

Professional Development Award

ESOL Literacies: Teaching Adults Reading, Writing and Numeracy (G7PY 16)

Assessment Exemplar

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1 Introduction

This guide is written for people who are preparing to support or assess the Professional Development Award *ESOL Literacies: Teaching Adults Reading, Writing and Numeracy*. The PDA is for qualified¹ teachers of ESOL who are either new to teaching adult ESOL literacies, or who are already teaching ESOL literacies and wish to further develop their knowledge, skills and understanding in this area.

The purpose of this guide is to make clear the nature and minimum extent of the evidence that candidates have to produce to achieve the PDA.

This guide has three purposes:

- ◆ to expand guidance on the four Unit Outcomes
- ◆ to provide advice on assessment* of the Unit
- ◆ to provide examples of assessment support instruments and marking guidelines

*A holistic approach has been adopted in the assessment of the PDA. The PDA is a single Unit (DMOE 35), and it has four Outcomes which are integrated and co-dependent.

All Outcomes are mandatory and must be completed to a certain standard. This guidance gives examples of evidence which meet the standards.

¹ Minimum of CELTA/Trinity TEFL or equivalent (SCQF level 8)

2 Learning Outcomes

Introduction

The PDA comprises a single Unit consisting of four Outcomes worth two credits.

All Outcomes are mandatory. Knowledge and skills in each Outcome are integrated and co-dependent — each informs the other. For example, although the social practice approach is fully examined in Outcome 1, it is relevant to all Outcomes and Evidence Requirements.

A summary of the Outcomes, knowledge and skills covered in a sample ten-session delivery of the PDA is provided in the **knowledge and skills matrix** in Appendix 6.

Outcome 1

Apply the principles of adult ESOL literacies and adult literacies in Scotland.

Explanatory note

Outcome 1 looks at definitions of adult literacies and adult ESOL literacies in Scotland. Candidates are familiarised with the social practice approach and the key principles of good practice (ref. *Literacies in the Community* pack (LIC)).

Knowledge and/or skills

- ◆ Current context of adult literacies and ESOL programmes in Scotland.
- ◆ The social practice approach.
- ◆ Key guiding principles of good practice in adult literacies tutoring in Scotland.
- ◆ Definition of adult literacies and adult ESOL literacies in Scotland.

Evidence Requirements

Candidates will provide evidence of their knowledge and skills through reflective practice accounts and/or portfolios, and this will be combined with Outcomes 2, 3 and 4. Refer to Evidence Requirements items 8.1 to 8.9 in Section 3.

Marking guidelines

Candidates' work should be in fluent, accurate English.

In their reflective practice accounts/portfolios, candidates should show that they have applied the social practice approach in their ESOL literacies teaching practice. They should recognise the importance of a learner-centred approach and of contextualising literacies tuition to make it relevant to the learner's life, experience and existing knowledge and skills. Candidates should be able to provide definitions of:

- ◆ adult literacies, based on the *Adult Literacy and Numeracy in Scotland* report 2001: 'The ability to read, write and use numeracy, to handle information, to express ideas and opinions, to make decisions, and solve problems, as family members, workers, citizens and lifelong learners.'

- ◆ adult ESOL literacies in Scotland, based on the Glasgow ESOL Forum PDA development team's definition, which was adapted from London Language & Literacy Unit, South Bank University: 'Someone who **may or may not** be literate in his/her own mother-tongue and who has little or no literacy in English; whose spoken English may range from basic to fluent.'

The candidate should reflect on how these two definitions are interlinked, by acknowledging that ESOL literacies skills do not sit in isolation, but are developed by reference to, and application in, all areas of the learner's life (as defined in the ALNIS 2001 report). The candidate should have learned about the seven key guiding principles, also from the LIC pack. These are:

- ◆ promoting self-determination
- ◆ developing and understanding of literacies
- ◆ recognising and respecting difference and diversity
- ◆ promoting participation
- ◆ developing equitable and anti-discriminatory practice
- ◆ developing informed practice
- ◆ drawing on partnerships.

From these principles, the candidate should relate one of these to their teaching practice and then reflect on its relevance in an ESOL literacies context. Using the **assessment grid** (see Section 4) may facilitate marking.

Outcome 2

Evaluate approaches and strategies to support the adult ESOL literacies learner throughout the learning cycle.

Explanatory note

Outcome 2 highlights a range of approaches and strategies to support the adult literacies learner throughout the learning cycle. The importance of negotiated learning is emphasised, and candidates are introduced to a range of assessment methods, individual learning plans, and ways of recording progress. The importance of reflection and evaluation in the teaching and learning process is also highlighted. In many circumstances, candidates will be working with a mixed-level group of learners in any one class. In this Outcome, candidates will learn how to plan for differentiated levels of learners.

Knowledge and/or skills

- ◆ Initial assessment appropriate to adult ESOL literacies learner(s).
- ◆ Individual learning plan (ILP).
- ◆ Programme of work.
- ◆ Materials appropriate to adult ESOL literacies learner(s).
- ◆ Record of learner(s)' progress.
- ◆ Reflection and evaluation.
- ◆ Mixed-level groups

Evidence Requirements

Candidates will provide evidence of their knowledge and skills through reflective practice accounts and/or portfolios. This will be combined with Outcomes 1, 3 and 4. Refer to Evidence Requirements items 1 to 6 in Section 3.

Marking guidelines

Candidates should write in fluent, accurate English.

In the reflective practice accounts or portfolios, candidates should have completed a profile of one adult ESOL literacies learner. The profile must contain a minimum of: age or approximation of age, gender, language background, education background, literacy in first language, literacy in English, any learning difficulties, interests, and employment situation.

When assessing the learner, candidates should acknowledge any barriers to learning. These may include: access issues, physical/mental health issues, understanding of spoken English, literacy in first language, number of years schooling, etc. This should be considered within the learner's programme of work. The candidate should assess the skills of reading, writing, listening, speaking and using numbers. Acceptable assessment methods could include: simple forms, pictures, checklists, social sight signs, etc (see the sample **programme of work/record of progress** in Section 6).

Assessing the learner can, and should, overlap with devising the individual learning plan (ILP) — the one process informs the other.

Candidates should recognise the importance of ensuring that the learner is involved in all aspects of the learning process (including establishing priorities relating to the learner's long and short-term goals as a basis for devising a negotiated ILP).

The ILP, programme of work and record of progress should:

- ◆ be drafted jointly with the learner
- ◆ have goals recorded in the learner's own words, where possible
- ◆ ideally, have the original ILP held by the learner and a copy retained by the organization
- ◆ be signed by the learner, whenever possible.

It is recognised that the extent to which the learner can be involved in the initial stages of the above will depend on their level of understanding of spoken English and their oral ability in English (see the **ILP** examples in Section 6).

Candidates should, in negotiation with the learner, devise and agree a programme of work that is relevant to the learner's life, learning goals, and individual needs. This should address, where possible, any barriers identified in the initial assessment.

Candidates should work with a minimum of one learner. However, candidates **must** reflect on how they have adapted/would adapt their teaching practice to a mixed-level group that included adult ESOL literacies learners.

A minimum requirement would be to highlight one reasoned adaptation that would be made to include all members of a mixed-level group. An example might be:

'In my small group of five learners, we agreed to work on recognising money and price. Were my group mixed with higher-level learners, I would provide extension material, such as bills and checking receipts, comparing prices or encouraging role play with each other on 'finding a bargain'.

Candidates should prepare a programme of work that is culturally appropriate and takes into account groups comprising mixed levels, ages and genders.

The programme of work should detail learning activities, appropriate materials and approaches used in the initiation and/or development of reading, writing and numeracy, and its effectiveness should be evaluated by both candidate and learner.

Candidates should recognise the importance of recording the learner's progress. Reflection, review and evaluation of the record of progress should be on-going and done in partnership with the learner. Ideally, the original record should be held by the learner and a copy retained by the organisation. These records may be in written format, record of oral interview, and/or rating scales (see Section 6 for an example of a **programme of work/record of progress**).

Candidates will prepare a programme of work for working with groups that is appropriate to:

- ◆ culture
- ◆ gender
- ◆ age
- ◆ level/mixed-level of the learners.

Candidates will evaluate their own teaching practice as applied in Outcome 3. Using the **assessment grid** (see Section 4) may facilitate marking.

Outcome 3

Apply approaches and strategies for teaching adult ESOL literacies learner(s).

Explanatory note

Outcome 3 involves the candidate breaking down the skills and sub-skills of reading, writing and using numeracy. It considers a range of approaches and strategies for teaching adult ESOL literacies and ways to support learners who may have specific learning difficulties, eg dyslexia.

Knowledge and/or skills

- ◆ Reading skills.
- ◆ Writing skills.
- ◆ Numeracy skills.
- ◆ Approaches to encourage and support learners

Evidence Requirements

Candidates will provide evidence of their knowledge and skills through reflective practice accounts and/or portfolios, and this will be combined with Outcomes 1, 2 and 4. Refer to Evidence Requirements items 5, 8.3, 8.4 and 8.5 in Section 3.

Marking guidelines

Candidates should write in fluent, accurate English.

In their reflective practice accounts/portfolios, candidates will show the learning activities carried out and the approaches used in the initiation and/or development of reading, writing and numeracy, covering a minimum of four separate lessons (totalling a minimum of four hours) detailed in a programme of work.

Using the **assessment grid** (see Section 4) may facilitate marking.

Outcome 4

Create and adapt materials for use in teaching adult ESOL literacies learner(s).

Explanatory note

Outcome 4 emphasises the importance of using materials and resources that are appropriate and relevant to the learner's everyday life and goals. It demonstrates how a range of authentic, published, adapted and created materials, including ICT, can be used for teaching adult ESOL literacies.

