion, I suggest directions for future research that would more fully integrate attention to the three dimensions of composition while also broadening our conception of composition to include the use of multiple modes for creating meaning.

Chapter 15 – Debra Myhill

Grammar and punctuation are all too often conceptualized as being intrinsically about accuracy in writing, and in both policy and practice, discourses relating to grammar and punctuation are heavily framed by reference to error and correction. In tandem with this is the contested value of grammar teaching and a long history of educational and political debate about the place, or not, of explicit grammar teaching in the literacy classroom. In the specific context of writing, this has resulted in a misunderstanding of how grammar and punctuation are fundamental ‘design tools’ for creating and shaping texts. This chapter considers the place of grammar and punctuation in a pedagogy for writing which acknowledges that writing is a socially-situated and creative act, and that grammar and punctuation are meaning-making resources for text design.

Drawing on both theoretical and empirical evidence, it considers arguments, mostly originating from the US, that a rhetorical approach to grammar enables writers to understand how different syntactic structures create different emphases and effects, and can position their readers differently. It also illustrates the very limited empirical evidence on the teaching of punctuation and how research in linguistics distinguishes usefully between the syntactic and prosodic functions of punctuation. The suggestion is that teaching grammar and punctuation should be embedded within a broader pedagogical framework for teaching writing which supports developing writers in recognizing, accessing and deploying linguistic constructions as tools in their repertoire of resources for creating text.

Chapter 16 – Derrick C. Bourassa and Rebecca Treiman

A number of theories of spelling development (e.g. Gentry, 1982; Henderson, 1985) emphasize that children’s spellings are initially rooted in phonology. Beginning spellers

go through a period during which they use their knowledge of phoneme-grapheme correspondences and letter names to represent a word's sounds. Higher-level sources of information, including knowledge of orthographic patterns and morphological relationships, are acquired only later. The research reviewed here suggests that these views of spelling development are too limited. Even beginning spellers use various knowledge sources – not just phonological knowledge but also orthographic and morphological knowledge – to guide their spelling. Moreover, each type of knowledge is not homogeneous in nature. Within each domain, children progress from simple to increasingly complex patterns. Continued analyses of these knowledge domains will lead to a clearer understanding of developmental differences and to the identification of obstacles that require special attention in instruction.

Chapter 17 – Jane Medwell and David Wray

Handwriting has been a rather neglected aspect of writing in mainstream education, although there has been a great deal of important research carried out from a special needs perspective. One major purpose of this chapter is to relate the findings of this research to mainstream writing education. We will do this first by suggesting that composition-led approaches to writing have underestimated the role of automatic handwriting within that composition. We go on to explore this role and the importance of what has come to be known as orthographic-motor integration. We conclude by suggesting some pedagogic ways forward in this area, particularly in terms of designing suitable intervention programmes, and producing a rational basis for selecting those learners who might benefit from such interventions.

Part 3: Language

Chapter 18 – Randy Bomer

This chapter is based on a line of inquiry about oral and literate language, the differences and similarities between them, and the changes that accompany shifts in mode or technology of language production and transaction. The chapter briefly introduces traditions, concepts, and conflicts in a line of inquiry that is foundational to the study of language and literacy. The scholarship reviewed is concerned with basic and enduring questions about the character of cultural difference, the meaning of literacy, and the relationship of tools to thinking, all central theoretical questions for the work of literacy educators.

The discussion of the scholarship on orality and literacy is divided into several sections, the first describing an earlier but still influential approach that emphasized the differences between orality and literacy, the second tracing a line of psychological inquiry from Vygotsky to the present, and the third section describing an approach that emphasizes the details of situation or practice in which oral and literate events occur and rejects the notion that differences in mode (oral/literate) make a difference in and of themselves. Vygotsky, in his emphasis on tools, outlined some theoretical notions about the contributions of technologies and modes to people's

thinking. In recent sociocultural theory, this emphasis on tools has been mitigated by attention to the situated practice of the use of those tools. Moreover, several scholars with interests in power and identity show that distinctions between orality and literacy – as well as programmes to impose literacy – are shaped by ideologies and interests.

