

Training the Teacher Trainers

Four-day residential course

**Literacy materials for
Day 3, afternoon**

res no. style title

**3.7.1 OHT and Pre-session assignment marking activity
Activity**

Consider the example assignment in relation to the assessment task and the assessment criteria.

Note on the marking sheet what you would want to include in written feedback to the candidate (and annotate the assignment itself, as a marker).

Bear in mind that the first and second markers do not always initially agree, particularly if an assignment is borderline, and would generally come to a decision following discussion.

res no.	style	title
3.8.1	OHT	Aim and learning objectives

Aim

For participants to:

- explore issues relating to marking assignments and giving written feedback to candidates.

Learning objectives

By the end of the session, participants will have:

- identified and examined key issues relating to marking and giving written feedback
- related own ideas about marking and giving written feedback to key issues.

res no.	style	title
3.9.1	OHT and Activity	Marking and giving written feedback: task, and key issues to consider

Task:

In small groups, share your ideas from the notes you made for the pre-session task i.e. what would you want to include in written feedback to the candidate?

Discuss with reference to the key issues below:

- a decision – would you pass this assignment? (does it meet the assessment criteria?)
- giving balanced feedback – in relation to strengths and weaknesses
- the extent of the feedback (i.e. length)
- clarity for the candidate (i.e. giving clear feedback about strengths and weaknesses, and if appropriate, what they need to do in order to pass).

res no. style Title

3.9.2b Activity Assignment task: literacy

Assessment Task

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.

Each case study should be between 500 and 750 words

Assessment criteria

Students will need to demonstrate that they are able to:

- use conventional terminology associated with the history, structure and derivation of words appropriately
- carry out an analysis of a learner's writing showing understanding of different aspects of morphology and their application to spelling and use of vocabulary
- carry out an analysis of a learner's reading strategies which demonstrates a knowledge of the phonology and morphology of English
- use background reading to inform writing, and to reference it clearly within the text of the assignment, as well as providing a bibliography
- apply appropriate rules and conventions of spoken and written English to communicate clearly and effectively
- respect the word count.

res no. style Title

3.9.2b Activity Example Assignment: literacy

Certificate for Adult Literacy Subject Specialists (HE1)

Module 5: ALL ABOUT WORDS

LEARNER A CASE STUDY 1: EXPLAINING AND REFLECTING ON THE LEARNER'S USE OF LEXICAL, PHONOLOGICAL AND MORPHOLOGICAL STRATEGIES WHEN READING

Background:

Learner A's¹ first recollection of reading other than school work is of reading the New Testament to younger children in bible class at age 11; as a teenager she enjoyed reading stories about Ghanaian history. Today, when reading for enjoyment, she chooses novels about modern life and relationships by authors like Jackie Collins and Wendy Holden. She does not read magazines, but does read the Metro free newspaper most days. Learner A watches (and therefore listens to) BBC television news on most days, but was unaware of the BBC News website until participating in this study.

Case study:

The material used was found on www.bbc.co.uk/news and related pages on 6 April 2006. Hard copies of pages viewed during this exercise are available. This exercise could not be described as a formal miscue analysis, but some of the DfES recommendationsⁱ (quiet room, good lighting. No interruptions etc.) were followed. Learner A reads well at this level, apart from a general tendency to mix up prepositions (on/in, which/that), so this case study focuses on those words causing difficulty.

- Experts are to reveal whether the bird flu virus found in Scotland (sic) swan is UK's first case of lethal H5N1 strain.

Learner A was unfamiliar with the written word lethal and pronounced the vowel in the first phoneme as /e/ (as in men), instead of /i:/ - (as in me). After reviewing the sentence and

¹ Learner A is a 44 year old woman, born in Ghana and living in the UK for 20 years. Her first spoken language was Twi, which she does not read or write. Her class (BTEC Diploma in Business, Administration and Retail) gets additional support (literacy) including a 30 – 40 minute session for supported learners during the 3 hour class.

considering the word in context of the bird flu story, she realised that she knew both the word and its meaning and amended her pronunciation without further guidance.

- **Prime Ministers unveiling NI plan.**

Tony Blair and Bertie Ahern travelling to Northern Ireland to.....

She chose to click through the Tony Blair/Bertie Ahern story, because she thought the abbreviation NI in the headline meant National Insurance. On seeing the full story, she immediately recognised it as Northern Ireland. She was not familiar with the name Ahern and pronounced the first vowel as /ei/ (as in face).

She did not attempt to pronounce unveiling. We focused on the stem, copying the word onto a separate sheet of paper, then covering the prefix and suffix to reveal the lexical morpheme, veil. Learner A knew both the sound and the meaning of this word, but had not recognised the spelling, possibly because she was distracted by the affixes. We then considered the significance of the prefix un- in order to arrive at a correct meaning for unveiling.

- **Awe-inspiring setting for daunting task**

Learner A then clicked through to a background piece on Stormont. She pronounced the lexical morpheme Awe as /æ/w/ei/ - breaking it into two syllables, c.f. Ghanaian proper name Kwa/me.

She had difficulties in creating the correct mid, back vowel sound used in English pronunciation and claimed not to know the word. When I added the derivational morpheme *-some* to produce the word awesome, she immediately understood the meaning and was able to reproduce the sound. She described 'awesome' as an 'American word'.

Considering the hyphenated term awe-inspiring, Learner A concluded that this must mean "fear of God". She had encountered the concept of inspiring in a religious context and combined new and familiar lexis to create an original but nevertheless fairly close interpretation!

