

Training the Teacher Trainers

Four-day residential course

Literacy materials for Day 3 – Feedback

res no. style Title

3.10.2b Handout Example feedback: literacy

Module title: All about words

Name of Student:

Assessment criteria	Achieved? (Y or N)
Use conventional terminology associated with the history, structure and derivation of words appropriately	Y
Carry out an analysis of a learner's spelling showing understanding of different aspects of morphology and their application to spelling and use of vocabulary	Y
Carry out an analysis of a learner's reading strategies, which demonstrates a knowledge of the phonology and morphology of English	Y
Use background reading to inform writing, and to reference it clearly within the text of the assignment, as well as providing a bibliography	Y
Apply appropriate rules and conventions of spoken and written English to communicate clearly and effectively	Y
Respect the word count	Y

Comment:

Strengths

You use the terminology of this topic with ease and accuracy and have made a detailed analysis of the learner's reading and writing strategies relating to lexical, phonological and morphological understanding. Using the BBC news website to allow the learner to follow links to stories that interested her was an innovative but very effective strategy, building IT skills and understanding of the value of internet access with introducing new text for analysis. It also gave the learner a chance to widen her lexis in the field of news media.

You have supported your analyses with references throughout. Your bibliography is not extensive but all sources quoted are appropriate.

Areas to work on

You need do nothing further to this assignment but you may like to think about the following point. he second of the written texts chosen to show the learner's progress appears to be rather formulaic and possibly built up from phrases given by a tutor or copied from examples. Perhaps a more revealing comparison could have been made with another piece of free writing?

Decision	Pass	√	Refer		Fail	
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Assessor's name:

Assessor's signature:

Date:

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2.11.3b Activity Example assignment 2: literacy

All about Words

Prepare two case studies of learners' lexical development:

- one showing how understanding of morphology has supported vocabulary development and spelling
- one explaining and reflecting on how a learner uses lexical, phonological and morphological strategies when reading.

Case study 1

Morphology is defined in the Adult ESOL core curriculum as being

the branch of grammar that concerns itself with the structure of words.

and by David Crystal (2003) as

the study of word structure, especially in terms of morphemes.

A word may consist of one or more morphemes which are the smallest unit of meaning. Morphemes can be divided into two types, that of bound or free. A 'free' morpheme can stand on its own and has its own meaning such as the word 'table' whereas a 'bound' morpheme can only give meaning if attached to another morpheme such as 'un' with the word done and are known as prefixes and suffixes. The word 'unbreakable', for example, can be broken down into three parts (morphemes) 'un' a negative prefix, 'break' a word stem and 'able' a suffix.

A free morpheme can be further classified as functional which can be articles, pronouns or prepositions and lexical which carry meaning such as the word 'room'. Bound morphemes can be classified as derivational which are prefixes or suffixes which change the meaning such as 'post' and inflectional which can give meaning to verbs such as 'learning'.

The learner, Marcus, has been assessed as borderline entry 1/entry 2 who uses his own form of phonetics as a spelling strategy and spells words as he speaks. He can write expressively about his current hobbies and hopes for the future but makes many mistakes according to standard English grammar and spelling. He needs help to correct his errors without destroying his style.

He has a poor understanding of the use of the derivational bound morpheme 'ing' which he hears as 'in'. He understands the grammatical use of this suffix, and uses the misheard version with continuous verbs. M completed various exercises with adding 'ing' to verbs and this improved his use of the particular morpheme. It also improved his reading, as he was able to sound out the words phonologically which helped to remind him of the correct spelling.

The learner's understanding of the use of prefixes was improved by using cards with the stem words and suffixes and correctly using the new word within a sentence.

Marcus was also unable to recognise the use of the free functional morpheme 'and'. This could have been caused by an auditory processing difficulty in that he could not hear the 'd' sound at the end of the word. By using a phonic approach to this particular word M was able to split it into two sounds, the 'an' and the 'd' sound. Appropriate teaching around the recognition and use of conjunctions especially 'and' would assist this learning point.

Marcus has great difficulty with phoneme long e, spelt 'ea' in words such as 'techer', 'hed' and 'lern'. He needs to be able to identify this type of word and have a personal spelling strategy, such as the 'look, say, cover, write, check' method to ensure that he correctly spells these vowel phonemes. Using related words such as teach, teacher, teaching could help to practice spelling this phoneme highlighting the fact that the stem does not change.