Chapter 19 – Debra Myhill

This chapter addresses how we become proficient and articulate language users. It briefly summarizes behaviourist views of language development, and outlines Chomsky's redirection of theoretical thinking towards the notion that as humans we are hard-wired to become language users. The chapter then outlines social interactionist perspectives on language development that give greater emphasis to the interplay of biological and environmental factors in nurturing children's language abilities. The typical stages in learning to talk and key factors in vocabulary development are presented. Finally, the chapter explores the role adults play in developing young children's language and provides an overview of research questioning whether television viewing supports language development.

Chapter 20 – Janina Brutt-Griffler

The global spread of English has sparked a lively debate among scholars across disciplinary boundaries, giving rise to new conceptualizations of the relation of language and nation, language norms and language change. In examining theoretical frameworks on English spread, we observe a movement from an emphasis on macrolevel analysis towards a renewed focus on the individual speaker and language use. Such a context foregrounds the potential of an understanding of the advantages of bilingualism and the nature of bilingual processing. This contribution combines the social and cognitive dimension of bilingualism – often studied separately – in developing a socio-cognitive view of bilingualism. By bringing these two dimensions of bilingualism together, language educators and language policymakers can better understand the tasks at hand with respect to the complex nature of English education.

Chapter 21 – Anton Franks

Drama, particularly in relation to learning and the development of language and literacy, is the topic of this chapter. The field of drama in education and schooling is broadly defined and described, examining the place of drama on the curriculum from early years through to university education. Underlying theories of learning in drama are surveyed, from broad developmental approaches to specific theories about the learning of language and literacy. Methods of researching drama and learning, covering quantitative, qualitative and mixed methodologies are reviewed in the following section. In conclusion, implications arising from this survey of theoretical and research approaches for practice and research in the teaching and learning of drama are considered.

Chapter 22 – Frank Hardman and Jan Abd-Kadir

Talk is seen as being central to the learning process, enabling pupils to become more adept at using language so they can express their thoughts and engage with others in joint intellectual activity to develop their communication skills and to advance their individual capacity for productive, rational and reflective thinking. However, international research suggests one kind of talk predominates in the classroom at all phases of education: the so-called ‘recitation script’ of closed teacher questions, brief pupil answers and minimal feedback that requires pupils to report someone else’s thinking rather than think for themselves, and to be evaluated on their compliance in doing so. The recitation script could therefore be considered to be a universal feature of classrooms around the world. It follows that there is a need for an alternative ‘universalistic’ pedagogy based on dialogic principles. Using data collected from the developed and the developing world, this chapter considers the relevance of a dialogic pedagogy for those researching and designing teacher education programmes so as to improve the quality of classroom interaction in primary classrooms around the world.

Part 4: Teaching English, language and literacy

Chapter 23 – Hilary Janks

This chapter focuses on a critical approach to reading and writing that is underpinned by an understanding of the relationship between language and power. It shows what is at stake in the linguistic and visual choices made in the production of texts by providing an overview of work in the areas of critical linguistics and critical literacy and shows how reading, deconstructing and reconstructing texts are necessary for a process of transformative redesign. These ideas are then illustrated with reference to a photograph taken of Sarah Palin in her Governor’s office, the original of which appeared on the Alaska Government website and is now freely available on the internet.

Chapter 24 – Melissa Mosley, Lisa J. Cary and Melody Zoch

In this chapter we take the perspective that cultural responsiveness includes developing notions of what culture is, what culture looks like in the curriculum, the dispositions and language practices associated with cultural sensitivity, and/or how culturally responsive curriculum and classroom discourse prepare students for a globalized society. In relation to literacy teaching, cultural responsiveness is evident when students use language and texts to construct powerful, multi-voiced, globally situated, and transformative literate practices (Foster *et al.*, 2003).

We examine how experiences for prospective teachers lead to cultural responsiveness in literacy teaching. In particular, we focus on studies of pre-service teachers who participated in field experiences as part of their programme of study across international contexts. We found the following outcomes of field experiences for prospective teachers: developing teaching skill or pedagogical knowledge; taking responsibility for student outcomes; encouraging an ethic of care/relationship building; raising personal awareness of cultural difference; and awareness of social justice/injustices. We also heard varying ways of defining cultural responsiveness across the studies.

