

OCR Teaching in the Lifelong Learning Sector – Qualification Units

Unit 41 - Level 5 Literacy Theories and Frameworks

Level 5

QCA Accreditation Number M/500/9957

Unit description

Unit aims

The aim of this unit is to understand the theories associated with the acquisition of language and literacy skills and be able to relate them to practice.

Credit value 15

Unit synopsis

This unit is about:

- Theories of language acquisition
- Theories of acquisition of literacy skills
- Descriptions of written and spoken language
- Approaches to teaching the four language skills.

Examples of teaching and learning strategies

The following teaching methods and learning strategies are appropriate to the delivery and development of the knowledge, understanding and skills covered in this unit. A variety of these should be used to provide a model of good practice to the candidate. This list is not exhaustive:

- Group discussion
- Directed study and research
- Lecture and exposition
- Resource based learning
- Question and answer

- Role play
- Discussion
- Tutorials
- Workshop activities

Guidance on delivery for centres

For candidates this may be the first opportunity to explore in depth the theories of language and literacy acquisition and relate to practice.

For many candidates this may be the first opportunity to explore in depth language and literacy acquisition, the relationship between language and society, and the impact of social, cultural and historical factors on both standard and non-standard forms of English.

Appropriate methods of delivery:

- Provision of individual learning plans
- Provision of guidance on the qualification and progression routes to further development
- Provision of opportunities for learning e.g. discussion fora, tutorials, workshop activities etc
- Provision of ongoing mentoring to the candidate, including review and feedback on learning experiences and development of competence
- Observation of peer-to-peer discussions of groups of candidates or of discussions with colleagues
- Observation of candidates working within a partnership

Guidance on assessment for centres

The assessment can include:

- Written assignments
- Case studies/student profiles
- Reports/written/video/digital recording
- Reflective log/self evaluation
- Professional discussion – witness statement
- Presentation to peer group – follow on discussion
- Portfolios of CPD collaboration with other professionals

This is a level five unit and thus the candidate must demonstrate complex skills and knowledge in this particular area of language theories and frameworks. The ability to recognise and develop thinking across these criteria is to be encouraged but it does mean that written evidence whilst aiming succinctness and clarity of thought will need to be of sufficient depth and breadth to meet the level 5 standard. There is an expectation that the written work will be presented at the appropriate level.

Suggested reading

The following list is not intended to be exhaustive, but provides suggested texts which student-teachers may find helpful. It is not compulsory for students to read all publications in the list; they are identified for reference only.

- Armitage, A. et al (1999) *Teaching and Training in Post-Compulsory Education*. Buckingham: Open University Press
- Ball, S., Maguire, M. and Macrae, S. (2000) *Choice, Pathways and Transitions Post-16*. London: Routledge Falmer
- Brown, G and Yule, G (1984) *Discourse Analysis*; CUP
- Brown, S. and Race, P. (1994) *Assess Your Own Teaching Quality*. London: Kogan Page
- Crystal, D (2006) *How Language Works*; Penguin
- Curzon, L. (1997) *Teaching in Further Education: An Outline of Principles and Practice*. 5th edition. London: Cassell
- DfEE (1998) *The Learning Age: A Renaissance for a New Britain*. London: HMSO
- DfEE (1999) *Learning to Succeed: A New Framework for Post-16 Learning*. London: HMSO
- DfES (2001) *Schools – Achieving Success*. London: HMSO
- Ellis, R. (1985) *Understanding Second Language Acquisition* : OUP
- Fromhin, V. , Rodman, and Hym, N. (2003) *An Introduction to Language*; Boston Heine
- Gardiner, A. (2003) *A Level Study Guide , English Language*; Revision Express
- Gibbs, G. (1995) *Assessing Student Centred Courses*. Oxford: The Oxford Centre for Staff and Learning Development
- Gravells, A. (2006) *Delivering Adult Learning – Level 3 Coursebook*, Learning Matters,
- Kelly, S. Soundranayagan, L. and Grey, S. (2004) *Teaching and Learning Writing. A Review of Research and Practice*. N.R.D.E
- Krashen, S. (1981) *Second Language Acquisition*:
- Lightbown, P. and Spada, N. (2000) *How Languages Are Learned*: OUP
- Petty, G. (2004) *Teaching Today* (3rd Edition), Nelson Thornes
- Pring, R. (1995) *Closing the Gap: Liberal Education and Vocational Preparation*. London: Hodder and Stoughton
- Reece, I. and Walker, S. (2003) *Teaching, Training and Learning: A Practical Guide (5th Edition)*
- Rowntree, D. (1987) *Assessing Students: How Shall We Know Them?* London: Kogan Page