Knowledge and/or skills

- ◆ Use of relevant materials.
- ◆ Use of adapted materials.
- ◆ Use of authentic materials.
- ◆ Use of published materials.
- ◆ Use of created materials.
- ◆ Use of ICT resources.

Evidence requirements

Candidates will provide evidence of their knowledge and skills through reflective practice accounts and/or portfolios, and this will be combined with Outcomes 1, 2 and 3. Refer to Evidence Requirements item 7 in Section 3.

Marking guidelines

Candidates should write in fluent, accurate English.

Candidates must demonstrate that they have selected materials from a variety of sources (as there is no single course book that meets the needs of adult ESOL literacies learners). Materials should be appropriate to the learner's age, gender, culture, background,

experience, interests, needs and goals. Materials should promote the everyday uses of literacy and numeracy, eg understanding food labels, reading the TV guide, completing a form, texting on a mobile phone, signing your name, etc.

Resources may include ESOL publications, semi-authentic and authentic materials. Candidates will grade authentic materials and related activities according to the learner's existing skills, knowledge and understanding. They will adapt and create materials suitable for the individual learner. These may include: bills, letters, newspapers, posters, birthday cards, forms and diaries. Candidates should be encouraged to show how the use of authentic materials fits well with the social practice approach.

Materials designed for children are only appropriate if the learner has a specific goal that relates to children's literacy (eg helping their children with their homework or reading a bed-time story).

Candidates can include ICT as a teaching and learning resource for adult ESOL literacies for example, interactive and computer-assisted language learning (CALL) software and the Internet.

In their reflective practice account, candidates should reflect on, evaluate and suggest improvements to their ESOL literacies teaching programme and choice of resources/materials.

In the reflective practice account(s)/portfolio, candidates should provide:

- ◆ **two** examples of materials appropriate to adult ESOL literacies learners, the use of which has been reviewed and evaluated; one of which has been **created** and one of which has been **adapted** by the candidate, drawn from adapted published materials OR adapted authentic materials OR created materials OR ICT-based resources
- ◆ evidence that they have considered ways of encouraging the learner to adopt a critical approach to learning and to the uses of literacy and numeracy appropriate to their level of written and spoken English, such as comparing different styles of communication; contrasting freephone numbers with high-cost or mobile phone numbers; clarifying the purpose of information and deciding what to do with it
- ◆ reflection on how this learning will inform their future adult ESOL literacies teaching practice

Using the **assessment grid** (see Section 4) may facilitate marking.

3 Evidence Requirements

To meet the evidence requirements of the Unit, each candidate must deliver a teaching programme to a **minimum** of one adult ESOL literacies learner. However, it is recommended that the candidates' teaching practice should take place in the context of a group, wherever possible.

In ESOL, it is acknowledged that learners' attendance can sometimes be irregular. Therefore, in the exceptional circumstances of the learner withdrawing before the programme of work is completed, the candidate may provide evidence from work with another learner. This is under the condition that Items 1-7 of the Evidence Requirements are reproduced for the new learner.

Each candidate must provide evidence in the form of a portfolio, including a reflective account. Items to be included are:

- 1 a profile of one adult ESOL literacies learner
- 2 a completed initial assessment for one adult ESOL literacies learner
- 3 an initial individual learning plan (ILP) agreed with one adult ESOL literacies learner
- 4 a copy of a record of progress agreed with one adult ESOL literacies learner
- 5 a programme of work covering a minimum of four separate lessons (minimum of four hours) detailing the learning activities carried out and the approaches used in the initiation and/or development of the following three skills: reading, writing and numeracy
- 6 an evaluation of the effectiveness of the programme of work incorporating feedback from the learner
- 7 two examples of materials appropriate to adult ESOL literacies learners, the use of which has been reviewed and evaluated: one of which has been created and one of which has been adapted by the candidate for teaching adult ESOL literacies, drawn from adapted published materials OR adapted authentic materials OR created materials OR ICT-based resources
- 8 reflective account, which demonstrates that the candidate:
 - 8.1 has examined the definitions of adult literacies and adult ESOL literacies in Scotland and reflected on how they are interlinked
 - 8.2 has defined the social practice approach, has applied it to their teaching practice and has reflected upon its effectiveness
 - 8.3 has described the key guiding principles underpinning current literacies provision in Scotland, has applied one of these to teaching in an ESOL literacies context, and has reflected on its relevance in this context
 - 8.4 has established a good working relationship with the learner by recognising different learning styles and cultural diversity
 - 8.5 has applied approaches to support the learner, taking into account additional support needs and/or specific learning difficulties, if appropriate
 - 8.6 has considered a variety of ways of assessing progress appropriate to the learner and provided a reason for selection
 - 8.7 has considered ways of encouraging the learner to adopt a critical approach to learning and to the uses of literacy and numeracy appropriate to their level of written and spoken English

- 8.8 has reflected on how they would adapt their teaching practice to a mixed-level group which includes adult ESOL literacies learners
- 8.9 has reflected on how this learning will inform their future adult ESOL literacies teaching practice

4 Assessment guidelines

The portfolio is designed to develop and demonstrate a suitably reflective approach. This can be demonstrated in one holistic reflective practice account, or in a series of shorter ones.

It is unlikely that candidates will cover the knowledge and skills required for the reflective practice accounts in under 2,000 words (or equivalent — while most portfolios will be written, other formats, such as audio accounts or a video diary, may also be used).

While the PDA is suitable for delivery by open learning or distance learning, candidates will benefit from peer discussion and review opportunities.

Each candidate must deliver a teaching programme to a **minimum** of one adult ESOL literacies learner. However, it is recommended that the candidates' teaching practice should take place in the context of a group, wherever possible.

In their reflective practice accounts, candidates must reflect on how they would adapt their teaching practice to a mixed-level group that includes adult ESOL literacies learners. Teaching and learning should be carried out over a minimum of four separate lessons (minimum of four hours in total) to allow the candidate the opportunity to meet all the Evidence Requirements. The planning and other preparation may be completed in time set aside during a training programme, or in the candidate's own time.

Learner attendance can sometimes be irregular, so, in the exceptional circumstances of the learner withdrawing before the programme of work is completed, candidates may provide evidence from their work with another learner. Items 1–7 of the Evidence Requirements must, though, be reproduced for the new learner, and the candidate must inform the centre delivering the training in such circumstances. Justification for the substitution of learner must be provided in the reflective practice account.

The materials used for the teaching and learning activities (including evidence of those created and adapted by the candidate) and the reflective practice accounts will be presented in a portfolio. This will also include: one adult ESOL literacies learner's individual profile; a completed initial assessment; a completed individual learning plan; a programme of work covering a minimum of four separate lessons (minimum of four hours in total) covering reading, writing and numeracy. This should detail how the learner was consulted, how their preferences were incorporated into activities and a record of progress.

The candidate should illustrate, wherever possible, approaches used to raise the learner's awareness of critical thinking to learning.

Assessment approaches

Candidates' work should be collected in a portfolio with assessment items highlighted and appropriately indexed. The guidance given in this exemplar may form the basis of such an index or checklist for assessing the portfolio. Centres designing their own instruments of assessment are encouraged to have them prior-moderated by SQA's Moderation Section.

Timing and sequence of assessment

Assessment can occur at any time after completion of the unit **and** the required teaching practice.

Formative assessment of the Unit should allow candidates to:

- ◆ get feedback on their work
- ◆ re-draft original submissions
- ◆ re-submit revised work (if required)

Evidence meeting items 1 to 7 of the Evidence Requirements should be gathered systematically and sequentially. Items 8.1 to 8.9 of the Evidence Requirements must be incorporated holistically within a single reflective practice account or a series of shorter reflective practice accounts. The reflective practice account(s) should demonstrate that the candidate has reflected on both theory and practice.

Feedback from the adult ESOL literacies learner (in terms of ILP, record of progress and actual work) should also be incorporated within the assessment portfolio, together with (original or photocopied) samples of the learner's work.

Re-assessment

Where candidates have not attained the standard necessary to achieve a particular component of the Evidence Requirements, they should be given the opportunity to be re-assessed. Re-assessment should focus only on the components concerned.

There should normally be one re-assessment opportunity (or in exceptional circumstances, two). Candidates may re-submit original work that has been revised to take account of earlier weaknesses or omissions.

Reasons why an individual has not achieved a particular assessment component may include:

- ◆ component is missing in whole or in part
- ◆ further evidence required
- ◆ existing evidence requires clarification

ESOL Literacies: Teaching Adults Reading, Writing and Numeracy

Example Assessment Grid

Name of candidate:	Brian Davidson
Name of assessor:	Jennifer Brown
Date received:	15.05.05
Date assessed:	20.05.05
Date returned:	22.05.05
Overall assessment rating: (achieved/further evidence required)	Further evidence required — please refer to 8.1 and 8.3

Evidence Requirement	Comments	Attained (A) / Further evidence required (FER)
1 Profile of one adult ESOL literacies learner		A
2 Completed initial assessment for one adult ESOL literacies learner		A
3 Initial individual learning plan agreed with one adult ESOL literacies learner		A
4 Record of progress agreed with one adult ESOL literacies learner		A
5 Programme of work covering minimum of four separate lessons (minimum of four hours) (detailing learning activities and approaches used in the initiation and/or development of reading, writing, numeracy)		A
6 An evaluation of the effectiveness of the programme of work, incorporating feedback from the learner		A

<p>7 Two examples of relevant materials, one of which has been created and one of which has been adapted by the candidate, drawn from adapted published materials OR adapted authentic materials OR created materials OR ICT; must include explanation of how these were used in the programme of work and evaluation of effectiveness</p>		A
<p>8 Reflective practice accounts, which evidence that candidate...</p>		
<p>8.1 has examined the definitions of adult literacies and adult ESOL literacies in Scotland and reflected on how they are interlinked</p>	<p><i>You have provided both definitions but have not examined or reflected on how they are interlinked</i></p>	FER
<p>8.2 has described the principles underpinning literacies provision in Scotland and has applied one of these to teaching in ESOL literacies context and has reflected upon its effectiveness.</p>		A
<p>8.3 has defined the social practice approach, has applied it to their teaching practice and reflected upon its effectiveness</p>	<p><i>Social practice approach defined and detail of how applied to TP.</i> <i>Still required: reflection upon effectiveness of application of social practice approach to teaching practice</i></p>	FER

