



Including Language, Literacy and Numeracy Learning in all Post-16 Education

Guidance on curriculum
and methodology for
generic initial teacher
education programmes

Foreword

In November 2002 the Government published *Success for All* outlining its commitment to raising standards, increasing participation and improving outcomes for learners. It sets out the need for a learning and skills sector that offers adult learners increased access to excellent provision for the development of language, literacy and numeracy skills. In addition, it reinforces the principle that all teachers should be qualified to teach. The Department for Education and Skills (DfES) is committed to securing an appropriately qualified workforce for all the contexts within the learning and skills sector.

Skills for Life, the national strategy for improving adult literacy and numeracy skills aims to raise achievement by improving the status and quality of training available, including raising the level of qualifications for teachers of adult literacy, numeracy and English for Speakers of Other Languages (ESOL). Both *Skills for Life* and *Success for All* contribute to fulfilling the Department for Education and Employment's stated intent from November 2000, that all teachers in the post-16 sector should follow teacher-training programmes that prepare them to address the language, literacy and numeracy needs of the learners in their subject or vocational area¹. Important strands of this work have been undertaken by the Further Education National Training Organisation (FENTO) and by the National Research and Development Centre for adult literacy and numeracy (NRDC).

This publication is the fourth in a series produced through collaborative work between NRDC and FENTO. The first three were concerned with the training of specialist teachers of literacy, numeracy and ESOL (see Appendix 1). This fourth document offers curriculum support to teacher education programmes to ensure that all trainee teachers develop inclusive approaches to *Skills for Life* learners. It seeks to highlight essential aspects of the existing *FENTO Standards for Teaching and Supporting Learning* for supporting *Skills for Life* learners.

In August 2003 FENTO, working with DfES, introduced the minimum core of language, literacy and numeracy for inclusion in all post-16 teacher education programmes. This both strengthens the focus on language, literacy and numeracy in programmes and details, for the first time, the minimum requirements with regard to teachers' personal skills in literacy and numeracy. FENTO has provided

further guidance in a companion document to this, *Addressing language, literacy and numeracy needs in education and training: Defining the minimum core of teachers' knowledge, understanding and personal skill. A guide for initial teacher training programmes.*

In line with the Government's strategy, the introduction of the minimum core signals our belief that adult learners should be supported to develop language, literacy and numeracy skills within any subject or vocational programme they choose. Learners should be taught by highly skilled teachers who use inclusive approaches and are able to work, where necessary, with specialist teachers to ensure that learners achieve their aspirations and goals.

This publication is designed to be of practical use to all those responsible for the delivery of teacher education programmes and courses. It aims to offer guidance and support to those using the *FENTO Standards for Teaching and Supporting Learning* to prepare trainee teachers to fully include the needs of language, literacy and numeracy learners within their professional practice. It will also be of use to universities and awarding bodies in developing their post-compulsory teacher education qualifications.



David Hunter, Chief Executive,
Further Education National Training Organisation



Ursula Howard, Director,
National Research and Development Centre
for adult literacy and numeracy

¹ DfEE Tessa Blackstone Nov 2000

Contents

	Foreword	2
1	Introduction	5
2	Background and context	6
	2.1 Implications for delivery and assessment	6
3	Identifying learners' needs and initial assessment	7
	3.1 Social and cultural factors affecting language, literacy and numeracy learning	7
	3.2 Induction and initial assessment	8
4	Session and course planning	13
5	Teaching and learning activities	14
	5.1 Using a range of methods to meet different learner needs	14
	5.2 Differentiated learning	16
	5.3 Communication strategies	17
	5.4 Supporting reading, writing and number development	19
6	Materials and resources	24
	6.1 Selecting or preparing handouts and worksheets	24
	6.2 Preparing resources for learners with specific learning difficulties/disabilities or physical/sensory impairments	25
7	Inclusive learning and support and guidance	27
8	Working effectively with additional support staff and support and guidance services	28
9	Assessment	28
	9.1 Fairness and equal opportunities in assessment	28
	9.2 Giving feedback	29
10	Professional Development	31
	Appendix 1: Previous FENTO/NRDC guides for Teacher Trainers	32
	Appendix 2: References to <i>FENTO Standards for Teaching and Supported Learning</i>	33
	Appendix 3: Social and cultural factors affecting language and literacy learning	
	Detailed curriculum content	38

1 Introduction

This document offers guidance on including an understanding of literacy, numeracy and ESOL for all teachers within initial teacher training programmes. It draws on the *FENTO Standards for Teaching and Supporting Learning* and offers practical suggestions to teacher education teams for ensuring inclusion within programmes. The document is based on the inclusive teaching and learning practice relating to language, literacy and numeracy needs that is present throughout the *FENTO Standards for Teaching and Supporting Learning*. A summary of the relevant details extracted from the FENTO Standards is included in Appendix 2.

This guidance document is intended for the following users:

- University initial teacher education departments delivering programmes for the post-16 sector
- Awarding bodies offering qualifications and teacher education programmes for the post-16 sector
- Practising teacher trainers and teacher education staff actively involved on the delivery of programmes leading to university or awarding body post-16 teacher qualifications.

Teachers and trainers of all subjects and vocational areas in the learning and skills sector increasingly work with learners whose literacy, numeracy and ESOL skills are below level 2 on the National Qualifications Framework (NQF). Learners' difficulties in these areas can seriously impede achievement of vocational and other goals. Trainee teachers will have high levels of skill in their own vocational or subject specialism. However, they also need knowledge and skills to support their learners with the increasingly higher levels of skills in language, literacy and numeracy required in taking vocational qualifications. Work done by teachers who specialise in teaching literacy, numeracy and ESOL forms part of the solution, but there is also much that teachers of other subjects need to do to ensure the success of their learners.

It is hoped that this guidance document will be useful to teacher trainers and educators working on a range of teacher education programmes and qualifications. For programmes with a thorough approach to inclusive issues it may be useful as an aide-memoire or checklist, perhaps offering some additional ideas for activities. In programmes where a comprehensive understanding of inclusive practice may not yet have been made explicit, the document offers guidance and curriculum support.

2 Background and context

Initial teacher education programmes have an important role in preparing trainee teachers of all subject areas to address the language, literacy and number development that occurs within their courses. Language and number skills underpin most areas of achievement in post-16 education. Many learners with language, literacy and numeracy needs however, may not be attracted to specialist language, literacy or numeracy provision. They may want to work towards a vocational qualification, for example, in college or a more informal context, and feel that developing language and number skills is not relevant, or that they left all that behind them at school. Many will wish to develop these skills in the context of other subject areas.

