

TEACHING FUNCTIONAL SKILLS ENGLISH

SESSION 1: STARTING POINTS

RACHEL ÖNER

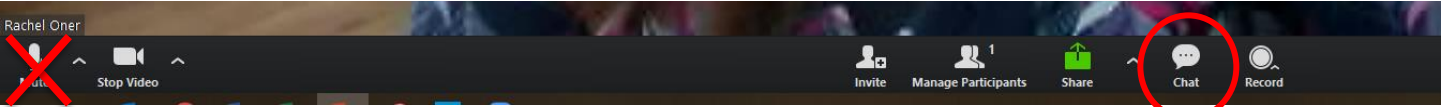
4TH JUNE 2020

ONLINE 3

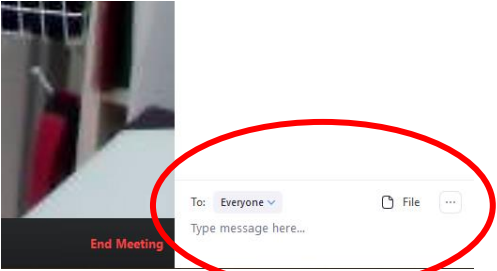
[HTTPS://PADLET.COM/J_CHAMBERLAIN/DAYS1_2](https://padlet.com/j_chamberlain/days1_2)

Zoom Housekeeping

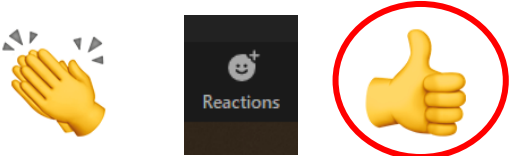
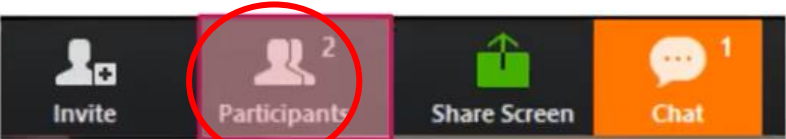
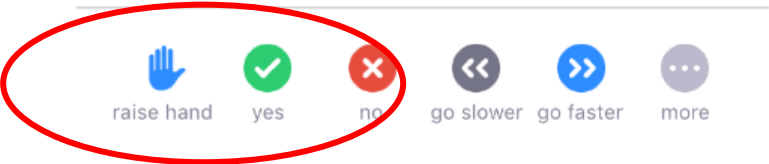
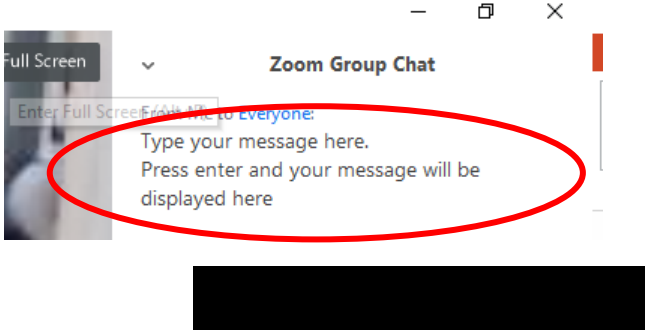
Bottom row



Bottom right



Top right



Introductions

Your trainer: **Rachel Öner**

Who else is online?

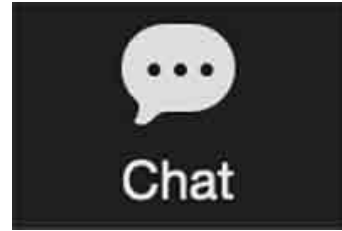


Welcome to your new course! (starter)

Introduce yourselves and discuss/ share the following:

- where you work and the learners that you teach
- a pertinent issue that you face in your English teaching

You have 30 seconds!



