**Adult ESOL Core Curriculum**

**Working with vocational teachers (for ESOL specialists)**

With the ongoing development of embedded provision in the post 16-sector, there is an increasing demand for ESOL specialists to work closely with their vocational colleagues to plan, teach and assess the development of language and literacy skills in vocational programmes. The National Research and Development Centre (NRDC) found in its 2005 study of embedded provision that a key characteristic of successful teaching teams was that they were,

............. “strongly motivated to provide embedded provision; ...had the time to work and plan together; and both sorts of teachers were willing to learn from each other. The vocational teachers were willing to try to understand the importance of LLN for their learners and were modifying their classroom organisation and practice to reflect this. The LLN teachers were willing to learn a lot about the vocational area and how to provide effective LLN support for these learners in terms of both teaching approaches and content”. *(*Baynham, et al 2005)

The ESOL specialist brings to this work an understanding of how people learn language and experience of planning and teaching for language learning.

**Strategies for working with vocational teachers**

* Recognise that successful embedding teamwork is based on mutual professional respect. The ESOL specialist brings expertise in language teaching, while the vocational teacher brings expertise in the vocational area.
* Recognise that learners are primarily motivated to achieve their vocational aspirations and it is important to demonstrate to them how development of their English language skills will assist them in this.
* Work closely with the vocational teacher to identify how language is used across the whole vocational course. This should include the types of listening, speaking, reading and writing that are required on the course and to demonstrate achievement of the learning objectives.
* Work towards developing a trusting professional relationship with the vocational teacher so that existing practice can be changed as and when necessary.
* Ensure that time is set aside for you to meet regularly with the vocational teacher to plan and review the programme. For successful embedding, teams will need time to plan and review but team teaching is not a necessity.  Working with vocational teachers (for ESOL specialists) Page 1 of 3
* Encourage the use of active learning strategies which give learners the opportunity to construct and negotiate meaning and to use language to help clarify their own thinking, while developing the relevant language and literacy skills.
* Work with the vocational teacher to develop the learners’ listening and speaking skills in vocationally relevant contexts. Make the practice as realistic as possible and record learner performance on video or audio so that they can review it, identify their strengths and areas for development and set their learning priorities.
* Plan activities with the vocational teacher to help learners develop a range of reading skills, including skimming, scanning, reading for gist and reading for detailed understanding, which are appropriate for the text types they encounter in the vocational area. Learners will also need to be taught how to select the most appropriate strategy for the task in hand.
* Encourage learners to analyse the genres of written text that they will need to produce both on the course and in the vocational area such as assignment reports, work experience diaries, written quotes and incident reports. Provide them with models, frameworks and other types of scaffolded support to help them become effective writers of these text types.

**Books and reports**

Arapoff, N. (1972) ‘Writing: a thinking process.’ In Allen, H. and Campbell, R. (eds) *Teaching English as a second language: A book of readings*. New York: McGraw – Hill

Austin Ward, B. (1988) ‘The written English of FE students – some problems identified.’ in *Journal of Further and Higher Education* 12(3): 95 – 100

Baynham, M., Brittan, J., Castillino, C., Cooper, B., Eldred, J., Gidley, N., Grief, S., Roberts, C., Shrubshall, P., Walsh, M., Windsor, V. (2005) *Embedded teaching and learning of adult literacy, numeracy and ESOL*. London: NRDC

Casey, H., Cara, O., Eldred, J., Grief, S., Hodge, R., Ivanic, R., Jupp, T., Lopez, D. and McNeil, B (2008), (2007) *You wouldn’t expect a maths teacher to teach plastering..... Embedding literacy, language and numeracy in post – 16 vocational programmes – the impact on learning and achievement.* London*:* NRDC

Casey, H., Conway, M., Grief, S. and Lopez, D. (2008) *Embedding: Developing Adult Teaching and Learning: Practitioner Guides*. Leicester*:* NIACE in partnership with NRDC

Eldred, J. (2005) *Developing embedded literacy, language and numeracy: supporting achievement.* Leicester*:* NIACE.

QIA (2008), *Improving learner success by embedding literacy, language and numeracy*. Coventry*:* QIA.

Silva, T. (1993) ‘Toward an understanding of the distinct nature of L2 writing: the ESL research and its implications.’ in *TESOL Quarterly* 27(4): 657 – 677

Skills for Life Development Centre (2006) *Practical guidelines for embedding Skills for Life into vocational programmes*. Brighton*:* Skills for Life Development Centre.

LSC Skills for Life Quality Initiative (2006) *Practical guidance for embedding Skills for Life*. Coventry: Learning and Skills Council.

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

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