



ECEX823

Language and Literacy in Early Childhood

S2 OUA 2015

Institute of Early Childhood

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General Information

Unit convenor and teaching staff

Unit Convenor

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X5B276

Credit points

1

Prerequisites

Corequisites

Co-badged status

ECEX823

Unit description

This unit will explore what language is and how it develops in early childhood from birth to eight years of age. The relationship between language, learning and culture will be investigated. Students will consider different definitions of literacy and examine how oral language in the early years of life relates to subsequent knowledge of written, visual and aural texts. Issues to be addressed include how to create a language and literacy rich environment and the central role of adults in supporting children's language and literacy development in a range of contexts. All enrolment queries should be directed to Open Universities Australia (OUA): see www.open.edu.au.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

- Use appropriate metalanguage when analysing language structure and function.
- Demonstrate understanding of the relationship between oral language, adult-child interaction and literacy development.
- Evaluate EC settings in terms of language and literacy development.
- Pedagogical strategies for promoting language and literacy development.

Use peer reviewed research to justify decision making.

Use academic language appropriately to express ideas and arguments.

Assessment Tasks

Name	Weighting	Due
Shared Reading	35%	week 6
Observation of infants	35%	Week 9
Special Interest Topic	30%	Week 13

Shared Reading

Due: **week 6**

Weighting: **35%**

Students analyse an interaction between an adult and a child during shared reading of a picture book.

On successful completion you will be able to:

- Use appropriate metalanguage when analysing language structure and function.
- Demonstrate understanding of the relationship between oral language, adult-child interaction and literacy development.
- Use academic language appropriately to express ideas and arguments.

Observation of infants

Due: **Week 9**

Weighting: **35%**

Students observe the nursery in a Long Day Care centre and evaluate the language and literacy potential.

On successful completion you will be able to:

- Demonstrate understanding of the relationship between oral language, adult-child interaction and literacy development.
- Evaluate EC settings in terms of language and literacy development.
- Use peer reviewed research to justify decision making.
- Use academic language appropriately to express ideas and arguments.

Special Interest Topic

Due: **Week 13**

Weighting: **30%**

Students choose an area of special interest in early childhood language and literacy development from a list of topics.

On successful completion you will be able to:

- Use appropriate metalanguage when analysing language structure and function.
- Pedagogical strategies for promoting language and literacy development.
- Use peer reviewed research to justify decision making.
- Use academic language appropriately to express ideas and arguments.

Delivery and Resources

The unit is delivered fully online.

Textbook

Schickedanz, J. A., & Collins, M. F. (2013). *So much more than the ABCs: The early phases of reading and writing*. Washington, DC: National Association for the Education of Young Children.

Required reference text

Perrin, R. (2015). *Pocket guide to APA style* (5th ed.). Stamford, CT: Cengage Learning.

Highly recommended text

Harris, P. (2009). *Language learning in the baby and toddler years*. Terrigal: David Barlow Publishing.

Other required reading

Please consult the unit schedule to see which sections from any books listed below you are required to read.

Alloway, N. (2007). Literacy and gender in childhood contexts: Moving the focus. In L. Makin, C.J. Diaz & C. McLachlan (Eds.), *Literacies in childhood* (pp.257-271). Sydney: Elsevier.

Barone, D. M., Mallette, M. H., & Xu, S. H. (2005). *Teaching early literacy: Development, assessment, and instruction*. NY: The Guilford Press.

Calderon, M. (2015). The Impact of Popular Media on Infant/Toddler Language Development: Research-based Recommendations for Working with Families. In K. L. Heider & M. Renck Jalongo (Eds.), *Young Children and Families in the Information Age* (Vol. 10, pp. 227-243): Springer Netherlands.

Campbell, S., Torr, J., & Cologon, K. (2012). Ants, apples and the ABCs: The use of commercial phonics programs in prior to school settings. *Journal of Early Childhood Literacy*, 12(4), 367-388.

Castro, D. C., Espinosa, L. M., & Paez, M. M. (2011). Defining and measuring quality in early childhood practices that promote dual language learners' development and learning. In M. Zaslow, I., Martinez-Beck, K., Tout, K., & Halle T. (Eds.), *Quality measurement in early childhood*

settings (pp. 257-280). Baltimore: Paul H. Brookes.

Caulfield, R. (2002). Babytalk: Developmental precursors to speech. *Early Childhood Education Journal*, 30(1), 59-62.

Cheatham, G., & Ro, Y. E. (2010). Young English language learners' interlanguage as a context for language and early literacy development. *Young Children*, 65(4), 18-23.

Christ, T., & Wang, X. C. (2010). Bridging the vocabulary gap: What the research tells us about vocabulary instruction in early childhood. *Young Children*, 65(4), 84-91.

