



Skills for Life Quality Initiative

ESOL 4.6: Discourse for ESOL teachers

Module guide



Learning+Skills Council

Introduction

The Learning and Skills Council (LSC) *Skills for Life* Quality Initiative has produced a series of training modules for supporting the professional development of *Skills for Life* staff.

The main purpose of the Professional Development Programme is to provide training for those who teach or support adults who are improving their literacy, language or numeracy skills in a range of contexts. The training supports the implementation of the *Skills for Life* strategy, complements existing training and addresses subject areas identified as priorities in the field and through inspection. Increasing the skills of existing teachers is a high priority both in raising standards and in boosting learner achievement. This programme contributes to the development of an increasingly professional and effective workforce.

Skills for Life covers all post-16 learners who are participating in numeracy, literacy and ESOL programmes, including those for learners with learning difficulties and/or disabilities, from pre-entry level up to and including level 2. This also covers the key skills of communication and application of number at levels 1 and 2, whether delivered as standalone provision, as part of a vocational programme or as a discrete course, or delivered full-time, part-time or through self-study or ICT.

Since 2001, all teachers new to further education colleges must work towards an approved Initial Teacher Training qualification. *Success for All* proposes that by 2010 only new entrants to teaching in further education colleges would not be qualified and they would be expected to achieve appropriate qualifications within agreed timescales. It is expected that over time, in the interests of parity and equal opportunity, existing adult literacy, language and numeracy teachers will take up opportunities to obtain the new specialist qualifications as part of their continuing professional development.

This module of learning is one step in the continuing professional development of staff working towards the generic and/or specialist qualifications.

The modular framework for the Level 4 Certificate for ESOL Subject Specialists

This modular framework covers the whole of the subject specifications for adult ESOL at level 4, as well as a module on teaching practice. The rationale for developing such a framework, and the modules within it, is to provide a flexible route for teachers of ESOL from all post-16 contexts to the full level 4 ESOL subject specification qualification. Within this framework, it will be possible for an awarding body or institution to:

- identify modules which are 'core' to the programme leading to full qualification
- select modules for inclusion in range of training programmes
- develop programmes and courses based on blended delivery models.

The modules can be used in the following teacher training contexts.

- They can be used as a standalone course leading to the Level 4 Certificate for ESOL Subject Specialists.
- They can be used as a fast-track programme for already qualified teachers with appropriate English and linguistics skills.
- Individual modules can be assessed and accredited within a modular programme.

Modules in the framework:

1. Social context of ESOL
2. Basic literacy in ESOL
3. Grammar for ESOL teachers
4. English pronunciation
5. Lexis for ESOL teachers
6. Discourse for ESOL teachers
7. Language acquisition and learning
8. Speaking and listening for ESOL teachers
9. Reading and writing for ESOL teachers
10. English language use

11. Current issues in teaching ESOL in post-16 education and training (double module)

It should be emphasised that participants can only be accredited if the modules are delivered as part of an approved awarding institution programme.

Content and use of the resource pack

This module is one of 11 units which form part of the framework leading to the Certificate for ESOL Subject Specialists (HE1). It covers elements from the 'Language and literacy learning and development' and 'English language skills' sections of the FENTO 'Subject Specifications for Teachers of ESOL, level 4,' in particular:

- aspects of key theories of discourse analysis
- approaches and techniques derived from these theories.

The resource pack contains the session plans for this module. These have been written to give trainers additional explanation or information to support delivery. The pack also includes tips and advice on delivery. The plans and related materials and notes are intended as a scaffold, rather than a script, to provide trainers with an indication of the range and depth of information that should be conveyed. Trainers are encouraged to use their own as well as their participants' experiences to support learning points. Trainers are also expected to use their professional knowledge and judgement as to the depth required in certain topics.

It is important to introduce each session with the aim and learning objectives to ensure that participants are fully aware of the purpose of the session. These can be referred back to at the end of each session to provide a focus for summarising learning.