The free functional morphemes representing words such as conjunctions and pronouns are within a class of morphemes which are rarely added to, so are described as a 'closed' class of words. M was given a list of words such as 'where' and 'here' with explanations of meaning and practised these using cloze exercises which improved his spelling.

Case study 2

Reading, as defined solely by literacy, is a very narrow view of understanding letters for meaning. Reading can also involve the reading and comprehension of maps, graphical signs or numbers as in the case of a bus timetable. A learner reader can utilise both the structure of words at a morpheme level and the phonological sounds of words, to aid the skill of reading and an awareness of phonemes can help learners to gain an understanding of the alphabetical system that represents our written language.

Case study 2 is a Entry 2 learner and according to the Literacy core curriculum an Entry 2 learner should

use context and a range of phonic and graphic knowledge to decode words...use sound symbol association to aid decoding eg common blends, vowel digraphs and consonant digraphs

The learner's word knowledge has been gained by seeing words as single units, not made up of the individual letters and sounds of the word. This lexical method is useful as far as it goes but does not help the learner to decode unfamiliar words. Chard & Dickson (1999) suggest that:

understanding that words can be divided into individual phonemes and that phonemes can be blended into words, they [learners] are able to use letter-sound knowledge to read and build words.

The NRDC Adult Literacy Report (2004) found that:

adult beginning readers have poor phonic or word analysis knowledge. Also, although it is likely that poor phonemic awareness, word analysis, fluency and vocabulary contribute to poor reading comprehension, most adults will need to be taught specific comprehension strategies

The learner in the case study wants to be able to read words specifically relating to Health and Safety as he needs to pass an assessment as part of his job. The assessment consists of multiple-choice questions. As a reading strategy, it will be helpful to initially introduce the recognition of syllables of words that he was already familiar with to help him to learn to segment the words. The various tools he had to handle were written on paper and then cut up into the various syllables. These were then 'muddled up' to enable the learner to put them back to form the correct words.

A strategy involving the use onset where syllables are divided into the opening (onset) and the ending (rime). The onset is the opening letter or consonant blend, the rime (derived from the term rhyme) is the vowel sound and anything which might follow. For example, **the word sight the onset is the s- and the rime is the -ight. Similar words with the same rime are might, light and tight.**

The learner found it much easier to then read more complex words by looking at the syllables.
1178 words

BIBLIOGRAPHY

Adult ESOL core curriculum, DfES, 2001

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

Chard D & Dickson S <http://www.ldonline.org/article/6254> 11/07/2006

NRDC Report **Adult literacy learners' difficulties in reading: an exploratory study** July 2004

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3.11.4b Activity Literacy blank marking sheet

Literacy level 4 module: All about words

Name of Student:

Assessment criteria	Achieved? (Y or N)
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Apply appropriate rules and conventions of spoken and written English to communicate clearly and effectively	
Respect the word count	

Comment:

Strengths

Areas to work on

Case study 1:

Case study 2:

Assessor's name:

Assessor's signature:

Date:

res no. style Title

3.11.5b Activity Example feedback 2: literacy

Literacy level 4 module: All about words

Name of Student:

Assessment criteria	Achieved? (Y or N)
Use conventional terminology associated with the history, structure and derivation of words appropriately	Y
Carry out an analysis of a learner's spelling showing understanding of different aspects of morphology and their application to spelling and use of vocabulary	Y
Carry out an analysis of a learner's reading strategies, which demonstrates a knowledge of the phonology and morphology of English	Y
Apply appropriate rules and conventions of spoken and written English to communicate clearly and effectively	Y

Comment:

Strengths

Very clearly expressed, using conventional vocabulary associated with the topic correctly

Areas to work on

Case study 1:

You have made a good start on this. You are suggesting that you are using a morphemic approach to spelling for a learner whose own phonemes are non-standard, eg 'in' for 'ing' and 'an' for 'and'. You started with a clear description of the various types of morphemes and their uses. I think you need to be a bit more explicit about how you are encouraging the learner to build his understanding of morphemes of all kinds and rely on this for spelling rather than sounding out words.

Case study 2:

Again, you have made a good start on this and your argument is clearly expressed. It would be useful also to consider lexical and morphological strategies, based on a specific vocabulary, in his case, Health and Safety, e.g. clean, cleaning, cleanser, cleaner.

As you see from the table above, you are already well on the way to meeting all the criteria. If you make some additions as suggested above, this will be fine.

Assessor's name:

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Date: