

Literacy and ESOL: shared and distinctive knowledge, understanding and professional practice

Companion guide to the *Application of the Professional Standards for Teachers of English (Literacy and ESOL) in the Lifelong Learning Sector (June 2007)*

For use by awarding institutions, teacher educators, teachers and trainee teachers

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Skills for Learning Professionals

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Introduction

This guidance has been produced to support the professional development of teachers of literacy and English as a second or other language (ESOL) in the further education (FE) sector in England. It provides teacher educators, teacher trainees and teachers with a detailed discussion of the similarities and differences between the two disciplines. This will be useful in the design of appropriate pre-service training, in-service training and continuing professional development. The accompanying resources will support programme delivery and be of use to teachers engaged in professional development.

The guidance complements the earlier Lifelong Learning UK application guide for teachers of literacy and ESOL¹, which details the shared aspects of knowledge, understanding and professional practice required of these teachers. This guidance seeks to explore this shared body of knowledge, understanding and professional practice in more detail, and highlight some of the distinctive features of literacy and ESOL contexts.

The guidance has a range of uses; some of which are discussed below. It is also hoped that it will provide a stimulus for further discussion by all those who are involved in the professional development of literacy and ESOL teachers.

Understandings of literacy and ESOL teaching contexts

This guidance acknowledges that literacy and ESOL teachers work in a wide variety of situations. Although the two disciplines have separate traditions both academically and in practice, there have always been areas where they have come together. This is often driven by the needs of a particular learner or learner group that a teacher is working with. Recent research by the National Research and Development Centre for adult literacy and numeracy (NRDC)² questioned current approaches to the organisation of learning

provision. It considered the practice of placement in literacy and ESOL groups and also the nature of learning groups and their associated learning needs.

The study found that the boundary between ESOL and literacy is not clear-cut, and that the range of learning needs encompassed by the two subject areas is more complex than a rigid distinction can allow for³.

The issues raised by this research are central to the practice of literacy and ESOL teachers today. While many of these issues are beyond the scope of this guidance, the research findings that relate to the contexts within which teachers work are central to the discussion of those similarities and differences.

It is more important than ever to acknowledge that the teaching of literacy is not solely concerned with meeting the needs of monolingual speakers of English. Although in some parts of the UK literacy classes still cater for 'traditional' literacy learners, in other areas classes contain more bilingual learners than they do monolingual speakers. Similarly, some ESOL learners who have reading and writing difficulties very similar to those encountered in a 'traditional' literacy class. Both situations demand a degree of flexibility and responsiveness from the teacher that is extremely complex. We acknowledge that this is difficult to capture in a guidance document of this nature.

Although an understanding of developing contexts for teaching and learning must inform the professional development of teachers, this guidance does not explore changes in the contexts themselves or consider the part played by policy and practice. Nor does it discuss the views of teachers, trainee teachers and teacher educators about these changes.

¹Application of the Professional Standards for Teachers of English (Literacy and ESOL), Lifelong Learning UK (2007)

²Simpson, J, Cooke, M, Baynham, M (2008) **The right course?** NRDC

³See page 4

Professional development of literacy and ESOL teachers

This guidance is intended to inform the professional development of literacy and ESOL teachers. The Lifelong Learning UK application guide for teachers of literacy and ESOL⁴ details the shared knowledge, understanding and professional practice required of these teachers. This document can be used to inform professional development opportunities, whether accredited or unaccredited and whether for initial training or continuing professional development. Although the content of the application guide is shared for literacy and ESOL, it was always recognised that this would be contextualised for either discipline at the level of the professional development programme. This guidance has been developed to support the process of contextualisation.

This guidance considers the shared content of the standards document and provides further detail of knowledge, understanding and professional practice in context. In doing this it identifies, at this further level of detail, where the content continues to be common to both literacy and ESOL contexts and where the content is different for each context. It should in no way be perceived as additional content to be included in professional development programmes.

An important consideration for those designing and providing accredited teacher education programmes in either subject specialism is the amount of content which can realistically be covered within the credit value of the qualification. They will understand that many of the concepts in this document are demanding, and although introduced in the initial stages of training, teachers will need opportunities to consider them throughout their career.

The practical applications of the guidance are numerous, but some potential benefits are outlined and illustrated below.

For teacher educators the guidance may help to identify:

- Where the underpinning knowledge is shared and applied in similar ways by literacy and ESOL teachers.

For example, an understanding of the spelling patterns of the English language might be used in similar ways by both literacy and ESOL teachers. This could be used to help develop strategies for supporting learners, although the cause of the spelling error might be different depending on whether the learner is bilingual or a native speaker.

- Where the underpinning knowledge is shared but applied differently by literacy and ESOL teachers.

For example, an understanding of the phonology of English would be used by literacy teachers mostly with regard to sound-symbol relationships in written language. An ESOL teacher would additionally use this knowledge to work with learners on their pronunciation of individual sounds and their understanding of spoken English.

- A characteristic of professional practice in one discipline that would benefit practitioners of the other discipline.

In the example above, the implication is that literacy teachers do not generally help learners with their pronunciation of individual sounds. However, research has shown that some bilingual learners in literacy classes can have difficulty making themselves understood in spoken English.⁵ In this case, it may be appropriate for literacy teachers to employ some of the approaches traditionally associated with ESOL teaching in order to meet their learners' needs.

Another example relates to ESOL teachers working with learners who have low levels of literacy. Clearly they will benefit greatly from becoming familiar with some of the approaches that are already familiar to literacy teachers, although in many cases they will need to be adapted to meet the specific needs of bilingual learners.

- A characteristic of professional practice in one discipline that is less applicable to practitioners of the other discipline.

For example, some whole class aspects of ESOL practice, such as oral drilling techniques used to reinforce grammatical and lexical accuracy, might be inappropriate for literacy teachers, even where bilingual learners are present in their groups.

Conversely, the emphasis on individual learning pathways and classroom tasks prevalent in many adult literacy classrooms is often less appropriate for ESOL classrooms, where "talk is work"⁵ and pair, group and whole class activities are more common.

For teachers and trainee teachers the guidance may help to identify:

- Ways in which they might be able to respond better to the individual needs of learners within their cohorts.
- Where they have gaps in their existing knowledge, understanding or professional practice in one discipline, which could be filled by professional development activities relating to the other discipline.
- Resources which might support them in their professional development.

⁵Baynham et al (2007) **Effective Teaching and learning: ESOL** NRDC

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Section 1 Structure of the guidance

The guidance supplements the *Application of the Professional Standards for teachers of English (Literacy and ESOL) in the Lifelong Learning Sector*. The application guide consists of a series of statements relating to each of the six “Domains” (A-F) of the new professional standards for teachers and trainers in the lifelong learning sector.⁶ These statements are referred to as elements. Each element is expanded in a series of bullet points, referred to as the extent.

In developing this companion guide it was decided that Domains B and C of the application guide would be the most appropriate focus for an expanded discussion on shared and distinctive features of literacy and ESOL knowledge and practice. These domains relate most directly to the content and focus of subject specific teacher education programmes for literacy and ESOL teachers.

While it would be desirable to integrate these aspects of teacher behaviour and cognition into a holistic discussion, the existing structure of the application guide (which deals separately with these two issues) was retained for ease of use.

The following information about the content of Domains B and C is taken from the application guide:

In developing an application of the professional standards for subject specific qualifications the need for Domains B and C initially seemed unnecessary as all learning and teaching would be considered from a subject specific perspective on these programmes. However, during the writing process it was found that this approach would limit the extent statements. Therefore, Domain B details specialist learning and teaching underpinned by the appropriate knowledge and understanding. Domain C details the specialist knowledge and understanding and how it is applied to practice.⁷

Essentially, Domain B (Learning and Teaching) considers what literacy and ESOL teachers do in the classroom, while Domain C (subject specialist learning and teaching) considers what literacy and ESOL teachers know. However, these distinctions are not entirely clear-cut within the application guide itself, and this blurring of knowledge and practice has been carried over into the discussion in this guidance, as well as into the selection of resources suggested to support each element.

In order to facilitate the integration of these two aspects of teacher behaviour and cognition into holistic teacher education programmes, each element in Domain B is signposted to related elements in Domain C, and vice versa.

Guidance on Literacy and ESOL contexts

As stated above, this document takes as a starting point the elements of knowledge, understanding and professional practice contained within Domains B and C of the *Application of the Professional Standards for teachers of English (Literacy and ESOL) in the Lifelong Learning Sector*. Guidance developed in response to Domain B of the application guide is detailed in Section 2, and guidance relating to Domain C is detailed in Section 3. The elements from both Domains are reprinted for ease of use.

However, coding from the application guide, which refers to the knowledge and practice statements in the professional standards, has been removed to improve readability.

Below is an example of how the information for each element is presented throughout this document. Elements are taken from the *Application of the Professional Standards for Teachers of English (Literacy and ESOL) Lifelong Learning UK 2007*).

Element reference, e.g. *Element B4.En*

Title of the element, e.g. *Use knowledge of language systems to develop learners' awareness of how language works*

Element extent:

- the element is expanded in a series of bullets

Reference is included to any elements from another Domain which details any related areas of knowledge and understanding

e.g. *Knowledge and understanding relating to this element is detailed in C6.En, C7.En, C8.En*

Explanation

The explanation provides a summary of the element.

Discussion

The discussion highlights those aspects of knowledge, understanding or professional practice which may represent common ground for literacy and ESOL teachers, and those which may require a difference in emphasis. In some cases, teachers from one discipline or the other may require a deeper level of understanding of a particular element, or may need to consider additional factors. As a result, there are rarely an equivalent number of statements for literacy as for ESOL, or vice versa.

Resources and Links

A selection of useful resources relating to the element is provided for further reference.

Both literacy and ESOL

Resources relating to both literacy and ESOL are listed here.

Literacy

Resources relating to literacy are listed here.

ESOL

Resources relating to ESOL are listed here.

NB: links to all websites were correct at the time of going to print.

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Section 2

Context Guidance: Learning and Teaching

Element BI.En

Use learning activities and resources which relate to learners' life goals, their uses of language and literacy and equip learners to use their language and literacy skills to effect desired change.

Literacy and ESOL teachers:

- Support the development of spoken and written language in authentic and relevant contexts.
- Use approaches which validate and make use of learners' existing uses of language(s) and literacy.
- Use approaches which:
 - promote autonomy and collaboration in literacy and language learning
 - make curriculum and methodology explicit and negotiable.
- Use approaches which help learners to:
 - use their developing knowledge of language and literacy to effect desired change
 - provide access to powerful literacies and prestigious forms
 - develop critical awareness and enable learners to make informed choices.

Knowledge and understanding relating to this element is detailed in CI.En

Explanation

This element highlights the importance of situating literacy and language teaching and learning within learners' contexts and the societies and networks they participate in or aspire to access.

Discussion

Both **literacy** and **ESOL** teachers use tasks and activities which raise learners' explicit awareness of different varieties of English and their development, as well as differences between varieties at text, sentence and word level. Learners also need to understand that there are differences between spoken and written forms of all varieties of English. Explicit discussion relating to language and identity will draw on interaction between learners from different cultural and linguistic backgrounds, encouraging learners to value and benefit from diversity, and will address issues related to citizenship sensitively and at an appropriate language level.

Both **literacy** and **ESOL** teachers may set up and manage discussion, reading and writing activities about literacies, language change, language variety and power relations in order to encourage recognition of dominant literacies / Standard English if appropriate. They also encourage a questioning of that dominance and an appreciation of the grammatical and lexical make up of different varieties of English.

Both **literacy** and **ESOL** teachers choose activities and resources which provide opportunities for learners to express creativity, emotions and opinions at all language levels, and this may be facilitated by the use of resources chosen by the learners themselves.

Literacy teachers encourage learners to bring in their own authentic resources for use in the classroom, recognising and valuing a range of varieties and styles of written language. This use of authentic materials explicitly validates learners' existing use of languages and language varieties in a range of contexts.

Element B1.En (continued)

Literacy teachers use approaches which validate learners' spoken language even if learners themselves may not value it and may perceive their difficulties with reading and writing to stem from the fact that they do not 'speak properly'.

While it is important for **ESOL** learners to have an explicit awareness of the existence of different varieties of English, ESOL teachers also need to make informed choices about the most appropriate language varieties to teach in the classroom. They recognise that all varieties have value in their own context, but take into account the fact that ESOL learners need appropriate models to work with, according to their immediate needs and future goals. Reading and writing in standard and prestigious varieties of English may be particularly challenging for ESOL learners, but awareness of different varieties may contribute to their ability to understand spoken English in the social groups they participate in outside the classroom.