This means trainees:

- recognising literacy, English language, numeracy, and study skills as important for learner success in achieving vocational goals.
- developing inclusive approaches to working with learners with literacy, English language and numeracy needs within the context of their own subject.
- developing team working skills to enable collaboration with specialist language, literacy and numeracy teachers, and learning support staff in initial assessment, planning, delivery, assessment and evaluation of programmes

Including awareness and strategies for language, literacy and number development is already implicit in the *FENTO Standards for Teaching and Supporting Learning* (see Appendix 2). This document discusses how addressing the language, literacy and numeracy needs of learners can be embedded throughout teacher training programmes as part of an inclusive learning agenda.

2.1 Implications for delivery and assessment

Much of the teacher education curriculum content described in this document may already be embedded into existing programmes. For example, differentiated learning is likely to be addressed on teacher training programmes as a matter of course. To ensure full inclusion of *Skills for Life* learners teacher trainers can simply ensure that consideration of language, literacy and numeracy needs is explicitly included in this area of the curriculum.

However, some areas will need to be taught by language, literacy or numeracy specialists. For example, the work relating to social and cultural factors affecting language and literacy learning (see section 3.1 and Appendix 3) will require specialist input and a corresponding modification to the programme. Programmes should be careful to draw on specialists for each of the three areas: ESOL,

literacy and numeracy. Literacy specialists, for example, are unlikely to be able to fully cover issues relating to numeracy and vice versa.

3 Identifying learners' needs and initial assessment

3.1 Social and cultural factors affecting language, literacy and numeracy learning

The professional knowledge and understanding outlined in the *FENTO Standards for Teaching and Supporting Learning* emphasises the need for all teachers to have a critical understanding of:

- The social, cultural and linguistic diversity of learners
- The implications of learners' social, cultural and economic backgrounds
- The concept of inclusive learning
- The broad range of learning needs.

Initial teacher education programmes have to equip new trainee teachers with the understanding and the skills to support learners with language, literacy and numeracy needs. An introduction to the understanding necessary to support language, literacy and numeracy learners can be approached through work on:

- Language Awareness: varieties of spoken and written English; the link between language choice and personal, community and geographical identity; the role and function of Standard English; multilingualism
- The linguistic, cultural and educational backgrounds of learners; the impact this may have on their learning, including language, literacy and number skills development
- The social and personal consequences of diverse language, literacy and numeracy backgrounds; strengths and experience of learners; exclusion
- The range of specific learning disabilities/difficulties that may affect language, literacy and numeracy acquisition.

Some of these areas may be incorporated into existing sessions on, for example, identifying the range of learners' needs and barriers to learning. Some areas may be easier to address through new additions to the curriculum. A more detailed curriculum guide to this area is included in Appendix 3.

Sample Teacher Training Activities

An individual profile of a language/literacy or ESOL learner

Trainees write an individual profile of a learner they have worked with who has a language/literacy or numeracy need. They should include their educational background, their hopes and expectations, languages spoken, any specific learning disability/difficulty or other disability. What barriers do they face? What are their long-term goals and aspirations? What are their language/literacy/numeracy goals?

Writing a language history

Trainees interview and write a language history of someone from a different language background. This can be done in a training session. How has their language choice changed since childhood? What influence does family, peer group, community have on their language use? What attitudes have they experienced?

3.2 Induction and initial assessment

In this key area of teacher education programmes, work on induction and initial assessment of learners should include the importance of identifying language, literacy and numeracy needs at the start of a learning programme, and the role of vocational/other subject teachers in this process. Much of this material can usually be incorporated into existing programmes.

Trainee teachers should demonstrate:

- Awareness of the language, literacy, numeracy and study skills needs of the subject or programme being taught
- An understanding that induction and initial assessment programmes for all subjects should include language, literacy and numeracy assessment
- A general understanding of the national standards and the core curricula for adult literacy, numeracy and ESOL
- Awareness of the impact of learning difficulties/disabilities on language, literacy and numeracy learning, as well as on subject learning.

They should be able to:

- Work collaboratively with specialist colleagues in designing relevant diagnostic tests, and developing targets in literacy and number skills relevant to the subject area
- Work collaboratively with specialist colleagues to design activities, including differentiated learning, that incorporate literacy, numeracy and ESOL development

- Ensure learners are involved in setting their language, literacy and numeracy goals
- Contribute to the review and development of literacy, numeracy, ESOL and key skills targets in individual learning plans.

More detailed guidance on these areas is below.

3.21 The language, literacy and numeracy requirements of courses.

In order to decide whether a course is appropriate for individual learners, trainee teachers should:

- Understand the language and number skills typically required by the subject area at different curriculum levels
- Recognise the importance of a 'skills audit' of a subject programme for literacy, language and numeracy skills (see page 11)
- Understand the links between initial assessment and the skills demands of the subject programme
- Have an understanding of the additional support which may be available to learners inside or outside their college or centre
- Be clear when learners can be supported in-course with language, literacy and number, and when they should be referred for additional support.

Sample Teacher Training Activities

Analysing literacy, language and numeracy requirements

Activity 1

Trainee teachers are asked to observe a class and list the speaking, reading and writing activities required by learners.

In pairs, they are asked to choose one activity and analyse it for the literacy, numeracy and language skills required, and level, with reference to the national standards and core curricula for adult literacy, numeracy and ESOL.

Activity 2

Trainees look at a worksheet or assignment from a vocational area. They analyse it for literacy, English language and numeracy skills required in a similar way to Activity 1.

3.22 Induction and initial assessment activities

Initial teacher education programmes should address the importance of identifying language, literacy, numeracy and key skills needs at the start of a course, even in vocational or other subject areas. On effective courses, course teams will collaborate with language, literacy and numeracy specialists in devising relevant activities.

These could include:

- Language and number assessment mapped to the core curricula
- Programme based diagnostic assessment
- Discussions with the learners about their learning history and preferred modes of learning
- Observation of learners in induction and course activities to get a sense of how a learner performs and which activities they enjoy, and which they are least comfortable with
- Paying attention to signs that a learner has a specific difficulty such as dyslexia or dyscalculia
- Induction assignments.

What is a Skills Audit?

A full skills audit is generally carried out by a course team with the support of specialist language, literacy or numeracy specialists.

An audit of literacy, numeracy and language skills pinpoints the specific level and type of skill needed to succeed on a particular programme. It looks at the ways learners have to use literacy, numeracy and language skills to follow the programme by examining:

- Course handouts and worksheets
- Textbooks and any standard reference books
- The use of specialist formats for presenting text or numbers, for example, reports, statistical tables, case studies, account ledgers etc.
- The use of specialist terminology
- Common teaching strategies, for example, lecture, practical demonstration, simulation
- The ways in which learners are expected to record learning points in class
- Private study tasks
- Group learning activities
- Assignment tasks, assignment criteria and feedback
- Other assessment asks, for example, portfolio management, multiple-choice exams.

