



**Mapping the ESOL in the Workplace One-day Training Course to:-**

- 1) The Subject Specifications for teachers of adult literacy and numeracy. (Level 3)**
- 2) FENTO Standards for teachers**
- 3) Ento learning and development Standards L21, L22 L23 and L24**

**Course aims:**

**By the end of the course learners should be able to:-**

- Understand the key difference between workplace ESOL and ESOL in traditional settings.**
- Gain knowledge of how to set up workplace ESOL programmes effectively,**
- Learn how to implement and evaluate workplace ESOL programmes.**

**Where possible the content of the one-day course has been mapped to the relevant criteria of the specific standards. Learners should be aware that further evidence may be needed in order to meet the criteria in full.**

<u>Course Content</u>	<u>Teacher standards</u>		<u>Subject specifications</u>	<u>Ento Learning and Development</u>
<p><b>PRE-COURSE READING AND ACTIVITIES</b></p> <p>Pre Course Assignments:            Breaking the Language Barriers            Benefits of Evaluations of Programmes            Embedded ESOL            Differences between ESOL in Workplace v in traditional setting</p>	<p>Standard Reference</p> <p>FENTO</p> <p>G2, G3</p>	<p><b>L2 possible activities</b></p> <p><b>L3 possible activities</b></p> <p>G2b Consider the relevance of current developments to their own practice within existing and potential roles</p> <p><b>L4 possible activities</b></p> <p>G2b Consider the relevance of current developments to their own practice within existing and potential roles            G3c Engage in research and study related to professional practice</p>	<p><b>Literacy AO1</b>            may contribute towards  <b>B</b> The different barriers that can inhibit the acquisition and development of language and literacy. This will involve an appreciation of how the following factors can influence language acquisition and development</p> <ul style="list-style-type: none"> <li>i age</li> <li>ii personal experience and circumstance</li> </ul> <p><b>Numeracy</b>  <b>N/a</b></p>	<p><b>L3</b></p> <p>L21.1            L21.2</p>

<u>Course Content</u>	<u>Teacher standards</u>		<u>Subject specifications</u>	<u>Ento Learning and Development</u>
<p><b>Introductions</b> <b>Aims and objectives</b></p> <p><b>SECTION ONE</b> <b>The Context of Workplace ESOL</b> Presentation Activities: Differences between ESOL in traditional setting and ESOL in the Workplace Benefits of Workplace Basic Skills Training Overview of the Planning, Implementing and Evaluating of Workplace ESOL programmes</p>	<p>Standard Reference</p> <p>FENTO G2, G3</p>	<p><b>L2 possible activities</b></p> <p><b>L3 possible activities</b></p> <p>G2a Identify developments in vocational and educational fields relevant to their own areas of work and to FE in g general</p> <p><b>L4 possible activities</b></p> <p>G2a Identify developments in vocational and educational fields relevant to their own areas of work and to FE in g general G3c Engage in research and study related to professional practice G3e Take up professional development opportunities relevant to their work and to institutional priorities</p>	<p><b>Literacy AO1</b> May contribute towards B How limited language attainment can restrict or disadvantage individuals as active participants in the community and economy C The ways in which language changes and develops in response to changes in society and the connections between language and society</p>	<p><b>L3</b> L21.1 L21.2</p>