Daunting produced further problems for Learner A who did not recognise the word and could not make a contextual guess at its meaning. Perhaps co-incidentally, the word uses the same mid, back vowel sound as the word awe. Her first pronunciation attempt split 'daunt' into two syllables – 'da' as in 'dad' and 'unt' as in 'hunt'.

Further contextual analysis did not help Learner A with meaning as daunting did not appear in the body copy of the article. After discussing the Chambers dictionary definition (*to frighten, to discourage, to subdue*) Learner A concluded that this would be "a useful word to know but not to use myself".

LEARNER A CASE STUDY 2: SHOWING HOW THIS LEARNER'S UNDERSTANDING OF MORPHOLOGY HAS SUPPORTED VOCABULARY DEVELOPMENT AND SPELLING

Background:

The two samples chosen to illustrate the development of Learner A's ² vocabulary development and spelling are:

- a sample of free writing which she submitted at enrolment in September 2005;
- an extract from her personal statement which appears in her course portfolio as at April 2006, prepared in Word.

Case study:

Analysis of the morphology of these two 54 word extracts enables us to appreciate some of the ways in which Learner A's vocabulary and spelling have developed during the last two terms. Larger extracts of each text are available as hard copy if required.

Free writing extract

My name is I was born in Ghana which is in West Africa in a town called Koforidua which is in Eastern Region. My name means Friday baby. My dad used to own his own pharmacy store in Koforidua and my mum who still owed her clothing shop which is in the market.

Free writing analysis

In this first extract, free morphemes predominate; furthermore, of the 49 used, 27 are functional morphemes. It is perhaps significant that this learner is making extensive use of this 'closed' class ⁱⁱ of words comprising conjunctions, prepositions, articles and pronouns in order to construct sentences and compensate for limitations in her personal lexis.

Only five bound morphemes [East-ern, mean-s, use-d, owe-d, cloth-ing] are used, of which three [mean-s, use-d, owe-d, are inflectional and two [East-ern, cloth-ing] are derivational. The only spelling error in the text occurs when Learner A attempts to create the simple present verb owns in the last sentence. She has become confused, not only using the past tense – as though her mother no longer has the shop - but also misspelling the word, which changes the meaning.

² Learner A is a 44 year old woman, born in Ghana and living in the UK for 20 years. Her first spoken language was Twi, which she does not read or write. Her class (BTEC Diploma in Business, Administration and Retail) gets additional support (literacy) including a 30-40 minute session for supported learners during the 3 hour class.

This text also includes eight ‘proper nouns’, all of them certainly very familiar to this learner from childhood. (Fri-day could arguably be treated as the free morpheme day + bound derivational prefix Fri and included with the bound morphemes.) The remaining seven are place names. Together with the 27 functional morphemes, these account for 65% of the text.

Personal statement extract

I am very organised, have good communication skills, I am confident, have team working ability which helps to share knowledge, talent and respect with other people. I have the ability to priorities work loads and work to deadlines if giving a chance. I have good IT skills, which I am working in to improve.

In this text, the number of functional free morphemes or ‘helper’ words is reduced to 21 and there are no ‘proper names’. Learner A also uses nearly three times as many bound inflectional and derivational morphemes. The most dramatic increase is her use of words which use bound derivational morphemes to express more sophisticated, abstract concepts, in sharp contrast to the purely factual statements made in the free writing sample.

Bound derivational morphemes	Bound inflectional morphemes
communicat -ion	organis-ed
confid-ent	skill-s
work-ing	help-s
abil-ity	load-s
know-ledge	giv-ing (intended as given?)
re-spect	work-ing
prior-itise (misspelled in text)	
im-prove	

She is also clearly adopting the formal business lexis associated with CV writing, though her use of spacing in compound words ⁱⁱⁱ is erratic [team working, work loads, deadlines].

Her attempt to use the verb prioritise has not been picked up by the spellchecker³ function, though context makes it clear that she understands the meaning of the word.

She has also used an incorrect bound inflectional morpheme, using giv-ing when the text suggests that she intended to use giv-en. Finally, in the last sentence she makes, what is for her, a very common error, using the preposition in instead of on.

We have no evidence, in this short extract, of Learner A's ability to use different affixes with newly acquired words to extend her specialised business lexis further e.g.

- communication / communicate / communicator /
- confident / confidence / confidential
- knowledge / acknowledge / acknowledgement
- prioritise / priority / prior

Such activities could form a useful basis for further activities with this learner.

³ Because this work was originated on a PC using Word, we cannot know the extent to which accurate spelling reflects Learner A's use of the spell-check function.

res no. style Title

3.9.4b Activity Literacy blank marking sheet

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	
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	
Carry out an analysis of a learner's reading strategies, which demonstrates a knowledge of the phonology and morphology of English	
Use background reading to inform writing, and to reference it clearly within the text of the assignment, as well as providing a bibliography	
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

3.12.1 OHT and Activity Developments in Teacher Education

Task:

Group according to role eg teacher trainer for generic training, training for subject support, manager of Skills for Life courses.

Discuss questions that interest your group.

Either

- Find answers to queries from among the group members

Or

- Use the documents given to find answers.

For the plenary session:

Note down:

Either

- one question that you still feel needs answering

Or

- one point that you think should be raised with the whole group.

ⁱ <http://www.dfes.gov.uk/readwriteplus/bank/Miscue%20Analysis.pdf> p6

ⁱⁱ Yule, G. (1996) *The study of language*. Cambridge. CUP p76

ⁱⁱⁱCrystal, D. (2004) *Re-discovering Grammar*, Pearson Education, p239