Authentic resources are also important in the **ESOL** context, in particular to enable ESOL learners to use language effectively to participate in the communities and systems within which they live.

Resources and Links

Both literacy and ESOL

- Maybin, J (1993) **Language and Literacy in Social Practice** Open University Press
- Holmes, J (1992) **An Introduction to Sociolinguistics** Longman
- Barton et al (2006) **Linking Learning and Everyday life: a Social Perspective on Adult ILEA Language, Literacy and Numeracy classes** NRDC
- Fairclough, Norman (1992) **Critical Language Awareness**, Longman: Harlow, Essex.
- Barton, D et al (2008) **Literacy, Lives and Learning** Routledge
- Fairclough, N (2001) **Language and Power** Longman
- Afro-Caribbean Language and Literacy Project in Further and Adult Education (1990) **Language and Power: Language Materials for Students in the Multilingual and Multiethnic Classroom** Harcourt Brace Jovanovich
- Lippi-Green, R (1997) **English with an Accent** Routledge
- McNeil, B (2008) **Working with Young Adults** NIACE
- Blackledge, A (2005) **Discourse and Power in a Multilingual World** John Benjamins publishing company

Literacy	ESOL
Freire, Paulo (1996) Pedagogy of the Oppressed Penguin	Breaking the Language Barrier (2001) DfES
Crowther, J, Hamilton, M and Tett, L (eds) (2001) Powerful Literacies Leicester: NIACE	Pitt, K (2005) Debates in ESOL Teaching and Learning Routledge
Baynham, M (1995) Literacy Practices Longman	Cardiff, P, Newman, K, Pearce, E Reflect for ESOL Actionaid
Appleby, Y and Barton, D (2008) Responding to People's Lives NIACE	
Fowler, E and Mace, J (2005) Outside the Classroom: Researching Literacy with Adult Learners NIACE	

Element B2.En

Use approaches to teaching language and literacy which take into account the range of learner backgrounds, histories, learning goals and preferences and cognitive styles.

Literacy and ESOL teachers:

- Use a range of strategies to differentiate learning and teaching according to learners' different skills and previous experiences of literacy and language learning.
- Use a range of specialist methods and techniques to support learners from a range of linguistic backgrounds.
- Use a range of approaches and classroom management techniques to differentiate learning and teaching according to learners' strengths and shared experiences.
- Use approaches which foster collaborative learning, while being aware that learners may not have used these approaches before.

Knowledge and understanding relating to this element is detailed in [C2.En](#), [C22.En](#), [C23.En](#)

Explanation

This element underlines the importance of taking account of a range of personal and social factors in literacy and language learning and teaching.

Discussion

Both **literacy** and **ESOL** teachers need to choose activities and resources sensitively, recognising the potential for particular topics and themes to cause distress to some learners who have had negative experiences of education or who have experienced trauma in the past.

Some particular concerns for **ESOL** teachers include the challenge of adapting approaches to take account of the educational diversity of ESOL groups; from non-literate and under-educated to highly literate and successful. This may include addressing ESOL learners' different understandings of the role of the teacher because of their different cultural expectations and experiences.

Where learners have a low level of English, **ESOL** teachers may consider using bilingual approaches and materials (or peer language support in multilingual classes) where possible and desirable. These approaches might include the use of translation techniques and working with bilingual teaching assistants to support the development of literacy in learners' other language(s) before doing so in English.

Element B2.En (continued)

Resources and Links

Both literacy and ESOL

Appleby, Y (2008) **Developing Adult Teaching and Learning: Practitioner Guides – Bridges into Learning for Adults Who Find Provision Hard to Reach** NIACE

Barton et al (2006) **Linking learning and Everyday Life: a Social Perspective on Adult Language, Literacy and Numeracy classes** NRDC

Literacy	ESOL
<p>Barton, D, Hamilton, M and Ivanic, R (eds.) (2000) Situated Literacies Routledge</p> <p>Papen, U (2005) Adult Literacy as Social Practice Routledge</p> <p>Viens, J (2004) Multiple Intelligences and Adult Literacy Teacher's College press</p>	<p>ESOL Pathfinder – Learner Voices (QIA)</p> <p>Differentiation in ESOL Teaching (video) LLU+</p> <p>Pitt, K (2005) Debates in ESOL Teaching and Learning Routledge</p> <p>Harris, R and Savitsky, F (1998) My Personal Language History LLU+</p> <p>Baynham, M et al (2007) Effective Teaching and Learning: ESOL NRDC</p>

Element B3.En

Apply suitable approaches to working with learners affected by dyslexia and other cognitive, physical or sensory abilities or disabilities.

Literacy and ESOL teachers:

- Take account of the impact of different cognitive, physical and sensory abilities and disabilities on literacy and language learning.
- Use a range of language and literacy teaching approaches and multi-sensory activities and resources which build on learners' strengths.
- Enable learners to make use of specialist resources and low and high assistive technology for language and literacy learning, where necessary.

Knowledge and understanding related to this element is detailed in C5.En

Explanation

This element examines the specific challenges of a range of learning difficulties and disabilities for literacy and language learning and teaching.

Discussion

Both **literacy** and **ESOL** teachers may need to work with specialists in specific and global learning difficulties to develop appropriate whole group teaching approaches which are inclusive of those with particular learning difficulties and to identify appropriate individual approaches for particular learners.

Both **literacy** and **ESOL** teachers may need to adapt screening tools for use with bilingual learners; recognising the difficulty in diagnosing dyslexia and other specific learning difficulties in learners with a low level of English and/or literacy. In addition, both literacy and ESOL teachers need to use approaches which take account of differing cultural views and perspectives on disability.

ESOL teachers should be aware that, although mental health difficulties are not an inevitable consequence of trauma, some asylum seekers and refugees do experience such difficulties, and few such learners are likely to have declared a mental health difficulty or be receiving medical or psychiatric treatment.

In some cases it may be appropriate for **ESOL** teachers to access specialist support in the learner's home language.

Element B3.En (continued)

Resources and Links

Both literacy and ESOL

It's Not as Simple as You Think: Cultural Viewpoints around Disability QIA Access for All DfES

A Framework for Understanding Dyslexia DfES

Reflect, Issue 8 (Special Report on Learners with Learning Difficulties) NRDC

Developmental Dyslexia in Adults – a Research Review NRDC

Krupska, M and Klein, C (1996) **Demystifying Dyslexia** LLU+

Herrington, M and Kendall, A (ed) (2005) **Insights from Research and Practice** NIACE (Sections B3 and B4 Dyslexia and Disability)

Links:

Understanding Dyslexia <http://openlearn.open.ac.uk/course/view.php?id=1652>

Abilitynet <http://www.abilitynet.org.uk/>

Literacy	ESOL
Brooks, G (2003) Literacy and Numeracy for Adults with Learning Disabilities NRDC	ESOL Access for All DfES 2006 Sunderland, H et al (1997) Dyslexia and the Bilingual Learner LLU+

Element B4.En

Use knowledge of language systems to develop learners' awareness of how language works.

Literacy and ESOL teachers:

- Use appropriate techniques and terminology to help learners develop their understanding of how oral and written language works.
- Use approaches which help learners recognise the diverse and changing nature of language and literacy e.g. Standard English and varieties.
- Use approaches which enable learners to recognise language varieties in different contexts.

Knowledge and understanding relating to this element is detailed in C6.En, C7.En, C8.En

Explanation

This element relates to the role of explicit teaching about language in literacy and language learning and teaching.

Discussion

In order to help learners understand how language works, both literacy and ESOL teachers may teach learners about the basic history and development of the English language, including; the power relations behind the dominance of Standard English, the way different dialects/varieties develop, the constantly changing nature of language as evident, for example, in the development of spelling patterns in English.

Both **literacy** and **ESOL** teachers may also explore different uses of language for different purposes and discuss what makes them effective (or not), using spoken and written texts, and learners' developing grasp of linguistic terms to examine the similarities and differences between a range of varieties, at a level appropriate to the learner.

Literacy teachers help learners to analyse communication in English at discourse, sentence and phrase level in order to draw on their implicit knowledge and use it in explicit ways.

In contrast, **ESOL** teachers, while recognising the need for explicit knowledge of grammar in equipping learners to work independently, need to make informed choices about when to introduce linguistic terminology, taking into account learners' existing awareness of grammar. At lower language levels, such terminology in English may be less useful, or could be introduced using bilingual approaches.

ESOL teachers may provide activities which will develop the learners' ability to make comparisons between the language system of their own language and English, by highlighting areas where languages are likely to differ (tense system, lexical choice, use of articles etc).

A particular challenge for **ESOL** teachers is that of choosing appropriate grammatical structures to teach according to the stage in the learners' development, designing tasks and contexts which provide opportunities for learners to internalize and practise new grammatical structures.

Element B4.En (continued)

Resources and Links

Both literacy and ESOL

- Carter, R et al edited by Beard, A (2008) **Working with Texts** Routledge
 Thornbury, S (1997) **About Language** CUP
 Crystal, D (2004) **Rediscover Grammar** Longman
 Graddol, D **Describing Language** OUP
 Fairclough, N (1992) **Critical Language Awareness** Pearson Longman
 Crystal, D (1997) **The Cambridge Encyclopedia of Language** CUP
 Cameron, D (2001) **Working with Spoken Discourse** Sage
 Arndt, V, Harvey, P and Nuttall, J (2000) **Alive to Language** CUP

Links:

Grammatical Knowledge for teachers

<http://www.standards.dfes.gov.uk/primary/profdev/literacy/571599/>

Literacy	ESOL
Hamilton, M and Hillier, Y (2006) Changing Faces of Adult Literacy, Language and Numeracy: A Critical History Trentham Books	Parrott, M (2000) Grammar for English Language Teachers CUP
Crystal, D (2001) Language and the Internet CUP	Lightbown, P and Spada, N (2006) How Languages are Learned OUP
Beard, A (2004) Language Change Routledge	Thornbury, S (1999) How to Teach Grammar Longman
Crystal, D (2003) English as a global language CUP	Links: The teaching knowledge wiki http://www.teachingenglish.org.uk/think/knowledge-wiki/teaching-knowledge-wiki
Graddol, D et al (1996) English, History, Diversity and Change Open University Press	

Element B5.En

Use knowledge of language systems to work systematically and holistically with learners in developing their use of language.

Literacy and ESOL teachers:

- Analyse language for learning and teaching purposes.
- Use appropriate terminology relating to discourse, grammar, lexis and phonology.
- Integrate the development of listening, reading, speaking and writing skills at text, sentence and word level.
- Use approaches which enable learners to understand the importance of purpose, audience and social context.
- Use approaches which foster creativity and self-expression and enable learners to use language in relevant contexts.
- Use approaches which enable learners to make informed choices about their own language and literacy use.
- Use approaches which enable learners to understand how language and literacy use relates to social structures, power and identity.

Knowledge and understanding relating to this element is detailed in [C6.En](#), [C7.En](#), [C8.En](#), [C9.En](#)

Explanation

This element relates to approaches to literacy and language learning and teaching which are integrated and holistic, with the teacher's own knowledge of language systems and language use underpinning their work with learners.

Discussion

For both **literacy** and **ESOL** teachers, approaches to the teaching of grammar may include deductive and inductive activities.

The focus for **literacy** teachers, whose principal concern is to build on existing language use, may differ from that of **ESOL** teachers, whose role is both to enable ongoing development and to introduce new language.

Literacy teachers help learners to recognise significant differences between the lexis and grammar of Standard English and their own varieties, and use strategies which equip literacy learners to make lexical and grammatical choices appropriate to genre and register. They also raise related issues about how language is used and viewed in society, and the relevance of appropriate language choice to the achievement of their wider goals.

ESOL teachers also seek to equip ESOL learners to make lexical and grammatical choices appropriate to mode, formality, register and genre and with appropriate connotations. In addition, they use their own knowledge of language to make word meanings and grammatical forms accessible to learners. This will often involve using semantic relationships, context questions and description to ensure precise understanding of new lexical items, grammatical structures and text-types, especially where there may be no equivalence in the learner's other language(s).