An audit recognises that literacy, numeracy and language skills are needed to make good use of all these learning experiences. The skills demanded of learners during the programme may need to be:

- Demonstrated at entry before the learner joins the programme
- Taught to those with some skills gaps through additional support or
- Taught to the whole group before or alongside the vocational activity that requires the skill.

The results of the audit should be used to map literacy, numeracy and language skills to relevant activities on the main programme:

- Identify naturally occurring opportunities for developing and assessing literacy, numeracy and language skills through vocational activities
- Plan integrated assignments that will allow learners to demonstrate achievement in vocational skills as well as literacy, numeracy and language
- Focus the additional support given in order to allow timely development of the skills needed for particular activities on the programme.

DfES Delivering Skills for Life: Raising Standards, A Contextual Guide to Support Success in Literacy, Numeracy and ESOL Provision Further Education Colleges p.35

3.23 National Standards and the core curricula

Trainee teachers of subjects other than literacy, numeracy and ESOL are not expected to make detailed use of the core curricula, but they should have some familiarity with the documents and understand how they can be used by specialists in setting SMART targets for learners. They should also be able to use them as a resource for information about literacy, language and numeracy.

The key documents are:

- Pre-entry curriculum framework
- Adult Literacy Core Curriculum
- Adult Numeracy Core Curriculum
- ESOL Core Curriculum
- Access for All
- Interactive core curricula linking Access for All with the Pre-entry curriculum framework and the Adult Literacy and Adult Numeracy Core Curricula.

A useful online introduction to the core curricula can be found at www.lsc.gov.uk/sflqi in the form of the core curriculum online professional development elements.

3.24 Specific learning difficulties/disabilities and physical/sensory impairment

All trainee teachers should be aware of the impact of learning difficulties/disabilities on language, literacy and numeracy learning, as well as subject learning.

Trainee teachers should be able to:

- use sources of information about the learning needs of individuals such as application forms, specialist reports
- discuss learning histories and preferred learning styles with learners
- recognise some of the indicators of specific learning difficulties such as dyslexia and dyscalculia (including respecting learners' rights, boundaries and wishes)
- describe support and guidance facilities available internally or externally, and how to access these.

3.25 Individual Learning Plans

Initial teacher education courses should ensure trainees are aware of the importance of supporting learners in including language, literacy and number skills goals in individual learning plans (ILP) alongside those for vocational/other subjects.

Enabling learners to set language, literacy and numeracy targets will normally be the role of a specialist teacher. However, the contribution of vocational/other subject teachers is crucial in relating these targets to naturally occurring activities within the vocational or subject class. In some contexts the support of a language, literacy or numeracy specialist may not be available, leaving subject/vocational teachers responsible for the full ILP, including language, literacy and numeracy targets.

Additionally, learners' personal goals may change and broaden as their education progresses. Vocational/subject teachers are well placed to contribute to the review and development of individual learning plans, in relation to language and numbers skills as well as their subject area. They can also support learners in recognising the achievement of their language, literacy and numeracy targets within vocational activities.

Example of good practice: Supporting an individual learner

A learner confided in a beauty therapy teacher that she had some difficulties with reading information from overhead projector slides. Following a dyslexia awareness session, the beauty therapy teacher used a selection of coloured overlays on the OHP to ascertain the most effective colour for the learner.

The teacher also encouraged the learner to use the specialist learning support service available in her college. Additional support was provided and she was able to use this to complete the beauty therapy course effectively.

4 Session and course planning

Trainee teachers will already do extensive work on planning programmes, lessons and schemes of work, and planning for differentiated learning.

Initial teacher education programmes should prepare trainee teachers to use information gained from collaboration with specialists to plan learning which includes the language, literacy and numeracy needs of learners. Some recognition should also be given that many teachers may not always have specialists available, but can still take action to support learners' needs.

This may mean for example:

- Including sessions on study skills, using the library and using ILT in their programmes
- Planning regular sessions with additional support staff or similar to review learners' progress in relation to language, literacy and number skills
- Developing activities that address language, literacy and numeracy needs alongside subject learning needs
- Planning for inclusive learning for those with specific learning difficulties/disabilities or those with sensory impairment.

Example of good practice: Developing note-taking skills in collaboration with a specialist teacher.

A GNVQ Business Studies (Level 2) teacher worked collaboratively with support specialists to look at taking notes from a text.

Rather than offering a general note-taking session, the specialist teacher and subject teacher agreed to plan the session together using material relevant to the context, and modelling the kind of notes required on this specific course.

The specialist teacher led a session, taking all the learners through the techniques of taking notes, and using business studies text.

The skills were reinforced by the subject teacher afterwards. Learning support staff were then able to give additional support to students on their note-taking, based on their understanding of the kind of notes that were required in this subject area.

5 Teaching and learning activities

5.1 Using a range of teaching methods to meet different learner needs

FENTO standards require trainee teachers to display acceptance of differing learner needs, expectations and styles and to adapt their teaching to meet those needs. Learners' particular needs can be established through initial assessment, talking to learners, observing them completing activities or using simple self assessment tests.

Recognising and using a variety different teaching styles is particularly important to support language and number skills development. Learners working towards language, literacy and numeracy goals will benefit from teaching which works to their strengths.

The needs of an individual learner may be related to cultural history and previous educational experience. Those who have been taught in a formal didactic way, for example, may be uncomfortable with methods where they are asked to discover or problem solve for themselves, and may need additional support to develop confidence for more autonomous activities. It may be particularly important to make explicit the reasons for using a particular activity for those learners who are new to education in the UK, explaining the benefits for learning.

Multilingual learners may have highly developed learning and study skills in other languages and scripts. Teachers need to be aware of the advantages to ESOL learners of using other languages in note-taking or in problem-solving activities, for example.

As learners in post-16 education are very diverse, it is always important that trainee teachers use a wide variety of methods to help meet the wide range of learner needs. The range of methods will be familiar to teacher trainers. Initial teacher education programmes should make explicit the importance of a variety of methods for learners to meet the learning styles of those with literacy, language and numeracy needs.

Methods can include:

- Whole group teaching
- Problem solving and discovery learning
- Workshop practice
- Individual and pair work
- Case studies, role play and simulation
- Group work
- The use of different media including ICT and interactive resources
- Independent and resource based learning
- Individual coaching and tutorials.

Adapting teaching for different learning styles

Effective teachers adapt their teaching styles to cater for the different learning styles in the group. Traditional learning usually suits the verbal learner, who is happy to listen to instruction or information and the sequential learner who is comfortable to take things in step-by-step. But many learners find it easier to take information from pictures or diagrams. Some need to see the big picture, not the small steps. Some will understand what is heard or read, but many more will need to be active and doing before it sinks in.