<p>8.4 has established a good working relationship with the learner by recognising different learning styles and cultural diversity</p>		<p>A</p>
<p>8.5 has applied approaches to support the learner, taking into account additional support needs and/or specific learning difficulties, if appropriate</p>		<p>A</p>
<p>8.6 has considered a variety of ways of assessing progress, appropriate to the learner</p>		<p>A</p>
<p>8.7 has considered ways of encouraging the learner to adopt a critical approach to learning and to the uses of literacy and numeracy appropriate to their level of written and spoken English</p>		<p>A</p>
<p>8.8 has reflected on how they would adapt their teaching to a mixed-level group</p>		<p>A</p>
<p>8.9 has reflected on how this course will inform their future adult ESOL literacies teaching practice</p>		<p>A</p>

5 Reflective practice

Reflective practice is an essential element that runs throughout the PDA training and teaching practice. Reflection is personal to the candidate and can be done in different ways, but there should always be a written account, which provides a brief summary of a particular moment in time or teaching activity or approach. This can be referred to at various stages of the process. Reflective practice encourages the candidates to:

- ◆ actively consider their teaching practice as it relates personally to them
- ◆ consider areas of strength as well as areas where improvements can be made
- ◆ employ critical evaluation to their teaching practice and consider how this impacts upon their learners.

It provides a springboard to reflect on both strengths and areas for improvement, which will have a positive impact on future teaching practice and on the learner's experience.

Candidates should employ reflective practice throughout their course of study, teaching practice and programme of work. Reflective practice accounts (see 8.1 to 8.9 of the Evidence Requirements) should demonstrate that candidates have considered, from a personal point of view, aspects of good practice in adult ESOL literacies teaching — both generally and within their own teaching practice. Candidates should evaluate the effectiveness of their teaching programme and reflect on the impact the PDA will have on their future teaching practice.

There is additional guidance on how to write a reflective practice account and the language and elements that should be included in the **guidelines on meeting the Evidence Requirements pro forma** (see Appendix 7).

Example of a reflective account that meets the required standard

My background

My desire to know more about ESOL literacies learners arose out of the challenges of teaching a group of Chinese learners. They were only semi-literate in Chinese because they hadn't finished their education. They spoke very little English. However, they had very few numeracy problems, as they worked in takeaway restaurants and had to add-up bills. Because they were semi-literate in Chinese, I couldn't develop bilingual materials and we had to use an interpreter in the classroom. I wanted to teach them basic reading skills in order to start using a course book. I now realise this was over-ambitious. I had not recognised that they were unlikely to develop literacy skills if the resources I used were not relevant to the problems and challenges they faced in their lives.

I now teach one other class which could be described as literacies learners and there are literacy learners in other general ESOL classes I teach.

Social practice

The social basis of literacy is an approach which has been researched and discussed recently in general studies of literacy.

This approach 'starts from people's uses of literacy and not their formal learning of literacy. It starts from everyday life and everyday activities which people are involved in...it represents a move away from over-reliance on the idea of a set of fixed abilities...and starts out from how literacy fits into individual lives, how people experience literacy.'

(David Barton. *An introduction to the ecology of written language*.)

When we apply this approach to ESOL literacies learners we have to consider many different aspects of the learner's life.

- ◆ The literacy events they participate in. This means any activity which involves the written word. Do they need to read and write a variety of formats for a variety of purposes? We shouldn't assume that literacy events exist on a scale of simple to complex, but consider instead the purpose they involve. For example, reading a newspaper for information, reading a magazine for enjoyment, filling in a form for tax reasons, writing a letter to your child's nursery are all complex, individual events which require different sub-skills.
- ◆ Some literacy events are self-generated by the individual and some are imposed from an external organisation, eg the government, a company or another individual. Some literacy events will involve power relations and authority.
- ◆ Different literacies are associated with different domains of daily life, eg school, home, local community, work, etc. For any individual these domains are probably not equal and their importance will differ depending on the social networks an individual operates within.
- ◆ Literacy events should not be seen in isolation and they are intertwined with spoken language. We should not teach the skill of form-filling without teaching all the spoken language which may accompany this event.

- ◆ Individuals will also have a view of literacy and its place in their lives and this may depend on their cultural or educational background. In some cultures more value is placed on verbal communication than written and speakers of some languages do not have a written version of their language. Everybody will have different abilities and capabilities and our teaching shouldn't be affected by views of 'complete' or 'incomplete' literacy.
- ◆ The way we use literacy in our lives can change depending on our age and circumstances. Sometime we need to write more, sometimes we need to read more.

The main priority when working with ESOL literacies learners should therefore be to give them the opportunity to develop skills they can use for different kinds of literacy events in different domains. We must reflect on the individual's attitude to literacy and how it may influence learning styles. We should then chose strategies and materials which reflect these styles. I have tried to incorporate this when assessing learners' priorities and needs. I regularly review these needs with the learner and plan lessons accordingly. Learners have said that this approach has made what they learn in class more meaningful and relevant.

(Satisfies Evidence Requirement 8.3)

Show an understanding of the principles underpinning literacies provision in Scotland

Before I began the PDA I hadn't considered the position of ESOL literacies learners within the wider context of literacy provision in Scotland. In my local Authority, the ESOL service shares an office with Adult Basic Education (ABE) staff who are responsible for literacy provision to native speakers. We often share resources and good practice on an informal basis. I was considering taking part in ABE volunteer tutor training in order to develop teaching skills to use with literacies learners.

The PDA course has taught me that ESOL literacies learners are part of a bigger picture. They are one of seven priority groups which the Scottish Executive identified in the *Adult Literacies and Numeracy in Scotland* report in 2001. They may also fall into other groups such as people with limited education, workers in low-skilled jobs, and people with health problems. Their needs are similar to native speakers and the desired outcomes are the same, ie:

'to develop the ability to read, write and use numeracy, to handle information, express ideas and opinions, make decisions and solve problems as family members, workers, citizens and lifelong learners.'

These desired outcomes are the results of learners developing their literacies skills, as described by the adapted definition from the London Language and Literacy Unit, South Bank University, which defines an ESOL literacies learner as someone who may or may not have literacies needs in their first language but who has literacies needs in English and whose spoken skills in English can range from beginner to fluent.

(Satisfies Evidence Requirement 8.1)

The guiding principles underpinning literacies provision in Scotland are:

- ◆ **promoting self-determination**, ie that learners should be involved in real-life skills with materials that are relevant to their situations

- ◆ **developing an understanding of literacies**, ie encouraging learners to become critical users of literacies
- ◆ **recognising and respecting difference and diversity**, ie respecting the learners' skills in their own language and accommodating the use of other scripts in the classroom
- ◆ **promoting participation**, ie contribution of learners' views can influence delivery of programmes, consultation with learners
- ◆ **developing equitable and anti-discriminatory practice**

'The profile of learners will be monitored...taking account the social, cultural and economic factors influencing learning needs and aspirations. Particular attention will be paid to the needs and aspirations of minority and disadvantaged groups.'

Literacies in the Community: resources for practitioners and managers.
Scottish Executive. 2000

For ESOL learners, cultural background may be an important factor, but not the only factor in developing programmes of learning

- ◆ **Developing informed practice**, ie staff need to develop their expertise. I am cascading the information acquired during the PDA to my colleagues and to volunteer tutors who teach literacies learners
- ◆ **Drawing on partnerships**, ie a range of agencies should be involved in developing programmes of learning.

Reflect on the relevance of one of these principles to ESOL literacies learners **Promoting participation**

'Learners need to be sustained through the learning process. The design of learning programmes needs to take into account timing, transport needs, childcare support and the use of a range of guidance providers'

Literacies in the Community: Resources for Practitioners and Managers.
Scottish Executive (2000)

This involves trying to overcome the barriers that learners may face. Some of these barriers may be external, for example lack of time, funding, transport or childcare. Family demands, shift work or age may also be factors. Other barriers may be internal or psychological. For example, learners who have no experience or a negative experience of education may lack confidence or motivation. We have many strategies for trying to overcome these barriers.

- ◆ bilingual posters advertising the service are distributed to council offices, libraries, schools, community centres, shops and churches
- ◆ good links with other partners, such as job centres and libraries, mean that other service providers know about ESOL and refer learners to us
- ◆ we respond to demand by setting up new classes in new areas
- ◆ we try to overcome the physical barriers by holding classes in a variety of venues

- ◆ our classes are free and expenses for childcare and transport are reimbursed.
- ◆ interpreters are provided where necessary
- ◆ one-to-one tuition is provided by volunteer tutors especially for learners who cannot attend classes regularly

Overcoming the ‘internal’ psychological barriers can be more challenging. Our aim is to make the learner feel as comfortable as possible by adopting a friendly, encouraging approach. We have also used our links with other service providers to offer help on issues such as employment and housing and we always make learners aware of other learning opportunities open to them. I am currently developing a welcome pack for new learners to help them with these and other issues.

I have read the Literacy in the Community report and assessed the performance of my local Authority. I will highlight areas for improvement and report to my line manager.

(Satisfies Evidence Requirement 8.2)

Reflect on how this course and experience of working with adult ESOL literacies learners will inform the candidate’s future adult ESOL literacies teaching

Compiling the weekly diaries made me realise how much literacy and numeracy is part of everyday life and how debilitating it must be to have problems in these areas. From filling in forms to counting money in shops, we are expected to handle tasks with ease. The course has taught me that this involves more than just the ability to read, write and count, and that resources and methods for teaching ESOL literacies learners should reflect this.