Element B5.En (continued)

Resources and Links

Both literacy and ESOL

- Beard, A (Ed) (2008) **Working with Texts** Routledge
 Thornbury, S (1997) **About Language** CUP
 Crystal, D (2004) **Rediscover Grammar** Longman
 Graddol, D **Describing Language** OUP
 Cook, G (1989) **Discourse** OUP
 Arndt, V, Harvey, P and Nuttall, J (2000) **Alive to Language** CUP
 Crystal, D (1997) **The Cambridge Encyclopedia of Language** CUP

Links:

Grammatical Knowledge for teachers

<http://www.standards.dfes.gov.uk/primary/profdev/literacy/571599/>

Literacy	ESOL
Fairclough, N (1992) Critical Language Awareness Pearson Longman	Parrott, M (2000) Grammar for English Language Teachers CUP
Nunes, T and Bryant, P (2006) Improving Literacy by Teaching Morphemes Routledge	Schmitt, N (2000) Vocabulary in Language Teaching CUP
	Lewis, M (1993) The Lexical Approach LTP
	Schellekens, P (2007) The Oxford ESOL Handbook OUP
	Links: The teaching knowledge wiki http://www.teachingenglish.org.uk/think/knowledge-wiki/teaching-knowledge-wiki

Element B6.En

Enable learners to develop critical listening skills within authentic communicative situations.

Literacy and ESOL teachers:

- Use a range of approaches and resources to help learners develop critical listening skills in a range of authentic contexts, for different purposes and appropriate to their interests, contexts and goals.
- Enable learners to improve their ability to understand, interpret and respond to spoken texts.
- Enable learners to develop listening strategies which build on their existing skills in English and their knowledge of other languages.
- Enable learners to deal with potential linguistic, cultural and other challenges to understanding and interpreting spoken texts.
- Use a range of approaches to listening development based on research.

Knowledge and understanding relating to this element is detailed in [C10.En](#), [C17.En](#), [C21.En](#)

Explanation

This element relates to approaches used to develop listening skills which are specific to literacy and language learning and teaching.

Discussion

Both **literacy** and **ESOL** teachers help learners to recognise ways in which their own listening skills might be improved and set up activities to help learners to develop strategies to improve their ability to listen actively to others. It is important to encourage both literacy and ESOL learners to expand the range of contexts in which they listen and read.

Both **literacy** and **ESOL** teachers use appropriate strategies to activate or challenge existing schemas and encourage learners to make use of background knowledge when listening.

Literacy teachers use a range of activities to highlight the importance of the development of speaking and listening skills, where appropriate, to learners who have self-identified issues with reading and writing. This might include raising awareness of listening practices such as those required for study or critical television viewing.

Literacy teachers use discussion activities to explicitly develop speaking and listening (understanding, interpreting and responding) skills and enable learners to recognise a range of different registers for different contexts, building from learners' existing strengths.

ESOL teachers, while using discussion activities for similar purposes, also set up opportunities for learners to develop and extend their ability to comprehend spoken English, including (where learners have a lower level of English) the ability to discern individual words in the stream of speech. ESOL teachers also facilitate exposure to a range of typical accents and spoken text types. This may involve the use of recorded dialogues, discussions and other media.

ESOL teachers use a range of strategies to help learners deal with the challenges for comprehension that the features of connected speech may present, such as sentence stress, weak forms, assimilation, elision and dialect/accents.

Element B6.En (continued)

Resources and Links

Both literacy and ESOL	
<p>Carter, R and McCarthy, M (2002) Exploring Spoken English Cambridge University Press</p> <p>Wardhaugh, R (1985) How Conversation Works Oxford, Blackwell</p> <p>Cameron, D (2001) Working with Spoken Discourse Sage</p>	
Literacy	ESOL
<p>Hay, A and Loble, G (2008) Talk, Work and Employability NIACE</p> <p>Shaw, A (2003) Audio Resources for Adults Literacy Today Issue 37 (National Literacy Trust – www.literacytrust.org.uk)</p>	<p>Anderson, A and Lynch, T (1998) Listening OUP</p> <p>Bygate, M (1987) Speaking OUP</p> <p>Schellekens, P (2007) The Oxford ESOL Handbook OUP</p> <p>Cooke, M and Simpson, J (2008) ESOL, A Critical Guide OUP</p> <p>DfES (2004) ESOL Exemplars for Speaking and Listening, Reading, Writing DfES publications</p> <p>Simpson, J and White (2008) Teaching and Learning Listening in ESOL Classes: “The Rock we Build the House on” in <i>Language Issues</i> 19/2</p> <p>Carrier, K (1999) “The Social Environment of Second Language Listening: Does Status Play a Role in Comprehension?” <i>Modern Language Journal</i> 83: 65-79</p> <p>Baynham, M et al (2007) Effective Teaching and Learning: ESOL NRDC</p> <p>Links: Listening – Top-down and bottom up http://www.teachingenglish.org.uk/think/articles/listening-top-down-bottom</p>

Element B7.En

Enable learners to develop critical reading skills within authentic communicative situations.

Literacy and ESOL teachers:

- Use a range of approaches and resources to help learners develop critical reading skills in a range of authentic contexts, for different purposes and appropriate to their interests, contexts and goals
- Enable learners to improve their ability to understand, interpret and respond to written texts.
- Enable learners to develop reading strategies which build on their existing knowledge and skills in English and other languages.
- Use approaches which enable learners to deal with potential linguistic, cultural and other challenges to understanding and interpreting written texts.
- Use a range of approaches to reading development based on research and theory.

Knowledge and understanding relating to this element is detailed in C10.En, C11.En, C12.En, C18.En, C21.En

Explanation

This element relates to approaches used to develop reading skills which are specific to literacy and language learning and teaching.

Discussion

Both **literacy** and **ESOL** teachers use appropriate strategies to activate or challenge existing schemas and encourage learners to make use of background knowledge when reading.

Both **literacy** and **ESOL** teachers elicit learners' ideas about why people read and how people read and teach critical reading skills by encouraging them to ask and answer questions concerning: the reason something has been written, who it has been written for, who it has been written by, its context and whether it is effective in achieving its purpose. This will also develop learners' abilities to identify text types, including multi-modal text types such as websites, magazines, advertising, and so on.

Both **literacy** and **ESOL** teachers help learners to develop the ability to select a text to read for a particular purpose along with an appropriate reading strategy for that purpose.

With less skilled readers, **literacy** teachers use specialist strategies to help develop early reading skills for adult learners who have had difficulty in learning to read, which will include activities to aid decoding such as developing phoneme awareness and word analysis skills such as phoneme blending, segmentation and manipulation.

Similarly, **ESOL** teachers may need to adapt strategies for teaching basic reading skills to make them appropriate to ESOL learners, and help learners who are familiar with different scripts realise that they can transfer some of their existing reading skills to interpreting the new script. They may also need to employ a range of strategies to support and develop reading skills for learners not literate in their own language.

ESOL teachers need to help learners develop strategies for understanding new lexis from context in a written text.

Element B7.En (continued)

Resources and Links

Both literacy and ESOL	
<p>Sousa, D (2004) How the Brain Learns to Read Corwin Press</p> <p>Effective Teaching and Learning – Reading NRDC Effective Practice Guide</p> <p>Wallace, C (1992) Reading OUP</p> <p>Burton, M (2007) Reading. Developing Adult Teaching and Learning: Practitioner Guides NIACE</p>	
Literacy	ESOL
<p>Besser et al (2004) Adult Literacy Learners’ Difficulties in Reading – an Exploratory Study NRDC</p> <p>Moss, W (2005) Theories on the Teaching of Reading to Adults – Some Notes RAPAL (Research and Practice in Adult Literacy). Bulletin Issue No. 56. Spring 2005.</p> <p>Barton, D, Hamilton, H and Ivanic, R (eds) (2000) Situated Literacies: Reading and Writing in Context Routledge</p> <p>Street, B (1984) Literacy in Theory and Practice Cambridge University Press</p> <p>Basic Skills Agency (1989) Making Reading Easier London: BSA</p> <p>Links:</p> <p>Townsend, J (2005) Making the vital Links Literacy Today Issue 43 (National Literacy Trust – www.literacytrust.org.uk)</p> <p>McShane, S (2005) Applying Research in Reading Instruction for Adults http://www.nifl.gov/partnershipforreading/publications/applyingresearch.pdf</p>	<p>Spiegel, M and Sunderland, H (2006) Teaching Basic Literacy to ESOL Learners LLU+</p> <p>Kern, R (2000) Literacy and Language Teaching OUP</p> <p>Schellekens, P (2007) The Oxford ESOL Handbook OUP</p> <p>Cooke, M and Simpson, J (2008) ESOL, A Critical Guide OUP</p> <p>DfES (2004) ESOL Exemplars for Speaking and Listening, Reading, Writing DfES publications</p> <p>Wallace, C (2006) “The Text, Dead or Alive?” Expanding Textual Repertoires in the Adult ESOL Classroom Linguistics and Education 17/1, 74-90</p> <p>Wallace, C (2003) Critical Reading in Language Education Palgrave</p> <p>Links:</p> <p>Theories of Reading http://www.teachingenglish.org.uk/think/articles/theories-reading</p> <p>Interacting with Texts http://www.teachingenglish.org.uk/think/articles/interacting-with-texts-directed-activities-related-texts-darts</p> <p>ESOL Literacy Resource Pack http://www.esolliteracy.co.uk/</p>

Element B8.En

Enable learners to develop spoken English within authentic communicative situations.

Literacy and ESOL teachers:

- Use approaches, texts and materials to help learners develop their ability to communicate effectively with a range of audiences for different purposes at text (discourse), sentence and word level appropriate to their interests, contexts and goals.
- Enable learners to develop strategies which build on their existing knowledge and skills in English and other languages.
- Use approaches which enable learners to deal with linguistic, cultural and other challenges to expressing themselves orally.
- Use a range of approaches to development of spoken English based on research and theory.

Knowledge and understanding relating to this element is detailed in C6.En, C7.En, C10.En, C19.En, C21.En

Explanation

This element relates to approaches used to develop speaking skills which are specific to literacy and language learning and teaching.

Discussion

Both **literacy** and **ESOL** teachers use awareness raising activities to help learners understand that turn taking and conversation maintenance strategies differ from person to person and from culture to culture.

Both **literacy** and **ESOL** teachers manage class discussions and interactions where turn taking and effective conversation maintenance strategies are explicitly modelled and practised.

In speaking and listening activities, both **literacy** and **ESOL** teachers build on learners' existing skills and confidences in varieties of English and/or other languages in a range of domains, with the aim of enabling learners to use different registers for different purposes and contexts. In particular, literacy and ESOL learners need to develop the skills required to participate in institutional encounters where they may have little power or be unclear about what is required of them.

Both **literacy** and **ESOL** teachers use activities which are designed to help learners to develop the confidence to engage in the spoken discourse of education, and other institutional interactions such as job interviews and medical consultations.

Both **literacy** and **ESOL** teachers use activities which encourage self expression in spoken English.

ESOL teachers aim to encourage a balance between accuracy and fluency in spoken English and recognise that a significant aspect of the development of spoken English for ESOL learners relates to the role that pronunciation plays in effective communication. ESOL teachers use a range of strategies to help learners recognise and reproduce key intonation patterns and the meanings they signal, and to use appropriate sentence stress and rhythm. A variety of drilling techniques and communicative practice activities can be used to help learners to recognise and use natural connected speech patterns.

ESOL teachers use a range of correction strategies sensitively to draw learners' attention to errors in their spoken English, encouraging self awareness and self correction wherever possible.

Element B8.En (continued)

Resources and Links

Both literacy and ESOL

- Carter, R and McCarthy, M (2002) **Exploring Spoken English** Cambridge University Press
- Cameron, D (2001) **Working with Spoken Discourse** Sage
- Roberts, C, Davies, E and Jupp, T (1992) **Language and Discrimination: a Study of Communication in Multi-ethnic Workplaces** Longman
- Roberts, C (2007a) **Successful Selection: Fair Interviewing in a Diverse Society** (DVD) Department for Work and Pensions
- Roberts, C (2007b) **F.A.Q.s: Frequently Asked Questions and Frequently Found Answers** (DVD) Department for Work and Pensions

Literacy	ESOL
<p>Cornbleet, S and Carter, N (2001) The Language of Speech and Writing Routledge</p>	<p>Bygate, M (1987) Speaking OUP</p> <p>Schellekens, P (2007) The Oxford ESOL Handbook OUP</p> <p>DfES (2004) ESOL Exemplars for Speaking and Listening, Reading, Writing DfES publications</p> <p>Baynham, M et al (2007) Effective Teaching and Learning: ESOL NRDC</p> <p>Roberts, C and Campbell, S (2006) Talk on Trial Department for work and pensions</p> <p>Roberts, C and Cooke, M (2007) Developing adult Teaching and Learning: Practitioner Guides ESOL NIACE/NRDC</p> <p>Underhill, A (2005) Sound Foundations Macmillan</p> <p>Taylor, L (1993) Pronunciation in action Prentice Hall</p> <p>Laroy, C (1995) Pronunciation CUP</p> <p>Links:</p> <p>Innovations in Teaching: Let's Get Talking http://www.teachingenglish.org.uk/think/podcasts/innovations</p> <p>Carter, R The "S" in ESOL http://www.nrdc.org.uk/content.asp?CategoryID=436&ArticleID=344</p>

Element B9.En

Enable learners to develop written English within authentic communicative situations.