There is an emphasis on interactive learning throughout the modules. The course includes a wide range of practical activities involving work as individuals, pairs and in small groups, as well as self-assessment of teaching skills and knowledge against FENTO standards and observation criteria. The activities at level 4 are designed to stimulate analysis and discussion, and trainers therefore should be mindful of keeping to time allowed in the session plan. Trainers should aim to have a balance between trainer input, practical work, discussion and feedback. To this end it is useful to ensure that participants are given time limits for activities and are made aware of the boundaries of discussion time.

The purpose and expectations of each activity should be made clear. Notes for the trainer regarding this are in the content section of each session plan. Activity sheets for participants confirm the purpose and expectation in each case. A sample evaluation form and professional development journal (PDJ) sheet are included at the end of this module for trainers to use as required.

Module aims

This module aims to enable participants to:

- develop understanding and knowledge of discourse in English and consider the implications for teaching and learning in an ESOL context. This module will be useful for ESOL teachers working with learners at all levels.

Target group

The course is likely to be of particular interest to:

- ESOL teachers opting for a flexible route to subject specialist qualifications
- teachers who are new to ESOL teaching.

Entry criteria

The level 4 modules are for literacy, numeracy and ESOL teachers, who are working towards level 4 subject specifications. In addition, they will already have a full teaching qualification (PGCE, Certificate of Education) or will be working towards one. Each individual awarding body or H E institution delivering the modules will have its own specific entry criteria. However, it is strongly recommended that all participants have a minimum of a level 3 in their personal English language and communication skills.

Overview of module content

- Theories of discourse
- The importance of context
- Spoken discourse
- Written discourse

Learning outcomes

On successful completion of this module, participants will be able to:

- apply knowledge of discourse to the teaching of spoken and written English
- apply the appropriate rules and conventions of spoken and written English to communicate clearly and effectively.

Module structure

Each module consists of 10 hours of face-to-face training. It is anticipated that delivery might be through four 2.5 hour training sessions. However it may vary in order to meet the needs of the participants and providers. It is anticipated that approximately 40 hours of independent study will be required by participants. This will involve pre-reading and associated tasks in addition to post-course assignments.

Programme of teaching and learning

Session 1: Introduction to key principles of discourse analysis

- Key principles underpinning discourse analysis, including:
 - schema theory with particular reference to ESOL learners
 - the concept of context and its importance for ESOL teaching and learning
 - the notions of genre, register and variety of English
 - the concepts of coherence and cohesion

Session 2: Spoken discourse

- Introduction to a framework for analysing learner discourse
- The interplay between the macro and the micro levels in discourse
- Transactional and interactional language
- Conversation analysis and the implications for ESOL teaching and learning
- The role of intonation in discourse
- The interplay of context, and phonological, grammatical and lexical forms in discourse

Session 3: Critical discourse analysis, and introduction to lexical cohesion

- Review of the concepts of coherence and schema, with particular reference to bilingual learners
- Critical discourse analysis
- Lexical cohesion and textuality within spoken and written discourse
- Classroom applications in relation to both spoken and written discourse

Session 4: Written discourse, and introduction to grammatical cohesion

- Theories of written discourse, including genre theory
- Discourse structure
- Grammatical cohesion within spoken and written discourse
- Classroom applications in relation to spoken and written discourse
- Implications for planning a learning programme

Self-directed learning

Specific tasks to be completed outside the sessions

A. Pre-module tasks

1. Read McCarthy, M. (1991) *Discourse Analysis for Language Teachers*. Cambridge University Press. pp. 7–9 'Form and function'. Then carry out the following tasks.
 - Complete reader activity 1 on p. 9.
 - Read the feedback for this activity in 'Guidance for reader activities' on p. 172.
2. Read McCarthy, M. (1991) *Discourse Analysis for Language Teachers*. Cambridge University Press, pp. 136–7 plus dialogues 5.13 and 5.14 on pp. 132–4 'Interactional and transactional talk'. Then complete the following tasks.
 - Underline the definitions of interactional and transactional talk on p.136.
 - Distinguish the interactional and transactional talk in extracts 5.15 and 5.16 on p. 137.
 - Consider the implications for teaching speaking and make a few notes.
 - Be prepared to give feedback on the above tasks in Session 2.

