

Interdisciplinary Perspectives on Learning to Read

Culture, cognition and pedagogy

Edited by

**Kathy Hall, Usha Goswami,
Colin Harrison, Sue Ellis and
Janet Soler**

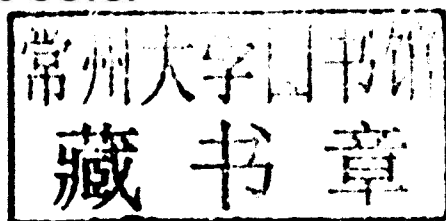


Routledge Psychology in Education Series

Interdisciplinary Perspectives on Learning to Read

Culture, cognition and pedagogy

Edited by Kathy Hall,
Usha Goswami, Colin Harrison,
Sue Ellis and Janet Soler



First edition published 2010

by Routledge

2 Park Square, Milton Park, Abingdon, Oxon, OX14 4RN

Simultaneously published in the USA and Canada

by Routledge

270 Madison Avenue, New York, NY 10016

Routledge is an imprint of the Taylor & Francis Group, an informa business

© 2010 Kathy Hall, Usha Goswami, Colin Harrison, Sue Ellis and Janet Soler for selection and editorial material. Individual chapters, the contributors.

Typeset in Galliard

by Keystroke, Tettenhall, Wolverhampton

Printed and bound in Great Britain

by CPI Antony Rowe Ltd, Chippenham, Wiltshire

All rights reserved. No part of this book may be reprinted or reproduced or utilised in any form or by any electronic, mechanical, or other means, now known or hereafter invented, including photocopying and recording, or in any information storage or retrieval system, without permission in writing from the publishers.

British Library Cataloguing in Publication Data

A catalogue record for this book is available
from the British Library

Library of Congress Cataloging-in-Publication Data

Interdisciplinary perspectives on learning to read: culture, cognition
and pedagogy / edited by Kathy Hall . . . [et al.]. – 1st ed.

p. cm.

Includes bibliographical references.

1. Reading (Elementary)—Social aspects. 2. Multicultural
education. 3. Cognitive styles in children. I. Hall, Kathy, 1952–
LB1573.L63358 2010

372.4'044—dc22

2009035791

ISBN10: 0-415-56123-X (hbk)

ISBN10: 0-415-56124-8 (pbk)

ISBN10: 0-203-87566-4 (ebk)

ISBN13: 978-0-415-56123-5 (hbk)

ISBN13: 978-0-415-56124-2 (pbk)

ISBN13: 978-0-203-87566-7 (ebk)

Interdisciplinary Perspectives on Learning to Read

Interdisciplinary Perspectives on Learning to Read brings together different disciplinary perspectives and studies on reading for all those who seek to extend and enrich current practice, research and policy debates. The breadth of knowledge that underpins pedagogy is a central theme and the book will help educators, policymakers and researchers understand the full range of research perspectives that must inform decisions about the development of reading in schools. The book offers invaluable insights into learners who do not achieve their full potential. The chapters have been written by key figures in education, psychology, sociology and neuroscience, and promote discussion of:

- comprehension
- gender and literacy
- phonics and decoding
- digital literacy at home and school
- bilingual learners and reading
- reading difficulties
- evidence-based literacy
- visual texts.

This book encompasses a comprehensive range of conceptual perspectives on reading pedagogy and offers a wealth of new insights to support innovative research directions.

Kathy Hall is Professor of Education and Head of the School of Education at University College Cork.

Usha Goswami is Professor of Education at the University of Cambridge and a Fellow of St John's College, Cambridge.

Colin Harrison has a personal chair in Literacy Studies in Education at the University of Nottingham.

Sue Ellis is Reader in Literacy and Language in the Department of Childhood and Primary Studies at the University of Strathclyde.

Janet Soler is Senior Lecturer at the Open University, where she teaches and publishes on literacy education and literacy policy.