Session outline

During this session, you will:

- Get to know other participants, sharing expectations, issues and concerns
- Explore the course structure
- Consider the learner journey in relation to Functional English
- Discuss different approaches to initial & diagnostic assessment
- Reflect on your own personal English language history
- Consider barriers to engagement with English
- Explore how learners' self-belief & growth mindsets can be developed

Learning outcomes for the course

By the end of the course, participants will be able to:

- Motivate & engage reluctant learners and address barriers to English learning
- Plan teaching and learning in accordance with the new subject content for Functional Skills English
- Use active approaches to developing learners' skills in:
 - Speaking and listening
 - Reading
 - Writing
- Contextualise and apply English to vocational learning and meaningful everyday situations
- Develop learners' communication skills, spoken and written
- Use assessment for learning approaches to support Functional English
- Prepare learners for the requirements of summative assessment

COURSE OUTLINE


1	[DATE]	Starting points: Course introduction
2	[DATE]	FS content and real life
3	[DATE]	Speaking and listening
4	[DATE]	Additional Learning Needs/SEND
5	[DATE]	Phonics for Reading and Writing

COURSE OUTLINE

6	[DATE]	Reading and Writing at Entry Level
7	[DATE]	Critical Reading and Thinking
8	[DATE]	Developing Writing
9	[DATE]	Planning teaching and preparation for assessment
10	[DATE]	Putting it all together: creating resources & activities for Functional English

Reflective Diary

- You were asked to download (*and print, if you choose*) the reflective diary from the Padlet before this session.
- You will be asked to record reflections at the end of each session – and set an action point/s for how you plan to implement some of the ideas & approaches that have been discussed
- At the start of the following course day, there will be an opportunity for participants to share what they have tried out in their practice



Teaching Functional English: Reflective Diary



Name:

Venue:

ETF Professional Standards

- The Professional Standards for FE teachers & trainers were developed in 2014 by the Education and Training Foundation.
- Their purposes is to support teachers & trainers to maintain & improve standards of teaching & learning, & outcomes for learners.
- The Standards are shown at the start of your reflective diaries, and you are asked to self-assess against the standards at the start of this programme, and re-visit them at the end.
- For further information, visit: <https://www.etf.foundation.co.uk/supporting/support-practitioners/professional-standards/>

Final session presentations of activities

- In session 10 of the course, you will work in groups of 3 or 4 to present an activity that you have collaboratively developed to the rest of the group.
- The activity should incorporate some of the ideas that you have picked up from the course – in particular it should be **functional**, and cover **more than one area of English**.
- Groupings and ideas for the presentations will be discussed further in session 8 (but you can start discussing this with colleagues before then, if you wish.).

Course website and Padlets

https://warwick.ac.uk/study/cll/courses/professionaldevelopment/wmsett/resources/English_level_5_resources

Password: **englishfs**

- Course information
- Course materials to download
- Web links to useful learning resources
- Accreditation details & recommended reading
- Online forum for discussion

https://padlet.com/j_chamberlain/Days1_2

https://padlet.com/j_chamberlain/Days3_4_5

The screenshot shows the Warwick Centre for Lifelong Learning website. The page title is "Level 5 Teaching Functional English: Course materials". It features a table with 10 sessions, each with links to slides and resources. On the right side, there are links for "Course overview", "Course content", "Useful websites for teaching materials", "Accreditation", "Recommended reading for accreditation", and "Discussion forum".