I have learned that reading, writing and numeracy involve a complex set of sub-skills. We are often very demanding of learners, asking them to speak, listen, and cope with all the sub-skills of reading and writing at the same time.

Writing is often used in course books as a way of reinforcing language introduced in the lesson. However for literacies learners it should be more central and more time should be spent developing sub-skills of writing. For new learners who have literacies needs I aim to assess these sub-skills and plan lessons to develop them, in a more systematic way than previously. The student who was assessed for the purpose of this PDA profile expressed her dislike of writing in English. I have discussed this in detail with her and made suggestions such as writing new sentences for 5 minutes a day. I will also talk to her volunteer tutor and suggest strategies for improving her writing and spelling.

I have also now started to take into account the jagged profiles of the learners in my classes and realise that in-depth assessment of skills and sub-skills is necessary. The tables below show the profiles within one class (Women’s Group). This class consists of women from Pakistan and Turkey. Their age range is 17–78. Some of them can speak English quite fluently (although not accurately), but they rely on their husbands to fill in forms, etc.

(Satisfies Evidence Requirement 8.6)

Reading skills	
Reads aloud very well	<ul style="list-style-type: none"> ◆ Maqsooda ◆ Naseem
Reads aloud quite well and will guess pronunciation, spelling & meaning	<ul style="list-style-type: none"> ◆ Yasmin ◆ Latiefan
Problems with: <ul style="list-style-type: none"> ◆ letter recognition ◆ left-right orientation ◆ letter-sound association ◆ whole word recognition ◆ punctuation and use of capitals 	<ul style="list-style-type: none"> ◆ Shabina ◆ Maqsuda ◆ Seniha
Writing skills — problems	
<ul style="list-style-type: none"> ◆ upper and lower case letter formation ◆ writing on line ◆ spelling ◆ sentence formation 	<ul style="list-style-type: none"> ◆ Maqsooda ◆ Naseem
All of the above plus: <ul style="list-style-type: none"> ◆ understanding punctuation ◆ left-right orientation ◆ physical aspects — holding a pen 	<ul style="list-style-type: none"> ◆ Shabina ◆ Maqsuda
<ul style="list-style-type: none"> ◆ upper and lower case letter formation ◆ writing online ◆ spelling 	<ul style="list-style-type: none"> ◆ Yasmin ◆ Latiefan ◆ Seniha

In the past I was concerned that tasks would be either too difficult for the lower level learners or too boring for the higher level learners. Watching the video where the teacher had 3 different level groups within one class was very useful and has given me strategies for teaching such classes. For example, putting better learners to work with lower level learners and giving different activities on the same theme to the different level groups. Core materials can be aimed at the middle level then adapted for the upper and lower levels.

Before the course I had never considered teaching numeracy as part of my job. However because many ESOL literacies learners have only had minimal education and we are often the main education providers for them, it is a natural step to take. I had already taught some elements of numeracy such as addition, subtraction and multiplication, whilst incorporating them into literacy activities such as reading bills, checking bank statements etc. Some learners already have numeracy skills and I had also taught them English vocabulary for these mathematical processes.

Since the course I have tried to incorporate more numeracy practice into my classes as a way of checking the numeracy levels of the learners. For example, I have used resources to practise ordering items from catalogues, using maximum prices and adding up total bills etc.

On the course we considered ‘What makes a good numeracy tutor?’ and the answer was exactly the same as for the question ‘What makes a good literacy tutor?’ These attributes, such as encouraging peer support and making tasks achievable, allied with the necessary resources make the prospect of teaching numeracy less daunting.

Using new approaches

It was interesting to see that some methods used to develop writing and spelling with native English speakers can be adapted to use with ESOL learners. One example is *Language Experience* which involves using the student’s own life experience as a trigger to read and write. I have used *Language Experience* with groups by introducing sentences then reading them together with the learners. I then asked them to circle certain words or match the sentences to pictures and followed this up with similar activities such as re-assembling sentences I have also used this recently in a one-to-one session with a student and it was very effective. I followed it up by using a ‘Look, Say, Cover, Write, Check’ sheet to practise difficult words.

The PDA course opened my eyes to how difficult writing in another script can be.

I am now more aware of the materials which are available to develop writing skills such as letter tracing worksheets. For computer literate learners this can be extended by using online resources which demonstrate on screen how to form letters. One example of this is: www.tower.ac.uk/mediainternet/writing.asp

Once learners have mastered letter formation and developed it through copying, further writing skills can be introduced by using *Writing Frames*. For example you can use your own personal experience or that of the learners to develop controlled writing activities eg your friends, job, etc. Writing activities can start with gap-filling and copying words from a sheet or the board and develop into full sentence formation.

Using materials

Many course books for English language teaching are aimed at EFL learners rather than ESOL learners and the reading and writing tasks are unrealistic. It is important that materials reflect practical activities in real situations. The PDA course has demonstrated that it is relatively easy to develop my own materials for classes. I now use the checklist for assessing materials much more systematically, rather than just basing my choice of materials on whether the level of language is appropriate and accessible.

(Satisfies Evidence Requirement 8.2)

I have bought copies of *Friends, Families and Folktales* and *Teaching Literacy in ESOL classes* for myself and have used them in the Women’s Group class. They have proved very popular because the content is generally written by learners and is relevant to the cultural background of that class. The tasks gradually develop reading and writing skills and are not too complex.

(Satisfies Evidence Requirement 8.4)

The last session on the course about ICT and the internet was a good opportunity to find out about resources other course participants recommended. I have already used several recommended resources such as those for teaching about time. In my Local Authority I am responsible for keeping our volunteer tutors up-to-date about resources and I now look at all the websites listed in the handout from the course and evaluate them before informing tutors of them.

Is able to establish a good working relationship with the learner or group by recognising cultural diversity and different learning styles.

I believe that I already had good working relationships with the groups and individuals I teach. However, I am now more aware of the difficulties literacies learners could face. I also realise how important it is to pace the introduction of new skills.

The classes I teach have learners from a wide range of cultural backgrounds and I have always recognised this diversity and ensure that we regularly discuss their countries or cultures. I also recognise that students bring a wealth of cultural, linguistic and educational experience to the classroom. If they are literate in L1 I try to use this as a tool in teaching English literacy.

Some of our learners received minimal education in their own countries whilst others are used to a very structured and formal learning style. It is sometimes difficult for students to understand tasks such as gap-filling of which they have no experience. I try to model these activities to the whole class and use some of the methods for teaching mixed level classes to suit different learning styles. For example, those learners who are used to copying rather than writing freely can concentrate on this activity until they feel more confident. It is important that a climate of mutual respect and encouragement is developed.

Before the course I hadn't taken into account that there are different learning styles — Visual, Auditory, Kinesthetic and Social. It takes time to establish which style learners prefer. I have started to use exercises from *Knowing Me, Knowing You — Classroom activities to develop learning strategies and stimulate conversation*, in order to discover the learning preferences of my classes. I will develop schemes of work and choose materials based on the outcomes.

(Satisfies Evidence Requirement 8.4)

Consider a variety of ways of assessing progress appropriate to learners.

Since I first came into contact with literacies learners I have been interested in their assessment. I knew that the methods of assessment we used were inadequate and did not provide a clear picture of their existing skills, needs and priorities. When we assessed such learners the words 'Complete beginner' were written on the assessment form and they were put into the lowest level class. Assessment of writing skills depended on them being able to write a sentence about themselves. If they couldn't cope with this sentence level task no further investigation was made into their ability in word or letter level sub-skills such as letter formation.

Since completing the PDA course I have discussed this with my line manager and we agree that a new method of assessment should be devised. I intend to use some of the materials developed for the student profile for the PDA. One problem is that literacies learners often cannot speak English very well, so asking them questions about their needs, priorities and previous learning experience is difficult. Watching the video of the assessment was very useful and gave me some ideas about how to overcome these problems. I have considered other solutions such as using interpreters, bilingual checklists or using simple pictures showing different literacy events.

Another aspect which the course has highlighted is that we tend to focus on the learner's skills rather than on their needs (any additional support needs or learning difficulties) and priorities and that a more specific and detailed individual learning plan is needed. Having the opportunity to view different types of ILPs has given me ideas of what our new ILP should include. For example, we will now include the learner's short-term goals as well

as their long-term educational and employment aspirations and their wider need for skills, eg IT skills. We also have started to be more aware of possible signs of dyslexia with an ESOL learner. So far, we have not had anyone who needs additional support.

(Satisfies Evidence Requirement 8.5)

Assessment of progress has also been teacher-generated and the course has made me realise that learners need to be much more involved in assessing their own progress. With the Women's Group we have started to spend the last five minutes of every lesson filling in a learning record. Students copy notes of 'work done' from the board then write their own comments. This generates ideas for future classes as it highlights areas for improvement or practice. Members of this class who have recently done a childminding course felt confident enough to say they needed help with certain aspects of the course. This demonstrates that they are able to recognise areas of weakness. By keeping records of progress it is hoped that learners will feel 'ownership' of the class and be encouraged to attend more regularly. As a result of the course I can also see how easy it would be to develop a class learning plan and that low-level literacy learners could be involved in this process. This would involve using pictures or tick boxes on forms rather than long sentences, or having pictures in the classroom of different literacy situations which learners wrote their name next to if they saw that as their priority.

(Satisfies Evidence Requirement 8.6)

Consider ways of encouraging learners to adopt a critical approach to learning and to the uses of literacy and numeracy appropriate to their level of written and spoken English.

One problem which ESOL LL's face compared to other ESOL learners is in the area of critical literacies. If an ESOL learner can read even low-level texts they should be able to understand if a letter is important and relevant or just junk mail. Literacies learners can't distinguish between these types of text. In the group mentioned above I have taken in examples of letters I have received and asked learners to sort them into piles of important and non-important letters. The ESOL learners in the class have been able to help the literacies learners with this task and have explained the differences in L1. We plan to develop this by looking at key vocabulary, names of important organisations and other features of letters.

