Current issues in literacy education
Housekeeping

- Computer access: www.englishteacherguru.com
- Rolls – sign on
Anticipatory set - read the following and fill in the gaps.

_I went to school __________ New York City and __________ we lived up on __________ Hudson for a while, __________ then moved to Connecticut._

_____ clause complex just quoted __________ is formed out of __________ linear sequence of clause __________; each nexus consists of __________ pair of related clauses. __________ clause complexes are linear __________ of this kind. But __________ also often find internal __________, or nesting. This is __________ what is being linked __________ a logico-semantic relation __________ not a single clause, __________ rather a ‘sub-complex’ – a __________ nexus in its own __________. Thus in the clause __________ illustrated in Figure 7-1, __________ initiating clause is a __________ clause but the continuing __________ is in fact a __________ – a hypotactic nexus.
I went to school in New York City and then we lived up on the Hudson for a while, and then moved to Connecticut.

The clause complex just quoted above is formed out of a linear sequence of clause nexuses; each nexus consists of a pair of related clauses. Many clause complexes are linear sequences of this kind. But we also often find internal bracketing, or nesting. This is where what is being linked by a logico-semantic relation is not a single clause, but rather a ‘sub-complex’ – a clause nexus in its own right. Thus in the clause complex illustrated in Figure 7-1, the initiating clause is a simple clause but the continuing clause is in fact a sub-complex — a hypotactic nexus.
Discussion

In what ways was this ‘test’ of literacy:

- fair
- unfair?
Last week

- Course and assessment outline
- Changing definitions of literacy
- Literacy as a social issue – ‘the crisis’
- The Context-Text model

Questions?
What is literacy?

- Who gets to decide?
- How does the answer change over time?
- How does the answer change depending on context?
So what?

• Literacy is a complex and contested area of education
• Cannot be reduced to simple slogans or simplistic programs
• Policies are not written in a vacuum but are written in response to political, social and economic climates and contexts
Aims

• To consider the question: who is responsible for literacy?
• To explore some further issues in literacy, especially the international context (links between Australian literacy practices and PISA high achiever, Finland)
• To explore the Four Resources Model
• To consider whether a print-based view of literacy is enough
Outline of session

- Who is responsible?
- What **is** best practice?
- Making meaning and The Four Resources Model
- Exploring the notions of multi-literacies
Curriculum literacies

It’s not just the job of the English teacher
The importance of literacy across the curriculum: research

Claire Wyatt-Smith argues that literacies needs to be conceptualized:
‘in terms of knowing and using semiotic systems and modes and channels of communication in recognizably-appropriate subject-specific ways. By way of example, we advocated the use of the term ‘Science literacies’ to describe the Science-literacy interface, and more specifically ‘Physics literacies’, ‘Food technology literacies’, and ‘English literacies’.’ Wyatt-Smith (2002, p60)
The importance of literacy across the curriculum: research

The general argument for curriculum literacies is supported by Green (2002, p27) when discussing his own work from the mid 1980s:

‘…English teaching should not be seen as the sole curriculum area charged with responsibility for literacy; rather, it has its own substantive curriculum concerns, as indeed does each and every subject. A strong relationship existed between literacy and learning, and accordingly that relationship needed to be at the forefront of concern for all teachers and all subjects, right across the curriculum…’
The importance of literacy across the curriculum: research

Also:


We are all literacy teachers

All teachers, including those teaching subjects such as mathematics and science, are teachers of literacy. It is integral to all areas of learning.

(Minister’s foreword, Literacy framework)
What is best practice?
Literacy learning: best practice?

Indigenous literacy

English teacher in Finland
Literacy best practice...

- What, in fact, is good policy?
- Is good policy enough?
Making meaning

And the Four Resources Model
Whenever we produce an interpretation of something’s meaning – a book, television programme, film, magazine, T-shirt or kilt, piece of furniture or ornament – we treat it as a text.

A text is something that we make meaning from.

McKee (2003, p. 4)
The Four Resources Model...

....otherwise known as the “Four roles of the reader”
Four resources model

**Code breaker: Breaking the code of texts**
The emphasis here is on decoding and encoding texts.

**Meaning maker: Participate in the meanings of texts**
The emphasis here is on making meaning from the text.

**Text user: Use texts functionally**
The emphasis here is on understanding the purpose of different texts.

**Text analyst: Critically analyse and transform texts**
The emphasis here is on understanding how texts are constructed within social contexts.
Four resources model

- Each resource is necessary but not sufficient on its own
- The model is not hierarchical
- Cannot be pulled apart or each taught in isolation from the other
- Based on research into effective teaching of literacy over the last forty years
Code breaker

- Word level exercises and understanding – cracking the code of the language
  - Handwriting
  - Spelling lists and tests
  - Phonics: that - th at
  - What does this word mean?
Meaning maker

- Drawing on personal experiences – of the type of text and of the content of the text
  - Relating content to prior experiences
  - Accepting students’ interpretations of the meaning
- How does this make you feel?
- Have you read this kind of text before?
Text user

- Understanding that the purpose of a text changes its form, style and content
- Using different genres – procedures, arguments, narratives
- Selecting correct genre for purpose and audience
- Deciding what to do with the text
Text analyst

- Understanding that texts are constructed within social contexts
  - Critical literacy strategies
  - Texts present only one view of the world
  - Texts construct ways of understanding how the world works—gender, race, ethnicity, age
Code Breaker

The practices required to crack the codes and systems of written, spoken and visual texts.
Meaning Maker

The practices required to build and construct meanings from text in a variety of socio-cultural contexts.
Text User

The practices required to use texts for a range of different purposes in different life contexts. Practices that help us get things done!
Text Analyst

The practices required to analyse, critique and second guess texts.
So, is a print-based view of literacy enough?
Onto the main show...

A close look at ‘Everybody Hurts’ (as ‘specimen’):

- Lyrics
- Song
- Video

(Translation or adaptation?)
Everybody Hurts

(Berry/Buck/Mills/Stipe)

When the day is long and the night, the night is yours alone, When you're sure you've had enough of this life, well hang on Don't let yourself go, 'cause everybody cries and everybody hurts sometimes

Sometimes everything is wrong. Now it's time to sing along When your day is night alone, (hold on, hold on) If you feel like letting go, (hold on) When you think you've had too much of this life, well hang on

'Cause everybody hurts. Take comfort in your friends Everybody hurts. Don't throw your hand. Oh, no. Don't throw your hand If you feel like you're alone, no, no, no, you are not alone

If you're on your own in this life, the days and nights are long, When you think you've had too much of this life to hang on
Everybody Hurts

(Berry/Buck/Mills/Stipe)

Well, everybody hurts
sometimes,
Everybody cries. And
everybody hurts sometimes
And everybody hurts
sometimes. So, hold on, hold
on
Hold on, hold on, hold on,
hold on, hold on, hold on
Everybody hurts. You are not alone
Federico Fellini’s *Eight and a half* (1963)

Dream sequence
REM and Web 2.0
REM and Web 2.0
10. Here is a map of Grit Island.

Which one of these points is on Grit Island?

- $(6, 2 \frac{1}{2})$
- $(1, 6 \frac{1}{2})$
- $(4 \frac{1}{2}, 1)$
- $(3 \frac{1}{2}, 5)$
Conclusion
What did you learn?

- What was new? What extended your current understandings?
- What confirmed your current understandings?
- What challenged your current understandings?
- What do you want to ask questions about?