Session	Slides	Resources
1. Starting Points	Session 1 slides (f)	Session 1 resources (f)
2. Functional Skills & Real Life	Session 2 slides (f)	Session 2 resources (f)
3. Variety of English & Spoken Language	Session 3 slides (f)	Session 3 resources (f)
4. Additional Learning Needs/SEND	Session 4 slides (f)	Session 4 resources (f)
5. Phonics for Reading & Writing	Session 5 slides (f)	Session 5 resources (f)
6. Reading & Writing at Entry level	Session 6 slides (f)	Session 6 resources (f)
7. Critical Reading & Thinking	Session 7 slides (f)	Session 7 resources (f)
8. Developing Writing	Session 8 slides (f)	Session 8 resources (f)
9. Bringing It All Together	Session 9 slides (f)	Session 9 resources (f)
10. Presentations	Session 10 slides (f)	Session 10 resources (f)

The screenshot shows a Padlet board titled "Teaching FS English by webinar days 1 and 2". The board is organized into two columns: "Day 1 - sessions 1 and 2" and "Day 2 - sessions 3 and 4". Each column contains several cards with images and text, likely representing resources or activities for each session.

Criteria for successful completion

To complete the course successfully you must:

- attend at least 8 out of the 10 sessions
- collaboratively plan & present an activity in the final session
- keep a reflective journal during the course

Optional Accreditation

- a) Write case studies of two of your learners, including their background, needs & how you have planned to meet these needs *(1,000-1,500 words)*
- b) Analyse different approaches to teaching & learning Functional English, drawing on background reading & own practice *(1,000-1,500 words)*
- c) Complete a reflective diary for the duration of the course, including an initial self-assessment & end-of-course action plan *(500-750 words)*

Quick Polls

Polls

Polling 1: Initial and Diagnostic Assessment ▾ Edit

1. Which one is used more in your organisation (Multiple choice)

- Initial Assessment
- Diagnostic Assessment
- Both the same

Launch Polling

Polls

Polling 2: Initial and Diagnostic Assessment... ▾ Edit

1. Which one do you think is more important? (Multiple choice)

- Initial Assessment
- Diagnostic Assessment
- Both the same

Launch Polling

Starting points:

What's the difference between initial and diagnostic assessment?

- **Initial assessment:** establishes the broad level of a learner's English skills to make appropriate recommendations about the programme of functional skills learning.
- **Diagnostic assessment:** helps to identify specific learning strengths & needs. It determines learning targets & appropriate teaching and learning strategies to achieve them.

Initial & Diagnostic assessment

In small groups discuss:

- How is initial & diagnostic assessment carried out in your organisation?
- What tools & processes are used – and **how** are they used?
- What does the process tell you about your learners and their English skills?
- What **doesn't** it tell you?



What Might you learn from ...

- learners self-assessing their English skills against a check list?
- observing learners working on activities & group work?
- learners identifying where they use English in their lives?
- learners discussing their past experiences of learning and using English – their ‘English language history’?

English Histories

Consider your own English history ...

Recall the classrooms

- your teachers and their methods
- fellow pupils and their attitudes
- your own feelings and attitudes

Recall outside the classroom

- Home, family and friends
- Workplace, hobbies, everyday application

What positive & negative experiences have you had?

How have these experiences shaped your attitudes towards English?



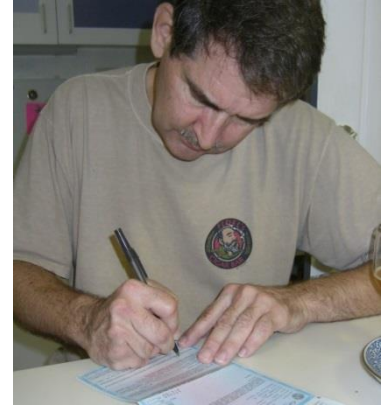
Activity: Rivers of English

- Using the metaphor of a river (or any other image of your choice), trace your development as an English teacher and what has contributed to your being here now
- Copy/scan your response as you may want to share it digitally in the session.
NB: Artistic skills not required