(Satisfies Evidence Requirement 8.7)

Conclusion

The PDA course was extremely enjoyable and filled a big gap in my knowledge. Previous teacher training courses always assumed the learners would be literate and I had never received any training on how to teach literacy skills. I now feel I have the knowledge to teach more effectively.

'Written words have power. Our job is to empower learners. This we can do by giving learners access to new skills'

Joanna Williams. *Teaching literacy in ESOL classes.*

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- ◆ Methods of assessment from UK colleges found on *Talent* website.

Additional guidance on producing a reflective account is contained in Appendix 7.

6 Assessment portfolio: sample documents

Candidates collate all their evidence in a single assessment portfolio. This should be appropriately indexed. This section provides examples of these documents. These demonstrate the minimum standard required to meet the evidence requirements.

Learner profile

The learner profile provides a summary of the learner's age, gender, previous educational background, literacies skills in their first language and/or additional languages, literacies skills in English, level of spoken English, their present circumstances (interests, employment, number of children, etc) and any identified additional support needs or barriers to learning (eg physical/mental health, childcare issues, transport distance/costs, etc).

Confidentiality should be respected at all times. Candidates should seek the learner's consent to use samples of their work in the portfolio, and the learner's identity should be protected, eg by changing names, using initials only.

The learner profile may be in narrative or table form — there are examples of both here. The learner profile begins to inform the assessment and subsequent learning programme.

Learner profile — example 1

Name	GA
Gender	Female
Age	23
Nationality	Pakistani
L1	Urdu
Additional languages	Farsi (spoken only)
Literacy in L1 or additional languages	Is literate in L1 — Urdu
Literacy in English	<ul style="list-style-type: none"> ◆ Can identify some social sight signs, eg Post Office ◆ Can write personal information, eg name/address ◆ Some mixing of upper/lower case ◆ Can recognise different genres, eg form, birthday card, menu
Previous education	Seven years. Left school at 15.
Specific learning difficulties	None identified
Interests	Family, cooking, sewing
Employment	Housewife
Barriers to learning	Three children (under 4 years); needs access to crèche; can attend classes only in mornings

Learner profile — example 2

GA is a 23 year-old woman from Pakistan. She is married and has three children under the age of four. She has been living in the UK for four months and lives in Lanark. She is literate in her native language, Urdu. She left school at 15 with no qualifications. English was not studied at school. She can speak some Farsi, but cannot write in it.

She can say only a few words in English. She can recite and write most of the alphabet. She can write her name and simple sentences. She can recognise shop names and some social sight words, eg school, stop, go, Post Office. She always does her homework and would love to attend more than one session a week.

Her husband, a nurse in a local nursing home, is also Pakistani although he has been living in Scotland for four years. He has a good level of English and tends to do all the communication on GA's behalf. Apart from attending a one-to-one session every Friday at the local community centre, she doesn't go anywhere without her husband and heavily relies on him.

At this point she cannot write her full address. Her son is starting nursery school after Summer. She needs to fill in the registration forms and wants to be able to communicate with the nursery teacher and other mums.

She is also keen to join the sewing group at the local community centre, but is anxious about speaking with the other women there and possibly reading instructions.

Initial assessment

The initial assessment provides a snapshot of where the learner is with regard to their abilities in English, and can help identify the knowledge and skills they already have and which they are bringing to their new learning situation. Along with the learner profile, the initial assessment provides a foundation from which to develop the ILP and is a starting point to begin the planning of the teaching and learning programme.

The initial assessment should assess all of the following skills areas:

- ◆ listening
- ◆ speaking
- ◆ reading
- ◆ writing
- ◆ numeracy.

A wide range of assessment methods and resources that are suitable for the individual learner should be used by the tutor, eg:

- ◆ checklists
- ◆ simple texts (to read, initiate discussion, identify letters and words)
- ◆ social sight cards (to initiate discussion — speaking and listening)
- ◆ photographs/picture flashcards (to read, initiate discussion, identify letters and words, to lead on to writing simple sentences)
- ◆ simple forms
- ◆ different genres, eg birthday cards, forms, etc.

Note: existing formalised assessment tools may be used, but the candidate should consider the learner's existing experience of learning and their confidence, before using, for example, a CD-ROM.

Initial assessment

Learner name: GA

Tutor name: Jane Winter

Date: 14.03.05

Location: Community Centre, Lanark

Speaking

General questions — What is your name? Where do you live? What is your son's name? How old is he?

GA generally understood the questions, but was hesitant/lacking in confidence when answering. Limited vocabulary. Limited full sentence construction.

Listening

Understands gist of questions/message; sometimes needs question repeated.

Reading

Was able to recognise some social sight words, eg school, stop, go, Post Office, Nursery. Was not able to differentiate between upper and lower case. Understands left–right orientation.

Writing

Writes in capitals; does not differentiate between upper and lower case. Could write her name, her son's name and part of address, with some inaccuracy, eg word order, post code runs together; not familiar with short form of date.

Sample piece of writing by learner supplied.

Numeracy

Has no issues with using number. Needs to develop knowledge of English vocabulary of numbers.

Materials used for assessment: photo, short text, basic form.

Individual learning plan and record of progress

The individual learning plan (also known as the personal learning plan) and the record of progress go hand-in-hand — one informs the other. These, along with the planned learning activities, should always be developed in negotiation with the learner.

The tutor/learner relationship should be viewed as an equal partnership towards the common goal of initiating or developing the learner's knowledge, skills and understanding of listening, speaking, reading, writing and using numeracy. Existing skills can be developed and new ones introduced, eg study skills; encouraging a critical approach to literacies and the learning activities; and encouraging the development of the learner's confidence in their own abilities to communicate and express their opinions.

Wherever possible, the learner should 'own' the ILP and record of progress. Their own words should be used in these documents and, ideally, the learner should retain the original documents and the organisation keep a photocopy. Where possible, the learner's own words (either written or dictated) should be recorded. For learners with very low levels of oracy or literacy in English, the learner's opinion and decision on areas of learning could be recorded by asking them to tick multiple choice pictures (eg pictures of happy, neutral or unhappy faces). This encourages critical reflection and ownership of learning.

The learner's ability to communicate their learning needs and goals will depend on their level of oracy in English, their bank of existing literacy/study skills in their first language, and/or English and confidence levels, etc. It may take several sessions to identify long-term goals and to build up a more detailed assessment and programme of work. However, initial short-term goals can be identified and learning can be initiated.

Although the ILP and record of progress can be useful documents for funding purposes, this should not be their main purpose. It is crucial that these documents are meaningful and relevant to the learner. They should be learner-centred in their creation, development and progression. The key purposes of the ILP and record of progress are to:

- ◆ form a record of the learner's needs and current and future goals
- ◆ encourage the learner to take an active role in their own learning
- ◆ enable the learner to regularly review progress and 'distance travelled'
- ◆ develop the learner's confidence and self-esteem
- ◆ support the learner in starting to engage in critical reflection of their learning.

The ILP should be receptive to the learner's life/study/employment circumstances. Goals should not be set in stone but can, and should, adapt to reflect the learner's changing learning and life priorities. The ILP is therefore an 'organic' and evolving document.

Individual learning plans can have different formats but all should include:

- ◆ name of learner
- ◆ name of tutor
- ◆ date
- ◆ location of provision
- ◆ immediate learning priorities
- ◆ short-term goals
- ◆ long-term goals

Records of progress should address:

- ◆ all the following skills to a greater or lesser extent, depending on the learner's existing knowledge and skills: listening, speaking, reading, writing and numeracy
- ◆ objectives for the learning session
- ◆ activities covered in each session
- ◆ decisions on self study — away from provision
- ◆ feedback from learner
- ◆ signature or initials of learner and tutor
- ◆ agreed learning plan for home and next session

Individual learning plan

Learner's name: GA

Tutor's name: Jane Winter

Date of interview: 21.03.05

Location of learning provision: Community Centre, Lanark

Learner's aims

- ◆ To be able to write her full name and address.
- ◆ To be able to complete simple forms to be able to register her son at nursery.
- ◆ To engage in conversational English; to understand verbal or written instructions, eg at sewing class.

Immediate priorities

- 1 Work on word recognition for familiar/most useful vocabulary, eg writing her name, her son's name, address, post code, telephone number, name of nursery, etc.
- 2 Recognise genre of forms.
- 3 Practise completing forms.
- 4 Increase range of vocabulary for conversational English.

Short-term goals

- 1 To complete registration form for son's nursery.
- 2 To be able to engage in conversational English with nursery staff and other children's mums.

Long-term goals

- 1 To attend English class more than once a week.
- 2 To learn to understand instructions particularly sewing patterns.

Programme of work/record of progress

Date	Objectives	Activity	Learner's feedback on lesson	Learner's signature/initials	Tutor's signature/initials	Self study	Plan for next session
28.03.05	<ul style="list-style-type: none"> • To recognise familiar words • To start writing them, eg name, address, date of birth, tel. no. • To be able to recognise form genre and components 	<ul style="list-style-type: none"> • Flashcards of familiar words for whole word recognition, eg Name, Address, Post Code • Practising speaking and listening — question and answer • Copying familiar words • Introducing basic form. 	'Lesson good; learned new words.'	GA	J. Winter	Take copies of basic form to practise writing at home. Also try writing some with husband's name	<ul style="list-style-type: none"> • Cutting up and putting together name and address • Learning short form of dates and d.o.b. • Increasing familiarisation with form, re-ordering cut up form • Writing — starting to fill in nursery form
04.04.05	<ul style="list-style-type: none"> • Review work done at home • Quick recap on last session • Cut up and reorder name and address 						

7 Appendices

This section provides an example of documents and tools to support candidates, trainers and assessors. These examples have been taken from the Glasgow ESOL Forum *ESOL Literacies: Teaching Adults Reading, Writing and Numeracy Training Pack* (2004), which contains comprehensive training materials. The pack has been developed by the Glasgow ESOL Forum and Learning Connections on a strictly non-commercial basis. It will be available in paper and CD-ROM formats, free of charge, to training providers from:

- ◆ the Glasgow ESOL Forum: enquiries@glasgowesol.co.uk
- ◆ Learning Connections, Communities Scotland:
clare.elazebbi@communitiesscotland.gsi.gov.uk

Copies of the pack will be provided on the basis that it must be used on a ‘not-for-profit’ basis.

