



Course unit (module) title	Code
Child's perspective in language education	

Lecturer(s)	Department(s) where the course unit (module) is delivered
<b>Coordinator:</b> prof. dr. Loreta Vaicekauskienė <b>Other(s):</b> assoc. prof. dr. Satu Grünthal, invited contributors	VU Faculty of Philology

Study cycle	Type of the course unit (module)
Master	Free Elective

Mode of delivery	Period when the course unit (module) is delivered	Language(s) of instruction
Lectures, seminars, individual work	Spring semester	English

Requirements for students	
<b>Prerequisites:</b> none	<b>Additional requirements (if any):</b> none

Course (module) volume in credits	Total student's workload	Contact hours	Self-study hours
5	150	48	102

Goals of the course and competences to be developed						
<p>Based on the empirical data drawn from primarily the Nordic and the Baltic Sea region, the course puts emphasis on sociocultural and didactic aspects of language teaching and literacy. Students will have the opportunity to reflect on their personal experiences at school, critically evaluate school language education from a post-structuralist perspective and carry out an applied project about their own community or the community they are studying. <b>NB.</b> A more specific version of the course content and assignments is available on the VU Teams / Moodle platform.</p> <p><b>General skills:</b>  <i>Analytical, critical and creative thinking:</i> to critically evaluate, systematize and process information from various sources; to improve existing and generate new ideas.  <i>Problem-solving, social and communicative skills:</i> to identify relevant problems to be solved, to discuss alternative choices; to offer and apply problem-solving solutions; to make informed decisions, based on facts and experience; to engage in constructive teamwork.  <i>Academic and professional ethics:</i> understand and respect ethical requirements; to comply with the principles of responsibility and integrity; to engage in dialogue and seek mutual understanding.</p> <p><b>Subject-related skills:</b>            Knowledge about and application of the theories and methods of the field; ability to formulate a research question and to communicate research findings to different audiences.</p>						
<table border="1"> <thead> <tr> <th>Learning outcomes of the course unit (module)</th> <th>Teaching and learning methods</th> <th>Assessment methods</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Learning outcomes of the course unit (module)	Teaching and learning methods	Assessment methods			
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<p>Students will acquire:</p> <p>Knowledge about the ideological development of language education since 1990, the post-structuralist theories on language teaching and the educational approach to the child, the related concepts and research methods. Ability to professionally analyse and interpret various aspects of language teaching, literacy, language education and related ideologies.</p>	<p>Readings (about 300 pages), discussions, analysis of a wide range of material, various assignments, incorporating also experiential approaches; peer to peer evaluation.</p>					<p>Cumulative score for participation in seminars. Group / individual project.</p>	
Topics	Lectures	Tutorials	Seminars	Contact hours	Self-study hours	Assignments	
<p><b>1. Literacy from a cognitive and sociocultural perspective:</b> From natural orality to literate culture. Embodied teaching and learning. Why is it difficult to overcome nature when learning to write? Structure of the course and assessment requirements.</p>	2		2	5	14		
<p><b>2. Paradigms and methods of language teaching:</b> National curricula for teaching national language and literacy at school. Child-centered teaching and learning. Why do authentic learning experiences with reading and writing matter?</p>	1	3	4	8	16	<p>Literature indicated below. Analysis of selected research articles with discussion. Various assignments. Students' presentations for colleagues.</p>	
<p><b>3. Correcting language means correcting people:</b> Language and symbolic power. Standard language ideology (SLI) and non-standard language varieties in education. Social consequences of the required linguistic uniformity for children with various linguistic backgrounds (incl. minority and immigrant children)</p>	1	3	5	10	18		
<p><b>4. Teaching 'the language' and teaching 'about language':</b> Language education as a part of general language planning and policies. Raising awareness of social discrimination linked to teachers' attitudes and building sociolinguistic knowledge. Introduction of teaching of linguistics into national curricula. Why is it beneficial to teach linguistics and language awareness at school?</p>	2	2	5	9	18		
<p><b>5. New literacies:</b> A critical look at the traditional language teaching. New conceptualisation of 'language'. Literacy as a social practice. Translingualism in the classroom. Study of linguistic landscapes as language teaching method. How digital technologies are changing the teaching methods and the teacher-student power relationship?</p>	4	3	2	7	18		
<p>6. Preparation and presentation of the chosen project in class.</p>	2	3	4	9	18	Consultations with teachers	
<b>Total:</b>		<b>12</b>	<b>14</b>	<b>22</b>	<b>48</b>	<b>102</b>	
Assessment strategy and weight	Deadline			Assessment criteria			
<p>Cumulative evaluation of participation in seminars (30%)</p>	<p>End of the semester</p>			<p>Assessment of the student's ability to prepare for tasks in class, the understanding and application of theories and concepts of a given field, interpretation of the social functions of language.</p>			

