



Support for English, maths and ESOL

Module 15: Teaching English and maths together

Aim and outcomes



Aim

To highlight the mutually dependent relationship between English and maths in real world vocational contexts

Outcomes

By the end of the session participants will have:

- identified the English and maths elements of real world contexts
- developed their skill in identifying maths and English in use
- considered the complex relationship of English and maths skills
- explored the concept of 'graphicacy' – English and maths together
- been introduced to a framework for analysis of maths and English in context

New Challenges, New Chances



“Ensure that by September 2012 the Learning and Skills Improvement Service’s (LSIS) continuing professional development programme for Skills for Life teachers prioritises the most effective pedagogy for teaching English and Maths. LSIS will support a range of peer reviews and practitioner research programmes.

“Ofsted proposes to increase its focus on the quality of teaching, learning and assessment in inspection. Paying particular attention to how well teaching develops English and Maths skills.”

New Challenges, New Chances (BIS, 2011, p11)

<http://www.bis.gov.uk/assets/biscore/further-education-skills/docs/f/11-1380-further-education-skills-system-reform-plan.pdf>

Embedded learning



“Embedded teaching and learning combines the development of literacy, language and numeracy with vocational and other skills. The skills acquired provide learners with the confidence, competence and motivation necessary for them to progress, gain qualifications, and succeed in life and at work.”

<http://rwp.excellencegateway.org.uk/Embedded%20Learning/>

Social practices – English and maths in everyday practices



Discuss in your group:

What are the stages of this activity?

What do the people involved *do* with texts and numbers at each stage of the process?

With whom, and how?

Social practices – what are they?



People have 'ways of doing things', e.g. estate agents.

Maths and English (and ESOL) are meshed together and embedded into these 'ways of doing things', e.g. filling in mortgage form, calculating affordability.

These 'practices' are distinctive and contextualised, e.g. buying a car is different from buying a flat.

We can analyse social practices in terms of the specific *literacy / English, numeracy / maths, and language / ESOL practices* they may contain.

Literacies for Learning overview



Questions we can ask about any use of reading and writing – to understand it ourselves and review it or explain it to others

“The kinds of reading and writing that you are engaging in with your students is not somehow an ‘add-on’ or incidental to your subject area. It’s an integral part of your subject, because how people communicate in that subject area is going to be distinctive. As an educator in any subject area you need to ‘have a handle on’ the dimensions of those literacy practices.”

Dr Greg Mannion, LfLFE Project Co-Director, University of Stirling

The Literacies for Learning framework

	What? ↓	Why? ↓	Who? ↓
	Nine aspects of a Literacy Practice		
	topic + issues	purpose(s)	audience(s)
	styles, designs + conventions	flexibility + constraints	roles, identities + values
How? →	modes + technologies	actions + processes	interaction, collaboration + use of sources

From: *Literacies for Learning in Further Education*, Pardoe S and Ivanic R, 2007

English and maths together



What literacies and numeracies are involved in interpreting texts like this successfully?

[Latest Infomania - click here](#)

Graphicacy – the third domain



After literacy and numeracy, the third major domain of thought and expression is 'graphicacy'.

Graphic representation, as well as requiring 'visual literacies' – graphicacies – for interpretation, are often sites where literacy and numeracy skills are both needed by the reader.

These sorts of texts are increasingly common in work and leisure settings, and the practices around them – how people use and create these texts – typically involve the application of both literacy / English and numeracy / maths skills.

Graphicacy – the third domain



[Graphicacy video](#)

Tommy McCall talks about graphicacy, the next great leap forward, at TEDx East.

Filmed May 9, 2011 at the NY Times Center.

Graphicacy – the third domain



The development of graphicacy skills is seen by visionary management as a core corporate competency. Employees have never formally learned these skills, nor have they been tested to assure they meet a standard for input and output communication, yet they are constantly called upon to create and understand graphic images. The organisations that are building this core competency will attain a clear competitive advantage in their marketplace.

<http://www.information-management.com/bissues/20051001/2600026-1.html>