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3. Read Carter, R. (2002) 'The Grammar of Talk: Spoken English, Grammar and the Classroom' in *Language Issues*. Vol.14. No.2. Autumn/Winter. NATECLA. Then complete the following tasks.

- Make notes about the implications for teaching ESOL.
- Be prepared to raise points from these notes during the sessions, as appropriate.

B. Session 1 – follow-up activities

1. Read Hedge, T. (2000) *Teaching and Learning in the Language Classroom*. Oxford University Press. pp. 232–35, about schema theory: 'Top down processes in listening'.
2. Read Cook, G. (1989) *Discourse*. Oxford University Press. pp. 68–75 'Knowledge in discourse'.
3. Read Mercer, N. (2000) *Words and Minds*. Routledge. pp. 17–21 'Context'.
4. Read Hedge, T. (2000) *Teaching and Learning in the Language Classroom*. Oxford University Press. pp. 44–55 (sections 2.1 and 2.2) about communicative language ability.
5. Reread all the handouts from Session 1.
6. Complete the PDJ sheet.
7. Read the module guide and the assessment guidance, and bring queries to the next session.

C. Session 2 – follow-up activities

1. Read Cook, G. (1989) *Discourse*. Oxford University Press. p. 52–7, about conversation Note: you are not required to do the tasks included in these pages.
2. Read Roskvist, A. (2002) "'and stuff like that". Informal spoken language: what should we be teaching and how can we do it?' in *Language Issues*. Vol. 14. No.2. Autumn/Winter, NATECLA.
3. Read Illes, Eva (2002) 'An Introduction to Pragmatics for Teachers' in *Language Issues*. Vol.14. No.2. Autumn/Winter. NATECLA.
4. Read Harmer, J. (2001) *The Practice of English Language Teaching*. Harlow: Longman. pp.33–5 'Paralinguistic features of language'.
5. Reread all the handouts from Session 2.
6. Complete the PDJ sheet.
7. Bring 'Features of discourse: framework' to each session.

D. Session 3 – follow-up activities

1. Read Wallace, C. (1992) *Critical Language Awareness*. Harlow: Longman, extract: Chapter 3.
2. Read the follow-up discussion questions on Guillen's poem from Harris, R. (ed) (1990) *Language and Power*. ILEA. San Diego: Harcourt, Brace, Jovanovich.
3. Reread all the handouts from Session 3.
4. a) Read Spiegel, M. and Sunderland, H. (1999) *Writing Works: A Genre Approach to Teaching Writing for ESOL and Basic Skills Students*. London Language and Literacy Unit, handout: 'An introduction to genre theory' (from the appendix).
b) Read the unit from *Writing Works: A Genre Approach to Teaching Writing for ESOL and Basic Skills Students*. (Spiegel, M. and Sunderland, H., 1999) and consider the way in which the unit has been structured.
c) Do the DARTS activity. Bring your work to Session 4 and be prepared to give feedback to others.
5. Complete the PDJ sheet.
6. Bring the 'Features of discourse: framework' to each session.

E. Session 4 – follow-up activities

1. For follow-up reading on genre theory see:
 - Cope, B. and Kalantzis, M. (eds) (1993) *The Powers of Literacy: A Genre Approach to Teaching Writing*. London: Falmer Press.
 - Lewis, M. and Wray, D. (1995) *Developing Children's Non-fiction Writing*. Leamington Spa: Scholastic.
2. Follow-up reading on discourse structure:
Read McCarthy, M. (1991) *Discourse analysis for language teachers*. Cambridge University Press. pp. 137–142: 'Stories, anecdotes, jokes', then carry out the following tasks.
Complete reader activity 6 on pp. 141–42.
Read the feedback for this activity in 'Guidance for reader activities' on p. 187.
3. Reread all the handouts from Session 4.
4. Complete the PDJ.
5. Start work on the assessment task.

Assessment

Assessment task

Planning, delivery and evaluation of two lessons covering objectives related to teaching discourse.

- a) Produce two lesson plans, showing the teaching of discourse in one or more of the four skills. The plans should include details of activities and materials for delivery.
- b) Give a brief evaluation of the lessons, including reflection on learning of both tutor and students.

The evaluation should consist of between 250 and 500 words.

Assessment criteria

You will need to demonstrate that you are able to:

1. select appropriate lesson objectives related to discourse for a group of ESOL learners, and cross-reference them to the Adult ESOL Core Curriculum
2. choose appropriate methodology and classroom activities to meet objectives related to discourse
3. design and/or select materials that are suitable for the discourse activities in the lessons, and appropriate for adult ESOL learners
4. evaluate lessons covering objectives related to discourse, including reflection on learning of both tutor and students
5. apply the appropriate rules and conventions of written English to communicate clearly and effectively.

Assessment guidance

Preparation

- Select an ESOL class you are currently teaching.
- Think about what would be the most appropriate aspect(s) of discourse for you to focus on with this group over the two lessons and whether you are going to be working on spoken and/or written discourse skills.
- Use the Adult ESOL Core Curriculum **either** to help you choose appropriate discourse elements for the level of the class or to support you in the choice(s) you have made.
- Read appropriate texts to widen your knowledge of the discourse elements you are going to focus on and the range of methodology and material that can be used with ESOL learners.

Drafting the lesson plans

- Ensure that each lesson plan includes objectives that develop learners' discourse skills, knowledge and understanding.
- Cross-reference the discourse objectives to the Adult ESOL Core Curriculum.
- Draft lesson plans that give sufficient but succinct details of the activities and materials you used.
- Ensure that there is a clear and transparent link between the learning outcomes and the discourse-related activities in the lesson plans.
- Include the lesson plans as appendices. Ensure that they are clearly labelled.

Materials

- Include some of the material you used and/or devised for the teaching of the discourse-related activities in a separate appendix.
- Ensure that the material is cross-referenced to the lesson plans.

Writing the evaluations

- Remember that the most important aspect of an evaluation is the analysis of what happened rather than the description of events.
- Ensure, therefore, that the evaluations include reflective comments on:
 - what worked well for the learners and why
 - what did not work as well and why
 - lessons learned and what you would do differently in future.
- Refer back to the lesson plans and the material as appropriate.
- Include a bibliography.

Accreditation

This module was piloted as part of a modular framework accredited by South Bank University. Assessment activities have been included to support teacher trainers using the modules. However, in order for participants to achieve accreditation the module must be delivered under an awarding institution as part of an accredited programme. Each awarding institution will have its own specific procedures for candidates seeking accreditation.

Links to FENTO subject specifications

Module 4.6: Discourse for ESOL teachers	Mapping to FENTO subject specifications for teachers of ESOL	Session no.
<i>Demonstrate knowledge and understanding of:</i>		
Grammar core		
Theories of discourse and features of textual organisation 2.1.f	An awareness and understanding of grammatical cohesion, involving features such as: <ul style="list-style-type: none"> • anaphoric, cataphoric and exophoric referencing • logical and listing devices • use of articles and deictics • sentence connectives 	1, 4
Lexis		
Pragmatics and the importance of context, content and purpose for choice of lexical items 2.2.e	An awareness and some understanding of: <ul style="list-style-type: none"> • pragmatics (how people typically convey meaning in context) • factors that influence lexical choice such as: <ol style="list-style-type: none"> i. context or communicative situation: linguistic, physical, social, cultural ii. topic: level of generality, technicality and/or detail iii. genre iv. channel v. relationship of participants vi. gender vii. style • register (levels of formality) 	all
Role of lexis in discourse 2.2. f	An understanding of: <ul style="list-style-type: none"> • lexical cohesion, repetition, use of synonyms, derivatives, words from the same lexical field • discourse markers in both spoken and written English 	2, 3