<p>Group or individual project on a chosen or given subject (70%).</p> <p>The students can choose:  (1) An applied project involving a real case study / issue. The project must be based on relevant theoretical concepts and include recommendations to be applied. Interviews with stakeholders (teachers, students, politicians can be a valuable source for the project)  (2) Journalistic essay to a broader audience aiming at raising awareness of any chosen relevant topic discussed during the course.</p> <p>Each project can be written or multimodal, combining sound, video, image etc.</p> <p>The scope of the group project is 10 pages for groups of two-three students. The list of references should consist of at least 6 relevant entries.  Individual papers: not less than 4 pages (1000-1500 words), including literature (at least 5 entries). The number of total pages for the projects can be agreed upon with the teachers, taking into consideration the potential multimedia content.</p>	<p>The final version of the project is handed during the exam session.</p> <p><b>Please note.</b> The grade is reduced by 1 for late hand-in. The grade is also reduced by 1 if the formal criteria are not met.</p>	<p>Grasp of theory (use of concepts, in-depth reading), clear articulation of project idea, the quality of the interpretation (independency in thinking, critical awareness), structuring of the content of the project, order of bibliographic references and bibliography, proofreading, aesthetics.</p>
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**NB. Bibliographies are updated each semester. Compulsory reading**

Bazerman, C. 2013. *A Theory of Literate Action: Literate Action Volume 2*. WAC Clearinghouse.

Blommaert, J., Backus, A. 2011. Repertoires revisited: ‘Knowing language’ in superdiversity. *Working Papers in Urban Language and Literacies*. Paper 67. London: King’s College London, 1–26.

Borges, E. F. do V. 2014. Paradigm shift in language teaching and language teacher education. *the ESPecialist* 35 (1), 42–59.

Bourdieu, P. 1991. *Language and Symbolic Power*. J. B. Thompson (ed.). Cambridge: Polity Press.

Brody, J. 1996. The new literacy. *Journal of Linguistic Anthropology* 6 (1), 96–104.

Cameron, D. 2012. *Verbal Hygiene. Classics in Linguistics*. Reprint ed. London New York: Routledge.

Delarue, S. 2013. Only Standard Dutch at School? Perceptions of Flemish Teachers. *7th International Conference on Language Variation in Europe, Abstracts*. Trondheim, Norway, 60104–105.

Delarue, S., Caluwe, de J. 2015. Eliminating social inequality by reinforcing standard language ideology? Language policy for Dutch in Flemish schools. *Current Issues in Language Planning* 16 (1–2), 8–25.

Fairclough, N. 2015. Language and Power. 9. *Critical language study and social emancipation: language education in the schools*. 3rd Edition. London: Routledge.

Gee, J. P. 2008. *Social Linguistics and Literacies. Ideology in discourses*. Third edition. London and New York: Routledge.

Haig, Y., Oliver, R. 2003. Language Variation and Education: Teachers’ Perceptions. *Language and Education* 17 (4), 266–280.

Hornberger, N. H., Link, H. 2012. Translanguaging and transnational literacies in multilingual classrooms: a biliteracy lens. *International Journal of Bilingual Education and Bilingualism* 15 (3), 261–278.

Jaffe, A., Androutsopoulos, J., Sebba, M., Johnson, S. (eds.). 2012. *Orthography as social action. Scripts, spelling, identity and power. Language and Social Processes* 3. Berlin / New York: Mouton de Gruyter.

Johnson, D. C., Ricento, T. 2013. Conceptual and theoretical perspectives in language planning and policy: situating the ethnography of language policy. *International Journal of the Sociology of Language* 219, 7–21.