Visual learners need to be shown not told. Colour, size and shape can be used to emphasise written information. Diagrams, mind maps, pictures and cartoons will all have more impact. Auditory learners make good use of verbal instruction, class discussion and listening to their colleagues. They usually like to talk as well as listen and explaining things in their own words will help learning. Kinaesthetic learners are those who learn best when they're active and doing. They will enjoy opportunities for hands on learning: case studies, simulations, experiments and practical work. It may also help them to turn information from one form into another, such as turning a written handout into a table, using information from a demonstration to prepare a diagram or putting a spoken explanation into their own words.

DfES Delivering Skills for Life: Raising Standards, A Contextual Guide to Support Success in Literacy, Numeracy and ESOL Provision in Further Education Colleges p.39

5.2 Differentiated learning

Initial teacher education programmes will already include training in planning and delivering sessions with differentiated outcomes and activities. It is, of course, particularly crucial to differentiate in enabling learners with literacy, numeracy and language needs to achieve. Trainers should therefore stress the use of differentiated learning to make learning accessible and to develop language, literacy and number skills.

Differentiated learning can include:

- Use of learning resources at more than one level of difficulty
- Mixed ability group work where more advanced learners can provide peer support to fellow learners
- Group work at different levels where activities are simplified, in terms of language or content, for some groups and extended for others
- Group work to facilitate use of learners' other languages in discussion/problem-solving tasks

- Group tasks where some learners are more supported eg some learners could write a report independently while others complete a prepared format
- Extension activities for strong learners
- Discovery learning and personal research where learners can learn at their own pace.
- Additional learning support for individuals or small groups
- Use of personal tutorials
- Access to self study ICT materials and learning centres.

Where additional learning support is available, the success of that support will depend on the constructive and active collaboration between the vocational/subject tutor and the basic skills team.

5.3 Communication strategies

Trainee teachers should be able to communicate clearly and accessibly to a diverse group of learners. When covering this area of the curriculum, initial teacher education programmes should include oral communication strategies for working particularly with ESOL learners, and strategies for communicating with learners with specific learning disabilities/difficulties and/or sensory impairment.

Prior knowledge and prediction is particularly important in enabling ESOL learners to understand spoken information:

- Setting the scene at the beginning of a session
- Using visual clues, titles, and intonation (stress on certain words in a sentence, rise and fall of voice) to indicate the key points
- Eliciting prior knowledge
- Pre-teaching key words, terms and phrases which may be unfamiliar to the learner.

In addition, teacher trainers should be aware of strategies which may make oral comprehension easier for learners of ESOL:

- Using clear, unambiguous language
- Speaking naturally but at a moderate pace
- Using signposting, eg 'I am going to talk about 3 areas. The first...'
- Avoiding redundancy (repetition/asides etc) , idiomatic and colloquial language
- Being aware of terms that have different meanings in different contexts
- Highlighting key points and terms on the whiteboard to reinforce oral explanations

- Repeating key ideas and learning points using the same language each time to give learners an additional opportunity for understanding
- Recognising and either avoiding or explaining culturally specific material
- Recognising that politeness strategies vary culturally. Learners may be confused by instructions that are too 'mitigated', eg 'I wonder if you might try...' as opposed to 'Try...'
- Recognising cultural differences in non-verbal communication and being sensitive to any miscommunication
- Being explicit about rules and conventions for different communication situations eg group tasks, workplace learning.

Learners may also need support with listening skills. They may have highly developed listening skills in other language(s), but may be restricted in using these skills because of difficulty with English language. Vocational/subject teachers can help learners to extract relevant information by, for example:

- Avoiding long periods of teacher explanation
- Giving a handout with the main points or questions before learners listen
- Using multiple choice question sheets or tick boxes to complete when listening
- Asking checking questions to elicit a demonstration of comprehension
- Avoiding closed yes/no questions such as 'Do you understand?'
- Allowing learners to summarise what they have listened to in pairs before moving on.

**Sample Teacher Training Activities:
Communication Strategies**

Oral Communication

- 1 Learners are given a 10 minute lesson in a different language. They were asked to consider during debriefing:
 - How they had felt during the experience
 - What activities by the teacher had helped or hindered their understanding and made learning accessible or not.
- 2 Trainees listen to a taped lesson and write down teacher instructions. In groups, they analyse the teacher language commenting on features which make it unclear (redundancy, idiomatic features, politeness strategies, culturally specific jokes etc). They then rewrite the instructions so that they would be easier for learners with English language needs to understand.
- 3 Trainees are divided into pairs and sit back to back. One trainee is given a simple drawing to describe to the other. The other has to draw following their instructions. The trainee who is drawing is not allowed to see the original picture, but is allowed to ask checking questions. The exercise reinforces the importance both of visual representation in aiding understanding, and of effective questioning techniques.

Non-verbal communication

In small groups, learners are asked to convey different meanings and connotations of the same phrase, using body language only.

Participants are also asked to share some of their experiences of body language in different countries and cultures.

5.4 Supporting reading, writing and number development

Vocational/subject trainee teachers are not required to be specialist teachers of language, literacy or numeracy. However, they will find many naturally occurring activities for language and number skills development on their courses, and should have some basic strategies for supporting learners.

These can include:

Reading

- Using readable, accessible texts
- Setting tasks BEFORE learners read
- Writing up new terms and key words, and clarifying meaning in use
- Encouraging learners to highlight key words and concepts in texts

- Setting the scene before any reading activity to give learners greater opportunity of deciphering the text
- Reading handouts and other written material aloud in a group (useful for literacy learners with fluent spoken English but less so for those with ESOL needs for whom this additional listening may add stress)
- Reinforcing written materials with visuals – eg a diagram or a demonstration
- Finding ways of presenting material in other ways besides through written information
- Encouraging learners to develop reading strategies such as skimming, scanning, detailed reading and critical reading
- Including explicit instructions on how to use reference material, libraries etc.

Writing

- Explicitly teaching the conventions of text types required in assignments eg note-taking, report writing, essays
- Offering models and, if necessary, writing frames for learners eg of notes, assignments, reports
- Being aware of, and explicitly teaching if necessary, the drafting process: planning, drafting, editing and proof-reading
- Be able to offer some basic strategies for developing accuracy, eg Look, Say, Cover, Check, (spelling); spellcheck, use of dictionaries
- Allowing learners with difficulties with note-taking (eg dyslexic learners) copies of course notes or to use a tape recorder
- Allowing learners to provide evidence of learning in a variety of ways eg on tape, through a scribe.
- Encouraging use of ICT to produce assignments
- Encouraging peer support, eg peer proofreading, buddy groups.

Sample Teacher Training Activities

Activity 1: Decoding text

Trainee teachers are given a text such as a form, or a short simple text, transcribed into a different alphabet system, such as Greek, or using Wingdings font.

They are asked to decode the text in pairs. One person has the translation.

During debriefing they are asked:

- How do they feel?
- What strategies did they use to decode the text?
- How did their 'tutor' help or hinder their decoding?

