

Subject Code	ENGL5005
Subject Title	Language and Literacy Development for Young Learners
Credit Value	3
Level	5
Pre- / Co-requisite / Exclusion	N/A
Objectives	<p>In Hong Kong most children do not use English as their home language, and they often learn English as a second or foreign language in school and child care settings. English language learners experience many challenges in developing language and literacy skills in the early grades, which can have a long lasting impact on their ability to learn in later years. Recently the Education Development Bureau has introduced the new syllabus promoting critical thinking, creativity and cultural awareness through Language Arts in Primary Schools.</p> <p>In this subject we focus on issues related to English language and literacy development in the early years in order to understand how teachers can introduce the new language arts syllabus in their classroom. We analyse pedagogic practices which enable critical thinking, creativity and cultural awareness. The teaching of English language and literacy development focuses on the text and the context of the classroom, specifically we focus on text types such as short stories, nursery rhymes, songs, poetry as well as other texts. In addition, in this subject we also discuss the role of home and the community in the development of English language and literacy.</p>
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> be aware of current international practices which aim to develop language and literacy in the early years; develop knowledge about the learning and teaching of English texts for young learners; be able to conceptualise and critically review the teaching of English language and literacy development in primary schools in Hong Kong and elsewhere; investigate the role of the home and community and its relationship to English language and literacy development.
Subject Synopsis/ Indicative Syllabus	<p>This subject includes the following areas of study:</p> <ol style="list-style-type: none"> understanding principles and theories of language and literacy development for young learners; developing a sound knowledge of classroom English Language teaching practices with young learners;

	<ol style="list-style-type: none"> 3. discussing pedagogy and support used to assist English language and literacy development in primary schools in Hong Kong and China; 4. analysing and understanding pedagogic tasks using text types such as short stories, poetry, songs and nursery rhymes in the primary classroom; 5. investigating the role of the home and community in English language and literacy development. 					
Teaching/ Learning Methodology	Teaching and learning will take the form of input within interactive seminars. Students will be involved in brainstorming, sharing experiences, leading seminars and presenting case studies which directly relate the theoretical points studied to the primary classroom, and even language and literacy development beyond the classroom.					
Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed			
			a	b	c	d
	1. Written assessment(s) on lectures and readings	40%	✓	✓	✓	✓
	2. Oral presentation	20%	✓	✓	✓	✓
	3. Final Paper	40%	✓	✓	✓	✓
Total	100%					
	The scheme of assessment aims to help students analyse and apply the theories they have learned in both written and spoken modes.					
Student Study Effort Required	Class contact:					
	▪ Lecture	39 Hrs.				
	▪ Seminar	0 Hrs.				
	Other student study effort:					

	<ul style="list-style-type: none"> ▪ Weekly readings 	59 Hrs.
	<ul style="list-style-type: none"> ▪ 	
	<ul style="list-style-type: none"> ▪ Private study 	22 Hrs.
	Total student study effort	120 Hrs.
Reading List and References	<p>Recommended reading</p> <p>Barton, D. 2006. <i>Literacy: An Introduction to the Ecology of Written Language</i>. Blackwell Publishing.</p> <p>Barton, D., Hamilton, M. & Ivanic, R. (Eds) 1999. <i>Situated Literacies: Theorising Reading and Writing in Context</i>. London: Routledge.</p> <p>CDC 2004. <i>English Language Curriculum Guide (Primary 1-6)</i>, Hong Kong: EDB.</p> <p>Christie, F. 2005. <i>Language Education in the Primary Years</i>. Sydney: UNSW Press.</p> <p>Evans, S. (2000) Hong Kong's new English language policy in education. <i>World Englishes</i> 19 (2) , 185–204</p> <p>Hurry, J. & Sylva, K Journal. (2007). Long term outcomes of reading interventions. <i>Journal of Research in Reading</i>, 30, (2), 1-22.</p> <p>Further reading</p> <p>Lubans, D. R., Sylva, K., & Osborn, Z. (in press). Convergent validity and test-retest reliability of the Oxford Physical Activity Questionnaire for secondary school students. <i>Behaviour Change</i>.</p> <p>Melhuish, E, Sylva, K., Siraj-Blatchford, I., Taggart, B. and Phan, M. (in press). Effects of the Home Learning Environment and preschool center experience upon literacy and numeracy development in early primary school. <i>Journal of Social Issues</i>.</p> <p>Painter, C. 2004. <i>The Interpersonal First Principle in Child Language Development</i>. In G. Williams & A. Lukin (eds) <i>The Development of Language: Functional Perspectives on Species and Individuals</i>. London: Continuum.</p> <p>Painter, C. 2005. <i>Learning Through Language in Early Childhood</i>. London: Continuum.</p> <p>Painter, C. 2005. Preparing for school: Developing a semantic style for educational knowledge. F. Christie (ed) <i>Pedagogy and the Shaping of Consciousness: Linguistic and Social Processes</i>. London: Continuum.</p> <p>Sammons, P., Sylva, K., Melhuish, E., Siraj-Blatchford, I., Taggart, B., Elliot, K., & Marsh, A. 2004. <i>The Continuing Effects of Pre-school Education at age 7 Years. Technical Paper 11</i>. DfES/London Institute of Education</p> <p>Sylva, K. & Taylor, H. 2006. Effective settings: evidence from research. In Pugh, G. (Ed.) <i>Contemporary Issues in the Early</i></p>	

	<p><i>Years</i> (4th Edition). London: SAGE</p> <p>Sylva, K., Melhuish, E., Sammons, P., Siraj-Blatchford, I., & Taggart, B. 2004. <i>Effective Pre-school Education. Technical Paper 12</i>. DfES/London Institute of Education.</p> <p>Sylva, K., Siraj-Blatchford, I. & Taggart, B. 2003, revised 2006. Assessing quality in the early years. Trentham Books</p> <p>Sylva, K., Totsika, V., Siraj-Blatchford, I., Taggart, B., (In press) <i>Curricular quality and day-to-day learning activities in pre-school</i>.</p> <p>Williams G. 2005. Grammaticals in schools. In J. Webster, C. Matthiessen & R. Hasan (Eds.), <i>Continuing Discourse on Language, Vol. 1</i> (pp. 281-310). London: Equinox.</p> <p>Williams G. 2004. Ontogenesis and grammatics: Functions of metalanguage in pedagogical discourse. In G. Williams & A. Lukin (Eds.), <i>The Development of Language: Functional perspectives on species and individuals</i> (pp. 241-267). London and New York: Continuum.</p> <p>Williams G. 2001. Literacy pedagogy prior to schooling: Relations between social positioning and semantic variation. In A. Morais, I. Neves, B. Davies, & H. Baillie (Eds.), <i>Towards a Sociology of Pedagogy: The contribution of Basil Bernstein to research</i> (pp. 17-45). New York and Oxford: Peter Lang</p> <p>Williams, G. 2000. Children's literature, children and uses of language description. L. Unsworth (ed). <i>Researching Language in Schools and Communities: Functional Linguistic Perspectives</i>. London: Continuum.</p> <p>Useful Websites</p> <p>The National Child Care Information and Technical Assistance Center, USA.</p> <p>http://calendar.nccic.acf.hhs.gov/poptopics/englang-learners.html</p> <p>Peers Early Education Partnership - http://www.peep.org.uk/</p>
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Revised by Kathleen Ahrens, April 2017