Using English Histories

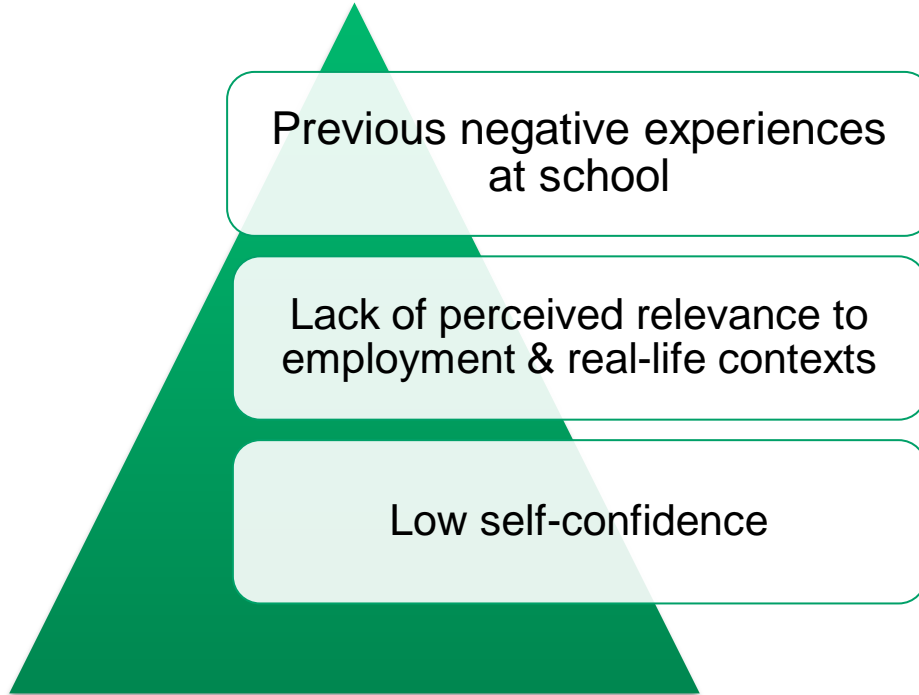
- Would you use English histories with your learners? Why/why not?
- When might be a good time to use English histories?
- How would you facilitate this?
- How might you record it (& use it)?



TOP-TIPs for identifying learner starting points

- Work in table groups & compile a list of 10 top-tips for initial assessment
- You can include both ‘*dos*’ and ‘*don’ts*’ in your list
- Now share your top-tips with other tables – how much agreement is there between your lists?
- Which are the tips that you can all agree should go in the top 10?

What are the barriers to engaging with English?



Growth & Fixed Mindsets



Did you watch this film discussing mindsets?

https://www.youtube.com/watch?v=KUWn_TJTrnU

- What does the film suggest life is like for someone with a 'growth mindset'?
- How does the film suggest a different mindset might be developed?
- What are the main messages?

You might also like to watch this: <https://www.youtube.com/watch?v=J-swZaKN2lc&vl=en>

Mindsets – Carol Dweck

Fixed mindset	Growth mindset
<i>Intelligence is static</i>	<i>Intelligence can be developed</i>
Leads to a desire to <i>look</i> smart and therefore a tendency to:	Leads to a desire to <i>learn</i> and therefore a tendency to:
<ul style="list-style-type: none">- avoid challenges	<ul style="list-style-type: none">- embrace challenge
<ul style="list-style-type: none">- give up easily due to obstacles	<ul style="list-style-type: none">- persist despite obstacles
<ul style="list-style-type: none">- see effort as fruitless	<ul style="list-style-type: none">- see effort as path to mastery
<ul style="list-style-type: none">- ignore useful feedback	<ul style="list-style-type: none">- learn from making mistakes & criticism
<ul style="list-style-type: none">- be threatened by others success	<ul style="list-style-type: none">- be inspired by others' success

Review & reflections

Reflect on what we have done in session 1, and what you have learnt:

- What was useful?
- Have you identified any ways you could change your approaches to assessing learners & dealing with their barriers to learning English?
- What personal/organisational actions can you think of?

Record your thoughts in your reflective diary.

Rachel Öner

rachel.oner@btinternet.com

ETFFOUNDATION.CO.UK

**THANK YOU
ANY QUESTIONS?**