Activity 2: The importance of a reading task

Trainees are given a short text to read with a number of words written in a foreign language. On first reading they are not given a task. They comment afterwards on the process and will usually say that their focus was on the words they did not understand.

They are asked to read the text a second time with a clear task (multiple choice question/true false questions etc) and complete the task without needing to understand every word in the text and have been 'successful' readers despite language barriers.

Activity 3: Whole text reading; inference

Trainees read a text about a topic they know something about (eg a topical news story). Some words/sentences have been blocked out, but trainees are able to fill in the gaps because of their background knowledge.

Trainees then look at a text from a vocational area and decide what background knowledge learners would need to have made explicit in order to understand the text.

What are Writing Frames?

Writing frames are a way of providing learner writers with a support or 'scaffold' to help them develop independent skills for different types of writing, eg some headings sub-headings and connectives for linking paragraphs when writing an explanatory information text; the layout, salutation, opening sentence and closure when practising a letter, sentence openings for making contrasting points when presenting an argument.

To be used effectively writing frames need to:

- offer enough support to help the learner attempt a new or difficult task, but not so much that the writing is reduced to filling in boxes – the writing frame must require the learner to produce independent continuous text, at the appropriate level

- be used as part of the planning and drafting stages, helping learners marshal their thoughts and organise what they want to write

- be properly structured to suit the type of text and style of writing being practised – a frame for a description will be different from one for some instructions

- be designed and used progressively, providing less scaffolding for harder tasks as learner gain in experience and skill

- be used alongside reading texts that model the type of writing being practised.

Used in this way, writing frames can help learners to extend their repertoire of writing genres, learn the requirements of more formal registers, and improve the cohesiveness of their writing – all of which makes them more able to tackle different writing tasks independently in their own lives.

Adult Literacy Core Curriculum, p.115.

Example Writing Frame

Accident report

Give the date and place where the accident took place:

Describe the accident:

Describe what happened afterwards:

Describe what action you would recommend to avoid the accident happening again.

Numeracy

- Asking learners how they were taught to do calculations, and ensure they have opportunities to select methods they feel comfortable with
- Using aids such as calculators, solid shapes, number squares, ICT, as appropriate, but ensure learners understand the limitations and functions of a calculator
- Encouraging peer support, eg by asking another learner to explain the method
- Being aware of the language of number eg there are many ways to say 'multiply', such as 'times', 'by', 'product' etc.
- Ensuring that learners understand the 'command words' of problems eg solve, evaluate, identify, estimate
- Using direct teaching strategies to develop new skills eg direct attention to key points, demonstrate, model, explain and illustrate, question and discuss
- Offering different methods for solving problems – not assuming that there is only one way to do it; eg there are at least four ways of doing subtraction
- Understanding that new topics in number should be taught in short logical steps and not assume that learners achieving correct answers necessarily understand a process or concept
- Designing exercises so they are relevant, and learners have opportunities to practise and reinforce skills learnt
- Using a variety of teaching strategies to meet the different learning styles of learners and maintain interest.

Sample Teacher Training Activity

Exploring methods

Trainee teachers are asked to attempt a calculation, for example to calculate or estimate the cost with VAT on one or two items. Trainees are then asked to compare their methods and approaches to the task. Feedback discussion should identify different methods (eg use of fractions, decimals, estimation, division etc); the popularity of different methods; and attitudes towards them.

Sample Teacher Training Activity:**Language in numbers**

Trainee teachers are put into pairs and one identified as the lead. The other trainee teacher in the pair is asked to discuss their workplace with the lead person. During the conversation, the lead person asks questions such as:

- *How many people work in your section/department?*
- *Any idea of the average wage/salary?*
- *How many learners do you have in your classes?*
- *What's your working week?*
- *Do you think there are more women than men?*
- *How much does it cost you to get to work?*
- *How long does it take?*

As the conversation progresses the lead person notes down the 'number' words used in the answers, eg about, roughly, approximately, on average, fractional terms, proportional terms, probably between..., around, times, days, length, etc.

As a whole group, the trainee teachers share their responses and use these as the basis for discussion on the use of language in number for their own learners, specifically those with learning disabilities or language needs.

6 Materials and resources

In sessions on materials and resource development, initial teacher education programmes will already include good practice in producing materials that are clear and accessible for all learners. Additional stress should be placed on the significance of this for those with language, literacy and numeracy difficulties.

6.1 Selecting or preparing handouts and worksheets

- Avoid grey or faded handouts
- Use a 12 or 14pt font and a clear, non-serif typeface such as Arial
- Use short, active sentences and avoid complex sentences with lots of sub-clauses.
- Pay attention to layout, using headings, bullet points
- When adapting published materials, keep the same layout features as these may aid understanding
- Use visuals to support the text

- Number pages and lines for clear referencing.
- Use key technical terms judiciously and avoid jargon
- Use clear and unambiguous instructions on worksheets which are talked through with learners beforehand. Number symbols should also be explained.

Trainee teachers should recognise the particular usefulness of ICT for those with language, literacy and numeracy needs and it is important that they have access to this.

Sample Teacher Training Activity

Making accessible resources

Trainee teachers are asked to compare two handouts

- *A dense piece of continuous writing*
- *A well laid out and readable handout, using plain English*

They are asked to evaluate and identify the learning objectives of each handout, and compare the different texts for:

- Conciseness*
- Attractiveness*
- Readability*
- Equal Opportunities*

As part of their assignment on resources, they are asked to adapt material from another source and present it appropriately for those with language, literacy and number difficulties.

6.2 Preparing resources for learners with specific learning difficulties/disabilities or physical/sensory impairments

Generally trainees should be encouraged to consult learners themselves about how to make resources accessible for them. The following are general guidelines.

Dyslexic learners:

- The use of background colour on handouts, and use of pens on whiteboards/flipcharts may be important for dyslexic learners
- Dyslexic learners may find use of dictaphones and laptops in the classroom useful
- Copies of course notes should be supplied if the learner has difficulties with note-taking
- Some learners may need extra time for writing notes

- Trainees should be aware of strategies to support learners to understand the language and symbols of maths eg use of index cards for easy referral
- Many dyslexic learners will find it useful if the language of number is explained.

Dyscalculic learners

- The use of multi-sensory teaching where possible
- The use of calculators can help to give learners confidence, as can number squares, number lines and pencil and paper
- The importance of teaching mathematical tricks to complete calculations or check answers, eg when multiplying any number between 1 and 10 by 9, the digits in the answer always add up to 9
- The use of squared paper for number placement and especially when teaching decimals
- The use of flash cards for whole class teaching and reinforcement of mathematical symbols and memory
- Highlighting the whole situation/context of problem to give learners an overview of what is required. Use of real, relevant and contextualised resources can be helpful and motivating
- Using visual and sound cues where possible to assist learners, e.g., one learner set his alphabet and his times-tables to rap songs.

Visually impaired learners

- Using 16 pt font or above for visually impaired learners
- Enlarging tables, lists, etc
- Numbering paragraphs and pages
- Ways of accessing textbooks in Braille or on tape
- Accessing voice recognition software
- Using solid examples of geometrical shapes, whenever possible, to introduce concepts
- Ensuring maps, diagrams, etc, are clear and uncluttered, and accompanying verbal explanations are used
- Using tactile resources
- Having large display or talking calculators available with clear, possibly tactile, keys.

Deaf/hearing impaired learners

- Make sure your face is visible at all times for lip-reading
- Offer copies of notes
- Avoid long lectures and use visual or tactile resources wherever possible
- Pre-teach technical terms and terms for number
- Observe calculation methods used by learners before imposing alternatives
- Use agreed BSL signs and signs for number
- Be aware that for many deaf people using BSL, English may not be their mother tongue.

7 Inclusive learning and support and guidance

Many important areas for including learners with specific learning difficulties and disabilities, and physical/sensory impairments, and supporting their language, literacy and numeracy development, have been addressed in previous sections.

Trainee teachers should be aware of 'Access for All' as a useful resource for guidance on supporting learners with specific learning disabilities and physical/sensory impairments.

In addition they should be able to:

- Consult with learners with their specific learning needs and preferred learning styles
- Act on guidance from support staff on learning styles and approaches which will benefit learners
- Describe some key strategies for supporting learners with specific difficulties/disabilities and physical/sensory impairments.

Sample Teacher Training Activity:

Working with learners with a specific learning disability

Trainee teachers are asked to work in small groups on a case study of a dyslexic learner.

The case study consists of a brief profile of the learner, together with the report from their dyslexia assessment.

The report makes a variety of suggestions for how best this learner could be supported.

The trainee teachers are asked to decide:

- *What difficulties the learner would face in a conventional class in their subject area*
 - *How they could adapt their teaching style and methods to meet the learner's needs.*
-

8 Working effectively with additional support staff and support and guidance services

The FENTO Standards already require teacher training programmes to ensure trainees know the range of support and guidance facilities available in their college or outside, and how to access these.

Particular stress should be laid on the importance of working effectively with additional support staff in supporting those with language, literacy and numeracy needs in all aspects of teaching and training. Language, literacy and numeracy additional support staff are an invaluable resource for vocational/subject teachers. Vocational/subject staff should not see support staff as responsible for all issues around language, literacy and numeracy learning with their learners, but as complementary to their own role.

Language, literacy and numeracy additional support works best when teachers and support staff work collaboratively, sharing outcomes and planning activities. Initial teacher education courses should include the role and responsibilities of teachers in team working as part of their programme.

9 Assessment

In relation to learners with literacy, language, and number needs, initial teacher education should stress the importance of fairness and equal opportunities for this group of learners. This section also deals with the importance of giving feedback sensitively and effectively.

9.1 Fairness and equal opportunities in assessment

Some key strategies would be:

- Make any mark scheme positive: award marks for achievement
- When setting a task, make the requirements specific: How many words? Is the learner's opinion required?
- Where appropriate, allow learners to demonstrate achievement other than by written assignments
- Give accurate and supportive feedback on written tasks
- Offer learners some basic strategies for improvement
- Support learners to develop self assessment skills
- Ensure that the purpose of assessment is clear eg formative or summative assessment

- Check learners are prepared for assessment and understand the requirements/targets
- Make special provision for assessment of learners with specific learning disabilities/difficulties or physical/sensory impairment.

9.2 Giving feedback

Giving supportive and accurate feedback is one of the most important ways of helping learners develop their language and number skills.

Trainee teachers should develop some basic strategies for responding to learners' work. They should demonstrate they can give sensitive and effective feedback orally, and in writing, that will enable learners to develop their language, literacy and number skills.

9.21 Language and Literacy

Some key strategies would be:

- Separate feedback on content from feedback on use of language
- Indicate key errors in language use – don't mark every one
- Use a simple error analysis when marking (see page 30)
- Allow errors caused by transition from mother tongue to English if appropriate to the level of the course
- Give clear references to specific self access material which could help the learners with literacy, language and numeracy issues arising in the feedback.

Sample Teacher Training Activities:

Giving feedback on written work

Trainees compare two assignments with a large number of spelling and grammar errors marked in different ways, one supportively and one less so.

1 An example where every grammar, punctuation, spelling errors is corrected. The comments stress these errors rather than the overall content

2 An example where the comments on the whole assignment are constructive, mentioning key strengths and selected specific areas to improve. The marker has prioritised grammar spelling and punctuation errors and drawn attention to the key ones.

Error analysis marking (Language)

Error analysis marking is a very effective way of developing self-correcting skills. It is especially helpful for those who have difficulties 'seeing' their errors, such as those with visual processing difficulties, but because it can be used to focus on specific difficulties it will help any learner. It helps to structure work with the learner by giving selective practice and it avoids 'red marks' all over the page.

Instead of correcting errors, the teacher uses a code in the margin to indicate that there is an error in that line and to identify what type it is. If the learner has difficulties finding the error, the error can be underlined as well.

Any code can be used as long as the learner understands it. Some examples might be Sp for Spelling P for punctuation, T for tense, E for (grammatical) ending or G for grammar; SS for sentence structure, V for vocabulary.

Spelling errors should only be selected if you are sure the learner can correct them. For example, if the learner has learned them as part of an individualised spelling programme or spelled them correctly elsewhere on the page.

Error analysis marking can be used in a staged way to scaffold independent proof-reading:

- 1 Put in margin; underline word in text
- 2 Put in margin; let learner find error on their own
3. Put at bottom of text (eg find five spelling errors)
- 4 Learners work in pairs to do error analysis of each learner's writing
5. Learner does own proof-reading

Access for All, p.187

9.22 Numeracy – diagnosing errors

Determine whether the problem lies in:

- Obvious computational error or careless slip
- Conceptual error
- Lack of understanding of vocabulary
- Wrong operation or inappropriate procedure or method
- Over-generalisation or under-generalisation
- Random response.

An explanation of the error types listed in this section, with examples, can be found in Bove F(2003) Teaching and Learning: Application of Number, Key Skills Support Programme, LSDA/DfES (downloadable from www.keyskillssupport.net)

Appendix 1

Previous FENTO/NRDC guides for Teacher Trainers

Guidance on using the Subject Specifications for teachers of adult numeracy at level four in conjunction with the Standards for teaching and supporting learning

Ref: DfES/SPNUM/2003

Guidance on using the Subject Specifications for teachers of adult literacy at level four in conjunction with the Standards for teaching and supporting learning

Ref: DfES/SPLIT/2003

Guidance on using the Subject Specifications for teachers of English for Speakers of Other languages (ESOL) at level four in conjunction with the Standards for teaching and supporting learning

Ref: DfES/SPESOL/2003

Further copies of these documents are available from:

DfES Publications, P.O. Box 5050, Annersley, Nottingham NG15 0DJ

Telephone: 0845 602 2260

Fax: 0845 603 3360

Email: dfes@prolog.uk.com

Minicom: 0845 605 5560

When ordering please quote the full title of the publication and the reference number.

