

Training the Teacher Trainers

Four-day residential course

**Literacy materials for
Day 3, morning**

res no. style title

3.1.1 Activity Terminology jigsaw

[These terms and definitions need to be put onto bright coloured, laminated, jigsaw cards so that the correct pairs will fit together. Print should be at least 36 point.]

Morphology	the study of word structure
Morpheme	a minimal unit of meaning or grammatical function
Phoneme	the smallest contrastive unit in the sound
Phonology	the study of the sound system of languages system of a language
Phonetics	the science of speech sounds, especially their production, transmission and reception
Phonics	a method of teaching reading that trains the recognition of sound values of individual letters
Grapheme	the smallest contrastive unit in the writing system of a language
Graphology	the study of the written system of a language

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3.2.1	OHT	Aims

Aims

For participants to:

- take part in a teacher training session based on the subject specifications for literacy teachers
- consider the importance of subject knowledge for literacy teachers.

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3.2.2 OHT Learning objectives

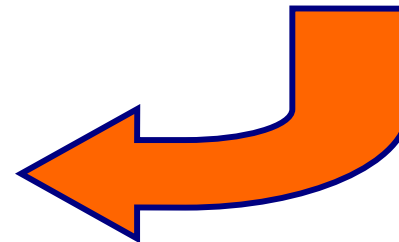
Learning objectives

By the end of the session, participants will have:

- reinforced their knowledge of different types of morphemes
- analysed the morpheme structure of words
- considered the role of morphology in supporting the development of reading
- explored the importance of this knowledge for literacy teachers.

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3.2.3	OHT	Visual programme

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3.3.1	OHT	Definition of morphology and morpheme

Morphology: the study of word structure, especially in terms of morphemes

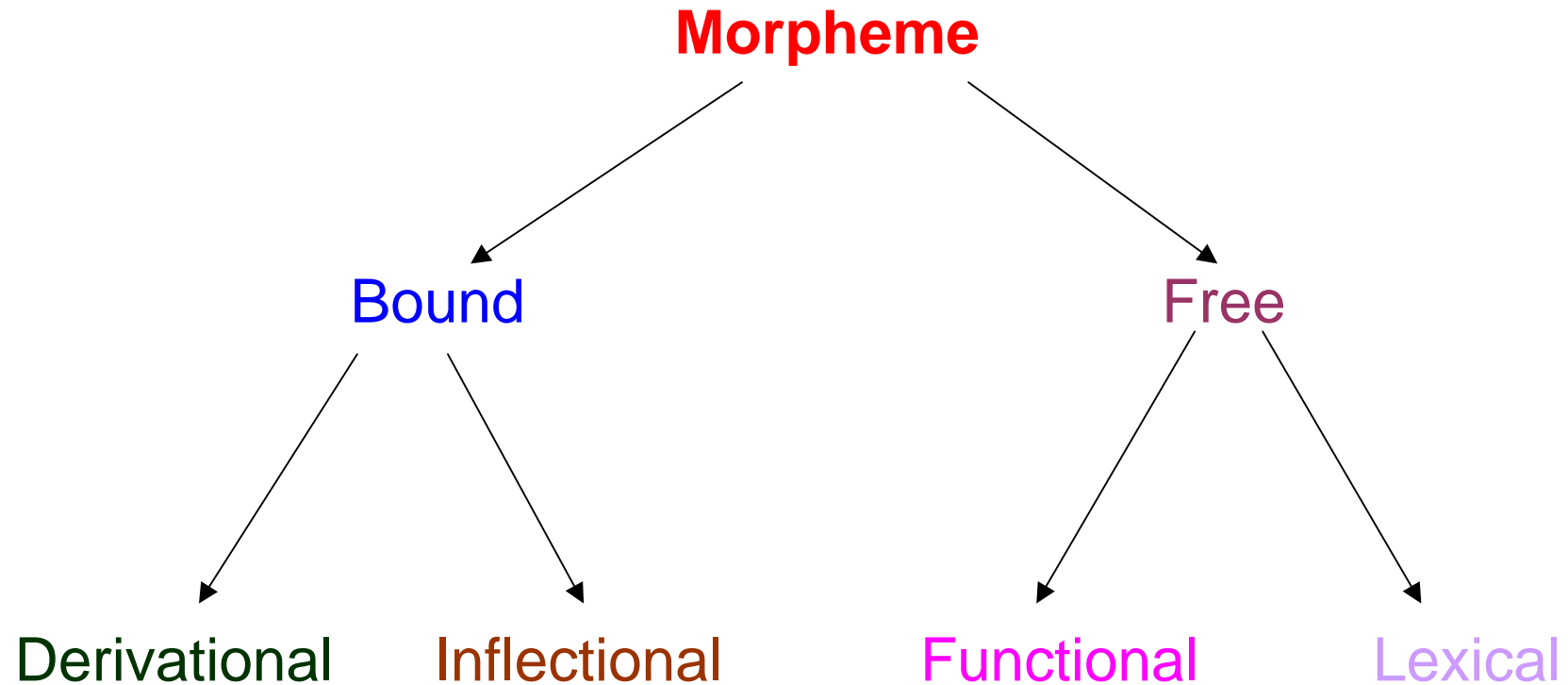
Morpheme: a minimal unit of meaning or grammatical function