Leung, C., Street, B. 2014. Classroom Constructions of Language and Literacy Activity. *Educating for Language and Literacy Diversity*, 23–44.

- Ong, W. J. 2005. *Orality and Literacy. The Technologizing of the Word*. London and New York: Routledge.
- Rampton, B. 2006. *Language in Late Modernity. Interaction in an Urban School*. Cambridge: Cambridge University Press.
- Sebba, M. 2007. *Spelling and society. The culture and politics of orthography around the world*. Vol. 2007. Cambridge: Cambridge University Press.
- Shohamy, E. 2009. Language Teachers as Partners in Crafting Educational Language Policies? *Íkala, Revista de Lenguaje y Cultura* 14, 45–67.
- Urbonaitė, D., Vaicekauskienė, L. 2019. Gimtoji kalba mokykloje: Vakarų Europos švietimo paradigmu istorija su šiandieninės Lietuvos prieskoniu. *Archivum Lithuanicum* 21, 233–254.
- Wiese, H., Mayr, K., Krämer, P., Seeger, P., Müller, H.-G., Mezger, V. 2017. Changing teachers' attitudes towards linguistic diversity: Effects of an antibias programme. *International Journal of Applied Linguistics* 27 (1), 198–220.
- Velghe, F., Blommaert, J. 2014. Emergent New Literacies and the Mobile Phone: Informal Language Learning, Voice and Identity in a South African Township. *Intercultural Contact, Language Learning and Migration*. B. Geraghty (ed.). New York: Bloomsbury Academic, 89–111.

### Optional reading

- Asplund, S.-B., Olin-Scheller, C., Nilsberth, M. 2018. Under the teacher's radar: Literacy practices in task-related smartphone use in the connected classroom. *L1-Educational Studies in Language and Literature* 18.
- Cross, J. B., DeVaney, T., Jones, G. 2001. Pre-Service Teacher Attitudes Toward Differing Dialects. *Linguistics and Education* 12 (4), 211–227.
- Crinson, J., Williamson, J. 2004. Non-standard Dialect in the Formal Speech of 15-year-olds on Tyneside. *Language and Education* 18 (3), 207–219.
- Duoblienė, L. 2009. Ugdymo turinio formavimo politika: socialinė reprodukcija ir jos įveika. *Lietuvos švietimo politikos transformacijos*. T. Bulajeva, L. Duoblienė (eds.). Vilnius: Vilniaus universiteto leidykla. 106–135.
- Heros, de los S. 2009. Linguistic pluralism or prescriptivism? A CDA of language ideologies in Talento, Peru's official textbook for the first-year of high school. *Linguistics and Education* 20 (2), 172–199.
- Keturkienė, M., Vaicekauskienė, L. 2016. Lietuvių kalbos mokytojai standartinės kalbos ideologijos nelaisvėje: nuostatos, praktikos, pasekmės. *Darbai ir dienos* 65, 31–52.
- Pachler, N., Makoe, P., Burns, M., Blommaert, J. 2008. The things (we think) we (ought to) do: Ideological processes and practices in teaching. *Teaching and Teacher Education* 24 (2), 437–450.
- Pennycook, A. 2001. *Critical Applied Linguistics: A Critical Introduction*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Razfar, A. 2006. Language Ideologies in Practice: Repair and Classroom Discourse. *Linguistics and Education* 16, 404–424.
- Urbonaitė, D. 2017. Kalbos samprata kalbinio švietimo politikoje: Lietuvos ir Danijos lyginamoji analizė. *Taikomoji kalbotyra* 9, 199–229.
- Weber, J. J. 2008. Safetalk Revisited, or: Language and Ideology in Luxembourgish Educational Policy. *Language and Education* 22 (2), 155–169.
- Vaicekauskienė, L. (red.). 2017. *Lietuvių kalbos idealai. Kaip keitėsi geriausias kalbos idėja*. Vilnius: Naujasis Židinys–Aidai.
- Želvys, R. 2003. Švietimo politika. *Švietimo politika ir monitoringas*. R. Želvys, V. Būdienė, A. Zabulionis (eds.). Vilnius: Garnelis, 5–100.