These documents are also available in pdf format at www.fento.org, www.nrdc.org.uk and www.dfes.gov.uk/readwriteplus.

The *FENTO Standards for teaching and supporting learning* can also be found at the FENTO website, as above.

Appendix 2

FENTO Standards for Teaching and Supporting Learning

The FENTO Standards contain many references to teachers' professional responsibilities for the language, literacy and numeracy needs of learners, both explicit and implicit. This appendix details aspects of the Standards of particular relevance for vocational and subject teachers developing inclusive practice for learners with language, literacy, numeracy and key skills needs.

Values

The set of values stated in the Standards includes explicit reference to learner autonomy and to equality and inclusiveness. The values refer to the need for teachers to provide learners with the skills and abilities to work independently and the integral role of literacy, numeracy and other key skills in this process. Similarly, equality and inclusiveness are fundamental values for teachers in meeting the needs of all learners, including those experiencing difficulties with language, literacy and numeracy.

Professional Knowledge and Understanding

The domain-wide knowledge applicable to all areas of professional practice carries implicit reference to learners with language, literacy and numeracy needs throughout. More explicit reference is found in the following items:

- e social and cultural diversity and its affect on learning and on curriculum development and delivery
- f the social, cultural and economic background of individual learners and the implications of this for learning and teaching
- g ways of ensuring that linguistic diversity is valued and accommodated within programmes of learning and teaching
- j the concept of inclusive learning
- l the broad range of learning needs including the needs of those with learning difficulties and/or disabilities, and the facilities and arrangements that are available to help meet these needs

A Assessing learners' needs

a1 identify and plan for the needs of potential learner

- a acknowledge the previous learning experiences and achievements of learners
- b enable learners to review their past experiences in a way that reveals their strengths and needs
- c recognise when additional specialist assessment is required and take the appropriate action.
- g provide information to, and negotiate with, colleagues to ensure that the learning needs of individuals can be met in a realistic way

a2 make an initial assessment of learners' needs

- b use a variety of methods for assessing the previous learning experience and achievements of learners including basic skills and key skills
- d identify the implications of a disability or learning difficulty for an individual's learning
- f assess the experience, capabilities and learning styles of individual learners in relation to the identified learning programme
- g prepare for and carry out the initial assessment

Critical understanding and essential knowledge:

- Techniques and procedures for basic skills screening
- Sources of additional specialist assessment and how to access them

B Planning and preparing teaching and learning programmes for groups and individuals

Generic knowledge:

- ways of learning and related learning strategies
- ways of selecting teaching methods based on appropriate learning theory
- the relationship between learning styles and the required outcomes of learning programmes
- barriers to potential learners' participation in learning programmes and how to overcome them

b1 identify the required outcomes of a learning programme

f ensure that basic skills and key skills are integral to provision, as required.

Critical understanding and essential knowledge:

- ways of ensuring that basic skills and key skills are integral to learning outcomes
- how to derive individual learning programmes from required learning outcomes
- how to analyse and evaluate skills, knowledge and values within a curriculum area
- the importance of inclusive learning and ways of ensuring that teachers meet the needs of all students

b2 identify appropriate teaching and learning techniques

- b select appropriate teaching techniques to accommodate different styles of learning
- d set precise targets with individual learners that match their capacities, make the most of their potential for achievement and meet the required learning outcomes

Critical understanding and essential knowledge:

- appropriate teaching techniques

b3 enhance access to and provision in learning programmes

- d support a culture of open access and widening participation
- f identify and overcome potential barriers to participation in learning programmes

Critical understanding and essential knowledge:

- how to make learning programmes more accessible and why this is important

C Developing and using a range of teaching and learning techniques

Generic knowledge:

- use of differentiated learning materials

c1 promote and encourage individual learning

- a establish and agree individual learning needs, aspirations and preferred learning styles
- b agree learning goals and targets that support individual needs and aspirations within available resources
- c produce learning plans that encourage individual learning
- d identify and produce appropriate teaching and learning materials that engage learners' interest and reinforce their learning
- e recognise and build on the experiences which learners bring to the programme

This requires critical understanding and essential knowledge of

- ways of assisting individual learning
- different materials and how to produce them
- how individual learning is affected by social, cultural, or emotional factors

c2 facilitate learning in groups

- e ensure that all member of the group are involved in learning activities
- f produce appropriate learning support materials using information learning technology where appropriate.

This requires critical understanding and essential knowledge of

- different learning support materials, when to use them and how to prepare them
- the importance of collaborative working practices and peer group support and how to encourage these

D Managing the learning process

Generic knowledge:

- different teaching techniques
- different ways of learning
- good practice in catering for the needs of all students including learners who require additional support

d2 plan and structure learning activities

- d match the format and level of learning support materials to the ability of learners and the desired learning outcomes
- e select and develop materials of an appropriate design and format to meet the needs of a wide range of students including those with hearing or sight impairment
- f use a variety of teaching methods to meet the needs of groups and individuals and to provide an environment in which all learners have the opportunity to experience success
- h identify and exploit opportunities to improve learners' basic skills and key skills

Critical understanding and essential knowledge:

- the basic skills and key skills that learners need to meet the demands of their programmes of study
- study skills and how to foster these
- appropriate sources of information and learning support for learners and how to access them.

d3 communicate effectively with learners

- b present information to learners clearly and in an appropriate format
- c use a range of communication skills and methods appropriate to specific learners and to the subject being studied
- d maintain and encourage effective communication with and between all learners

Critical understanding and essential knowledge:

- how to select and organise information effectively
- ways of presenting information and ideas
- the appropriate forms and registers of language
- the conventions of grammar and spelling

d4 review the learning process with learners

- b give constructive and positive feedback to learners
- c seek and respond appropriately to feedback from learners on their learning
- f consider referral and alternative support networks to assist learning

Critical understanding and essential knowledge:

- sources of additional support, guidance and counselling
- distinctions between learning support and pastoral care functions
- the limits of teachers' own competence to deal with learners' concerns and appropriate sources for teachers' own support
- the specific communications needs of the individual students, including those with learning difficulties and disabilities.

d5 select and develop resources to support learning

- d produce an appropriate range of teaching and learning materials that meets the needs of learners, including those with learning difficulties and disabilities
- f evaluate and ensure the appropriateness and effectiveness of teaching and learning materials and resources for all learners
- h monitor how learners are responding to teaching and learning materials during the programme and make modifications as necessary
- i evaluate the effectiveness of the materials and resources used for learning support and update materials and equipment as necessary

Critical understanding and essential knowledge:

- the teaching and learning materials appropriate for different programmes
- the learning support needs of learners when using technology-based or distance-learning approaches
- the criteria by which to evaluate the effectiveness of learning support materials
- mentoring and coaching within learning support.