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Phonology		
The role of intonation in discourse 2.3.c	<p>An awareness and understanding of the way in which intonation can be used to:</p> <ul style="list-style-type: none"> highlight given or new information draw attention to the most important parts of an utterance show contrast show attitude, hesitation, enthusiasm, emphasis indicate that a speaker has finished invite a response 	2
Social, cultural and historical factors affecting language learning		
Varieties of English 3.2. b	<p>The need for learners to be able to make choices about models for their own language production</p> <p>How language is used to maintain power and authority and to develop and maintain personal, social and group identity</p>	all
The importance of context in language use 3.2. c	<p>How the context or situation in which language is used affects the choices made by the speaker/writer and the expectations of the reader/listener</p> <p>How the speaker/writer uses different lexis and grammar (and the speaker different phonological features) for different audiences and different levels of formality</p> <p>How conventions of language use in different contexts are shared by native speakers, but may need to be made explicit to learners</p>	all
Reading		
Role of layout and typographical features 5.1.1.e	<p>An understanding of:</p> <ul style="list-style-type: none"> the conventions and formats of different types of written genres and texts 	2.4

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Listening		
Range of features indicating purpose of utterances and conveying meaning 5.1.2.d	Features such as: <ul style="list-style-type: none"> discourse markers 	2
Speaking		
Key features of spoken English and ways in which spoken English differs from written English 5.2.1.b	Features of spoken English, including: <ul style="list-style-type: none"> the tendency of spoken English to be less formal increased frequency of incomplete sentences and vague language greater redundancy the importance of intonation for indicating meaning and attitude features of dialect and language variety being more prominent in the spoken language use of simple coordinate structures and narrower range of lexical items use of verbs rather than nominalisations greater reliance on physical context 	all
Contexts and levels of formality in spoken discourse 5.2.1.c	An understanding of: <ul style="list-style-type: none"> features of spoken discourse: turn-taking, topic shifters, summarisers speech acts or performatives 	2
A wide range of language functions and forms to express them 5.2.1.d	An understanding of: <ul style="list-style-type: none"> the factors that influence the choice of function and form, such as topic, situation, context, setting and relationship between speakers 	1
Paralinguistic features 5.2.1.e	An awareness and understanding of: <ul style="list-style-type: none"> features such as facial expression, body language, gesture the fact that such features may have different meanings in different cultures 	1

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Writing		
Theories of writing, discourse and production of written text 5.2.2.a	Some understanding of: <ul style="list-style-type: none"> • discourse analysis 	all
The significant features of written texts 5.2.2 c	A detailed understanding of significant features such as: <ul style="list-style-type: none"> • choice of appropriate conventions and formats for different genres • choice of grammar and lexis appropriate for the purpose, content and audience • some major organisational features of text 	all
Language and literacy learning and development		
Key strategies and approaches to developing linguistic skills and knowledge 4.d	The rationale for a wide variety of classroom strategies to help learners develop their linguistic skills and knowledge	all

Learning resources

Core materials

Students are advised to obtain one of the following two introductory books on discourse for language teachers:

Cook, G. (1989) *Discourse*. Oxford University Press.

McCarthy, M. (1991) *Discourse Analysis for Language Teachers*. Cambridge University Press.

Additional core materials

Carter, R. (2002) 'The Grammar of Talk: Spoken English, Grammar and the Classroom'. In *Language Issues*. Vol.14. No.2, Autumn/Winter. NATECLA.

Cope B. and Kalantzis M. (eds) (1993) *The Powers of Literacy: A Genre Approach to Teaching Writing*. London: Falmer Press.

DfES (2001) *The Adult ESOL Core Curriculum*. DfES: London.

Lewis, M. and Wray, D. (1995) *Developing Children's Non-fiction Writing*. Leamington Spa: Scholastic.

