



UKLA/BERA INTERNATIONAL RESEARCH SYMPOSIUM

Teaching and Researching Writing

Friday 24th February 2012

10.30 - 4.00

Fulwood Room, University House,
Western Bank, University of Sheffield

This one day research symposium, collaboratively organised by UKLA and BERA's Language and Literacy SIG, will be chaired by Roz Ivanič, formerly of Lancaster University. It draws together significant scholars from the field of writing to share their recent research and to discuss research, policy and practice issues. The intention of the symposium is to explore cutting edge research in writing across the age phases 3-18 years, to reflect upon the different methodological lenses which the three researchers employ, and to consider the consequences of these and the implications of their work for the teaching and learning of writing. There will be opportunities for discussion and debate and to explore synergies between the projects and the propositions presented.

Following the success of last year's UKLA International Research Symposium, we recommend early booking to secure your place.

PROGRAMME

10.00 - 10.30	Registration and coffee
10.30 - 10.45	Introduction and welcome from UKLA and BERA
10.45 - 11.45	<i>The Affordances of Multimodal Interaction Analysis for Studying the Beginnings of Writing</i> Deborah Wells Rowe, <i>Peabody College, Vanderbilt University</i>
11.55 - 12.55	<i>Children Writing on Screen: Negotiating Meanings in Primary Classrooms</i> Cathy Burnett, <i>Sheffield Hallam University</i>
12.55 - 1.40	Lunch
1.40 - 2.40	<i>Reconceptualising the Role of Grammar in the Teaching of Writing</i> Debra Myhill, <i>University of Exeter</i>
2.40 - 3.00	Tea
3.00 - 4.00	Plenary discussion chaired by Roz Ivanič, <i>formerly of Lancaster University</i>
4.00	Symposium closes

Cost £90, UKLA members £75

Book and pay securely on-line via

www.ukla.org/conferences/event/ukla_research_symposium/

or contact Patricia Latorre, UKLA Conference Administrator on 0116 223 1664

or conferences@ukla.org

Teaching and Researching Writing

The Affordances of Multimodal Interaction Analysis for Studying the Beginnings of Writing

Deborah Wells Rowe, *Peabody College, Vanderbilt University*

In this paper, I explore the potentials of using Multimodal Interaction Analysis (Norris, 2004) as a frame for understanding how 2-year-olds and adults constructed local understandings about writing and learning to write in a preschool classroom. Data are drawn from the Write Start! Project, a 3-year-longitudinal study of early writing conducted in 2 childcare centres primarily serving low-income African-American students and their families. I will focus on two data “anomalies” to illustrate the potentials of methods that go beyond analysis of talk, to systematically examine patterns in gesture, body posture, mark-making, manipulation of materials, and arrangement of spaces as critical features of early composing events. The paper argues that analysis of the ways children and adults simultaneously use linguistic, material, and embodied resources to participate in early writing events can provide new vantage points for understanding the beginnings of writing.

Children Writing on Screen: Negotiating Meanings in Primary Classrooms

Cathy Burnett, *Sheffield Hallam University*

Drawing on a range of studies of primary children’s writing across new media, this paper will explore how children frame the writing process when creating digital texts in classrooms. It will focus on the significance of multimodality to the process of composition, with a particular emphasis on children’s interactions around the texts they produce. The paper will argue that in understanding meaning-making through digital texts, we need to look beyond the screen to explore issues of identity, space and materiality. It will suggest that a spatial perspective can be productive in conceptualising meaning-making in contexts characterised by fluidity and blurred boundaries.

Reconceptualising the Role of Grammar in the Teaching of Writing

Debra Myhill, *University of Exeter*

This paper will present the findings of an ESRC study into the impact of embedding grammar within the teaching of writing. The study comprised a randomised controlled trial and a complementary qualitative data set, and was based upon an intervention in which relevant linguistic constructions were taught in the context of three schemes of work on narrative, argument and poetry. The intervention materials were theoretically informed by the principles of writing as design, in which creators of text make design choices from an available repertoire of possibilities. Alongside this, the intervention sought to develop students’ metalinguistic understanding through explicit instruction and through opportunities for discussion. The paper will offer a new way to conceptualise the role of grammar and open up discussion about some of the limitations of this approach.