# OCR Teaching in the Lifelong Learning Sector – Qualification Units

# Unit 43 - Level 5 Literacy, ESOL and the Learners

Level 5
QAN Accreditation Number M/601/8233

## 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 student-teacher.  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
- Debate
- 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, 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 whist 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.

Adult Literacy Core Curriculum (2001) DFES

Adult Pre-entry Curriculum (2002) DFES

Adult ESOL Core Curriculum (2002)

Access for All – *Guidance on Making the Adult Literacy and Numeracy Core Curricula Accessible* London:  DFES

Access for All and ESOL London: DFES

Armstrong, D., Heathcote, V. (2003) *Literature Review of ESOL Learners with Learning Difficulties and/or Disabilities* London: NRDC

Barton, D., Tusting, K., Hoge, R., Appleby, Y. and Ivanic, R. (2006) *Linking Learning and Everyday Life: A Social Perspective on Adult Literacy, Language and Numeracy* London: NRDC

Carter, R. and Nunan, D. ( 2004) *The Cambridge Guide to Teaching Speakers of Other Languages* Cambridge: Cambridge University Press

*Crystal, D. (1998) Rediscover Grammar London: Longman*

*Crystal, D. (2003) The Cambridge Encyclopaedia of the English Language Cambridge: OUP*

*Crystal, D.  (1997) The Cambridge Encyclopaedia of the Language Cambridge: OUP*

*Ellis, R. (1998) Second Language Acquisition, Oxford: OUP*

Fairclough, N. (2000) *Language and Power*, London: Longman

Klein, C. and Millar (1990) *Unscrambling Spelling* London: Hodder and Stoughton

Kress, G. (2003) *Literacy in the New Media Age* London: Routledge

Ivanic, R. (1997) *Writing and Identity*, London: John Benjamin

Larsen-Freeman, D. (2004) *Techniques and Principles in Language Teaching* Oxford, Oxford University Press

Lightbrown, P.M. and Spada, N*. How Languages are Learned Oxford: OUP*

Marsia, K. and Klein, C. (1998) *Demystifying Dyslexia* London South Bank University

Mercer, N. and Swann, J. (2001) *Learning English: Development and Diversity Third Edition, London: Routledge*

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*Mitchell, R. and Myles, F. (1998) Second Language Learning Theories London: Arnold*

Scrivener, J. (2004) *Learning Teaching* London: Macmillan

Spiegel, M. and Sunderland, H. (1999) *Writing Works: Using a Genre Approach for Teaching Writing to Adults and Young People in Literacy and Basic Education Classes* London Language and Literacy Unit

*Swan, M. and Smith, B.* (2001) *Learner English: A teacher's Guide to Interference and other Problems* Cambridge: Cambridge University Press

Wallace, C. (1998) *Learning to Read in a Multicultural Society: The Social Context of Second Language Literacy*: London: Prentice Hall

Yule, G. (1997) *Pragmatics* OUP

**Websites**

www.bbc.co.uk/education/skillswise

www.ocr.org.uk

www.qca.org.uk                    Qualifcations Curriculum Authority

www.dfes.gov.uk/readwriteplus

www.lluk.org.uk                    Lifelong Learning UK

www.niace.org.uk                   National Institute for Adult and Continuing
Education

www.nrdc.org.uk                    National Research and Development Centre

www.move-on.org.uk

www.skillsforlifenetwork.com

www.sfl.org.uk                     Skills for Life

www.sflip.org.uk                   Skills for Life Improvement Programme

www.basic-skills.org.uk

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**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 (including standard English, received pronunciation, accent, dialect and interlanguage) Importance of language and literacy practice in relation to the following contextual elements :<br>• Audience<br>• Purpose<br>• Participants<br>• Conventions<br>• Use of correct linguistic terminology<br>• Formal and non formal learning. | Produce a written assignment defining the terms accent, dialect, jargon, interlanguage, pidgin and creole. Comment briefly on their origin, reasons for use and examples of context.<br><br>Produce a written assignment analysing two texts, one containing examples of non standard English. Include in your analysis:<br>• identification of style and genre<br>• phonological strategies for reading the text<br>• construction of two sentences<br>• use of punctuation and cohesive devices<br>• sublexical features of four words<br>• the intended effect on the audience of using non standard English.<br><br>Produce a written assignment analysing two examples of spoken English, one standard and one containing non standard forms.  In your analysis comment on:<br>• grammar<br>• lexis<br>• phonology. |
| 1.2 |  | Discuss the ways in which language and literacy use can vary according to context. |  |  |
| 1.3 |  | Use key grammatical, lexical and phonological terms appropriately. |  |  |

**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 (including the application of descriptive and prescriptive grammar).<br><br>Understanding of the effect on language and literacy acquisition of different barriers which can inhibit development of these skills:<br>• Personal (e.g. background, experience of learning whilst a child and an adult, learning styles, responsiveness to formal and non formal learning)<br>• Social (e.g. impact of cultural values and behaviours, peer influence, social currency of learning)<br>• Psychological (e.g. mental health an well-being)<br>• Learning difficulties (e.g. dyslexia, dyspraxia, autistic spectrum disorders)<br>• Physical and sensory impairment (e.g. visual impairment, hearing impairment, physical mobility)<br>• Learning English as an additional language (e.g. fossilisation, acculturation, first language interference)<br>• Current theory and practice of teaching and learning strategies to overcome these barriers. | Produce a written profile of two learners (one of whom must be a learning English as a first language learner and one of whom is learning English as an additional language) including:<br>• the learner's background, identifying factors which may affect language and literacy development<br>• a diagnostic assessment of speaking, listening, reading and writing<br>• individual learning plans<br>• lesson plans for 10 hours delivery showing methodology, approaches and techniques used<br>• a review of the learner's progress and achievements. |
| 2.2 | Analyse the personal, social and cultural factors influencing ESOL learners' literacy and language acquisition and learning. | | |
| 2.3 | Discuss the impact of a range of learning difficulties and disabilities on language and literacy learning and teaching. | | |

**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:-<br>• Purpose<br>• Audience<br>• Participants<br>• Conventions<br>• Cultural background.<br><br>Changes in register at text, sentence and word level in spoken discourse.<br><br>Changes in register at text, sentence and word level in written language.<br><br>Code switching.<br><br>Understanding of the use of language to maintain identity in social, group and authority situations.<br><br>Use of correct linguistic terminology.<br><br>Understanding issues relating to the acquisition of English as an additional "language" (see knowledge 2.8). | Produce a written assignment on how oral and written English is subject to change depending on context.<br><br>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.<br><br>Discuss how written and oral language changes with context. Give four (two oral and two written) examples and analyse the changes at text, sentence and word level. Provide a transcript of the oral language samples and a copy of the written samples. |
| 3.2 | Identify and analyse recent 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. | | |
| 3.4 | Use key grammatical, lexical and phonological terms appropriately in describing language change. | Use of correct linguistic terminology. | Evidence through 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. | The role of English as a global language.<br><br>Historical changes in English.<br><br>An understanding of the theories and principles relating to multilingualism and bilingualism. | 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 relating to your choice. |
| 4.2 | Analyse how language is used at text/discourse, sentence/phrase and word level in the formation, maintenance and transformation of power relations. | The role of first language in additional language acquisition.<br><br>How language can shape identities and relationships.<br><br>An understanding of world and regional variations of English and how these are related to issues of power, choice and change. | 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 usage and language choices are used in relation to power. |