Christ, T., & Wang, X.C. (2012). Supporting preschoolers' vocabulary learning: Using a decision-making model to select appropriate words and methods. *Young Children*, 67(2), 74-80.

DEEWR (Australian Government Department of Education, Employment and Workplace Relations). (2009). *Belonging, being and becoming: The early years learning framework for Australia*. Canberra: Commonwealth of Australia. Retrieved from: http://www.deewr.gov.au/EarlyChildhood/Policy_Agenda/Quality/Pages/EarlyYearsLearningFramework.aspx

Dickinson, D. (2011). Teachers' language practices and academic outcomes of preschool children. *Science*, 333.

Disbray, S., & Wigglesworth, G. (2008). A longitudinal study of language acquisition in Australian Aboriginal children in three communities. In G. Robinson, U. Eickelkamp, J. Goodnow & I. Katz (Eds.), *Contexts of child development: Culture, policy and intervention* (pp. 167-182). Darwin: Charles Darwin Press.

Dunn, M. (2001). Aboriginal literacy: Reading the tracks. *The Reading Teacher*, 54(7), 678-687.

Dwyer, J., & Neuman, S.B. (2008). Selecting books for children birth through four: A developmental approach. *Early Childhood Education Journal*, 35, 489-494.

Gillanders, C., & Castro, D. C. (2011). Storybook reading for young dual language learners. *Young Children*, 66(1), 91-94.

Green, C. R., Lilly, E., & Barrett, T. M. (2002). Families reading together: Connecting literature and life. *Journal of Research in Childhood Education*, 16(2), 248-262.

Harris, P. (2009). *Language learning in the baby and toddler years*. Terrigal: David Barlow Publishing.

Hart, B., & Risley, T. (2003). The early catastrophe: The 30 million word gap by age 3. *American Educator*, Spring, Retrieved from: http://archive.aft.org/pubs-reports/american_educator/spring2003/catastrophe.html

Honig, A. S., & Shin, M. (2001). Reading aloud with infants and toddlers in childcare settings: An observational study. *Early Childhood Education Journal*, 28(3), 193-197.

Invernizzi, M. (2003). Concepts, sounds, and the ABCs: A diet for a very young reader. In D. M. Barone & L. M. Morrow (Eds.), *Literacy and young children: Research-based practices* (pp. 140-158). NY: The Guilford Press.

Kalmar, K. (2008). Let's give children something to talk about! *Young Children*, 63(1), 88-92.

Kampmann, J. A., & Bowne, M. T. (2011). Teacher, there's an elephant in the room: An inquiry approach to preschoolers' early language learning. *Young Children*, 66(5), 84-89.

Lynch, J., Anderson, J., Anderson, A., & Shapiro, J. (2006). Parents' beliefs about young children's literacy development and parents' literacy behaviours. *Reading Psychology*, 27(1), 1-20.

Macrory, G. (2010). Language development: What do early years practitioners need to know? *Early Years*, 21(1), 33-40.

Macrory, G. (2006). Bilingual language development: What do early years practitioners need to know? *Early Years*, 26(2), 159-169.

Massey, S. L. (2004). Teacher-child conversation in the preschool classroom. *Early Childhood Education Journal*, 31(4), 227-231.

McGee, L.M., & Richgels, D.J. (2003). *Designing early literacy programs: Strategies for at-risk preschool and kindergarten children*. New York: Guilford Press.

Meek, M. (1988). *How texts teach what readers learn*. Stroud, U.K.: Thimble Press.

Morrow, L. L. (1990). Preparing the classroom environment to promote literacy during play. *Early Childhood Research Quarterly*, 5, 537-554.

Murray, A. D., Fees, B. S., Crowe, L. K., Murphy, M. E., & Henriksen, A. L. (2006). The language environment of toddlers in center-based care versus home settings. *Early Childhood Education Journal*, 34(3), 233-239.

Nemeth, K. N., & Erdosi, V. (2012). Enhancing practice with infants and toddlers from diverse language and cultural backgrounds. *Young Children*, 67(4), 49-57.

Nyhout, A., & O'Neill, D. K. (2013). Mothers' complex talk when sharing books with their toddlers: Book genre matters. *First Language*, 33, 115-131.

Partington, G., & Galloway, A. (2005). Effective practices in teaching indigenous students with conductive hearing loss. *Childhood Education*, 82(2), 101-106.

Radesky, J.S., Schumacher, J., & Zuckerman, B. (2015). Mobile and Interactive Media Use by Young Children: The Good, the Bad, and the Unknown. *Pediatrics*, 135(1), 1-3. doi: 10.1542/peds.2014-2251

Restrepo, M. A., & Dubasik, V. (2007). Language and literacy practices for English language learners in the preschool setting. In L. Justice & C.A. Vukelich (Eds.), *Creating preschool centers of excellence in language and literacy* (pp. 242-260). Guilford Press.