<p><b>SESSION TWO</b> <b>Implementing the Programme:</b></p> <p><u>Step One</u> Negotiate broad principles of and resources for the programme with the employer</p> <p><u>Step Two</u> Carry out an Organisational and Training Needs Analysis And develop objectives for the programme</p> <p><u>Step Three</u> Develop a curriculum based on the objectives, identifying specific tasks and skills for speaking, listening, reading and writing.</p> <p><u>Step Four</u> Decide on teaching strategies and implement programme</p>	<p>Standard Reference</p> <p>FENTO A1, A2, B1, B2, B3, D2, D4, D5, D6, H1, H2</p>	<p><b>L2 possible activities</b></p> <p>A1a Acknowledge the previous learning experiences and achievements of learners B1a Interpret curriculum requirements in terms of syllabuses, objectives and schemes of work for learning programmes B1c establish precise learning objectives and content D5f Evaluate and ensure appropriateness and effectiveness of teaching and learning materials and resources for all learners H1k Exercise professional judgement and justify their actions in terms of meeting learners' needs</p> <p><b>L3 possible activities</b></p> <p>A1a Acknowledge the previous learning experiences and achievements of learners A2f Assess the experience, capabilities and learning styles of individual learners in relation to the identified learning programme</p>	<p><b>Literacy</b> <b>AO2</b> 3.1 Expressing yourself clearly, using communication techniques to help convey meaning and to enhance the delivery and accessibility of the message 3.1 Understanding how to use techniques to reinforce oral communication, and to check how well the</p>	<p><b>L3</b> L21.1 L21.2 L22.1 L23.1 L24.1 G3.1</p>
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<p>Activity What we really say (authentic or standardised textbook language?)</p> <p>Activity Adapting Entry Level 2 language functions to suit workplace context</p> <p><u>Step Five</u> Evaluate the programme Activity Evaluate the programme both formatively and summatively: from the provider's point of view? from the employer's point of view from the learner's point of view?</p> <p>Final group activity Analysis of Training Needs reports and case studies</p>		<p>B1a Interpret curriculum requirements in terms of syllabuses, objectives and schemes of work for learning programmes B1c establish precise learning objectives and content B2b select appropriate teaching techniques to accommodate different styles of learning D2h Identify and exploit opportunities to improve learners' basic skills and key skills D4c Seek and respond appropriately to feedback from learners on their learning D5f Evaluate and ensure appropriateness and effectiveness of teaching and learning materials and resources for all learners H1k Exercise professional judgement and justify their actions in terms of meeting learners' needs H2c Establish appropriate parameters for professional relationships and exercise judgement as to how best meet learners' needs</p>	<p>information is received by those listening 3.1 Listening attentively and responding sensitively to contributions made by others 3.2 Identifying and recording the key information or messages contained within reading material using appropriate note-taking techniques 3.3 ALL</p> <p><b>Numeracy</b> <b>N/a</b></p>	
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		<p><b>L4 possible activities</b></p> <p>A1a Acknowledge the previous learning experiences and achievements of learners</p> <p>A1f Identify and confirm any exemptions to which learners are entitled</p> <p>A2f Assess the experience, capabilities and learning styles of individual learners in relation to the identified learning programme</p> <p>B1a Interpret curriculum requirements in terms of syllabuses, objectives and schemes of work for learning programmes</p> <p>B1c establish precise learning objectives and content</p> <p>B1f Ensure that basic skills and key skills are integral to provision, as required</p> <p>B2b select appropriate teaching techniques to accommodate different styles of learning</p> <p>B3h recognise the organisational and resource constraints influencing participation and make the most of opportunities to achieve</p>		
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		<p>wider participation in learning programmes</p> <p>D2h Identify and exploit opportunities to improve learners' basic skills and key skills</p> <p>D4c Seek and respond appropriately to feedback from learners on their learning</p> <p>D5f Evaluate and ensure appropriateness and effectiveness of teaching and learning materials and resources for all learners</p> <p>D5i Evaluate the effectiveness of the materials and resources used for learning and support and update materials and equipment as necessary</p> <p>D6d Establish appropriate links with external stakeholders as required</p> <p>D6g Adapt and develop learning programmes, teaching strategies and materials in the light of evaluation</p> <p>D6i Contribute to programme review and evaluation</p> <p>H1g Recognise and respect the different values of all those with an interest in the learning process</p>		
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<b>Course review and Close</b>		within the organisation and the wider community H1k Exercise professional judgement and justify their actions in terms of meeting learn H2c Establish appropriate parameters for professional relationships and exercise judgement as to how best meet learners' needs		
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