The use of this pack is not a mandatory requirement for delivery of the PDA. Deliverers can use their own training materials or adapt materials from the training pack.

Pre-course pack

This gives information on pre-course reading and activities and on setting up an online discussion group.

Literacy and numeracy diaries

These may be used in training to help candidates record their own everyday literacies events, to reflect on how regularly literacy and numeracy occurs in everyday life and to reflect upon how many of these literacies events they will have in common with their adult ESOL literacies learners.

Online forum

Smartgroups (www.smartgroups.co.uk) provide a free-of-charge online forum, accessible only by the group. This can provide an opportunity for candidates and trainers to introduce themselves before the start of the course.

It is also invaluable for between-session discussion, information sharing and for posting feedback and documents arising from training sessions. Candidates can use the forum to raise any points they would like clarified between sessions. Post-training, the forum can also be used as a peer-support group. Candidates can also contact trainers to check queries arising from the preparation of the assessment portfolio.

Personal training journal

It is recommended that candidates use a personal training journal throughout the training. A personal training journal is for candidates’ personal use and does not form part of the assessment. It is a tool to facilitate professional critical reflection on teaching and learning within the training and how this will impact on the candidates’ subsequent teaching practice.

Knowledge and skills matrix

The knowledge and skills matrix summarises the knowledge and skills relating to each Outcome, covered in each training session. This could be adapted to suit local training circumstances.

Candidate's guidelines for meeting the Evidence Requirements

A useful tool to assist candidates to check that they have evidenced all the requirements.

Bibliography

The bibliography lists a wide range of publications from researchers and practitioners, covering theory and practice of literacies provision, including:

- ◆ ESOL literacies
- ◆ adult literacies
- ◆ social practice approach
- ◆ specific learning difficulties
- ◆ critical literacies
- ◆ genre
- ◆ citizenship
- ◆ literacies acquisition as a powerful force for social, economic and political empowerment

ICT resources and software

This list provides information on recommended Internet links and software packages on such varied topics as:

- ◆ spelling and grammar
- ◆ numeracy
- ◆ interactive sites, eg driving test theory, telling the time, using money
- ◆ research sites, eg ERIC Digest.

Training resources and equipment

Provides a basis for training resources and equipment which future training providers may wish to review or adapt.

Evaluation forms

Sample evaluation forms for both facilitator and candidate.

Appendix 1: pre-course pack

It is recommended that candidates are issued with a pre-course pack prior to commencing the training course.

The pre-course pack should include:

- ◆ training times, venue, location, map and contact details
- ◆ course outline
- ◆ pre-course questionnaire
- ◆ literacy and numeracy diaries
- ◆ reading and resources list including ICT (for reference and future use)
- ◆ information on online forum
- ◆ essential pre-course reading and activities

The main purpose of the pre-course pack is to provide background information on the context of adult literacies and ESOL literacies provision in Scotland, together with the key principles of good practice (ref. *Literacies in the Community* pack*) and the definitions of an adult literacies learner and of an adult ESOL literacies learner. Relevant articles and excerpts are also included from leading practitioners and researchers in the field of literacies and ESOL literacies.

At this early stage, candidates are encouraged to start thinking about literacies within the social practice context of everyday literacies events. Candidates are asked to complete their own literacy and numeracy diaries (Appendices 2 and 3). This encourages candidates to record and reflect upon the amount and range of literacies events that they engage in — many of which they will have in common with their adult ESOL literacies learner(s).

The pre-course questionnaire stimulates reflection on candidates' current teaching contexts and highlights current areas of strength and areas for improvement. It provides a foundation for initial discussion and debate amongst candidates and trainers in the first training session.

*Literacies in the Community: resources for practitioners and managers. City of Edinburgh Council (2000). Available from Learning Connections, tel. 0131 479 5494.

Appendix 2: Literacy diary

Keep a record for one week of all the things that you do that involve reading or writing.

What did you read/write?	Where?	How often?	How? Skim/scan/ close reading	Comments
Reading the newspaper	<ul style="list-style-type: none"> Kitchen 	5 times a week	<ul style="list-style-type: none"> Skim/scan 	<ul style="list-style-type: none"> Skimming headlines for main news and items of personal interest; using top of page to check today's date; checking temperatures abroad; scanning advertisements for specific items for sale/wanted
Reading and writing e-mails	<ul style="list-style-type: none"> At work Public library 	Daily	<ul style="list-style-type: none"> Skimming Close reading 	<ul style="list-style-type: none"> Skimming for sender's name/e-mail address/gist Scanning for particular information — is message for info only or does it require a response Writing reply — deciding on register — formal/informal; using sentences, bullet points, etc. No need to write-in some automatically produced information, eg date
Reading reports	<ul style="list-style-type: none"> At work 	Twice a week	<ul style="list-style-type: none"> Skim/scan Close reading in parts 	<ul style="list-style-type: none"> Skimming for gist; skimming through headings, eg introduction, conclusion Scanning for specific information, eg deadline for responses, titles of reference documents Close reading of parts of particular interest/relevance
Reading novel	<ul style="list-style-type: none"> At home In café 	7 times a week	<ul style="list-style-type: none"> Close reading 	<ul style="list-style-type: none"> Reading for pleasure — close reading
Reading TV guide	<ul style="list-style-type: none"> At home 	Daily	<ul style="list-style-type: none"> Scanning Close reading 	<ul style="list-style-type: none"> Scanning for programmes of interest Checking start/finish times; if programme times clash
Using appointments diary	<ul style="list-style-type: none"> At work At home 	Daily	<ul style="list-style-type: none"> Making notes 	<ul style="list-style-type: none"> Making work and personal appointments; checking dates/times; note form, eg name, location, time

Appendix 3: numeracy diary

Keep a record for one week of all the things that you do that involve numeracy.

What did you use numeracy for?	Where?	How often?	How? Mental/estimation/ paper/calculator	Comments
Shopping	<ul style="list-style-type: none"> • Supermarket 	Once a week	<ul style="list-style-type: none"> • Mental/estimation/ addition/subtraction 	<ul style="list-style-type: none"> • Rounding up prices to roughly calculate total bill for goods
Travel to work	<ul style="list-style-type: none"> • Home 	Daily	<ul style="list-style-type: none"> • Mental — estimating time I need to arrive at work, minus travel time to decide when to leave the house; subtraction 	<ul style="list-style-type: none"> • Using watch/clock to work out time I need to leave house to arrive at work, eg start work at 9.00 am, journey takes half an hour — need to leave house at 8.30 am
Dividing restaurant bill	<ul style="list-style-type: none"> • Restaurant 	Once a month	<ul style="list-style-type: none"> • Mental — division/addition/percentage 	<ul style="list-style-type: none"> • Dividing bill by number of people present; adding on a tip (10%)
Budgeting	<ul style="list-style-type: none"> • Home 	Once a month	<ul style="list-style-type: none"> • Subtraction — on computer spreadsheet 	<ul style="list-style-type: none"> • Deducting expenditure from income to give surplus or deficit
Buying coffee and sandwich	<ul style="list-style-type: none"> • Café 	Twice a week	<ul style="list-style-type: none"> • Estimating cost of goods • Change from £10 	<ul style="list-style-type: none"> • Subtracting estimated cost from cash to ensure I have enough money • Working out change from £10
Using the telephone	<ul style="list-style-type: none"> • At home • In work 	5+ times a day	<ul style="list-style-type: none"> • Memory, checking numbers 	<ul style="list-style-type: none"> • Double checking telephone numbers, keying in the right telephone number and getting through to the right person!
Withdrawing cash	<ul style="list-style-type: none"> • Autobank on street 	Once a week	<ul style="list-style-type: none"> • Estimating how much money needed for weekly expenses 	<ul style="list-style-type: none"> • Estimation/addition of known and likely weekly expenses. • Remembering and inputting pin number

Appendix 4: online forum

The Glasgow ESOL Forum recommends that an online forum is set up, so that the candidates can discuss the training and share ideas. An added bonus is that participating in a forum will also provide candidates with an opportunity to further develop their own ICT skills. A successful forum requires input from the trainers as well as the candidates, and this should be taken into consideration when estimating the time required to prepare and deliver the training.

If the candidates all belong to one organisation, it may be possible to set up a forum on an intranet. If not, one that is easy to set up and use is available at: www.smartgroups.co.uk.

You control the membership and only candidates and trainers on the course will be able to access it. An unmoderated forum is probably best for this kind of group, so that participants see their contributions appearing immediately.

The Smartgroups Forum is free of charge and is accessible only by the subscribed group.

Participants are sent an invitation by e-mail to join the forum. If they wish to join, they must subscribe by following the instructions contained in the e-mail from Smartgroups. This will allow them to view contributions to the forum.

However, in order to access or download documents, view calendar, etc., participants will need to register with Smartgroups by logging onto [www.smartgroups.com/groups/\[name of group\]](http://www.smartgroups.com/groups/[name of group]) filling in their e-mail address and a password. Participants can unsubscribe from the group at any time.