Literacy and ESOL teachers:

- Use approaches, texts and materials to help learners develop their ability to communicate effectively in writing with a range of audiences for different purposes at text (discourse), sentence and word (lexis) level appropriate to their interests, contexts and goals.
- Enable learners to develop strategies which build on their existing knowledge and skills in English and other languages.
- Use approaches which enable learners to deal with linguistic, cultural and other challenges to writing in a variety of contexts.
- Use a range of approaches to writing development based on research and theory.

Knowledge and understanding relating to this element is detailed in C6.En, C7.En, C11.En, C12.En, C21.En

Explanation

This element relates to approaches used to develop writing skills which are specific to literacy and language learning and teaching.

Many approaches to the teaching of writing for literacy and ESOL teachers are similar.

Discussion

Both **literacy** and **ESOL** teachers set up discussions with learners about what people write, when, why for whom, etc, in order to develop student-led critical thinking about text types, communicative competence and issues of audience/domain, in line with learners' needs and contexts for writing outside the classroom.

Both **literacy** and **ESOL** teachers use approaches which develop text level writing skills, coherence and cohesion, including using paragraphing and other text organisation devices, word level writing skills such as spelling, handwriting and keyboard skills as appropriate to learner needs and desires, and sentence level writing skills, including working on how to identify where one sentence ends and another begins and using this knowledge to punctuate effectively.

Both **literacy** and **ESOL** teachers aim to develop learners' abilities to select what type of text they want to write, and to write according to criteria for successful writing that they have devised or agreed themselves. This ensures that learners are able to transfer their written skills from the classroom to authentic contexts in their own lives.

Both **literacy** and **ESOL** teachers use a wide range of strategies to help learners to recognise those spelling patterns which exist in English and to develop their ability to spell accurately.

Both **literacy** and **ESOL** teachers make use of a range of approaches to help learners who have difficulty with handwriting to develop an automatic, fluent script (cursive where appropriate).

Both **literacy** and **ESOL** teachers understand the role of punctuation in written texts, and are aware that punctuation conventions vary from language to language.

Element B9.En (continued)

Both **literacy** and **ESOL** teachers use a range of correction strategies and feedback sensitively to draw learners' attention to errors in their written English, encouraging self-awareness and self-correction wherever possible.

Literacy teachers may use literacy learners' own speech to make comparisons between spoken and written forms, both standard and non-standard.

Literacy teachers may encourage writing in non-standard varieties of English where this is appropriate to learners' goals.

ESOL teachers make use of a range of strategies to enable those learners whose other language/s have non-Roman scripts to master handwriting in English.

Resources and Links

Both literacy and ESOL	
Grief, S and Chatterton, J (2007) Writing (Practitioner Guide) NIACE Spiegel M and Sunderland H (1999) Writing Works: Using a Genre Approach in Literacy and ESOL Teaching London Language and Literacy Unit Clark, R and Ivanic, R (1997) The Politics of Writing Routledge Cope, B and Kalantzis, M (eds) (1993) The Powers of Literacy, a Genre Approach to Teaching Writing Pittsburgh: University of Pittsburgh Press	
Literacy	ESOL
Barton, D, Hamilton, H and Ivanic, R (eds) (2000) Situated Literacies: Theorizing Reading and Writing in Context Routledge Street, B (1984) Literacy in Theory and Practice Cambridge University Press Kelly, S et al (2004) Teaching and learning Writing – a review of research and practice NRDC Mace, J (2002) The Give and Take of Writing: Scribes, Literacy and Everyday Life Leicester: NIACE Department for Education and Skills (2001) Yesterday I Never Stopped Writing London: DfES O'Rourke, R (2005) Creative writing – Education, Culture and Community NIACE Clark, R and Ivanic, R (1997) The Politics of Writing Routledge	Tribble, C (1996) Writing OUP Spiegel, M and Sunderland, H (2006) Teaching Basic Literacy to ESOL Learners LLU+ Kern, R (2000) Literacy and Language Teaching OUP Schellekens, P (2007) The Oxford ESOL Handbook OUP DfES (2004) ESOL Exemplars for speaking and Listening, Reading, Writing DfES publications Links: Writing in a second language http://www.llas.ac.uk/resources/gpg/2175 Learning second language writing systems http://www.llas.ac.uk/resources/gpg/2662 ESOL Literacy Resource Pack http://www.esolliteracy.co.uk/

Element B10.En

Understand English as both a learning goal and a medium of learning.

Literacy and ESOL teachers:

- Analyse language as a medium of learning and a learning goal
- Use meta-language selectively and appropriately with their learners.
- Support learners in their use of meta-language for the development of conceptual understanding of language and literacy.

Knowledge and understanding relating to this element is detailed in [C22.En](#), [C23.En](#)

Explanation

This element recognises the distinctive nature of literacy and language learning and teaching, in which the language of instruction is also the “subject” being taught

Discussion

Literacy teachers need to ensure that instructions given to learners in writing are appropriate to the learners’ literacy level and knowledge of meta-language.

ESOL teachers often deal with multilingual groups of learners, with no one shared common language. In most cases the teacher may have no recourse to translation in order to explain and exemplify, and will need to use a range of alternative strategies to overcome this. In addition to this, ESOL teachers need to control their own use of language so that instructions for tasks and activities are consistent with the learners’ level of English.

Resources and Links

ESOL

Willis, J (1982) **Teaching English through English** Longman

Links:

OpenLearn (Open University online unit) Language as a Medium for Teaching and Learning

<http://openlearn.open.ac.uk/course/view.php?id=3040>

Element B11.En

Facilitate learner-teacher and learner-learner interaction to support language and literacy learning.

Literacy and ESOL teachers:

- Demonstrate awareness of the place of interaction in language and literacy development.
- Ensure that the spoken and written language they use is accessible to learners

Knowledge and understanding relating to this element is detailed in C12.En, C14.En

Explanation

This element emphasises the importance of interactive approaches in literacy and language learning and teaching.

Discussion

Both **literacy** and **ESOL** teachers arrange, encourage and facilitate discussion activities to support the development of reading and writing skills, as well as to develop speaking and listening skills. This includes pair and group work activities both as a basis for the completion of communicative tasks and to provide opportunities for team work and learning from each other.

ESOL teachers recognise the fundamental importance of participatory approaches in the ESOL classroom because “talk” is both the main medium of learning, and at the same time what is being learnt.

When **ESOL** teachers encourage learners to work with others, they recognise that comprehension difficulties may sometimes arise between learners who have different home languages.

ESOL teachers recognise the importance of equipping learners with a range of phrases and expressions which will help those with a low level of English to ask questions of the teacher, and adapt learner feedback activities such as questionnaires so that the language level is appropriate to the learners involved.

Element B11.En (continued)

Resources and Links

Both literacy and ESOL

Links:

Sflip (2006) **Using Interactive approaches in teaching literacy, language and numeracy** QIA
<http://www.cfbt.com/sflip2008/resources/cpdresources06-07.aspx#E13>

Gold dust: Using group work

<http://excellence.qia.org.uk/GoldDust/groupwork/groupwork.html>

Gold dust: Active Learning

<http://excellence.qia.org.uk/GoldDust/activelearning/activelearning.html>

QIA Effective Teaching and Learning Programme

<http://teachingandlearning.qia.org.uk/tlp/pedagogy/quickstartguide/index.html>

Literacy	ESOL
<p>Jacobsen, E et al (2003) Creating authentic materials and activities for the adult literacy classroom NCSALL (US) available to download from: http://www.ncsall.net/fileadmin/resources/teach/jacobson.pdf</p> <p>Auerbach, E (1996) From the Community to the Community: A Guidebook for Participatory Literacy training Laurence Erlbaum</p> <p>Links: REFLECT approach to teaching literacy http://www.sil.org/lingualinks/literacy/ReferenceMaterials/GlossaryOfLiteracyTerms/WhatIsREFLECT.htm</p>	<p>Cooke, M and Roberts, C ESOL - Developing Adult Teaching and Learning: Practitioner Guides NRDC/NIACE</p> <p>Cardiff, P, Newman, K, Pearce, E Reflect for ESOL Actionaid</p> <p>Baynham, M et al (2007) Effective Teaching and Learning: ESOL NRDC</p> <p>Cook, M and Simpson, J (2008) ESOL, a Critical Guide OUP</p> <p>Hedge, T (2000) Teaching and Learning in the language classroom OUP</p> <p>Links: Pair and group-work http://www.onestopenglish.com/section.asp?catid=59438&docid=146454</p>

Element B12.En

Provide language and literacy support for individuals and groups in the context of other learning.

Literacy and ESOL teachers:

- Develop language and literacy skills in the context of other curriculum areas.
- Support individual learners in developing their language and literacy skills in the context of other curriculum areas.
- Work with classroom assistants, interpreters, volunteers and others to support language and literacy learning in a range of contexts.
- Analyse the language and literacy content of other curriculum areas to support planning of learning and teaching.
- Communicate effectively with relevant staff in other curriculum areas using appropriate lay or specialist language.
- Participate in mentoring or coaching arrangements to support embedded learning and teaching.

Explanation

This element takes account of the role of literacy and language teachers in supporting learning in other curriculum areas.

The element largely applies similarly to both literacy and ESOL contexts and does not require further discussion.

Resources and Links

Both literacy and ESOL

Casey, H et al (2006) **You Wouldn't Expect a Maths Teacher to Teach Plastering** NRDC

Roberts, C et al (2006) **Embedded Teaching and Learning of Adult Literacy, Numeracy and ESOL** NRDC

Skills for life Quality Initiative (2006) **Embedded Teaching and Learning booklet** NRDC

Eldred, J (2005) **Developing Embedded Literacy, Language and Numeracy: Supporting Achievement** NIACE

Element B13.En

Use specialist knowledge and awareness of learner needs and goals to select, develop and use appropriate resources for literacy and ESOL learning, including ICT where appropriate.

Literacy and ESOL teachers:

- Design, adapt or select resources from an appropriate range that develop conceptual understanding and enable practice of literacy and ESOL skills.
- Use ICT to create resources for literacy and ESOL, recognising the issues related to communicating about language through ICT.
- Select and use appropriate specialist equipment and realia for literacy and ESOL learning and teaching.
- Adapt the linguistic content of teaching and learning resources as appropriate for particular groups or individuals, for example, by simplification, extension or re-organisation.
- Use ICT and elearning resources that link appropriately to literacy and language learning outcomes and promote learner engagement with tasks and activities.

Explanation

This element emphasises the importance of specialist resources in literacy and language teaching and learning. The element largely applies similarly to both literacy and ESOL contexts and does not require further discussion.

Resources and Links

Both literacy and ESOL

Learning for Living: **Creating Learning Materials (Levels 3 and 4)** Skills for Life Publications (DIUS)
Nance, B et al (2007) **Using ICT** NIACE

Literacy	ESOL
<p>Kress, G (2003) Literacy in the New Media Age Routledge</p> <p>LSN: (2006) Interactive Digital Television for Literacy and Numeracy learning LSN</p> <p>Links:</p> <p>Guide to online Literacy resources http://www.skillsworkshop.org/brookes/brookes.htm</p>	<p>Moss, M and Southwood, S (2006) E-Learning for Teaching ESOL NIACE</p>

Section 3

Context Guidance: Specialist Learning and Teaching

3

Element C1.En

Analyse learners' uses of language and literacy.

Literacy and ESOL teachers know and understand:

- Spoken and written language use is determined by social, cultural and linguistic factors.
- How the context in which language is used affects the choices made by the speaker/writer and the expectations of the listener/reader.
- Learners aspire to use a range of language and literacy practices, both powerful and vernacular, in English and/or other languages.

Professional practice relating to this element is detailed in B1.En

Explanation

This element relates to knowledge and understanding of the significance of context in language use and literacy practices.

