



## Australian Journal of Language and Literacy

# Editorial

**Jennifer Rennie**

Welcome to the February edition of AJLL. The issue comprises a variety of articles that report on national and international literacy research. In the first article, *Constituting 'at risk' language and literacy learners in teacher talk: exploring the discursive element of time*, Jennifer Alford and Annette Woods using discourse analytic techniques, provide analysis of one teacher's talk about her English language learners as they embark on their journey of becoming literate in English. The analysis shows a 'generative discursive position' that challenges common views of English language learners as 'wanting' and potentially as 'at risk'. The second article, *That's not a narrative; this is a narrative: NAPLAN and pedagogies of storytelling*, David Caldwell and Peter White question the way in which the very notion of storytelling and narrative is conceptualised in the NAPLAN supporting documentation, and highlight its potential negative consequences. The third paper, *Testing spelling: How does a dictation method measure up to a proofreading and editing format?*, Tessa Daffern, Noella Mackenzie and Brian Hemmings discuss the implications for assessment and instruction in relation to spelling. The Components of Spelling Test (CoST) is offered as a measure of spelling performance for use in school or research. The fourth paper, *Students' reading achievement during the transition from primary to secondary school*, Belinda Hopwood, Ian Hay and Janet Dyment, report on a study that investigated the effect of the transition from primary to secondary school on students' reading achievement. The findings highlight the impact this transition can have and offer suggestions for how schools and educators can enhance the transition process and support students into effective secondary school literacy learning.

In the fifth paper, *So How do you Teach Literacy in Teacher Education?: Literacy/English Teacher Educators' Goals and Pedagogies*, Clare Kosnik, Lydia Menna, Pooja Dharamshi and Cathy Miyata report on interviews with twenty-eight teacher literacy/teacher educators in four different countries. They make suggestions in relation to what literacy pedagogy should look like in teacher education courses and how literacy/English teacher educators might help students understand the changing nature of literacy. The final paper, *Subject area literacy instruction in low SES secondary schools in New Zealand*, Aaron Wilson, Stuart McNaughton and Tong Zhu, This paper presents findings of a study into patterns of literacy achievement and teaching in Year 12 biology, English and mathematics classes from 22 low socio-economic status (SES) secondary schools in New Zealand (NZ). Analysis of classroom observations suggest there were limited opportunities to 'read longer, more complex subject-area texts' and that effective instructional approaches were infrequently observed. Further there was limited evidence of explicit teaching of language features of texts and teaching designed to enhance students' critical literacy.

We hope that you enjoy reading these articles and look forward to receiving contributions from teachers and researchers.