

OCR Teaching in the Lifelong Learning Sector – Qualification Units

Unit 40 - Level 5 Literacy and the Learners

Level 5

QAN Accreditation Number K/601/8232

Unit description

Unit aims

The aim of the unit is to develop knowledge and understanding of the acquisition, role and use of language in different contexts.

Credit value 15

Unit synopsis

This unit is about:

- Context in language use
- Factors affecting language and literacy acquisition
- The relationship between language and society
- Understanding of non standard forms of English
- Understanding language from a social, cultural and historical perspective

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:

- Small group discussion
- Directed study and research
- Lecture
- Resource based learning
- Question and answer

- Micro teaching session
- Role play
- Discussion
- Lecture and exposition
- Workshop activities
- Tutorials

Guidance on delivery for centres

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 eg 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

Professional discussion with the assessor will test the knowledge requirements, where these are not already met through the activities described above

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 4 unit and thus the candidate must demonstrate complex skills and knowledge in this particular area of language acquisition and use. 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 4 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.

Materials from the DFES: Standards Unit And Readwrite Plus publications- website are also recommended

Armitage, A. et al (1999) *Teaching and Training in Post-Compulsory Education*. Buckingham: Open University Press

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

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

Goleman, D. (1996) *Emotional Intelligence*. London: Bloomsbury

Gravells, A. (2006) *Delivering Adult Learning – Level 3 Coursebook*, Learning Matters,

Jessup, G. (1991) *Outcomes: NVQs and the Emerging Model of Education and Training*. London: Falmer

Maslow, A. (1987) *Motivation and Personality*. New York: Harper & Row

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

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

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.skillsforlifenetwork.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	Analyse Standard English and other varieties of English in both spoken and written forms with reference to specific features such as phonology, grammar and lexis.	Understanding of standard and non standard forms of English.	Produce a written assignment: <ul style="list-style-type: none"> • Defining the terms accent, dialect, jargon, pidgin and creole. Comment briefly on their origin, reasons for use and examples of context. • Analysing two written texts, one containing examples of non standard English. Include in your analysis:- <ul style="list-style-type: none"> ○ Identification of style and genre ○ Phonological strategies for reading the text ○ Construction of two sentences ○ Use of punctuation and cohesive devices ○ Sublexical features of four words ○ The intended effect on the audience of using non standard English • Analysing two examples of spoken English, one standard and one containing non standard forms (These could be recordings of actual students or appropriate recordings from the media). In your analysis comment on: <ul style="list-style-type: none"> ○ Grammar ○ Lexis ○ Phonology ○ Register
1.2	Discuss the ways in which language and literacy use can vary according to context.	Importance of : <ul style="list-style-type: none"> • Audience • Purpose • Participants • Conventions 	
1.3	Use key grammatical, lexical and phonological terms appropriately.	Use of correct linguistic terminology.	

2.

	Assessment Criteria	Knowledge	Evidence Linked to Practice
2.1	Discuss how language and literacy are acquired and learnt.	Relationship between theory and practice in language and literacy development.	Produce a written profile of two learners one of whom should have a learning difficulty/disability. Include: <ul style="list-style-type: none"> • The learner's background, identifying factors which may affect language and literacy development • A diagnostic assessment of speaking, listening, reading and writing • Individual learning plans • Lesson plans for 10 hours delivery showing methodology, approaches and techniques used • A review of the learner's progress and achievements.
2.2	Analyse the personal, social and cultural factors influencing literacy learners' development of spoken and written language.	Understanding of the effect on language and literacy acquisition of different barriers which can inhibit development of these skills: <ul style="list-style-type: none"> • Personal • Social • Psychological • Learning difficulties • Physical and sensory impairment. 	
2.3	Discuss the impact of a range of learning difficulties and disabilities on language and literacy learning and teaching.	Strategies to overcome these barriers.	

3.

	Assessment Criteria	Knowledge	Evidence Linked to Practice
3.1	Discuss reasons for language change in both spoken and written English.	Importance of context in language use: <ul style="list-style-type: none"> • Purpose • Audience • Participants • Conventions Changes in register at text, sentence and word level in spoken discourse. Changes in register at text, sentence and word level in written language.	Produce a written assignment on how oral and written English is subject to change depending on context. Using the profiles completed for two, identify and analyse changes in the individual's oral language. This could be during the ten hours delivery or on relation to context and usage, e.g. with family, friends or authorities.
3.2	Identify and analyse changes in the use of spoken language at discourse, sentence and word level.		
3.3	Identify and analyse changes in the use of written language at text, sentence and word level.		

		<p>Code switching.</p> <p>Understanding of the use of language to maintain identity in social, group and authority situations.</p> <p>Use of correct linguistic terminology.</p>	<p>Discuss how written and oral language changes with context.. Give two examples and analyse the changes at text, sentence and word level.</p>
3.4	Use key grammatical, lexical and phonological terms appropriately in describing language change.	Use of correct linguistic terminology.	Evidence throughout assignment.

4.

	Assessment Criteria	Knowledge	Evidence Linked to Practice
4.1	Analyse how language is used in the formation, maintenance and transformation of social, cultural, political and religious identities and relationships.	<p>The role of English as a global language.</p> <p>Historical changes in English.</p> <p>How language can shape identities and relationships.</p>	<p>Carry out a research project to document how the English Language has influenced the development of one of the following: social, cultural, political and religious identities and relationships. Give at least four examples.</p>
4.2	Analyse how language is used at text/discourse, sentence/phrase and word level in the formation, maintenance and transformation of power relations.	<p>Analysis of language use in relation to power and influence .</p>	<p>Choose three texts from a particular context. E.g. newspapers, reports, websites etc. and produce an analysis at text, sentence and word level to demonstrate how language is used in relation to power.</p>