Discussion

Both **literacy** and **ESOL** teachers recognise the diversity of learners' existing uses of spoken and written English and understand that learners' literacy practices often involve interchanging between a range of varieties of English in a way that is purposeful and embedded in wider social goals. They are aware of the potential importance for many learners in acquiring dominant literacy practices in order to make significant life choices.

Both **literacy** and **ESOL** teachers are aware of the dynamic and changing nature of both spoken and written English within specific social practices.

ESOL teachers understand the range of linguistic factors which may affect language use among ESOL learners (in particular the influence of first and other languages and level of English). They recognise the influence of language and literacy practices and social norms from other cultures on the language use of ESOL learners. They also understand that ESOL learners' sensitivity to variation in language use for receptive purposes may be limited by their level of English.

ESOL teachers recognise that ESOL learners' ability to select language for productive use that is appropriate to context is influenced by a combination of their language level and experience of social networks, including their participation in asymmetric interactions with native speakers.

Resources and Links

Both literacy and ESOL

Maybin, J (1993) **Language and Literacy in Social Practice** OUP

Holmes, J (1992) **An Introduction to Sociolinguistics** Longman

Barton et al (2006) **Linking Learning and Everyday life: a Social Perspective on Adult Language, Literacy and Numeracy classes** NRDC

Fairclough, Norman (1992) **Critical Language Awareness**, Longman: Harlow, Essex.

Barton, D et al (2008) **Literacy, Lives and Learning** Routledge

Literacy

Freire, Paulo (1996) **Pedagogy of the Oppressed** Penguin

Crowther, J, Hamilton, M and Tett, L (eds) (2001) **Powerful Literacies** Leicester: NIACE

Papen, U (2005) **Adult Literacy as Social Practice** Routledge

Baynham, M (1995) **Literacy Practices** Longman

ESOL

Breaking the Language Barrier (2001) DfES

Pitt, K (2005) **Debates in ESOL Teaching and Learning** Routledge

Cooke, M and Simpson, J (2008) **ESOL, A Critical Guide** OUP

Element C2.En

Understand the relationship between language and social, cultural, political and religious identity.

Literacy and ESOL teachers know and understand:

- The close relationship between individuals and the forms of language they use.
- Spoken and written language usage reflects social and cultural relationships.
- Speakers and writers choose varieties, registers and styles according to a range of social and cultural factors.

Professional practice relating to this element is detailed in B2.En

Explanation

This element relates to knowledge and understanding of how language emerges from and impacts on personal, social and cultural practices.

Discussion

Both **literacy** and **ESOL** teachers recognise that learners' idiolects or uses of language are a product of the social, cultural, political and religious influences on their life and that language plays a significant role in the expression of identity.

Literacy teachers understand that extending the range of varieties, registers and styles that literacy learners can use is likely to impact on their position and identity within both their existing social, cultural and wider networks. They also understand the extent to which effective speakers and writers make conscious and unconscious decisions about the variety, register and style they choose.

ESOL teachers acknowledge that an important part of an ESOL learner's identity is their existing bank of knowledge, culture and experience associated with their other language(s). They recognise that the social networks in which ESOL learners participate are complex, including speakers from both other language communities and speakers of English. They also understand that conventions for language use may differ in and between countries, cultures and language communities.

Resources and Links

Both literacy and ESOL

Maybin, J (1993) **Language and Literacy in Social Practice** OUP

Holmes, J (1992) **An Introduction to Sociolinguistics** Longman

Barton et al (2006) **Linking Learning and Everyday Life: A Social Perspective on Adult Language, Literacy and Numeracy Classes** NRDC

Fairclough, Norman (1992) **Critical Language Awareness**, Longman: Harlow, Essex.

Barton, D et al (2008) **Literacy, Lives and Learning** Routledge

Blommaert, J (2005) **Discourse** CUP (Chapter 8 - Identity)

Literacy

Freire, Paulo (1996) **Pedagogy of the Oppressed** Penguin

Schwab, I (1994) **"Literacy, Language Variety and Identity"** in Hamilton, M, Barton, D and Ivanic, R **Worlds of Literacy** Multilingual Matters

ESOL

Lightbown, P and Spada, N (2006) **How Languages are Learned** OUP

Pitt, K (2005) **Debates in ESOL Teaching and Learning** Routledge

Cooke, M and Simpson, J **ESOL, A Critical Guide** OUP

Element C3.En

Understand the role language plays in the formation, maintenance and transformation of power relations.

Literacy and ESOL teachers know and understand:

- Current hierarchies and inequalities in language and literacy use and their role in reflecting and maintaining existing social relations.
- The provisional nature of hierarchies in language and literacy and the potential for change by all language users.
- How to plan, use and evaluate strategies for learning and teaching based on an understanding of the relationship between language and power.

Professional practice relating to this element is detailed in Elements B1.En and B2.En

Explanation

This element relates to knowledge and understanding of the relationship between language and power.

The element largely applies similarly to both literacy and ESOL contexts.

Discussion

Both **literacy** and **ESOL** teachers know that literacy and ESOL learners may, for multiple reasons (including the hegemony of Standard English, and “English only” policies), have experienced discrimination, and that they may need to recognise the significance that their own language use has in maintaining or transforming social relations.

Both **literacy** and **ESOL** teachers understand the role of language in creating barriers or enabling access and empowerment. They recognise the importance of language as a factor in enabling learners to function as members of a range of communities, integrating or working to transform them.

Both **literacy** and **ESOL** teachers understand that the migration process often results in a loss of cultural and social capital (leading to a reduction in status, or difficulty in obtaining employment appropriate to qualifications and prior experience). While the acquisition of language skills in English may contribute to overcoming this, it cannot wholly solve the problem.

Resources and Links

Both literacy and ESOL

Fairclough, N (2001) **Language and Power** Longman

Afro-Caribbean Language and Literacy Project in Further and Adult Education (1990) **Language and Power: Language Materials for Students in the Multilingual and Multiethnic Classroom** Harcourt Brace Jovanovich

Literacy	ESOL
Crowther, J, Hamilton, M and Tett, L (eds) (2001) Powerful Literacies Leicester: NIACE	Breaking the Language Barrier (2001) DfES Pitt, K (2005) Debates in ESOL Teaching and Learning Routledge Cooke, M and Simpson, J (2008) ESOL, A Critical Guide OUP

Element C4.En

Understand how language varies and changes and how this influences language and literacy use.

Literacy and ESOL teachers know and understand:

- That languages are dynamic and constantly evolving and how English has changed and continues to change.
- There are many varieties and dialects of English, both international and intra-national each with its own spoken and often written form.
- The cultural hegemony of English, its impact as a global language and its use for technology, media, commerce, science and other fields.
- The changing nature of literacy and texts, including the move from page to screen and the development of multimedia texts.

Professional practice relating to this element is detailed in Elements B1.En and B2.En

Explanation

This element relates to knowledge and understanding of language variety and change.

Discussion

Both **literacy** and **ESOL** teachers understand that English is a dynamic and constantly changing language and that changes in language, texts and conventions impact on language use.

Literacy teachers understand that literacy learners may not value their own variety of English or understand that it is systematic, and perceive their difficulties with reading and writing to stem from the fact that they do not 'speak properly'.

ESOL teachers understand that ESOL learners may have difficulty distinguishing between forms which are features of particular accents and dialects and varieties of English and those which are features of Standard English. They also recognise that ESOL learners may hold a range of attitudes to English, depending on their experience of it as a global language.

Element C4.En (continued)

Resources and Links

Both literacy and ESOL

Beard, A (2004) **Language Change** Routledge
 Crystal, D (2005) **The Stories of English** Penguin
 Elmes, S (2005) **Talking for Britain** Penguin
 Kirkpatrick, A (2007) **World Englishes** CUP

Links:

BBC Voices

<http://www.bbc.co.uk/voices/>

BBC History: ages of English

http://www.bbc.co.uk/history/british/launch_tl_ages_english.shtml

British Library: Changing Language

<http://www.bl.uk/learning/langlit/changlang/language.html>

OpenLearn (Open University online unit) Exploring the English language

<http://openlearn.open.ac.uk/course/view.php?id=3661>

Literacy	ESOL
Crystal, D (2003) English as a Global Language CUP	Pennycook, A (1994) The cultural Politics of English as an International Language Longman
Harris, R (1995) “ Disappearing Language, Fragments and Fractures between Speech and Writing ” in Mace, J (ed) Literacy, Language and Community Publishing Multilingual Matters	Holliday, A (2005) The Struggle to Teach English as an International Language OUP
Schwab, I (1994) “ Literacy, language Variety and Identity ” in Hamilton, M, Barton, D and Ivanic, R Worlds of Literacy Multilingual Matters	Links: Graddol, D (2006) English Next British Council http://www.britishcouncil.org/learning-research-english-next.pdf
Kress, G (2003) Literacy in the New Media Age Routledge	

Element C5.En

Understand the social, cognitive and affective factors which may influence language and literacy learning.

Literacy and ESOL teachers know and understand:

- How social, cultural, economic, linguistic and personal factors influence literacy and language learning.
- The impact of cognitive factors on language and literacy development
- The impact of affective factors on literacy and language development; how to address these in teaching.
- How to enhance creativity, pleasure, autonomy and empowerment through the development of language and literacy.

Professional practice relating to this element is detailed in [B1.En](#), [B2.En](#) and [B3.En](#)

Explanation

This element relates to knowledge and understanding of literacy and language learning in particular (rather than literacy and language use in general), and highlights the influence of social, cognitive and affective factors on literacy/language learning processes.

Discussion

Both **literacy** and **ESOL** teachers understand the impact of learners' social and cultural histories and current situations on learning, including their educational background and social barriers such as lack of affordable childcare.

Both **literacy** and **ESOL** teachers recognise and understand the effects of specific learning difficulties on literacy and language development.

Literacy learners may have experienced failure or perceive themselves as having failed to learn, the consequence of which may be low self esteem and/or anxiety.

ESOL learners' educational histories may well be significantly different from the educational system in which they now find themselves. ESOL teachers also appreciate the impact of trauma and anxiety on learning and how this may apply to some ESOL learners. However, ESOL teachers need to understand the challenges associated with recognising and addressing cognitive and affective factors influencing language learning in ESOL learners with a low level of English.

ESOL teachers understand the challenges associated with diagnosing and working with dyslexia and other specific learning difficulties in ESOL learners at lower levels.

Element C5.En (continued)

Resources and Links

Both literacy and ESOL

Barton et al (2006) **Linking Learning and Everyday life: a Social Perspective on Adult Language, Literacy and Numeracy classes** NRDC

Appleby, Y (2008) **Developing Adult Teaching and Learning: Practitioner Guides – Bridges into Learning for Adults who Find Provision Hard to Reach** NIACE

Appleby, Y and Barton, D (2008) **Responding to People's Lives** NIACE

Horsman, J (2000) **Too Scared to Learn: Women, Violence and Education** Lawrence Erlbaum

Literacy	ESOL
Barton, D et al (2008) Literacy, Lives and Learning Routledge	Lightbown, P and Spada, N (2006) How Languages are Learned OUP
Barton, D, Hamilton, M and Ivanic, R (eds.) (2000) Situated Literacies Routledge	Brown, H,D (2007) Principles of language Teaching and Learning Pearson Longman
Viens, J (2004) Multiple Intelligences and Adult Literacy Teacher's College press	Pitt, K (2005) Debates in ESOL Teaching and Learning Routledge
	ESOL Pathfinder – Learner Voices (QIA)

Element C6.En

Understand the different ways in which language can be described and analysed.

Literacy and ESOL teachers know and understand:

- How language can be described in a range of ways relating to semantic, morphological, grammatical, written or spoken features and so on.
- How features of language are related and interdependent.
- How different languages and varieties of English are described in different ways.

Professional practice relating to this element is detailed in B4.En, B5.En

Explanation

This element relates to knowledge and understanding of approaches to describing language.

Discussion

Both **literacy** and **ESOL** teachers recognise a range of descriptive and prescriptive approaches to language description and analysis and understand the importance of using knowledge of language features in analysing learners' uses of language.

Literacy teachers' practice is informed, in particular, by those approaches to language analysis which contrast features of different varieties of English.

ESOL teachers' practice is informed, in particular, by an understanding of some key ways in which languages differ (grammatical systems, organisation of lexis, phonological differences and so on).