These definitions are based on:

Crystal, D. (2003) *The Cambridge Encyclopedia of the English Language*. CUP

Thorne, S. (1997) *Mastering Advanced English Language*. London: Macmillan

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3.4.1	OHT	Types of morpheme



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3.4.2/	Handout /	Types of morpheme
3.4.4	A3 posters	

[Please print as set out here for handout. A3 posters should be one type of morpheme on each poster.]

Free lexical – words which can stand alone and carry the content to be conveyed, e.g. woman, cat, car; often referred to as the root or stem of a word

Free functional – the functional words in a language such as conjunctions, prepositions, articles and pronouns which can stand alone

Bound derivational – morphemes which cannot stand alone and which modify the meaning of a word e.g. *un-*, and often change the grammatical category of a word e.g. *-ness*, also called affixes

Bound inflectional – morphemes which indicate aspects of the grammatical function of the word e.g. plural ‘s’ or ‘ed’, often referred to as word endings

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3.4.3 OHT/handout Types of morpheme and their use

The	boy	's	naughti	ness	affect	ed	his	learn	ing
Free	free	bound	free	bound	free	bound	free	free	bound
functional	lexical	inflectional	lexical	derivational	lexical	inflectional	functional	lexical	derivational
indicates definite item of class		possession	noun indicator			past tense	possession		here = activity of learning

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3.4.5 Activity/handout Word/morpheme/word class cards

[This table should be enlarged to A3, printed on bright coloured paper and laminated and also printed A4 as a handout.]

Word	Morpheme	Word class
problem	Free lexical	Noun
Smoo ther	Bound inflectional	Adjective + possession
Calm	Free lexical	Adjective
Sarah' s	Bound inflectional	Noun + possession
Until	Free functional	Adverb
They	Free functional	Pronoun
Danc ing	Bound inflectional	Verb + suffix
Lead ers	Bound derivational Bound inflectional	Noun + plural suffix
Wash es	Bound inflectional	Verb + 3rd person suffix
Un necessarily	Bound derivational Bound derivational	Adverb + prefix + suffix
Sticky y	Bound derivational	Adjective
Eager	Free lexical	Adjective
Couldn' t	Bound inflectional	Verb + negative

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3.5.1 OHT and Morphology and the development of reading Activity

Trace the development of learners' morphological understanding through the levels of the literacy core curriculum.

For the level you have been given, design an activity to develop learners' confidence in using morphological cues in their reading.



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3.6.1 OHT The importance of subject knowledge

How important is subject knowledge, such as an understanding of morphology, to trainee literacy teachers?



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3.6.2 Activity The importance of subject knowledge

[The titles below should be enlarged to A4 landscape each and printed on a bright colour paper and laminated to form cards.]

Theoretical frameworks

Factors that influence or shape the use of language and literacy

Language and literacy learning and development

res no.	style	title
3.6.3	OHT and Activity	The importance of subject knowledge

For the part of the subject specifications on the card on your table:

- Define the subject knowledge you think all literacy teachers should have.
- Consider realistic ways teacher trainers can ensure all trainee teachers can access this knowledge.
- Consider how literacy teachers can keep their knowledge current.

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3.6.4 Activity Key points of interest

Choose one point from this morning's activities you consider to be of especial interest and the implications this has for teacher educators.

You will be sharing this with people from the ESOL and numeracy groups.