In response to our review of the literature, we argue that more research is needed in order to move beyond our understandings of how prospective teachers learn to understand what it looks like and sounds like when practices are examined through the lenses of cultural and historical discourses about race, ethnicity, culture, diversity, and difference. This calls for more research that looks at literacy within the frameworks of equity, justice, and political participation as a way to move towards culturally responsive teaching.

Chapter 25 – Misty Sailors and James Hoffman

In this chapter we examine research into the qualities of the text environment associated with literacy growth. Adopting the perspective of constructing ‘middle-range’ theories to inform practice, we first focus on research studies that have documented the importance of print-rich environments to literacy learning. Next, we examine studies that have expanded the tools for examining the text environment, including consideration of the engagement and valuing of different forms of texts. We conclude with the identification of necessary research in this important area.

Chapter 26 – Jackie Marsh

This chapter provides a critical review of research that has explored home and school literacy practices. The relationship between literacy as it is experienced in both domains is one that is vitally important for student engagement and motivation, in addition to academic success. A rich tradition of research exists that examines the interface between home and school literacy practices, and this chapter offers a conceptual review of the area of study, rather than a chronological review. Three key theoretical traditions that underpin studies of the home/school literacy continuum are identified: sociocultural, cultural and sociological. These broad fields have generated multifarious theoretical concepts, such as syncretism, third space theory and cultural capital, which have been utilized in various ways in attempts to understand the relationship between literacy as practised in homes and schools. The chapter reviews studies in each of these areas and then moves on to consider work that has traced the movement of literacy across the boundaries of home and school. Finally, the chapter considers more recent research that has focused on the way in which the relationship between home and school practices is changing due to technological developments in a new media age. It is suggested that future developments in this area, which include expansion of the use of mobile technologies, have the potential to dissolve further the boundaries between literacy practices across home and school domains.

Chapter 27 – Gemma Moss

This chapter considers how the relationship between gender and literacy has been explored within both research and policy communities and the ways in which the focus of that work has changed over time. In many countries, the current policy environment favours high-stakes accountability systems which are driven by performance data. Under these circumstances, what is the space for thinking again about gender and literacy?

What kinds of explanations for boys' comparative lack of success in reading and writing can feminists contribute, rooted in the social contexts in which literacy is learnt? Which kinds of explanations are most useful for taking practice forward? In answering these questions, this chapter takes both a retrospective and prospective view.

Chapter 28 – David Reinking

This chapter overviews the intersection of interactive communication technologies (ICTs) and literacy research. It provides several examples of how digital technologies are increasingly becoming integrated internationally into the mainstream of everyday literacy. Next, three foci are presented as a framework for characterizing the diverse perspectives, theories and research aimed at understanding ICTs in relation to literacy and literacy development: (a) an outward focus on how ICTs are affecting literacy in general; (b) an inward focus on the salient dimensions and unique characteristics of digital texts; and (c) a school-ward focus on how ICTs are or are not being integrated into literacy instruction in schools. The chapter concludes with a brief commentary about the future of ICTs for educators and researchers interested in literacy.

Chapter 29 – Carey Jewitt and Gunther Kress

In this chapter we argue for the need for a multimodal perspective to explore the effects of changing contemporary social conditions on literacy and the teaching of 'English'. It attends to two interconnected social and cultural trends: first, the representational and communicational facilities made available via technologies; and second, the changing forms of knowledge that are mobilized and circulated in the contemporary social and pedagogic landscape. We show how these trends emerge in English, their effects on literacy and on the shapes of curricular knowledge, and changes in the interrelation of image and writing in English.

We outline a multimodal social semiotic approach, along with a brief introduction to the literature in its application to English. To provide some contextualizing of multimodality in contemporary English, the social conditions that underpin the 'production of English' are briefly discussed. The 'new' technologies clearly are a key part of this; we use the interactive whiteboard (IWB) as an exemplar technology indicative of significant changes in representational and communicational forms through which to examine the pedagogic space of contemporary English. Illustrative case study examples of English teaching that were undertaken between 2000 and 2003, and 2005 and 2006 provide insights into the effects of technology-mediated practices in English. The chapter concludes by highlighting some implications for educational practice and policy with respect to literacy and the teaching of English.