E Providing learner support

Generic knowledge:

- learning support and guidance within the FE context and the facilities and opportunities which exist within the organisation
- the professional network of specialist services available to learners and how to access them
- learners' entitlement to educational and personal support services

e2 provide effective learning support

- d enable learners to make best use of additional learner support, as appropriate

e3 ensure access to guidance opportunities for learners

- d liaise with colleagues and other professionals to provide the most effective guidance and support for learners

F Assessing the outcomes of learning and learners' achievements

Generic knowledge:

- the importance of equality of opportunity in the design and application of assessment systems

G Reflecting upon and evaluating one's own performance and planning future practice

g1 evaluate one's own practice

- d identify the extent and nature of their current knowledge and skills in relation to the demands of the job
- e conduct a critical evaluation of their own teaching by eliciting, valuing and using feedback from learners, other teachers, managers and external evaluators
- f evaluate their own key skills against what is required in their teaching

Critical understanding and essential knowledge:

- the required skills and knowledge for working with learners, including teachers' own levels of competence in key skills
- ways of addressing teachers' own development needs
- the limits of teachers' own competence and responsibility

H Meeting professional requirements

h1 work within a professional value base

- b acknowledge the diversity of learners' experience and support the development needs of individuals
- c are open to different approaches and perspectives on teaching and learning
- e evaluate how their own practice fosters a desire to learn and enables learners to work effectively on their own and to achieve to the best of their ability
- f ensure that their own practice promotes equality of opportunity and addresses the needs of all learners
- g recognise and respect the different values of all those with an interest in the learning process, within the organisation and the wider community

Appendix 3

Social and Cultural factors affecting language and literacy learning

Detailed Curriculum Content

Trainee teachers are now required to be aware of the diversity of backgrounds and experiences of language literacy and numeracy learners and the social and cultural factors affecting their learning. This includes some understanding of language as a social and cultural phenomenon.

1 Social and personal consequences

Trainee teachers should be aware of attitudes towards and the social and personal consequences of difficulties with English language, literacy and numeracy.

- Social attitudes to those with difficulties with language and number skills
- Exclusion from education, employment progression and skilled well paid work
- Uses of literacy, language and numeracy
- to gain improved access to public services, civil rights, community life and democracy
- for personal communication and financial planning.

Trainee teachers should equally be aware of the range of strengths and coping strategies developed by those with literacy, language and numeracy skills needs, and the range of other skills and knowledge they bring to language, literacy and numeracy learning.

2 Different factors affecting the acquisition and development of language, literacy and numeracy learning

Trainee teachers will already discuss barriers to learning as part of their teacher training programme. Initial teacher education programmes should ensure trainees identify barriers that relate to language, literacy and numeracy development.

This can include:

- Personal experience of education: poor experiences at school in Britain, difficulties with teaching styles and approaches; lack of access to education in their country or origin, high levels of education in their own country undermined by poor English language skills
- Socio- economic factors: social class and expectations, access to learning, lack of access to childcare, financial exclusion
- Ethnicity/culture: multilingualism; language barriers to accessing education in Britain
- Age: perceived difficulties relating to language and number learning with increasing age, fears of being placed with a different age group
- Gender: expectations of future role, childcare and family responsibilities; gendered attitudes to maths, gendered attitudes towards teaching styles
- Learning disabilities/difficulties: effect of specific learning difficulties, including dyslexia and dyscalculia; exclusion from mainstream schooling; impact of physical/sensory impairment eg deafness.

3 Linguistic, cultural and educational backgrounds of learners.

Trainee teachers should recognise the diversity of linguistic, cultural and educational backgrounds of their learners:

- The diversity of learners' prior learning.
For example
 - Multilingual learners may have had little or no education in their country of origin, or reached a high level in their studies
 - Learners with literacy needs may, for example, be fluent readers but have difficulties with organising writing.
- Different educational cultures and methods
 - Cultures of education in different countries may be very different to those of the UK. For example, a learner may be used to a formal, didactic method of teaching with no opportunity to formulate their own ideas, draw their own conclusions or participate in discussion. They may find these ideas alien. However they may have excellent rote-learning strategies
 - Differences in subject methods: for example, learners may have been taught maths in a different way either in their country of origin, or in Britain.

4 Language awareness

Trainee teachers should have some general understanding of language as a cultural and social phenomenon and how this affects language and literacy use:

- A general awareness of:
 - The language and literacy skills learners may have in languages other than English including familiarity with other scripts and multilingualism
 - The importance of community languages and mother tongue on an individual, national and cultural level
 - Differences between oral and written language.
- A general awareness of the major issues related to varieties of English, such as:
 - Differences between Standard British English and other varieties and dialects, and attitudes towards them
 - How factors such as region, socio-economic status and ethnicity affect speech and writing
 - Some understanding of how language variety is used to develop and maintain personal social and group identity.
- The importance of context in language and literacy use.
 - How different contexts and expectations can affect the choice of language/literacy used by speakers and writers
 - The importance of background knowledge and understanding to infer meaning in oral and written text as a vital tool in reading and listening.

5 Awareness of the range of specific learning disabilities/difficulties that may affect language, number and literacy acquisition

Courses will already require trainees to be aware of the range of learning disabilities/difficulties and physical/sensory impairments, and inclusive strategies.

There should be explicit training on the consequence of these for language and literacy development, particularly specific learning difficulties such as dyslexia or dyscalculia.

This document is subject to Crown Copyright. Permission is given to copy or photocopy any parts of this document, provided it is not for commercial use.

Further copies of this document are available from:

DfES Publications, P.O. Box 5050, Annersley, Nottingham NG15 0DJ

Telephone: 0845 602 2260

Fax: 0845 603 3360

Email: dfes@prolog.uk.com

Minicom: 0845 605 5560

When ordering please quote the full title of the publication and the reference number.

Ref: DfES/SPGEN/2004

This document is available in pdf format at www.fento.org, www.nrdc.org.uk and www.dfes.gov.uk/readwriteplus.

The *FENTO Standards for teaching and supporting learning* can also be found at the FENTO website, as above.

Further Education National Training Organisation



working across the learning and skills sector



National Research and Development Centre
for adult literacy and numeracy

Produced by the **Further Education National Training Organisation** and written in association with
the **National Research and Development Centre for adult literacy and numeracy**.

First published March 2004.