PRIFYSGOL glyndŵr UNIVERSITY

Module Title:	**Language and Literacy in Learning and Teaching**	Level: 7	Credit Value: 30

Module code: EDS704	Cost Centre: GAPE	JACS2 code: X370

Semester(s) in which to be offered: 1/2	With effect from: September 2012

Office use only: To be completed by AQSU:	Date approved: August 2012 Date revised: - Version no: 1

Existing/New: New	Title of module being replaced (if any):

Originating Academic area:	Education	Module Leader:	Judith Dalton-Morris

Module duration (total hours):	300	Status: core/option/elective (identify programme where appropriate):	Option
Scheduled learning & teaching hours:	30		
Independent study hours:	270		

Percentage taught by subjects other than originating subject (please name other subjects):	None

Programme(s) in which to be offered: PG Cert in Education PG Diploma in Education PG Diploma in Education (Learning and Teaching) MA Education	Pre-requisites per programme (between levels): None	Co-requisites per programme (within a level): None

Module Aims
This is an optional module and would be suited to those working in a formal educational setting.

The purpose of this module is to enable participants to raise standards of achievement through the teaching of language and literacy, both as key skills in their own right and as tools to enhance learning across the curriculum.

The aims are therefore:

- To critically assess and evaluate current issues relating to learning and teaching in language and literacy
- To examine the relationship between language and literacy development and attainment
- To extend participants' knowledge and understanding of the generic and specific key features of language and literacy central to subject areas
- To extend participants' knowledge and understanding of a range of strategies for improving learning in and through language and literacy
- To provide evidence of the ways in which the principles discussed can most effectively translated into practice.

Expected Learning Outcomes

Knowledge and Understanding
At the end of this module, students should be able to:

1. Critically evaluate, rationalise and apply current political, theoretical and pedagogical perspectives in language and literacy as key factors in learning
2. Critically analyse and present the relationship of language, literacy and learning pedagogies
3. Develop and extend knowledge and understanding of the principles and key features of language and literacy development
4. Demonstrate knowledge and understanding of the language and literacy concepts, processes and skills which are implicit in particular curriculum areas
5. Assess and evaluate own performance in order to rigorously plan and develop learning and teaching strategies and resources in context, which engage learners with diverse needs.

Transferable/Key Skills and other attributes:

- Critical, analytical thinking
- Reflective practice
- Problem solving
- Independent learning, self-management, time management and organisation
- Auditing, planning, implementing and evaluating processes at a professional level
- Contribute to the professional debate about language and literacy and its impact on learning.

Assessment: please indicate the type(s) of assessment (e.g. examination, oral, coursework, project) and the weighting of each (%). ***Details of<u> indicative</u> assessment tasks must be included***.

One assessment will be undertaken by the participants, from the following:

Either -

Written assignment to include:
- a systematic audit of participants' own professional practice in developing learners' language and literacy skills
- a critical review and evaluation of a range of strategies for the development of learners' language and literacy skills
- a rationale and strategic action plan to develop **one** aspect of participants' practice to secure improvement in and through learners' language and literacy skills
- an evaluation of the action plan.

This assessment is suited to those participants currently in employment in formal educational settings.

Or –

Written assignment to include:
- a systematic audit of participants' own professional practice in developing language and literacy skills
- a critical review and evaluation of a range of strategies for the development of learners' language and literacy skills
- a rationale and strategic action plan which prioritises the development of aspects of participants' practice, to secure improvement in and through learners' language and literacy skills.

This assessment is suited to those participants who are not currently in employment within formal education settings within the locale.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1	1, 2, 3, 4, 5	Coursework	100%		c 6000

Learning and Teaching Strategies:

Lead in lectures supported by seminars, tutorials, workshops and directed study tasks.

Further, participants will be expected to:
- Engage fully in independent activity and collaborative group work, allowing them to network with peers on the programme to develop understanding and share best practice.
- Make full use of the University's library and VLE (Moodle) to enhance their study.

Syllabus outline:

- Current political, theoretical and pedagogical perspectives
- Generic principles and key features of learning in and through language and literacy
- Language and literacy issues implicit in particular curriculum areas
- Assessment for learning in language and literacy
- Action planning to effect improvement.

Bibliography

Essential reading:

Welsh Assembly Government (2008), *Skills Framework for 3 to 19-year-olds in Wales.* Cardiff: WAG.

Welsh Assembly Government (2008), *English in the National Curriculum for Wales: Key Stages 2-4.* Cardiff: WAG.

Welsh Assembly Government (2008), *Language, Literacy and Communication Skills.* Cardiff: WAG.

Other indicative reading:

Alexander, R. (2008). *Towards Dialogic Teaching: Rethinking Classroom Talk.* Fourth Edition. York: Dialogos.

Black, P., Harrison, C., Lee, C., Marshall, B. And Wiliam, D. (2003). *Assessment for Learning: Putting it into Practice.* Open University Press.

Browne, A.C. (2007), *Teaching and Learning, Communication, Language and Literacy.* London: Sage.

Clarke, S. (2008), *Active Learning through Formative Assessment.* Oxon: Hodder Education.

Crystal, D. (2010), *The Cambridge Encyclopedia of Language.* Third Edition. Cambridge: CUP.

Fogarty, R. (2007), *Literacy Matters: Strategies Every Teacher Can Use.* California: Corwin Press/Sage.

Hannon, P. (2000), *Reflecting on Literacy in Education.* London: Routledge.

Hughes, N and Schwab, I. (2010), *Teaching Adult Literacy: principles and practice (Developing Adult Skills).* Kettering: OUP.

Johnson, E.R. (2009), *Academic Language! Academic Literacy!* California: Corwin Press/Sage.

Mercer, N. and Hodgkinson, S. (eds) (2008), *Exploring Talk in School: Inspired by the Work of Douglas Barnes.* London: Sage.

National Association for the Teaching of English, *English in Education*.

Welsh Assembly Government (2010*), Why develop thinking and assessment for learning in the classroom?* Cardiff: WAG.

Welsh Assembly Government (2010*), How to develop thinking and assessment for learning in the classroom.* Cardiff: WAG.

Wyse, D. and Jones, R. (2008), *Teaching English, Language and Literacy.* Second Edition. Oxon: Routledge.

Internet sources:

Estyn (2007), *Improving the learning and teaching of early reading skills.*
http://www.estyn.gov.uk/uploads/publications/6331.pdf

Estyn (2008), *Best practice in the reading and writing of pupils aged 7 to 14 years.*
http://www.estyn.gov.uk/uploads/publications/6467.pdf

Estyn (2009), *Sharing good practice in developing pupils' literacy skills.*
http://www.estyn.gov.uk/uploads/publications/6423.pdf

Estyn (2009), *Best practice in the reading and writing of pupils aged five to seven years.*
http://www.estyn.gov.uk/uploads/publications/6307.pdf

The Lancashire Grid for Learning (undated), *Literacy across the curriculum.*
http://www.lancsngfl.ac.uk/nationalstrategy/ks3/english/index.php?category_id=9&s=!B121cf29d70ec8a3d54a33343010cc2

Due to the individualised nature of participants' needs, the indicative reading list incorporates material that is essentially generic. Students will be offered advice as to specific materials within lectures/tutorials.