Chapter 30 – Andrew Burn

This chapter presents a history of how English has used moving image texts, especially film, and the difficulties it has faced in incorporating this and other media forms into a curriculum traditionally dominated by language and by heritage literature. It identifies

tensions between the pedagogic traditions of English, film education and media education; but also offers evidence of positive moves in research and in practice, where expanded models of literacy can explore common territory across print and screen media, and where notions of creativity and textual production can similarly extend beyond language to other media forms.

Chapter 31 – Terry Locke

After considering poetry as a taken-for-granted component of current English curricula, this chapter selectively reviews a selection of contemporary poetry showing that there is a range of justifications for teaching poetry. It then shows how differing conceptualizations of poetry lead to a variety of ways for designing programmes and activities related to and responding to, composing and performing poems. It concludes with a number of implications for policymakers, teacher educators, teachers and researchers.

Chapter 32 – Joe Salvatore

This chapter addresses the fear and resistance that students and teachers can experience when approaching Shakespeare in an English classroom. Bogart (2001), Freire (2000, 2005), and Palmer (1993), acknowledge the presence of fear and resistance in the classroom and in the rehearsal studio. Only when teachers use more progressive approaches and avoid the transmission approach to education will students overcome their fears surrounding Shakespeare and his plays. Scholars and practitioners consistently highlight three dynamic approaches to teaching Shakespeare: the use of dramatic activities; the viewing of live productions and films; and the actual performance of the plays. Dramatic activities allow for students to engage with the Shakespearean world of the play and in the parallel world of the process drama, thus creating contemporary connections to their personal world (Warner, 1997). Gibson (1998) advocates the use of films, videos, and live performances as part of a teacher's approach to Shakespeare instruction, as it allows students to gain access to the world of the play and to discuss various interpretations. Flachman (1997) discusses the 'inside-out' approach used by theatre artists when working on a play, and encourages English teachers to consider adopting elements of this approach, because it focuses more on the action and circumstances in the play and encourages students to perform the plays. The chapter also recognizes that in order for these active, experiential techniques to be effective, teachers must receive stronger training in differentiated assessment to properly measure student achievement when using these experiences in the classroom.

Chapter 33 – Elias Avramidis, Hazel Lawson and Brahm Norwich

This chapter is concerned with children experiencing difficulties in learning literacy. On the premise that different theoretical orientations lead to contrasting views about difficulties in literacy and, in turn, diverse interventions, we focus on two particular areas of need: dyslexia, usually described as a specific learning difficulty in reading, writing and spelling; and literacy for children and young people, described as experiencing severe

learning difficulties, who have general rather than specific learning difficulties. Underpinning our discussion is a socio-educational approach which departs from sterile debates around definitions and causation and recognizes that there are no separate or distinctive curricula and pedagogies that simply flow from group membership. Instead, we maintain a perspective to pedagogy that assumes generic strategies that are geared to difference by degrees of deliberateness and intensity of teaching. Further, we suggest that school curricula should be reformed by broadening concepts of school literacy to various forms of communication and 'multi-literacies', some of which are accessible to people with severe disabilities. The chapter concludes by advocating a pluralism of approaches through the exercise of professional judgement, a process based on reflection and analysis of personal experiences and informed by theory derived from research.

Chapter 34 – Peter Afflerbach, Byeong-Young Cho, Jong-Yun Kim and Summer Clark

Classroom assessment of literacy involves teachers and students in the process of gathering, analysing and using assessment information. From this information, inferences about students' literacy development, achievement and related instruction can be generated. Classroom assessment uses both formative and summative information, to assist, gauge and then to certify learning. Classroom assessment is marked by shared responsibility of teachers and students, and it is demanding of their time, attention and knowledge.

Chapter 35 – Cathy M. Roller

The most striking finding in teacher preparation for reading instruction is the tremendous variability that exists across preparation programmes. This chapter documents the variability and suggests a four-step plan for moving teacher preparation from its current disarray to evidence-based practice. The first step is to provide accurate descriptive reports of initial teacher preparation that include a focus on preparation to teach early reading. A second step is developing a logic model and focusing research at crucial points in the evidence chain. A third important step is to mine the existing reviews for the findings that are supported and use those findings in conjunction with learning theories to develop a specific theory of initial teacher preparation. A final step is developing large-scale national and international research programmes on initial teacher preparation that are guided by theory, focused enough to detect differences, and that are longitudinal.

Part 5: English, language and literacy teaching: countries as contexts

Chapter 36 – Gerry Shiel and Emer Eivers

In recent years, there has been renewed interest in international comparisons of reading literacy. Two studies involving school-age students – the Progress in International Reading Literacy Study (PIRLS) sponsored by the International Association for the Evaluation of Educational Achievement (IEA) and the Programme for International Student Assessment (PISA) sponsored by the Paris-based Organisation for Economic

Co-operation and Development (OECD) – are now administered on a regular basis, and provide benchmarks against which to compare countries and regions on a range of text types and reading processes. In 2006, PIRLS was administered to nationally-representative samples of fourth-grade pupils in 40 countries, while PISA was administered to representative samples of 15-year-olds in 57 countries. In 2009, PISA was administered to students in 67 countries. This chapter examines how these assessments can add to our understanding of differences in reading performance.

First, the frameworks underlying the assessments are examined as they relate to the definition and measurement of reading. Second, approaches to reporting on achievement outcomes, including benchmarks (PIRLS) and proficiency levels (PISA) are considered. Third, factors associated with reading literacy, both within and across countries, are examined, and efforts to disentangle socioeconomic status from other variables that purport to explain performance are described. Fourth, the relevance of international studies to the teaching and learning of reading in schools is considered. Fifth, some criticisms of current international assessments of reading literacy are considered. Sixth, future directions in international assessments are outlined. Throughout the chapter, attention is drawn to issues around the validity of the tests used in international assessments, and the comparability of the resulting scores.

Chapter 37 – Dominic Wyse and Darleen Opfer

The nature of globalization and its effects are an area of intense interest worldwide. These economic and socio-political effects have had a bearing on education. Control of the curriculum and pedagogy is a key area in relation to this. Of particular significance is the way that globalization is perceived and how these perceptions influence political change. In the chapter, England's National Curriculum and National Literacy Strategy are used as cases in which to contextualize the exploration of globalization and the international context for literacy. It is concluded that by appealing to the inevitability of globalization the scope of political decision making was unacceptably narrowed.

Chapter 38 – Joanna Lee and Beatrice Lok

This chapter reflects on the development of English language education in the two Special Administrative Regions (SARs) of China: Hong Kong and Macao. It first reviews the historical background of the two cities in relation to their respective sociolinguistic and educational environments. The chapter then examines English language education in the two cities, focusing mainly on the recent trend of English language teaching (ELT) approaches, resources and teaching support available in the two places during the post-colonial period. The colonial history of Hong Kong has laid a solid foundation for the growth of English in this former British colony; the influence of English on the education sphere is also tremendous.

Unlike Hong Kong, as a former colony of Portugal, Macao's development of English language education has basically been driven by the economic value encompassed by the language. Despite the disparate paths taken by Macao and Hong Kong in terms of English language education development, the two SARs share a common goal

of achieving communicative competence in English, and similar major obstacles that impede the realization of this goal. The ultimate aim of this chapter is to raise a call for further research on pedagogical issues relevant to English language education in the two regions.

Chapter 39 – Mihika Shah

Hindi is India's official language and English is its associate official language. English language enjoys a prestigious position in the country. It is equated with upward socioeconomic mobility through better educational and economic opportunities. Children start schooling in their regional language and English is introduced as a second language during the latter years of primary schooling. Due to the weakness in quality of English teaching and learning in government schools, a large majority of the country's population believe that an English-medium education from the beginning is the only path to progress. A bilingual educational programme through which children are educated in both their regional language and English throughout their schooling is likely to address people's aspirations and desires as well as sustain the country's rich linguistic heritage.