Routledge Psychology in Education

Edited by Karen Littleton

The new *Routledge Psychology in Education* series is interdisciplinary in nature, publishing cutting-edge research in educational psychology and education-based research from related areas, including cognition, neuropsychology and social psychology. Titles will take a broad and innovative approach to topical areas of research and will address the needs of both researchers and advanced students (Masters and Ph.D.) within both psychology and education programmes and related areas.

Titles in the series will:

- review the field to provide an interesting and critical introduction to the student;
- explore contemporary research perspectives, issues and challenges;
- signpost future directions and trends.

Contributors

Kate Cain, DPhil, is a Reader in the Department of Psychology at Lancaster University. Her research and publications focus on the development of language comprehension in children with a particular interest in the skill deficits that lead to reading and listening comprehension problems. Her work has been published in *Journal of Experimental Child Psychology*, *Journal of Educational Psychology*, *Memory and Cognition*, *Journal of Child Language*, and *Language and Cognitive Processes*. She is co-editor with Jane Oakhill of *Children's comprehension problems in oral and written language: A cognitive perspective* (2007), and is an associate editor for the *International Journal of Language and Communication Disorders* and the *Journal of Research in Reading*.

Barbara Comber is a key researcher in the Centre for Studies in Literacy, Policy and Learning Cultures in the Hawke Research Institute at the University of South Australia. Her particular interests include literacy education and social justice, teachers' work and identities, place and space, and practitioner inquiry. She has worked collaboratively with teachers in high poverty locations focusing on innovative and critical curricula and pedagogies which address contemporary social challenges. She has recently co-edited two books: *Literacies in place: Teaching environmental communication* (Comber, Nixon & Reid, 2007) and *Turn-around pedagogies: Literacy interventions for at-risk students* (Comber & Kamler, 2005).

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 seven-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.

Rose Drury is Senior Lecturer in Early Years at The Open University Faculty of Education and Language Studies and formerly Senior Lecturer in Early Childhood Education at the University of Worcester and Principal Lecturer in Early Years Education at the University of Hertfordshire. She worked for the Minority Ethnic Curriculum Support Service in Hertfordshire and has extensive experience of teaching bilingual children in the Early Years. Based on her ethnographic doctoral study, the recently published *Young bilingual learners at home and at school* examines the experiences of three four-year-old bilingual children as they begin school in three English nursery classes from a sociocultural theoretical perspective. Her work has been cited as a key reference in a recent 2007 DCSF publication *Supporting children learning English as an additional language: Guidance for practitioners in the Early Years Foundation Stage*.

Sue Ellis is a Reader in Literacy and Language in the Department of Childhood and Primary Studies at Strathclyde University. Her first degree was in Theoretical Linguistics and Language Pathology and her current work involves research, teaching and consultancy in literacy assessment, pedagogy and policy. She is interested in how children learn to become literate but also in how the literacy curriculum is framed, developed, taught and assessed. Recent research projects include a study of the impact of Literature Circles on reading engagement and a study of how indirect speech and language therapy can be used to support children with language impairment in primary schools. The latter project highlighted the systemic, resource and expertise issues that impact on the quality and quantity of support that children with language impairment in mainstream classrooms receive.

Usha Goswami is Professor of Education at the University of Cambridge and a Fellow of St John's College, Cambridge. She is also Director of the University's Centre for Neuroscience in Education, which uses EEG techniques to study the neural basis of dyslexia and dyscalculia. Usha Goswami is currently funded by the Medical Research Council to carry out a longitudinal investigation of the brain basis of dyslexia in children. This is a five-year study involving over 100 children. Prior to moving to Cambridge, she was Professor of Cognitive Developmental Psychology at the Institute of Child Health, University College London, 1997–2003, and before that she was a University Lecturer in Experimental Psychology at the University of Cambridge, 1990–1997. She received her Ph.D. from the University of Oxford in 1987; her topic was reading and spelling by analogy. Her current research examines relations between phonology and reading, with special reference to the neural underpinnings of rhyme and rhythm in children's reading. She has received a number of career awards, including the British Psychology Society Spearman Medal, the Norman Geschwind-Rodin Prize for Dyslexia Research, and Fellowships from the National Academy of Education (USA) and the Alexander von Humboldt Foundation (Germany).