Resources and Links

Both literacy and ESOL

- Beard, A (Ed) (2008) **Working with texts** Routledge
 Thornbury, S (1997) **About language** CUP
 Graddol, D **Describing Language** OUP
 Crystal, D (1997) **The Cambridge Encyclopedia of Language** CUP
 Burns, A and Coffin, C (eds) (2001) **Analysing English in a Global Context: a Reader** Routledge

Links:

OpenLearn (Open University online unit) English grammar in context

http://openlearn.open.ac.uk/course/view.php?name=E303_1

Literacy	ESOL
Fairclough, N (1992) Critical Language Awareness Pearson Longman	Crystal, D (1997) The Cambridge Encyclopedia of Language CUP Cook, G (2003) Applied Linguistics OUP
	Links: The teaching knowledge wiki http://www.teachingenglish.org.uk/think/knowledge-wiki/teaching-knowledge-wiki

Element C7.En

Analyse communication at discourse/text level.

Literacy and ESOL teachers know and understand:

- Ways in which genre, register and style are related to the context, purpose, audience and mode of spoken and written text.
- Devices that make a text cohesive and coherent.
- Key aspects of pragmatics: the study of intended speaker or writer meaning
- The significant differences between spoken and written discourse.
- How to enable literacy and ESOL learners to use language, format and conventions appropriate to genre and context.
- How to enable learners to recognise and use the organizational, grammatical, lexical and phonological or punctuation features which make discourse effective.
- How to enable learners to use interpersonal and non-linguistic features in spoken discourse.
- How to use written and spoken texts which have relevance to learners.

Professional practice relating to this element is detailed in B4.En, B5.En, B8.En, B9.En

Explanation

This element relates to knowledge and understanding of how spoken and written texts can be analysed.

Discussion

Both **literacy** and **ESOL** teachers recognise key features of genre, style and register within spoken or written texts in English, in order to help literacy and ESOL learners to produce texts which are appropriate to specific genres. They can also analyse the spoken and written discourse of literacy and ESOL learners both in terms of strengths and areas for development.

Both **literacy** and **ESOL** teachers recognise that pragmatic competence is an important element of the ability to communicate effectively within a given culture or situation, and are aware of the need to take this into account in their teaching. They recognise that models used for teaching pragmatics and genre in published resources are often idealised and invented, and that practitioners should consider the use of real data where it is available.

Literacy teachers recognise the need to take particular account of the learner's spoken discourse with reference to the impact this has on their written discourse. They also recognise that while many literacy learners engage in sophisticated spoken discourse in personal/social domains, some may not be confident in the spoken discourse of the learning institution.

ESOL teachers realise that texts in the same genre from different cultures do not always share the same distinguishing features as those in English. They recognise that ESOL learners often engage in sophisticated spoken discourse in their other language(s), even though they may not be confident about doing so in English.

Element C7.En (continued)

Resources and Links

Both literacy and ESOL

- Beard, A (Ed) (2008) **Working with Texts** Routledge
 Graddol, D **Describing Language** OUP
 Cook, G (1989) **Discourse** OUP
 Halliday, M and Hasan, R **Cohesion in English** Pearson Education
 Yule, G **Pragmatics** OUP
 Grundy, P (2000) **Doing Pragmatics** Edward Arnold
 Cameron, D (2001) **Working with Spoken Discourse** Sage

Literacy	ESOL
Fairclough, N (1992) Critical Language Awareness Pearson Longman	Celce-Murcia, M and Olshtain, E (2001) Discourse and Context in Language Teaching CUP
Cornbleet, S and Carter, N (2001) The Language of Speech and Writing Routledge	McCarthy, M (1991) Discourse Analysis for Language Teachers CUP

Element C8.En

Analyse communication at sentence and phrase level.

Literacy and ESOL teachers know and understand:

- Principles, rules and conventions relating to the syntax of English.
- Different ways of describing grammar, for example, prescriptive or descriptive grammar.
- Grammatical features of spoken language.
- Grammatical features of written language, including sentence types, clause and phrase types, tenses, punctuation and others.
- The relationship between syntax and semantics at sentence and phrase level.
- How to compare written and spoken forms.

Professional practice relating to this element is detailed in [B4.En](#), [B5.En](#)

Explanation

This element relates to knowledge and understanding of the grammar of spoken and written English.

Discussion

The practice of both **literacy** and **ESOL** teachers is informed by their understanding of the grammar of spoken and written English.

Literacy teachers recognise that all literacy learners have implicit knowledge of the grammar of spoken and written English, possibly of a range of varieties.

ESOL teachers, however, recognise that ESOL learners do not have implicit knowledge of English syntax, but that their implicit and/or explicit knowledge of the grammar of their other language(s), and their recognition of significant differences between this and the grammar of English can benefit their learning.

Element C8.En (continued)

Resources and Links

Both literacy and ESOL

- Beard, A (Ed) (2008) **Working with texts** Routledge
 Thornbury, S (1997) **About language** CUP
 Crystal, D (2004) **Rediscover Grammar** Longman
 Graddol, D **Describing Language** OUP
 Carter, R and McCarthy, M (2006) **The Cambridge Grammar of English** CUP
 Cornbleet, S and Carter, N (2001) **The Language of Speech and Writing** Routledge

Links:

Grammatical Knowledge for teachers

<http://www.standards.dfes.gov.uk/primary/profdev/literacy/571599/>

OpenLearn (Open University online unit) English grammar in context

http://openlearn.open.ac.uk/course/view.php?name=E303_1

Literacy	ESOL
Fairclough, N (1992) Critical Language Awareness Pearson Longman	Parrott, M (2000) Grammar for English Language Teachers CUP
QCA (2004) Introducing the Grammar of Talk London: QCA	Thornbury, S (2005) Uncovering Grammar Macmillan Batstone, R (1994) Grammar OUP O’Keefe, A et al (2007) From Corpus to Classroom: Language Use and Language Teaching CUP
	Links: The teaching knowledge wiki http://www.teachingenglish.org.uk/think/knowledge-wiki/teaching-knowledge-wiki

Element C9.En

Analyse communication at word level.

Literacy and ESOL teachers know and understand:

- How to select lexis based on register and stylistic constraints, collocation, purpose and context.
- Semantic relationships in communication.
- Chunking and lexical phrases in the acquisition and storage of language, especially spoken language.
- The morphology of English in word-building.
- The spelling system of English.

Professional practice relating to this element is detailed in B5.En

Explanation

This element relates to knowledge and understanding of the way that words are formed and used to convey meaning in English.

Discussion

Both **literacy** and **ESOL** teachers understand that the choice of words suited to speech or writing, a particular register, or degree of formality, is often a key to successful communication. They also understand how meaning is constructed through lexis and the processes which take place when new words are added to the mental lexicon.

Both **literacy** and **ESOL** teachers understand the complex relationship between sounds and symbols (phonemes and graphemes) in the English spelling system, its complex historical roots and why spelling could appear to be illogical and difficult to grasp. They understand how an awareness of the more common spelling patterns of English can help literacy and ESOL learners to understand some patterns are more probable than others.

Literacy teachers can identify when a literacy learner's vocabulary could be developed to enhance their communicative effectiveness in different domains, situations and for different audiences, and understand strategies to extend the learner's selection and comprehension of lexical items for different contexts and purposes.

Literacy teachers understand how morphology can be used to develop literacy learners' reading, writing and spelling skills.

ESOL teachers know how to apply their knowledge of morphology, and awareness of similarities and differences with the function of morphology in other language families, to the planning and teaching of grammar and affixation in English.

ESOL teachers understand principles for selecting new lexical items to teach, such as relevance, frequency and appropriate level of difficulty. In addition, they know how to use context and a wide range of grouping strategies to help learners understand and remember lexical items for receptive and productive use. They are aware that exact equivalence between lexical items in English and other languages is rare, that an equivalent may not exist in the learner's other language/s, and that this can cause confusion.

ESOL teachers understand the challenge that English spelling presents to ESOL learners from differing language backgrounds including those languages which have a closer sound-symbol relationship than in English.

Element C9.En (continued)

Resources and Links

Both literacy and ESOL

- Aitchison, J (2003) **Words in the Mind** Blackwell
- Crystal, D (2003) **The Cambridge Encyclopedia of the English Language**. Cambridge
- Leech, G (1981) **Semantics – the Study of Meaning** Penguin
- Temple, Michael (1995) **Basic Spelling** John Murray
- Klein, C and Millar, R **Unscrambling Spelling** Hodder and Stoughton

Links:

The Bank of English corpus

<http://www.collins.co.uk/Corpus/CorpusSearch.aspx>

Literacy	ESOL
<p>Nunes, T and Bryant, P (2006) Improving Literacy by Teaching Morphemes Routledge</p> <p>Links: Morphological Awareness improves Spelling and Vocabulary http://www.literacytrust.org.uk/pubs/nunes2.html</p> <p>McWilliam, N (1998) What’s in a Word: Vocabulary Development in Multilingual classrooms Trentham</p>	<p>Bolitho, R and Tomlinson, B (2005) Discover English Macmillan</p> <p>Nation, I (2004) Learning Vocabulary in Another Language CUP</p> <p>Coady, J and Huckin, T Second language Vocabulary Acquisition CUP</p>

Element C10.En

Analyse the phonological features of language.

Literacy and ESOL teachers know and understand:

- The role of stress, rhythm and intonation in conveying meaning.
- The sounds of English and the role of place, manner of articulation and voice.
- The influence of the learner's other language(s) and dialect(s) in all aspects of English pronunciation.
- Phonology in reading and writing.

Professional practice relating to this element is detailed in B6.En, B7.En, B8.En

Explanation

This element relates to the way that sounds, stress and intonation are used to convey meaning in English.

Discussion

Both **literacy** and **ESOL** teachers understand how individual sounds are produced, and the relevance of this to their practice.

Both **literacy** and **ESOL** teachers understand how the phonemes of the English language relate to its graphology (writing system).

Literacy teachers understand the debate about the role of phonics in teaching people to read and write, and realize that literacy learners may have a range of perceptions around the use of phonics, or have never had the sound/symbol interrelationship explained to them.

ESOL teachers understand the benefits and limitations of using a phonics approach with ESOL learners, taking into account their varying perceptions of, and ability to reproduce English sounds.

ESOL teachers understand how the relationship between sentence stress and rhythm in English differs from other languages, and recognise the effect that features of connected speech such as sentence stress, weak forms, assimilation, elision and dialect/accent may have on comprehension for ESOL learners. They know the importance of syllable stress and weak forms in word recognition and production.

ESOL teachers understand that the role of intonation for such purposes as conveying attitude, highlighting new information and managing turn-taking is an important aspect of successful communication in English.

ESOL teachers understand the concept of comfortable intelligibility as a goal for ESOL learners.

Element C10.En (continued)

Resources and Links

Both literacy and ESOL

Underhill, A (2005) **Sound Foundations** Macmillan

Literacy	ESOL
<p>Sticht, T Synthetic Phonics and the shift from Oracy to Literacy – Lessons from Adult Literacy Research downloadable from: http://www.literacytrust.org.uk/database/primary/phonicsSticht.html</p> <p>Links: The Problem with Phonics (PPT) http://www.talent.ac.uk/dtrainingsearch_details.asp?DocumentID=2267</p> <p>National Literacy Trust – Phonics http://www.literacytrust.org.uk/Database/Primary/phonics.html</p>	<p>Thornbury, S (1997) About language CUP</p> <p>Pennington, M (1996) Phonology in English language teaching Pearson Education</p> <p>Links: Interactive Phonemic Chart http://www.teachingenglish.org.uk/try/resources/pronunciation/phonemic-chart</p>

Element C11 .En

Know current theories and principles of literacy learning and development.

Literacy and ESOL teachers know and understand:

- Theories and principles of literacy learning and development.

Professional practice relating to this element is detailed in B7.En, B9.En

Explanation

This element relates to knowledge and understanding of how children and adults learn to read and write and how speaking and listening skills are developed.

Discussion

Both **literacy** and **ESOL** teachers understand cognitive, critical and social practice theories of learning to read and write, speak and listen, and can relate them to adult literacy and language learners.

Both **literacy** and **ESOL** teachers know that practices relating to the teaching of reading and writing vary from culture to culture and that bilingual learners, and English speakers from different educational systems may have been taught to read using approaches which differ from those current in the UK.

Both **literacy** and **ESOL** teachers recognise that specialist knowledge of literacy learning and development is required in order to teach beginner readers and writers, whether monolingual or bi-multilingual.

Both **literacy** and **ESOL** teachers understand theories relating to the use of synthetic and analytic phonics in teaching adults to read.

Literacy teachers understand the relationship between the development of speaking and listening skills and learning to read and write as an adult.

