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Article:

Daniels, K. and Taylor, L. orcid.org/0000-0001-7336-8189 (Cover date: January 2023)
Editorial. *Literacy*, 57 (1). pp. 1-2. ISSN 1741-4350

<https://doi.org/10.1111/lit.12313>

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As incoming editors we are delighted to present the latest issue of Literacy and extend our gratitude to Diane Collier and Natalia Kucirkiova, the outgoing editors, for their work on this issue. It is a pleasure to introduce this collection of stimulating and thought-provoking articles which provide perspectives on literacies in everyday life and in classrooms, giving voice to trainee teachers, parents, BookTubers, school students and video-gamers. Our understanding of literacies is enriched by the range of framings described by the authors, each providing a nuanced response which reflects the complexities of current thinking about literacy.

The first three articles examine technology and new media both in and outside the classroom. Von Gillern and Stufft's article, *Multimodality, learning and decision-making: children's metacognitive reflections on their engagement with video games as interactive texts*, examines the relatively under-researched field of video gaming as literacy practice. In this study of sixth and seventh grade students in the United States, the authors present new insights into the ways that different communicative modes, (still and moving images, written and oral language, abstract symbols, sounds and tactile experiences), influence the decisions students make whilst playing video games. By asking the participants to reflect on the factors that shaped their gameplay decisions, the authors offer novel perspectives on metacognition in literacy practices. In addition, they contribute to knowledge about children's multimodal comprehension and the implications for the uses of new media in the classroom.

Paladines and Aliagas take us to the world of BookTubers, sharing insights gained from narrative interviews with BookTubers from Latin America and Spain. BookTubers create YouTube posts recommending books they have read to followers. In *Literacy and Literary Learning on BookTube through the lenses of Latina BookTubers*, Paladines and Aliagas present BookTubing as a series of emergent literacy practices, guided and motivated by the personal and social factors of participants, likening this to Gee's concept of an 'affinity space'. What is evident, is the enthusiasm with which BookTubers share their reading interests and the importance they place on belonging to a participatory reading community. A vibrant discourse genre permeates the BookTube culture. Paladines and Aliagas's work foregrounds the collective, collaborative and affective nature of literacy and the factors that motivate participants to engage with online communities where interests and passions are shared.

The value of technologies in literacy learning is the focus of Hoa's article *Chopsticks and Clothes: Chinese heritage parents' perspectives on young children's technology use as a tool for language and cultural learning*. Hoa focuses attention on Chinese parents' perspectives of children aged four to five and their technology use as a tool for language and cultural learning in the home, where parents are seen as gatekeepers, mediators and scaffolders. Hoa suggests that the particular cultural beliefs held by many Chinese parents, guided by principles of Confucius heritage that values hard work and the social context of learning, influence the kinds of practices that are supported in the home. Chinese parents interviewed in the study commonly saw technology as a tool for relaxation and play, rather than for learning. Instead they valued 'real life', outdoor activity, and language and cultural learning. As studies in other contexts have found, these beliefs were often linked to parents' own childhood cultural experiences. Hoa describes the tensions that parents often feel where technology use is promoted in and by schools, suggesting that instead they prefer their children to engage with language learning and print-based literacies. The article is a keen reminder of the social and cultural contexts in which literacy practices are formed, and the complexities that arise where there is a discontinuity between home and school literacy practices and cultural beliefs and expectations.

The next three articles in this issue focus on different practices around the teaching of writing. Exploring student teachers' perceptions of creativity and its role in teaching writing in the primary school, Assemakis sets out to understand the creative writing experiences of primary student teachers, their self-perception as writers, and whether or not these impact on their pedagogical approaches. In this paper *Student teachers as creative writers: Does an understanding of creative pedagogies matter?*, Assemakis raises a number of questions about creativity, what it is, how it can be supported, and where it sits in the writing process. This is set against a policy landscape that is described as reducing teacher autonomy and 'creative energies' in favour of focusing on technical accuracy in writing. Through interviews with fifty-eight student teachers, Assemakis suggests that student teachers who saw themselves as creative, were more likely to have confidence in their ideas for teaching writing creatively and value the personal dimension of writing. The personal dimension of writing is further explored in the next paper.

With an invitation to consider writing-as-becoming through the lens of new materialisms and multidimensional assemblages, Rubin moves literacy theory beyond New Literacy Studies towards respons-able pedagogies which foreground affect. Using collaborative enquiry in a creative writing class in a college in the southern United States, Rubin explores the ways that affective ways of learning and knowing can be present in teaching spaces. The writing workshop model provides space for reflection on the processes, patterns and possibilities that emerge when the teaching of writing does not emphasise product, but instead sees this as a process of 'becoming'. Her paper *'We felt that electricity': writing-as-becoming in a high school writing class*, makes a notable contribution to the field of writing pedagogies. There is much of interest here for teachers and researchers of writing.

Writing pedagogies are further examined by Beck and del Calvo who explore the potential of dialogic writing assessment in developing subject specific literacies. In this study of the subject of history, the authors address the need for individualised responses to disciplinary writing. Bringing together research into the nature of historical literacy with methods of writing instruction, this paper analyses 1:1 conferencing between a teacher and student to illustrate the possibilities afforded by an individualised, dialogic engagement with writing. The authors demonstrate how a writers conference approach enables a teacher to address misconceptions about the nature of the subject and the form of writing associated with it. This paper *Using Dialogic Writing Assessment to Support the Development of Historical Literacy* raises interesting questions about the relationship between discipline specific content knowledge and associated academic literacies.

The final article in this collection turns attention towards the on-going debates about the most effective way to approach beginning reading. Boldrin, Fox and Savage argue that multi-component interventions provide a way forward for reading instruction and highlight the lack of efficiency in single focus systematic synthetic phonics schemes which fail to enable children to develop generative, flexible approaches to reading. Their paper *Flexible phonics: a complementary 'next generation' approach for teaching early reading* presents principles for an approach based on 'Flexible Phonics' a freely available reading resource, created by the authors. The use of authentic children's texts and an emphasis on teaching the meaning, in context, of common exception words is a key part of the approach. The authors challenge current orthodoxies in the teaching of letter-sound correspondences, calling for greater awareness of the need for mental flexibility around letters and sounds. Underpinned by the findings of an intervention study of 121 schools, funded by the EEF, this article provides practical guidance for teachers of reading.

As a collection, the articles in this edition remind us that our personal, emotional, social and intellectual lives are deeply embedded and realised through our emerging literacy practices. Where teachers are given the professional autonomy and confidence to embrace this in their pedagogical practices, learners' confidence and motivation can flourish.

Karen Daniels and Lucy Taylor