Roskvist, A. (2002) "'and stuff like that". Informal spoken language: what should we be teaching and how can we do it?' In *Language Issues*. Vol.14. No.2. Autumn/Winter, NATECLA.

Salkie, R. (2002) *Text and Discourse Analysis*. London: Routledge.

Spiegel, M. and Sunderland, H. (1999) *Writing Works: Using a Genre Approach for Teaching Writing to Adults and Young People in ESOL and Basic Education Classes*. London Language and Literacy Unit

Wallace, C. (1992) *Critical Language Awareness*. Harlow: Longman.

Plus: extracts from the following, listed under 'Self-directed learning', above:

Harmer, J. (2001) *The Practice of English Language Teaching*. Harlow: Longman.

Hedge, T. (2000) *Teaching and Learning in the Language Classroom*. Oxford University Press.

Mercer, N. (2000) *Words and Minds*. London: Routledge.

Optional materials

Carter, R. and McCarthy, M. (1997) *Exploring Spoken Discourse*. Cambridge University Press.

Fairclough, N. (2001) *Language and Power*. Harlow: Longman.

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Harris, R. (1990) *Language and Power*. San Diego: Harcourt Brace Jovanovitch.

Kramsch, C. (2001) 'Language, Culture and Voice in the Teaching of English as a Foreign Language'. in *Language Issues*. Vol.13. No.2. Autumn/Winter, NATECLA.

McCarthy, M. (2001) 'Discourse' in Carter, R. and Nunan, D. (eds) *The Cambridge Guide to Teaching English to Speakers of Other Languages*. Cambridge University Press.

McCarthy, M. and Carter, R. (1994) *Language as Discourse: Perspectives for Language Teaching*. London and New York: Longman.

Yule, G. (1996) *Pragmatics*. Oxford University Press.

Reference materials

Arndt, V., Harvey, P. and Nuttall, J. (2000) *Alive to Language: Perspectives on Language Awareness for English Language Teachers*. Cambridge University Press.

Crystal, D. (1997) *The Cambridge Encyclopaedia of the English Language*. Cambridge University Press.

Halliday, M. A. K. and Matthiessen, C. (2004) *An Introduction to Functional Grammar*. London: Hodder Arnold.

Harmer, J. (2001) *The Practice of English Language Teaching*. Harlow: Longman.

Hedge, T. (2000) *Teaching and Learning in the Language Classroom*. Oxford University Press.

Kramsch, C. (2000) *Language and Culture*. Oxford University Press.

Thornbury, S. (1997) *About Language*. Cambridge University Press.

Websites

Skills for Life Quality Initiative website: www.lsc.gov.uk/sflqi

DfES Adult Basic Skills Strategy Unit: www.dfes.gov.uk/readwriteplus

NATECLA: www.natecla.org.uk

Basic Skills Agency: www.basic-skills.co.uk and www.basic-skills-observatory.co.uk (for policy documents, reports)

LLU+: www.lsbu.ac.uk/lluplus

TALENT London (literacy, numeracy and ESOL): www.talent.ac.uk

BBC Skillswise (literacy and numeracy): www.bbc.co.uk/skillswise

BBC English language learning: www.bbc.co.uk/learningenglish

Acknowledgements

Writers

Additional Contributions

Reviewers

Professional Development Journal (PDJ)

While participating in this programme it will be helpful to use this form to build up a Professional Development Journal, to encourage reflective learning.

Session number and title
What are the most important things you have learned from this session? <i>(include any comments about yourself as a learner, if relevant)</i>
How will you relate what has been covered in this session and in the pre-course reading and activity to your class teaching?
What steps will you be taking to widen your understanding of the topics covered in this session?
What support will you need with this?
Who could provide this support?
Date

Evaluation Form

Session number and title:
Have the session objectives been met? (<i>please circle</i>) Fully Partly Not at all If 'partly', which objectives were not met?
Which parts of the session did you find most useful?
Were any parts of the session confusing and/or uninteresting? Please specify.
Which parts of the training did you find most relevant to your own teaching/training?
Any other comments or questions.
Date