ESOL teachers can recognise the implications of current theories and principles of literacy development for bi-lingual adults learning English. They are aware of the continuum which may present itself in the classroom, in that some ESOL learners are not literate in any language, some are literate in some but not all their languages, and some are highly literate.

ESOL teachers recognise that where learners are literate in other languages they may have skills which make it easier for them to acquire literacy in English.

Element C11.En (continued)

Resources and Links

Both literacy and ESOL

Sousa, D (2004) **How the brain learns to read** Corwin Press

Rivera, K and Huerta-Macias, A (eds) (2007) **Adult Bilingualism: Sociocultural and Programmatic Responses** Routledge

Literacy	ESOL
<p>Abadzi, Helen (1994) What We Know About Acquisition of Adult Literacy: is There Hope? The World Bank</p> <p>Brooks, G et al (2001) Progress in adult Literacy: Do learners Learn? BSA</p> <p>Street, B (1984) Literacy in Theory and Practice Cambridge University Press</p> <p>Moss, W (2005) Theories on the Teaching of Reading to Adults – Some Notes RAPAL (Research and Practice in Adult Literacy) Bulletin Issue No. 56. Spring 2005.</p>	<p>Sassoon, R (1995) The Acquisition of a Second Writing System Oxford: Intellect</p> <p>Kern, R (2000) Literacy and Language Teaching OUP</p> <p>Pitt, K (2005) Debates in ESOL Teaching and Learning Routledge</p> <p>Links: Writing in a second language http://www.llas.ac.uk/resources/gpg/2175 Learning second language writing systems http://www.llas.ac.uk/resources/gpg/2662</p>

Element C12.En

Know a range of teaching and learning approaches associated with theories and principles of literacy development.

Literacy and ESOL teachers know and understand:

- How to draw on theories and principles of literacy learning and development for teaching and assessment of literacy learners.

Professional practice relating to this element is detailed in B7.En, B9.En

Explanation

This element relates to knowledge and understanding of recognised approaches and methods in teaching reading and writing, and the literacy acquisition theories underlying them.

Specific examples of pedagogy related to the development of reading and writing skills for literacy and ESOL learners are detailed in Domain B of the application guide.

Element C13.En

Know current theories and principles relating to language acquisition and bilingualism.

Literacy and ESOL teachers know and understand:

- Theories and principles of language acquisition.
- Theories and principles of bilingualism and multilingualism.
- Theories and principles of child language acquisition and development, including visual-spatial languages (sign languages), and how these must be adjusted for use with adults.

Professional practice relating to this element is detailed in B2.En, B5.En, B7.En, B8.En, B9.En, B10.En

Explanation

This element relates to knowledge and understanding about how languages are acquired and learnt.

Discussion

Both **literacy** and **ESOL** teachers understand a range of significant theories relating to first and second language acquisition and learning, (including behaviourist, innatist, interactionist, and cognitive approaches) and how these theories relate to the experience of adult literacy and ESOL learners.

Both **literacy** and **ESOL** teachers understand issues relating to bilingualism, multilingualism and the role of bilingual learners' first and other languages in the acquisition and learning of English.

Literacy teachers understand the relationship between a range of relevant first language acquisition theories concerned principally with speaking and listening, and the development of reading and writing skills.

Literacy teachers appreciate the role of interlanguage in bilingual learners' language use.

ESOL teachers understand how to apply concepts of interlanguage, hypothesis formation and error analysis to the analysis of ESOL learners' spoken and written language.

Resources and Links

Both literacy and ESOL

Stilwell Peccei, J **Child Language** Routledge

Lightbown, P and Spada, N (2006) **How Languages are Learned** OUP

Brown, H,D (2007) **Principles of Language Teaching and Learning** Pearson Longman

Mitchell, R and Myles, F (2004) **Second Language Learning Theories** Hodder Arnold

Baker, C (2006) **Foundations of Bilingual Education and Bilingualism** Multilingual Matters

Barton, D and Tusting, K (2005) **Models of Adult learning, a Literature Review** NRDC/NIACE

Hinkel, E (2005) **Handbook of Research in Second Language Teaching and Learning** Laurence Erlbaum Associates

Element C14.En

Know a range of teaching and learning approaches associated with theories and principles of language acquisition and bilingualism.

Literacy and ESOL teachers know and understand:

- How to draw on theories and principles of language acquisition and bilingualism for teaching and assessment of language learners.

Professional practice relating to this element is detailed in B2.En, B5.En, B7.En, B8.En, B9.En, B10.En

Explanation

This element relates to knowledge and understanding of recognised approaches and methods in teaching literacy and ESOL, and their links to first and second language acquisition theories

Discussion

Literacy teachers can recognise the relevance of some significant first language acquisition theories to the practice of literacy teaching, and their understanding of second language acquisition theories and language socialisation theories informs their approach to teaching bilingual learners in their classes.

ESOL teachers can relate a wide range of language teaching and learning approaches to the theories and principles of second language acquisition and bilingualism which underpin them, and can evaluate theories of second language acquisition and second language teaching pedagogy in order to make informed choices about the methodologies they use with learners.

Resources and Links

Both literacy and ESOL

Ivanic, R and Ming-I, L (2005) **Understanding the Relationships between Learning and Teaching: an Analysis of the Contribution of Applied Linguistics** NRDC

Barton, D and Tusting, K (2005) **Models of Adult learning, a Literature Review** NRDC/NIACE

Herrington, M and Kendall, A eds (2005) **Insights from Research and Practice – a Handbook for Teachers** NIACE

Kramsch, C ed (2002) **Language Acquisition and Language Socialization.**

Ecological Perspectives. Continuum

Brown, H,D (2007) **Principles of Language Teaching and Learning** Pearson Longman

Literacy	ESOL
Street, B (1984) Literacy in Theory and Practice Cambridge University Press	Richards, J and Rogers, T (2001) Approaches and Methods in Language Teaching (Second Edition) CUP
Pahl, K and Rowsell, J (2005) Literacy and Education: The New Literacy Studies in the Classroom Paul Chapman	Harmer, J (2001) The Practice of English Language Teaching Longman
	Hedge, T (2000) Teaching and Learning in the Language Classroom OUP
	Barton, D and Pitt, K (2003) Adult ESOL Pedagogy: a Review of Research, an Annotated Bibliography and Recommendations for Future Research NRDC
	Hinkel, E (2005) Handbook of Research in Second Language Teaching and Learning Laurence Erlbaum Associates

Element C15.En

Understand the interdependence of the four skills of listening, reading, speaking and writing.

Literacy and ESOL teachers know and understand:

- There are different theoretical models of reading, writing, speaking and listening which underpin different teaching and learning approaches.
- The multimodal nature of new media.
- How the introduction of new media has influenced the processes of reading and writing and speaking and listening.
- The relevance of the concept of genre to spoken and written language.
- The concept of pragmatic competence

Professional practice relating to this element is detailed in B5.En, B6.En, B7.En, B8.En, B9.En

Explanation

This element relates to knowledge and understanding about how the skills of reading, writing, speaking and listening interact with each other

Discussion

Both **literacy** and **ESOL** teachers understand that in real life the language skills of reading, writing, speaking and listening do not occur in isolation, that often the use of one skill leads on naturally from another and that several skills might be involved simultaneously in a literacy event.

Both **literacy** and **ESOL** teachers understand the concept of “visual literacy” and that successfully accessing text-types such as web-sites, advertisements, magazines and so on depends on more than just the ability to read the words on the page.

Resources and Links

Both literacy and ESOL

Goodman, S and Graddol, D **Redesigning English: New texts, New identities** Routledge

Cope, B and Kalantzis **Multiliteracies: Literacy Learning and the Design of Social Futures** Routledge

Links:

OpenLearn (Open University online unit) Word and image

<http://openlearn.open.ac.uk/course/view.php?id=2751&topic=all>

Literacy	ESOL
Kress, G (2003) Literacy in the New Media Age Routledge	Stein, P (2000) Rethinking resources – Multimodal Pedagogies in the ESL Classroom <i>TESOL Quarterly</i> , Vol. 34, No. 2 (Summer, 2000), pp. 333-336

Element C16.En

Understand the implications of the interdependence of the four skills for planning, teaching and assessment.

Literacy and ESOL teachers know and understand:

- How to apply their understanding of the interdependence of the four skills to planning, teaching, and assessment.
- How to assist learners to recognise the multimodal nature of new media.
- How to assist learners to develop and use new media for reading and writing.

Professional practice relating to this element is detailed in B5.En, B6.En, B7.En, B8.En, B9.En

Explanation

This element relates to practical applications of understanding the way in which the skills of reading, writing, speaking and listening interact with each other.

Discussion

Both **literacy** and **ESOL** teachers understand the importance of using learners' familiarity and experience with multimodal texts, including textual, visual and auditory modes, as accessing these texts can often entail the use of more than one of the four skills.

ESOL teachers understand the interdependence of the four skills when carrying out initial and diagnostic assessment of ESOL learners to determine their language level, recognising the particularly "spiky" profiles of many ESOL learners. ESOL teachers also need to take into account the fact that skills learners already have in other languages may be transferable to English.

Resources and Links

Both literacy and ESOL

Goodman, S and Graddol, D **Redesigning English: New texts, New identities** Routledge
 Cope, B and Kalantzis, **Multiliteracies: Literacy Learning and the Design of Social Futures** Routledge
 Gower, R et al (1995) **Teaching Practice Handbook** Heinemann (Chapter 5 - Developing Skills and Strategies)

Literacy

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

ESOL

Stein, P (2000) **Rethinking resources – Multimodal Pedagogies in the ESL Classroom** *TESOL Quarterly*, Vol. 34, No. 2 (Summer, 2000), pp. 333-336

Element C17.En

Analyse the processes involved in listening.

Literacy and ESOL teachers know and understand:

- Cognitive processing of spoken texts.
- Socio-cultural factors in understanding and interpreting spoken texts.
- How approaches to listening vary according to context and purpose.
- The sub-skills of listening.
- Factors that enhance or inhibit understanding and interpretation of spoken texts.

Professional practice relating to this element is detailed in B6.En

Explanation

This element relates to knowledge and understanding about listening skills and practices.

Discussion

Both **literacy** and **ESOL** teachers need to take account of the range of listening purposes and situations that literacy and ESOL learners will experience outside the classroom, and understand the importance of background knowledge (schema) in listening comprehension.

Both **literacy** and **ESOL** teachers understand the impact that auditory processing difficulties may have on a literacy learner's listening skills (e.g. speed of information processing, processing of sequential instructions, literal interpretation of the message).

ESOL teachers understand bottom-up and top-down processes in listening and their interdependence in achieving comprehension of spoken English, in particular, recognising the importance of phonology in listening comprehension.

ESOL teachers recognise the role of comprehensible input in language acquisition and learning.

ESOL teachers recognise that affective and other factors (regional or local accents, lack of contextual clues, speed of delivery and so on) can inhibit listening comprehension for ESOL learners.

ESOL teachers recognise that bilingual learners are often interacting in assymetrical encounters, and this affects their ability to listen, comprehend and be heard.

Resources and Links

Both literacy and ESOL

Carter, R and McCarthy, M (2002) **Exploring Spoken English** Cambridge University Press

Wardhaugh, R (1985) **How conversation works**, Oxford, Blackwell

Literacy

Hay, A and Loble, G (2008) **Talk, Work and employability** NIACE

ESOL

Anderson, A and Lynch, T (1998) **Listening** OUP

Links:

Listening – Top-down and bottom up

<http://www.teachingenglish.org.uk/think/articles/listening-top-down-bottom>

Element C18.En

Analyse the processes involved in reading.

Literacy and ESOL teachers know and understand:

- Cognitive processing of written texts.
- Socio-cultural factors in understanding and interpreting written texts.
- How the approaches to reading vary according to context and purpose.
- The sub-skills of reading.
- Factors that can enhance or inhibit understanding and interpretation of written texts.

Professional practice relating to this element is detailed in B7.En

Explanation

This element relates to knowledge and understanding of reading skills and practices.

Discussion

Both **literacy** and **ESOL** teachers understand that fluent readers select different approaches to reading, according to the purpose of each text and therefore recognise the importance of developing this awareness and ability in literacy and ESOL learners by exposing them to a growing range of text types.

Both **literacy** and **ESOL** teachers understand a range of features which help all readers to access texts (world knowledge, sociocultural knowledge, topic knowledge, knowledge of genre, syntactic knowledge, morphological knowledge), as well as recognising the role of layout and typographical features in reading comprehension.