Rosenquest, B. B. (2002). Literacy-based planning and pedagogy that supports toddler language development. *Early Childhood Education Journal*, 29(4), 241-249.

Simpson, L., & Clancy, S. (2005). Enhancing opportunities for Australian Aboriginal literacy learners in early childhood settings. *Childhood Education*, 81(6), 327-332.

Snow, C. E. (2006). What counts as literacy in early childhood? In K. McCartney & D. Phillips (Eds.), *Blackwell handbook of early childhood development* (pp. 274-294). Malden, MA:

Blackwell Publishing. doi: 10.1002/9780470757703.

Torr, J. (2004). Talking about picture books: The influence of maternal education on four-year-old children's talk with mothers and preschool teachers. *Journal of Early Childhood Literacy*, 4, 181-212.

Torr, J. (2007). The pleasure of recognition: Intertextuality in the talk of preschoolers during shared reading with mothers and teachers. *Early Years: An International Research Journal*, 27(1), 77-91.

Torr, J. (2015). Language development in early childhood: Learning how to mean. In J. Webster (Ed.), *The Bloomsbury companion to M. A. K. Halliday* (pp. 242-256). London: Bloomsbury.

Torr, J., & Pham, L. (2015). Educator Talk in Long Day Care Nurseries: How Context Shapes Meaning. *Early Childhood Education Journal*, 1-10. doi: 10.1007/s10643-015-0705-6

Torr, J., & Scott, C. (2006). Learning "special words": Technical vocabulary in the talk of adults and preschoolers during shared reading. *Journal of Early Childhood Research*, 4(2), 153-167.

Vander Woude, J., van Kleeck, A., & Vander Veen, E. (2009) Book sharing and the development of meaning. In P. Rhyner (Ed.), *Emergent literacy and language development: Promoting learning in early childhood* (pp. 36 – 77). New York: Guilford Press.

Yopp, H. K., & Yopp, R. H. (2009). Phonological awareness is child's play. *Young Children*, 64(1), 12-21.

Zolotow, C., & Bobri, V. (1958). *Sleepy book*. NY: Lothrop, Lee and Shepard Company.

Recommended reading

Rhyner, P. M. (Ed.). (2009). *Emergent literacy and language development: Promoting learning in early childhood*. NY: The Guilford Press.

Roskos, K. A., Tabors, P. O., & Lenhart, L. A. (2009). *Oral language and early literacy in preschool*. Newark, DE: International Reading Association.

Weinberger, J. (1996). *Literacy goes to school*. London: Paul Chapman Publishing Ltd.

Relevant journals

(Arranged according to their focus in relation to topics relevant to ECEX823.)

Literacy

Australian Journal of Language and Literacy

Journal of Early Childhood Literacy

Reading Research Quarterly

Research in the teaching of English

Language learning and development

Journal of Child Language

First Language

Language Learning and Development

Children's Literature

Children's Literature in Education

Horn Book

Language Arts

Magpies

Signal

The Lion and the Unicorn

Early childhood journals that frequently publish research on language and literacy

Australian Journal of Early Childhood

Contemporary Issues in Early Childhood

Early Child Development and Care

Early Childhood Research Quarterly

Early Years

Journal of Early Childhood Research

Journal of Research in Childhood Education

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and

decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- Demonstrate understanding of the relationship between oral language, adult-child interaction and literacy development.
- Evaluate EC settings in terms of language and literacy development.
- Pedagogical strategies for promoting language and literacy development.
- Use peer reviewed research to justify decision making.

Assessment task

- Observation of infants

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Use appropriate metalanguage when analysing language structure and function.
- Evaluate EC settings in terms of language and literacy development.
- Pedagogical strategies for promoting language and literacy development.
- Use academic language appropriately to express ideas and arguments.

Assessment tasks

- Shared Reading
- Special Interest Topic

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- Use appropriate metalanguage when analysing language structure and function.
- Use peer reviewed research to justify decision making.

- Use academic language appropriately to express ideas and arguments.

Assessment tasks

- Shared Reading
- Special Interest Topic

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- Pedagogical strategies for promoting language and literacy development.
- Use peer reviewed research to justify decision making.

Assessment task

- Special Interest Topic

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- Use appropriate metalanguage when analysing language structure and function.
- Demonstrate understanding of the relationship between oral language, adult-child interaction and literacy development.
- Evaluate EC settings in terms of language and literacy development.
- Use academic language appropriately to express ideas and arguments.

Assessment task

- Observation of infants

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able

to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcome

- Demonstrate understanding of the relationship between oral language, adult-child interaction and literacy development.

Assessment task

- Observation of infants