The forum can:

- ◆ give trainers and participants a space to introduce themselves before the training starts
- ◆ give trainers and participants a space to debate issues and share thoughts that arise from the training
- ◆ give participants links to websites trainers would like them to look at — for example this could save on photocopying by giving the link to the ERIC handouts (<http://askeric.org/>)
- ◆ contain typed up versions of evaluations or flipchart records coming out from each session
- ◆ allow trainers to give participants additional information outwith training sessions
- ◆ allow participants to tell trainers about any points they would like clarified at the next session
- ◆ include in its calendar the dates and details of the training, along with any dates for visits to groups or other events participants should know about

For an online forum to be successful, it is essential that participants are given specific tasks to do and that any messages they post are responded to quickly.

For example, they could be asked to check that they can access the forum by leaving a short note about themselves. Some handouts could be made available through the forum. Trainers can set up a space on the forum for participants to respond to the reading they are given, and another for participants to discuss their progress with preparing for the portfolio assessment.

To make sure the forum runs smoothly, it is worth enlisting a couple of colleagues to test it before training starts.

Appendix 5: personal training journal

Name:

Session:		Date:	
Key points (What have you learned?)			
Reflection/action			

Note: this page can be photocopied for each training session.

Appendix 6: knowledge and skills matrix

(Sample 10-session format)

Knowledge and skills	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7	Session 8	Session 9	Session 10
Outcome 1										
1.1	•	•	•	•	•	•		•		•
1.2	•	•	•	•				•		•
1.3	•									•
1.4	•	•	•	•	•	•	•	•	•	•
Outcome 2										
2.1	•	•	•	•	•	•	•	•		•
2.2	•	•	•	•	•	•	•	•		•
2.3	•					•				•
2.4	•					•				•
2.5	•	•	•	•	•	•	•	•	•	•
2.6	•	•	•	•	•	•	•	•	•	•
Outcome 3										
3.1	•	•	•	•	•		•	•		•
3.2	•	•	•	•	•	•	•	•		•
3.3	•	•	•	•	•		•	•		•
3.4	•	•	•	•	•	•	•	•	•	•
Outcome 4										
4.1	•	•	•	•	•		•	•		•
4.2	•	•	•	•	•		•	•		•
4.3	•	•	•	•	•		•	•		•
4.4	•	•	•	•	•		•	•		•
4.5	•	•	•	•	•		•	•		•
4.6	•	•	•	•	•		•	•		•

Appendix 7: guidelines for meeting the evidence requirements

Deadline for draft:

Deadline for final version:

To meet the evidence requirements of this unit, each candidate must deliver ESOL learning activities to one adult ESOL literacies learner.

However, if working with an individual learner, the candidate must include reflection, in the reflective practice account(s), on how they would adapt their teaching practice to a mixed-level group that included adult ESOL literacies learners.

Some points to note:

- ◆ the length is not stipulated, except for the reflective practice account(s) (suggested length 2,000 words)
- ◆ some tasks will be brief and may be tabulated or in note form
- ◆ aim to be concise
- ◆ if possible, work should be word processed
- ◆ reader friendliness is important, not elaborate formatting or use of colour
- ◆ spelling, punctuation and grammar should be of a high standard
- ◆ maintain a sense of audience and purpose
- ◆ a first draft may be submitted before the deadline, but this is not a necessary stage
- ◆ confidentiality of learners should be observed — ensure learner's anonymity and gain permission from the learner from their work to be included

Each candidate must provide evidence in the form of a portfolio, which includes the following items.

1 A profile of one adult ESOL literacies learner, including (at least) the information below.

Age.

Gender.

Language background.

Educational background.

Literacy in L1.

Literacy in English.

Learning difficulties (if any).

Interests.

Employment situation.

Notes:

2 A completed initial assessment for one adult ESOL literacies learner, including (at least) the information below.

Writing ability.

Reading ability.

Speaking ability.

Listening ability.

Ability to use numbers.

Include tasks given and responses that indicate above abilities.

Notes:

3 An initial individual learning plan agreed with one adult ESOL literacies learner, including (at least) the information below.

Name.

Immediate learning priorities.

Learning goals.

Notes:

4 A copy of a record of progress agreed with one adult ESOL literacies learner, including (at least) the information below.

Record of progress agreed with one learner.

What was done.

Learner's comments.

Note: tutor can help the learner to complete the record of work

Notes:

5 A programme of work including (at least) the information below.

A minimum of four separate lessons (minimum of four hours).

Learning activities relating to the three skills of reading, writing, numeracy.

Approaches used.

Incorporate feedback from the learner.

Notes:

6 An evaluation of the programme of work, incorporating feedback from the learner, including (at least) the information below.

Evaluation of effectiveness of the programme of work.

Reflection on what improvements, if any, could be made for future delivery.

Explanation of how these were used.

Notes:

7 Two examples of relevant materials (one created and one adapted), the use of which has been reviewed and evaluated, including (at least) the information below.

Two examples of materials appropriate to adult ESOL literacies learners: one created and one adapted by the candidate for teaching adult ESOL literacies, drawn from adapted published materials OR adapted authentic materials OR created materials OR ICT.

An explanation of how these were used in the programme of work.

An evaluation of their effectiveness.

Notes:

8 Reflective practice account(s) (suggest 2000 words in total).

Can be one holistic reflective practice account or a series of shorter ones. Points to note:

- ◆ write in continuous prose
- ◆ use tables and bullet points, where appropriate
- ◆ use headings and subheadings that cover the points (i) – (vi) below.

The process of reflection allows candidates the opportunity to examine their current practice and to make improvements upon it. By recording these reflections on their current practice, issues can be identified and changes made as a result. Candidates should be encouraged to think about what they have learned based on these reflections and identify the impact on their future practice. Recording these impressions is a crucial aspect of reflection; we are recording a snapshot in time and this can be useful in assisting an overall evaluation of provision.

The result of this reflective process is that ESOL literacies tutors advance their own practice and provision for learners through a constant cycle of improvement. There are different ways to reflect, depending on individual practitioner preference, but they should always include a written record.

Encouraging candidates to think about how the learning received on the course has changed the way they approach the subject is beneficial. Has it changed their thinking or confirmed their beliefs? It may be useful to state how the learning experience has confirmed their approach or challenged their thinking.

Reflective accounts should not be about facts and figures, but thoughts and feelings. It is important that the candidate makes it personal. Phrases like 'I feel' or 'I think' may be useful in reflecting.

The reflective accounts should be short and to the point. It is not an essay. It is generally accepted that the assessment may be up to 10% above or below the recommended length.

You may wish to look at a reflective piece of work carried out by facilitators of the Introductory Training In Adult Literacies Learning. The report *New Practices: Good Practices?* is available at www.lc.communitiesscotland.gov.uk and may be a useful resource for those exploring issues of reflection for the first time.

The reflective practice accounts should demonstrate that the candidate...

8.1 has examined the definitions of adult literacies and adult ESOL literacies in Scotland and reflected on how they are interlinked.

Notes:

8.2 has defined the social practice approach, has applied it to their teaching practice and has reflected upon its effectiveness.

Notes:

8.3 has described the key guiding principles underpinning literacies provision in Scotland, has applied one of these to teaching in an ESOL literacies context and has reflected on its relevance in this context.

Notes:

8.4 has established a good working relationship with the learner by recognising different learning styles and cultural diversity.

Notes:

8.5 has applied approaches to support the learner taking into account additional support needs and/or specific learning difficulties, if appropriate.

Notes:

8.6 has considered a variety of ways of assessing progress appropriate to the learner.

Notes:

8.7 *has considered ways of encouraging the learner to adopt a critical approach to learning and to the uses of literacy and numeracy appropriate to their level of written and spoken English.*

Notes:

8.8 *has reflected on how they would adapt their teaching practice to a mixed-level group that included adult ESOL literacies learners.*

Notes:

8.9 *has reflected on how this learning will inform their future adult ESOL literacies teaching practice.*

Notes:

Appendix 8: Bibliography

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Appendix 9: ICT resources

Websites

- ◆ <http://askeric.org>
- ◆ <http://www.scotland.gov.uk/about/ASD/CSU/00017534/ELL-p.aspx>
- ◆ www.bbc.co.uk/keyskills (communication skills, report writing, on-line tests, etc.)
- ◆ <http://www.bbc.co.uk/schools/revisewise> (worksheets, games and tests for English and Maths – cartoon graphics)
- ◆ www.bbc.co.uk/skillswise (English grammar, spelling and also maths)
- ◆ www.businessenglishonline.net/e-lessons (self-explanatory)
- ◆ www.citycol.com/esol (useful website; driving theory; a bit different)
- ◆ <http://www.edict.com.hk> (grammar exercises on-line – intermediate to advanced level)
- ◆ <http://www.englishpage.com> (grammar, vocabulary and games)
- ◆ www.esl-english.com (provides links to lots of useful ESOL websites)
- ◆ <http://www.ericfacility.net/extra/adr/adrsearch.cfm>
- ◆ www.insideout.net/profile/emailservice.asp (provides new weekly/monthly topical lessons for all levels)
- ◆ <http://iteslj.org> (provides lots of ESOL links)
- ◆ www.kar2ouche.com (interactive; story building)
- ◆ <http://lc.ust.hk/~sac/sacmat.html> (advice sheets and links to other websites)
- ◆ <http://www.lintrathen.freemove.co.uk/val/basicskills/index.htm> (Brush up your English, games, grammar and online quizzes plus lots of links)
- ◆ <http://literacynet.org/cnnsf/week.html> (reading comprehension – news stories)
- ◆ www.macmillaneducation.com/resource.htm
- ◆ www.onestopenglish.com (provides weekly topical lessons for all levels)
- ◆ www.puzzlemaker.com
- ◆ <http://qax.org/driving/quiz1> (Highway Code quiz)
- ◆ www.targetskills.net/index_01.htm (CD-ROM learning resource for literacy, numeracy and ESOL)
- ◆ www.teachingmoney.co.uk
- ◆ www.teachingtime.co.uk
- ◆ www.free.thebigbus.com/free/resources/writing/index.htm
- ◆ <http://uk.cambridge.org/elt/inuse/> (printable worksheets to test vocabulary and grammar)
- ◆ <http://uk.cambridge.org/elt/vip/> (online exercises from Vocabulary in Practice books)
- ◆ www.visualthesaurus.com (online thesaurus that maps meanings)
- ◆ <http://www.woodlands-junior.kent.sch.uk/Games/educational/literacy.html> (lots of games — hangman, wordmeister, word searches, magnetic boards)

Software

- ◆ **ELLIS** – Cambridge Training and Development
- ◆ **ESOL Literacy Resource Pack** – Lisa Karlsen (www.esolliteracy.com)
- ◆ **NumberShark** (CD ROM for Numeracy produced by White Space Ltd., 41 Mall Road, London W6 9DG)
- ◆ **Simon Sounds it Out** – Don Johnson
- ◆ **WordShark** (CD ROM for spelling produced by White Space Ltd., 41 Mall Road, London W6 9DG)

Appendix 10: training resources and equipment

The following resources were used in the pilot of the PDA. The 19 pilot candidates each received a ‘welcome pack’ at the start of the training. This included calculator, ruler, pen, pencil, bookmark, highlighter, mouse-mat and A4 pad.