Kathy Hall was Principal Investigator for the ESRC seminar series from which the chapters in this volume emerged. She is Professor of Education and Head of the School at University College Cork. She has published in the areas of literacy, assessment and pedagogy, drawing on sociocultural perspectives. Publications include *Listening to Stephen read* (2003); *Literacy, Schooling and Society* (2004); *Making formative assessment work* (2003) with W. Burke; *Learning and identity* (2008), with P. Murphy, *Pedagogy and identity* (2008), with P. Murphy and J. Soler and *The Reggio Emilia Experience and Loris Malaguzzi* (2010), with M. Horgan, A. Ridgway, R. Murphy, M. Cunneen and D. Cunningham. Kathy is Editor of UKLA's journal *Literacy*.

J. Richard Hanley took up a Chair in Neuropsychology at the University of Essex in 1998. Before that he was a Senior Lecturer in Psychology at the University of Liverpool. His interests in the psychology of reading include the study of acquired reading problems following brain injury. He is particularly interested in the effects of different writing systems on the way in which children learn to read with particular reference to the Welsh language and the Chinese language. He is on the editorial board of the journals *Reading Research Quarterly*, *Cognitive Neuropsychology* and *Memory*.

Colin Harrison has a personal chair in Literacy Studies in Education at the University of Nottingham, where he has worked since 1976. He has directed 33 funded research projects, in the fields of reading, evaluation and ICT. His publications have focused on literacy, curriculum evaluation and ICT, and have included three reviews of research commissioned by the English and Scottish national education departments. In recent years he has become increasingly interested in the intersection of research and policy, as well as in improving the dissemination of research findings. His most recent book is *Understanding reading development* (2004).

Dawnene D. Hassett is an Associate Professor in the Department of Curriculum and Instruction at the University of Wisconsin–Madison. She teaches courses on literacy and language development, and manages the licensure programs for reading teachers and reading specialists. Dawnene's research analyses the relationships between print literacy and new forms of emerging literacies by juxtaposing early literacy curriculum and instruction, as dominated by alphabetic print concepts, with new forms of text, as dominated by images, graphics, and multiple modes of representation. She studies how new technologies require different readers/writers, and therefore updated reading strategies and an updated theory of literacy learning. She has published most recently in the *Journal of Early Childhood Literacy*, the *English Journal*, and the *Journal of Curriculum Studies*.

James V. Hoffman, Ph.D. is Professor of Language and Literacy Studies at the University of Texas at Austin. He is Past-President of the National Reading Conference and the former editor of *The Reading Research Quarterly*.

Dr Hoffman's research interests are focused on teacher education and the qualities of texts that support literacy learning.

Jessica Hoffman is Assistant Professor of Teacher Education at Miami University, Oxford, OH. A former early childhood classroom teacher in urban and suburban schools, she completed her doctoral research on fostering literary read-alouds in kindergarten classrooms at the University of Illinois at Chicago. Her research interests include early literacy learning, instruction, and professional development, especially in higher-level literacy practices like analysis and criticism.

Jackie Marsh is Professor of Education at the University of Sheffield, UK. Jackie is involved in research which examines the role and nature of popular culture, media and new technologies in early childhood literacy, in both in- and out-of-school contexts. She has conducted a number of studies that have explored children's out-of-school learning in relation to their use of media and new technologies, including the 'DigitalBeginnings project', a survey of young children's use of media in England (<http://www.digitalbeginnings.shef.ac.uk/>). She is a past president of the United Kingdom Literacy Association (2005–07) and is an editor of the *Journal of Early Childhood Literacy*.

Melissa Mosley, Ph.D. is an Assistant Professor of Language and Literacy at the University of Texas at Austin. She draws on critical discourse analysis and ethnographic methods to study how preservice teachers construct critical literacy/culturally responsive practices. With colleagues, she authored *Designing socially just learning communities: Critical literacy education across the lifespan* (2009).

Gemma Moss is Director of the Centre for Critical Education Policy Studies (CeCeps) and Professor of Education at the Institute of Education, University of London. Current research interests include literacy and education policy; the study of texts in their contexts of use; and the shifting relationships between policy-makers, practitioners and other stakeholders that are reshaping the curriculum. Her most recent book is *Literacy and gender: Researching texts, contexts and readers* (2007).

Kathleen A. Paciga is a Ph.D. candidate at the University of Illinois at Chicago in the Literacy, Language and Culture program. She specializes in read-aloud research and has focused on traditional and electronic read-alouds, with emphasis on young children's story comprehension and their engagement during read-alouds. She also works as a Graduate Research Assistant on two Early Reading First projects and is an instructor in the College of Education.

Vivienne Smith moved into higher education after completing a doctorate on critical literacy and reading. She works as a lecturer in the department of Childhood and Primary Studies at the University of Strathclyde, where she teaches in the language team and pursues research interests in children's

literature, critical literacy and the development of children as readers. She has published a number of articles, including, most recently, chapters in Goodwin (2008) *Understanding children's books*; Evans (2009) *Talking beyond the page*; and Styles and Arizpe (2009) *Acts of reading: Teachers, texts and childhood*.

Janet Soler has taught and published internationally in areas related to literacy education and literacy policy. She has held appointments as a teacher, university researcher, and lecturer in schools and universities in New Zealand and England. Janet's current research interests include the history and politics of literacy pedagogy and practice in England and New Zealand, and comparative investigations into the socio-historical construction of the curriculum and related policies. Recently published books include *Reading across international boundaries* (2007) and *Literacy crises and reading policies: Children still can't read* (2006).

William H. Teale is Professor of Education at the University of Illinois at Chicago. Author of over one hundred publications, his work has focused on early literacy learning, the intersection of technology and literacy education, and children's literature. He has worked in the area of early childhood education with schools, libraries, policy-makers, and non-profit organizations across the United States. He is a former editor of the journal *Language Arts* and a member of the Reading Hall of Fame.

Dominic Wyse is a Senior Lecturer in Primary and Early Years Education at the University of Cambridge and Fellow of Churchill College Cambridge. He was a primary teacher for eight years which included posts in London, Bradford and Huddersfield. Following his work as a teacher he lectured at Liverpool John Moores University for eight years, latterly as a Reader in Primary Education. Dominic's research focuses on primary and early years education, particularly in relation to curriculum policy and pedagogy for the teaching of English, language and literacy. His interest in educational innovation has led to research on creativity in the primary curriculum and innovation more generally, including in secondary schools. Dominic is a Deputy Executive Editor of the *Cambridge Journal of Education*. He is also editor of the Routledge Primary Education series. He is a member of the editorial boards of *Teaching and Teacher Education: An International Journal of Research and Studies* and *Writing and Literacy*.

Acknowledgements

The chapters in this book are the result of a seminar series which was funded by the Economic and Social Research Council (ESRC) and the British Curriculum Foundation (BCF).

