

EDUC260: Language, Literacy, and Learning

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Lecture 1- What is Literacy

Concepts of Literacy 15%

Major Assignment 40%

Exam 45%

4 Modules of study

1. Words
2. Texts
3. Sounds
4. Images

Modules are based on - **The language modes**

1. Listening
2. Speaking
3. Reading
4. Writing
5. Viewing
6. Representing

They are all integrated and interdependent, we can use any combination to respond or compose texts, we need various skills for various modes

*Side note: F-10 Syllabus (National), K-10 Syllabus (NSW)

Literacy was traditionally print based (reading), over time it has increased in complexity and has increasingly diverse uses → literacy is “the flexible and sustainable mastery of a repertoire of practices with the texts of traditional and new communications”

Conceptualising literacy

- Active and evolving, dynamic
- Foundation of learning
- The ability to make purposeful meaning from and in spoken, electronic and written texts
- Create and communicate meaning clearly to others through interactions in a range of modes and various mediums in diverse contexts
- Comprehend, interpret, analyse, respond and interact with the growing variety of complex sources of information
- Understand and negotiate the world, informed citizenship and ethical participation in society

Multiliteracies

- The multiple nature of literacy and the integration of multiple modes of meaning making in three spheres of our lives: person, work and public
- Two aspects:
 - o Linguistic, cultural diversity- global spread
 - o Combination of modes and forms

MODULE 1: WORDS

Lecture 2- History of the English Language and the Origin of Words

Etymology: the study of the history of words, their origins, and how their form and meaning have changed over time

Theories about the origins of language

- The BOW-WOW theory → imitation of animal sounds
- The POOH-POOH theory → development of natural interjections
- The DING-DONG theory → reactions and sound utterances- oral gestures
- The Onomatopoeic theory → evolution from sounds of imitative character
- About Invasions (mixtures of culture through colonisation and transport), Inventions (new creations need names) and Increases (population, transport, education developments)

Early History

- Pre English period- old English
 - o C450 Roman invasion of Celtic Britain & 5th Century Germanic invaders
 - o Germanic base + some imperial Church Latin
- Later old English
 - o Relatively free word order- no syntax/structure
 - o Extensive invasion and settlement from Scandinavia
 - o 11th century King Canute, Danish ruler of England
 - o Borrowings from North Germanic speech of Norsemen

Middle Period

- Norman Invasion- William the Conqueror- French official language/power
- 1337-1450s Hundred Years War- status of English rises, increase in literacy
- Shifts occur especially in dialects- the great vowel shift
- Increasing standardisation

Early modern 15th C

- Discovery of America: influence of colonial expansion
- More attempts to standardise: dictionaries, grammars
- Print based culture increases
- Invention of printing
- Germanic base with deep layers of French and Latin

Modern English 18th/19th C

- Industrial revolution
- Desire for rules for language
- New discoveries/sciences
- American English: spelling, vocab, punctuation, 1828 Websters Dictionary, 1928 Oxford Dic

Late Modern English 20th C

- British Empire change
- World Wars, technological transformations, globalisation
- Influence of mass media, complex communications
- Increasing flexibility about 'correctness'

Contemporary times 21st C

- 'Hybrid' Englishes- flexible
- Screen-print-speech
- Multimodal, multimedia, multicultural
- Social media

Why does this matter for students?

- To enrich their vocabulary, creativity, individual voice, empowerment
- Effective and powerful communication for a range of contexts, purposes, audiences, forms, modes
- Expanding repertoire of language resources
- Enrichment, critique, expression
- Making and shaping meaning
- A unique marker of identity- language is a deep part of ME

Lecture 3- Making Meaning through Reading

When learning about reading students should consider:

- Purpose
- Audience
- Structure
- Grammar of texts
- Interrelationship

Meaning is created through

- WHAT is being said
- WHERE it is being said
- WHEN it is being said
- WHO is saying it
- HOW is it being said
- WHY is it being said
- What is the WORTH of what is being said