Training delivery was divided into morning and afternoon sessions and candidates and trainers each had colour-coded packs. Handouts, task-sheets and trainer-only notes were also colour-coded for ease of reference. All paper-based materials were pre-punched and Lever Arch files were provided for candidates.

The following list provides a basis for training resources and equipment, which future training providers may wish to use or adapt.

General resources	
Coloured felt tip pens	3 sets × 12
Calculators	7
Blutack	3 packs
BBC Basic Skills posters	10
Scissors	8
A4 plain paper	2 packs
Flipchart paper	2 packs
Pencils (with rubbers)	24
Post-it pads (large)	12 packs
Large punch	1
Staplers + staples	2 + 1 pack
Dry wipe whiteboard markers	3 packs × 4 (red, blue, black, green)
Coloured plastic folders (clear, yellow, blue, red, green)	5 packs (500)
A4 coloured paper (cream, yellow, pink, blue, green)	
A4 card (white, cream, pink, blue, green, yellow)	
Lever Arch files with dividers	25
Punched Pockets (clear)	2 packs (200)
Poster markers (waterbased)	1 pack × 12 (brown, white, orange, pink, yellow, lime green, mid-green, fuschia, purple, blue, red, black)
OHTs (writeable)	1 pack
OHT pens	8 (2 black, yellow, orange, red, green, purple, brown)
Flipchart pens	9 (2 red, 4 green, 1 blue and 2 black)
White labels	1 pack
Pritt Sticks	2
Sticky Velcro Spots	1 pack
A4 lined pads	24
<i>Glasgow's Learning</i> pens pencils, bookmarks and coasters	numerous

Words	
Magnifier sheet	1
Tracing paper	bundle
Alphabet desk lines	1
Days of week/months of year (matching game)	1
Calendar pocket (months)	1 pouch with month cards
Personal vocab book (sample)	1
Tips cards: 35 most common words	bundle (for handing out)
Tips cards: Capital letters are used...	bundle (for handing out)
Signs you need to know	1 set × 30 (e.g. No Smoking, Out of Order, Lift, Post Office, Danger, No Entry, Ladies, Gentlemen, Wet Paint, Bus Stop)
Functional signs	1 set × 44 (e.g. Quiet, Enquiries, Push, Pull, Pay Here, Private, Mind the Step, Toilets, Fire Exit, Information, Open/Closed)
Photo alphabet	1 set (large cards)
Intuitive overlays	1 pack (coloured overlays)
Sand	1 bag
Sand tray	1
Mirror	1
Numbers	
Laminated hundred boards	10 (double-sided)
Cuisenaire rods	1 set × 155 rods
Multiplication dominoes	4 sets (Tables 2/3; 4/5; 6/7; 8/9)
Tips cards: multiplication square	bundle (to hand out)
Number match cards (alpha-numerical and pictorial)	1 set × 24 (laminated triangles)
5-10 dice	× 10
Symbol dice	× 10 (multiply, divide, equals, plus, minus)
Mini clocks (moveable hands)	10
Large clock (second hand)	1
Posters: What's the Time?	4 (12 hr and 24 hr)
Posters: <ul style="list-style-type: none"> ◆ Calculator Keys ◆ Fractions, Decimals and Percentages ◆ Finger Sums ◆ If You're Stuck... ◆ Solving Problems... ◆ Using Number Line ◆ Ratio ◆ Subtraction ◆ Maths Words 	

CD-ROMs/software	
WordShark	White Space Ltd.
NumberShark	White Space Ltd.
Count Me In	BBC
Skillswise	BBC
ESOL Literacy Pack	Lisa Karlsen
Sassoon Fonts	Rosemary Sassoon
Curriculum Level 1 (Words & Numbers) – interactive	Skillswise
Videos	
Teaching Basic Literacy to ESOL Learners: Videos (1) and (2)	LLU+
Literacy is for Me!	Glasgow Women’s Library, Quarriers and YWCA
Delivering Skills for Life: Differentiation in ESOL Teaching	DfES
Equipment	
Television	
Video	
OHT	
Cassette Player/Recorder	
Computer Suite with PCs	

Appendix 11: evaluation forms

During the pilot of the PDA, at the end of each day's training evaluation, forms were circulated which both candidates and trainers completed. These provided useful feedback while the training was fresh in participants' minds.

Candidates were given 10 minutes to reflect and complete these forms. End-of-course evaluation forms were also used, and provided a useful overview of the entire course, with constructive ideas for future improvements.

Examples of suggested evaluation forms are provided in the following pages. Future training providers may wish to use these or adapt their own versions.

ESOL Literacies: Teaching Adults Reading, Writing and Numeracy

Candidates' Daily Evaluation Sheet

Name:

Please circle the number you feel is most appropriate for each question.

1 Was the content of today's training satisfactory?

Morning Session:

1	2	3	4	5
---	---	---	---	---

not at all

totally

Afternoon Session:

1	2	3	4	5
---	---	---	---	---

not at all

totally

Please complete the sentences:

1a) I liked...

1b) I didn't like...

2 Was the course delivery satisfactory?

1	2	3	4	5
---	---	---	---	---

not at all

totally

Please complete the sentences:

2a) I liked...

2b) I didn't like...

3 Was the pace appropriate?

1	2	3	4	5
---	---	---	---	---

too slow

too fast

4 Were the aims of the sessions met?

Morning Session:

1	2	3	4	5
not at all		totally		

Afternoon Session:

1	2	3	4	5
not at all		totally		

Additional Comments:

.....

.....

.....

5 What have you learned or found particularly useful in today's training sessions?

.....

.....

.....

6 What changes, if any, would you make to today's training sessions?

.....

.....

.....

7 Please let us have any additional comments below.

.....

.....

.....

.....

Thank you for taking the time to complete this evaluation sheet. The information you have provided will inform future training provision.

ESOL Literacies: Teaching Adults Reading, Writing and Numeracy

Facilitators' Daily Evaluation Sheet

Date:	Session Nos. (eg 1+2)
-------	-----------------------

1 Overall, how did you feel about these sessions?

.....

.....

.....

2 How well did the activities achieve the aims and outcomes of each session?
--

Morning Session:

1	2	3	4	5
not at all				totally

Afternoon Session:

1	2	3	4	5
not at all				totally

3 Which activities worked well and why?

.....

.....

.....

4 Which activities did not work so well and why?
--

Morning Session:

.....

.....

Afternoon Session:

.....

.....

5 How could the sessions be improved?

Morning Session:

.....
.....
.....

Afternoon Session:

.....
.....
.....

6 Was there anything missing from the sessions?

Morning Session:

.....
.....

Afternoon Session:

.....
.....

7 Any other comments?

.....
.....
.....
.....
.....

ESOL Literacies: Teaching Adults Reading, Writing and Numeracy

Candidates' End of Pilot Whole Course Evaluation Sheet

Name:

1 Which aspects of the training did you find:

Most useful?

.....
.....
.....

Least useful?

.....
.....
.....

2 Did the training meet your expectations? (On a scale of 1-5)

1	2	3	4	5
---	---	---	---	---

not at all totally

Comments:

.....
.....
.....

3 Was the pre-course reading useful?

1	2	3	4	5
---	---	---	---	---

not at all totally

Comments:

.....
.....
.....

4 Do you feel that the aims of each session were met?

Yes No If no, please detail:

.....
.....
.....

5 Was anything missing from this course? (Please tick)

Yes No If yes, please detail:

.....
.....
.....

6 In general, how useful will the training be in your teaching practice?

1	2	3	4	5
not at all				totally

Comments:

.....
.....
.....

7 At this point, can you identify any further training you might need in relation to teaching adult ESOL literacies?

Comments:

.....
.....
.....

8 We welcome your suggestions or ideas for improvement of future training?

Comments:

.....
.....

ESOL Literacies: Teaching Adults Reading, Writing and Numeracy

Facilitators' *End of Pilot* Evaluation Sheet

Facilitator's Name:

1 Please circle the sessions you delivered/co-delivered

1	2	3	4	5
6	7	8	9	10

2 How much time did you spend on preparation?

.....
.....

3 Comments on course delivery.

.....
.....
.....
.....
.....

4 Any content that was particularly useful.

.....
.....
.....
.....

5 Any content that was not useful.

.....
.....
.....
.....

6 Detail significant changes that were made *during delivery* of the training and why? (eg order/content/other)

.....

.....

.....

7 Detail changes that will be made to future courses *as a result of* the training.

.....

.....

.....

.....

.....