- Swan, M. and Smith, M. (2001) *Learner English* CUP
- Swann, J. (1994) *Describing language*; OUP
- Tennant, M. (1997) *Psychology and Adult Learning*. London: Routledge
- Trask, R and Maybin, B. (2000) *Introducing Linguistics*; Token Books
- Unwin, L. and Wellington, J. (2000) *Young People's Perspectives on Education, Training and Employment*. London: Kogan Page
- Wallace s, (2005) *Teaching and Supporting Learners in Further Education* (2nd Edition) Learning Matters
- Yule, G (1996) *The Study Of Language*; OUP
- Materials from the DFES: Standards Unit And Readwrite Plus publications- website are also recommended

Websites

- www.qca.org.uk Qualifications and Curriculum Authority
- www.dfes.gov.uk Department for Children, Schools and Families
- www.lluk.org.uk Lifelong learning UK
- www.nrdc.org.uk Provides excellent research documents on aspects of literacy
- www.move-on.org.uk An approach to improving literacy and numeracy for employees
- www.LSNeducation.org Learning and Skills Network
- www.skillsforlifenet.com Skills for Life Information
- www.sfl.org.uk Skills for Life Information
- www.sflip.org.uk Lists professional development opportunities through the Skills for Life initiative
- www.ocr.org.uk OCR website
- www.ofsted.gov.uk The Office for Standards in Education

Assessment Criteria, Knowledge and Evidence Linked to Practice

1.

	Assessment Criteria	Knowledge	Evidence Linked to Practice
1.1	Review theories of first language acquisition and second language acquisition and learning.	Cognitive theories of first language acquisition, e.g. Chomsky, Piaget and Halliday.	Produce written evidence reviewing the theories of first and second language acquisition and learning.
1.2	Review language teaching approaches associated with theories of first language acquisition and second language acquisition and learning.	Theories of second language acquisition, e.g. Krashen's hypothesis, interlanguage, mother tongue interference, paralinguistic features.	Examine your own or your organisations current approaches to teaching literacy. Review these approaches and provide a critical analysis of their effectiveness.

2.

	Assessment Criteria	Knowledge	Evidence Linked to Practice
2.1	Analyse theories of literacy learning and development.	Classroom management.	Research theories of literacy learning and development.
2.2	Analyse literacy teaching approaches associated with theories of literacy learning and development.	Use of ICT. Understanding of how learning difficulties such as dyslexia can affect literacy acquisition. Strategies to overcome learning difficulties. Learning styles. Teaching styles.	Produce written evidence summarising these theories and a critical analysis of approaches to teaching and learning which have developed from them.

		Embedding literacy into the vocational curriculum.	
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3.

	Assessment Criteria	Knowledge	Evidence Linked to Practice
3.1	Review the range of ways in which language can be described.	Descriptive approach.	Provide a critical analysis of ways in which language can be described. Using a written text and a transcript of spoken English, analyse these texts at; <ul style="list-style-type: none"> • Text and discourse level • Sentence and phrase level (choose 4 sentences and 4 phrases) • Word level (chosed 8 words)
3.2	Analyse written and spoken language at text and discourse level.	Prescriptive approach. Pragmatics.	
3.3	Analyse written and spoken language at sentence and phrase level.	Linguistics.	
3.4	Analyse written and spoken language at word level.	Adult literacy core curriculum. Graphology. Cohesion (grammatical and lexical). Semantics. Syntax. Phrase and clause types. Lexical fields. Morphemes. Phonemes. Clause analysis.	

4.

	Assessment Criteria	Knowledge	Evidence Linked to Practice
4.1	Analyse the processes involved in reading and writing for literacy learners.	Core curriculum (literacy).	Produce written evidence outlining the processes involved in the acquisition of reading, writing, speaking and language skills for literacy learners for a specified level of learners. Describe two class room activities which develop literacy skills with detailed rationale for choosing them and how they relate to the learner's understanding and development.
4.2	Analyse the processes involved in speaking and listening for literacy learners.	Theories of discourse. Phonological strategies.	
4.3	Discuss the mutual dependence of reading, listening, writing and speaking in literacy and language development.	Morphology. Sound symbol relationships. Syntax. Lexis. Context. Grammatical conventions. Punctuation.	