Contents

<i>List of illustrations</i>	vii
<i>List of contributors</i>	ix
<i>Acknowledgements</i>	xiv
Introduction	1
1 Significant lines of research in reading pedagogy	3
KATHY HALL	
PART I	
Families, communities and schools	17
2 The ghosts of reading past, present and future: the materiality of reading in homes and schools	19
JACKIE MARSH	
3 Reading places	32
BARBARA COMBER	
4 Young bilingual learners: a socio-cultural perspective	44
ROSE DRURY	
PART II	
Comprehension	59
5 Comprehension as a social act: texts, contexts and readers	61
VIVIENNE SMITH	
6 Reading for meaning: the skills that support reading comprehension and its development	74
KATE CAIN	
7 New literacies in the elementary classroom: the instructional dynamics of visual-texts	87
DAWNENE D. HASSETT	

PART III**Beginning to read print 101****8 Phonology, reading and reading difficulties 103**

USHA GOSWAMI

9 English is a difficult writing system for children to learn: evidence from children learning to read in Wales 117

J. RICHARD HANLEY

10 Contextualised phonics teaching 130

DOMINIC WYSE

PART IV**Challenging research, policies and pedagogies 149****11 What it takes in early schooling to have adolescents who are skilled and eager readers and writers 151**

WILLIAM H. TEALE, KATHLEEN A. PACIGA AND JESSICA L. HOFFMAN

12 Classroom interaction and reading pedagogy in the early years of school 164

HENRIETTA DOMBEY

13 Dyslexia lessons: the politics of dyslexia and reading problems 179

JANET SOLER

14 The use of evidence in language and literacy teaching 193

SUE ELLIS

15 Why do policy-makers find the 'simple view of reading' so attractive, and why do I find it so morally repugnant? 207

COLIN HARRISON

16 Policy and pedagogy: proficiency and choice in the literacy classroom 219

GEMMA MOSS

PART V**Teacher education 231****17 The practical and political dimensions of teacher knowledge: implications for reading teacher preparation and research on teaching 233**

JAMES V. HOFFMAN AND MELISSA MOSLEY

Index 248

Illustrations

Figures

2.1	Floating through poetry	20
2.2	A representation of Orange Class's Twitter Stream 1	28
2.3	A representation of Orange Class's Twitter Stream 2	29
5.1	The interpretative framework	67
5.2	The new text pushed, pulled and integrated into the interpretative framework	68
6.1	Diagram to illustrate the longitudinal prediction of reading comprehension	83
7.1	Traditional heuristic view of reading comprehension showing four components of the reading process depicted by the RAND Reading Study Group (2002)	89
7.2	Model of reading/writing with visual-texts	92
8.1	Schematic representation of a speech utterance illustrating local changes in features like pitch, duration and rise and fall times	110
9.1	The number of non-words read correctly by quartile groups of Welsh and English children at age ten	124
11.1	Growth trajectories for selected dimensions of language and literacy	153
15.1	The Simple View of reading, as presented in the Rose Report (2006)	209
15.2	The 'Searchlights' model of the reading process, as originally presented in the English National Curriculum	210
16.1	Curriculum questions 1: The Cambridge Review (core questions)	220
17.1	The Learning to Teach through Practice cycle	238

Tables

2.1	Reading in homes	22
2.2	Reading resources available in both classrooms	24
2.3	Analysis of books in relation to depiction of technologies	25

2.4	Elements of the ECERS–E (literacy subscale) (Sylva <i>et al.</i> 2003)	26
2.5	Literacy in homes and early years settings/schools	27
4.1	Methodological approach	51
6.1	Characteristics of good and poor comprehenders aged 9–10 years (after Cain <i>et al.</i> 2005)	78
6.2	Materials used by Oakhill (1982) to study integration	79
6.3	Examples of text with anomalies used to assess children’s ability to monitor comprehension	80
9.1	The proportion of words read correctly by children learning to read Welsh and English	122
9.2	The number of words read correctly by Welsh and English children at age ten as a function of regularity and frequency. For the Welsh children, ‘irregular’ refers to Welsh translations of words that are irregular in English	123
10.1	The pedagogy of contextualised phonics teaching	133
10.2	Key socio-cultural methodological features of phonics instruction studies	137
12.1	Possible exchange types (following Sinclair and Coulthard, 1975)	171
12.2	Key features of recitation and discussion	173

Introduction