Guided by the principle of the developmental interdependence hypothesis, this chapter recommends the introduction of a bilingual educational programme across the country with equal emphasis on the development of literacy related concepts in the regional language and simultaneous exposure to English language in the primary school years, thereby facilitating the transfer of literacy related concepts from regional language to English language in the higher grades. However, for a bilingual educational programme to be successful the following core issues need immediate attention: curricular materials need to be extensively revised; quality improvements need to be made in the processes of teachers' training and recruitment; and the examination system needs to shift from being summative to being formative.

Chapter 40 – Aud Marit Simensen

The teaching of English in Scandinavia has until recently been a story typical of the teaching of a foreign language. More particularly it is a story of societies with 'small' languages as mother tongues and thus has obvious needs for proficiency in a 'larger' language, such as English. From an international perspective, proficiency in English in Scandinavia is considered high. This chapter examines some of the conditions for this favourable situation and accordingly some of the premises for the claim in the headline. Initially, some historical facts are examined, and aspects of the current situation of the English language in the world, as well as of the teaching of it in compulsory education in Scandinavia are considered. Finally, a number of region-specific factors in the development of high proficiency in the language are discussed, including research results offered, challenging theoretical concepts submitted and practical tools produced by a handful of European institutions of immense impact. Among the factors discussed are also the massive informal exposure to English in Scandinavia today and the increased use of it in global interaction, reasons that are described as contributing to making the situation of learning it at present less typical than that of learning a foreign language.

Chapter 41 – Alicia Fentiman, Dominic Wyse and Lillian Indira Vikiru

The countries of sub-Saharan Africa continue to work towards the millennium development goals. The important work towards universal primary education has in more recent years been accompanied by the recognition that more work on curriculum and pedagogy is necessary. The importance of language as part of development is reflected in the significance of multilingual approaches, and in the way that languages are inseparable from political development in African societies. This underlines the need for development efforts to be informed by appropriate linguistic understanding. Tanzania is selected as a case to illustrate many of these issues.

Chapter 42 – Richard L. Allington

US federal education policy on reading has shifted dramatically in the past few years. A federal focus on academic accountability, privatization, and school choice, along with the federal mandate that school must use scientifically-based reliable research to plan instruction, has largely diminished the role of the local educational authority in developing instructional plans. However, reports of the status of American reading achievement indicate that these federal efforts to reshape educational decision making and reading instruction have not been successful in improving outcomes.

Chapter 43 – Wayne Sawyer

This chapter begins by addressing the policy contexts within both Australia and New Zealand – the latter just beginning a new national curriculum and the former in the early stages of its first national curriculum. Thus, the policy context in Australia at the time of writing concerns the way curricula are constructed in the separate states and territories. There is a degree of commonality across the states in syllabus design, as there is indeed between Australia and New Zealand. The approach taken to summarizing key recent research in the two countries has been to study the research on English language and literacy teaching presented in the peak peer reviewed journals of Australia and New Zealand between 2005 and 2007: *English in Australia*, the *Australian Journal of Language and Literacy* and *English Teaching: Practice and Critique*.

Areas addressed in these journals over this period included: the changing nature of literacy; paradigm shifts; effective literacy practices in the early years; and the place of knowledge about language. Implications for policy and practice include the importance of: nuanced understandings of pedagogy; the place of ‘design’ within newer understandings of both literacy and the subject English; and the role of creativity within centralized curriculum contexts.

Chapter 44 – Sue Brindley

English in England and Wales has been the subject of a series of far-reaching political decisions contextualized within a government-driven agenda of accountability and centralization in education. As a consequence, for both the subject English itself and for

those who teach it, professional knowledge has become a deeply contested area. Using a sociocultural perspective, this chapter seeks to explore the changing constructs of professional knowledge as they relate to English; and to investigate the impact of these changes within a research framework that makes particular reference to Durkheim's concepts of sacred and profane knowledge.

Chapter 45 – Richard Andrews, James Hoffman and Dominic Wyse

Building on the recommendations of all the authors this chapter identifies the main educational implications that arise. For example it is suggested that there is a need for more research on writing development in the secondary years, and a greater focus on modality, new technologies and media in the early years and primary years. The chapter concludes by underlining the importance of transformation of teacher practice through working knowledge generated by thought, reflection and action.