Both **literacy** and **ESOL** teachers recognise that the extension of bilingual learners' vocabulary in English is linked to improved literacy.

Literacy teachers are able to identify auditory and visual processing difficulties in literacy learners which may impede or inhibit the development of reading skills.

Literacy teachers understand the different cognitive processes required for receptive and reflective reading (e.g. the difference between 'learning to read' and 'reading to learn') and that many literacy learners need assistance in learning how to read a text reflectively.

Literacy teachers recognise that many learners do not feel that they 'read' at home and therefore understand the importance of exploring learners' attitudes towards reading and their reading practices in their everyday lives.

ESOL teachers recognise that the home literacy practices of ESOL learners may include very little exposure to texts in English, even if the learner is very "well-read".

ESOL teachers understand that the types of knowledge that all readers use to help them to access texts may also hinder ESOL learners (for example, a lack of understanding of English morphology may lead to a difficulty in comprehending a text, sociocultural knowledge originating in a different culture may impede access to the underlying meaning of a text).

Element C18.En (continued)

Resources and Links

Both literacy and ESOL

Sousa, D (2004) **How the Brain Learns to Read** Corwin Press

Literacy	ESOL
<p>Besser et al (2004) Adult Literacy Learners' Difficulties in reading – an Exploratory Study NRDC</p>	<p>Koda, K (2005) Insights into second language Reading CUP</p>
<p>Barton, D, Hamilton, H and Ivanic, R (eds) (2000) Situated Literacies: Reading and Writing in Context Routledge</p>	<p>Wallace, C (1992) Reading OUP</p>
<p>Street, B (1984) Literacy in Theory and Practice Cambridge University Press</p>	<p>Kern, R (2000) Literacy and Language Teaching OUP</p>
	<p>Links: Theories of Reading http://www.teachingenglish.org.uk/think/articles/theories-reading</p>

Element C19.En

Analyse the processes involved in speaking.

Literacy and ESOL teachers know and understand:

- Cognitive processes in speaking.
- Socio-cultural factors in spoken communication.
- How the approaches to speaking may vary, depending on the context and purpose for speaking.
- The sub-skills of speaking.
- Factors that enhance or inhibit spoken discourse.

Professional practice relating to this element is detailed in B8.En

Explanation

This element relates to knowledge and understanding of speaking skills and practices.

Discussion

Both **literacy** and **ESOL** teachers know some of the key features of interaction in spoken English (openings, closings, turn-taking, interruption, adjacency pairs, topic management, non-verbal communication, deixis) and understand the relationship between speaking skills and writing skills.

Both **literacy** and **ESOL** teachers need to take account of the range of speaking purposes and situations that learners will experience outside the classroom.

Literacy teachers understand the potential importance of addressing the development of speaking and listening skills with learners who have only self-identified issues with their reading and writing skills. They also recognise that literacy learners' speaking skills will vary a great deal; some will be articulate and confident using a range of registers and styles appropriately; others will be aware of the need to vary spoken discourse but will not have the skills and knowledge to do it; others might not be aware of the need to vary speech according to purpose and context.

ESOL teachers recognise that many ESOL learners wish to prioritise the development of their spoken English, that ESOL learners in particular need to build confidence in spoken English, that affective factors can have a significant impact on successful production and that spoken interaction in other languages does not always follow the same routines or adhere to the same social norms as in English.

ESOL teachers understand the need for balance between accuracy and fluency in the spoken English of ESOL learners and recognise that a level of phonological accuracy is needed in order for learners to be understood.

ESOL teachers recognise that bilingual learners are often interacting in asymmetrical encounters, and this affects their role in conversations and transactions.

Resources and Links

Both literacy and ESOL

Carter, R and McCarthy, M (2002) **Exploring Spoken English** Cambridge University Press

Cameron, D (2001) **Working with Spoken Discourse** Sage

Literacy

Cornbleet, S and Carter, N (2001) **The Language of Speech and Writing** Routledge

ESOL

Bygate, M (1987) **Speaking** OUP

Element C20.En

Analyse the processes involved in writing.

Literacy and ESOL teachers know and understand:

- Cognitive processes in the design and production of written texts.
- Socio-cultural factors in the design and production of written texts.
- How approaches to writing vary according to context and purpose.
- The sub skills of writing.

Professional practice relating to this element is detailed in B9.En

Explanation

This element relates to knowledge and understanding of writing skills and practices.

Discussion

Both **literacy** and **ESOL** teachers need to take account of the range of writing purposes and situations in which literacy and ESOL learners may need to be writers outside the classroom. They also know the importance of maintaining a balance between improving compositional skills (text level) and improving the subskills of writing.

Literacy teachers recognise the difficulty in encouraging literacy learners to increase the amount of writing they do when they have little need to write in their everyday lives and understand the need to broaden opportunities to develop learners' writing through the provision of meaningful contexts and purposes.

Literacy teachers understand that literacy learners often focus on the word and sentence level skills (such as spelling or punctuation) rather than the text level skills of ordering, paragraphing, and using cohesive devices and layout effectively. Literacy teachers realize that learners' self-correction processes are often concerned with finding spelling or grammar errors rather than on identifying whether their communicative purpose has been achieved.

ESOL teachers recognise that the home literacy practices of ESOL learners may involve very little need for ESOL learners to write in English and understand that the conventions for written texts are culture-bound.

ESOL teachers understand that factors which enhance or inhibit design and production of written texts by ESOL learners may vary according to level and/or educational, linguistic and cultural backgrounds, including poor handwriting resulting from an unfamiliar script, difficulties with English spelling, grammatical inaccuracy and conventions of genre. However, some learners may benefit from the fact that they are familiar with a range of different writing systems and scripts depending on their other language/s.

Element C20.En (continued)

Resources and Links

Both literacy and ESOL	
Grieff, S and Chatterton, J (2007) Writing (Practitioner Guide) NIACE	
Hall, N and Robinson, A (eds) 1996) Learning about Punctuation Multilingual Matters	
Literacy	ESOL
Barton, D, Hamilton, H and Ivanic, R (eds) (2000) Situated Literacies: Reading and Writing in Context Routledge	Tribble, C (1996) Writing OUP
Street, B (1984) Literacy in Theory and Practice Cambridge University Press	Sunderland, H and Spiegel, M (2007)
Kelly, S et al (2204) Teaching and learning Writing – a Review of Research and Practice NRDC	Kern, R (2000) Literacy and Language Teaching OUP
Cope, B and Kalantzis, M (eds) (1993) The Powers of Literacy, a Genre Approach to Teaching Writing Pittsburgh: University of Pittsburgh Press	Links:
Mace, J (2002) The Give and Take of Writing: Scribes, Literacy and Everyday Life Leicester: NIACE	Writing in a Second Language http://www.llas.ac.uk/resources/gpg/2175
Department for Education and Skills (2001) Yesterday I Never Stopped Writing London: DfES	Learning Second Language Writing Systems http://www.llas.ac.uk/resources/gpg/2662
O'Rourke, R (2005) Creative writing – Education, culture and community NIACE	

Element C21.En

Know a range of learning and teaching approaches associated with listening, reading, speaking and writing processes.

Literacy and ESOL teachers know and understand:

- How to apply their awareness of listening processes to planning, teaching and assessing learners.
- How to apply their awareness of reading processes to planning, teaching and assessing learners.
- How to apply their awareness of speaking processes to planning, teaching and assessing learners.
- How to apply their awareness of writing processes to planning, teaching and assessing learners.
- How to support the development of beginner readers and writers.
- Use a range of written and spoken texts and activities which reflect diversity of purpose, audience, form and function.
- How to use knowledge of processes involved in speaking and writing to plan programmes and sessions which take account of process as well as product.
- How to use knowledge of processes involved in speaking and writing to develop learners' fluency and accuracy.

Professional practice related to this element is detailed in B6.En, B7.En, B8.En, B9.En

Explanation

This element underlines the importance of the application of knowledge and understanding to professional practice. Specific examples of pedagogy related to the development of skills for literacy and ESOL learners are detailed in Domain B of the application guide.

Element C22.En

Understand perceptions of literacy and ESOL and consider their impact on learner motivation.

Literacy and ESOL teachers know and understand:

- The range of motivations for learning literacy and ESOL and the relationship to wider national and international views of literacy and language.

Professional practice relating to this element is detailed in B2.En, B10

Explanation

This element relates to knowledge and understanding of agendas relating to literacy and ESOL, and the differing ways in which literacy and ESOL learners approach literacy and language learning.

Discussion

Both **literacy** and **ESOL** teachers recognise differing models of literacy and language (such as the deficit model) that can be found in the media, in government texts and in literacy campaigns, and how these can impact on both policy and on learners' sense of self.

Both **literacy** and **ESOL** teachers recognise the diversity of motivation that learners exhibit in relation to their desire to engage with society, further study or employment.

Both **literacy** and **ESOL** teachers recognise that a minority of learners are attending under duress, but that a growing number have been drawn in through positive aspirational reasons rather than responding to a deficit model.

ESOL teachers understand the impact on learning of learners' status in the UK (e.g. migrant workers, refugees/asylum seekers, partners and spouses, longer term residents), and an individual's social, domestic and work-related circumstances, on access, achievement and progression. They are also able to take account of differing types of motivation between individuals, between different cultural and language groups or, for example, between those recently arrived and long term residents from settled communities.

Resources and Links

Both literacy and ESOL

DfES (2001) **Skills for Life - the National Strategy for Improving Literacy and Numeracy Skills**

Simpson, J, Cooke, M, Baynham, M (2008) **The Right course? An Exploratory Study of Learner Placement practices in ESOL and Literacy** NRDC

Bynner, J and Parsons, S (2008) **Illuminating Disadvantage** NRDC

Literacy

Hamilton, M and Hillier, Y (2006) **Changing Faces of Adult Literacy, Language and Numeracy: A Critical History**
Trentham Books

Barton, D (2007) **Literacy; An introduction to the Ecology of the Written Language**
Blackwell

ESOL

DfES (2001) **Breaking the language Barrier**

NIACE (2006) **More than a language**

Video: **I came to England** available from LLU+

ESOL Pathfinder – Learner Voices (QIA)

Rosenberg, S (2007) **A Critical History of ESOL in the UK 1870 – 2006** NIACE

Cooke, M and Simpson, J (2008) **ESOL, A Critical Guide** OUP

Element C23.En

Demonstrate specialist knowledge of strategies that engage and enthuse literacy and ESOL learners.

Literacy and ESOL teachers know and understand:

- How to build confidence in literacy and ESOL learners, e.g. valuing prior learning and experience, breaking down tasks into appropriate steps in order to create opportunities for success.
- The effects of teacher confidence, enthusiasm and specialist knowledge in promoting language and literacy development.

Professional practice relating to this element is detailed in B2.En, B10.En

Explanation

This element relates to knowledge and understanding of factors which encourage literacy and ESOL learners to persist and progress.

Discussion

Both **literacy** and **ESOL** teachers know that when learners enjoy their learning and make good progress they will overcome many inhibiting factors to persist and progress with their learning.

Literacy teachers recognise the importance for many literacy learners of exploring and understanding their previous (often negative) experiences of literacy learning and know the importance of changing the learners' perception of themselves so that they see themselves as 'a reader' and/or a 'writer'.

ESOL teachers understand the importance of making explicit the relevance of classroom learning to communicative or real world language experiences and needs.

Resources and Links

Both literacy and ESOL

Reflect Issue 7 (2007) **4 page report on Learner Persistence** NRDC

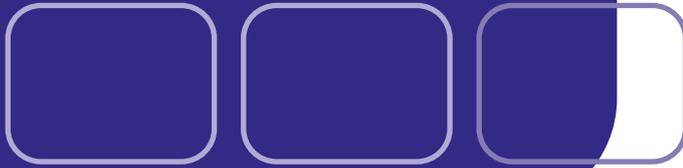
Barton, D et al (2006) **Relating adults lives and learning: participation and engagement in different settings** NRDC

Literacy	ESOL
<p>Links: Learning Journeys: Learners' voices; Learners' Views on Progress and Achievement in Literacy and Numeracy https://www.lsneducation.org.uk/user/order.aspx?code=021912&src=XOWEB</p>	<p>ESOL Pathfinder – Learner voices (QIA) DfES (2003) Working with Refugees and Asylum seekers – Support Materials for ESOL Providers DfES Publications Windsor, V and Healey, C (2006) Developing ESOL, Supporting Achievement NIACE</p>

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