

Improving Speaking and Listening Skills



a practical guide for
Skills for Life teachers



Acknowledgements

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See appendix 1 for a list of those who were interviewed as part of the consultation process.

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SECTION 1 Introduction

Focus

This practical guide is about speaking and listening for first language speakers and *Skills for Life (SfL)* learners. The guide aims to develop evidence-based practice and reflective practice.

Audience

The document is targeted principally at practitioners who:

- teach
- are teacher educators
- support the learning of *SfL* learners.

This publication is also relevant to a wider audience, such as:

- those involved in signposting and referring learners to *SfL* learning
- *SfL* managers
- policy-makers with an interest in speaking and listening
- researchers with an interest in speaking and listening.

Aims and approach

This document aims to help *SfL* practitioners to develop:

- their speaking and listening skills.
- the speaking and listening skills of *SfL* learners.

The document provides *SfL* practitioners with:

- **research findings** on speaking and listening relevant to *SfL*
- **speaking and listening approaches and activities** to try out
- **reflective practice questions and activities**
- **examples of how to use *SfL* resources** to focus on speaking and listening
- **information** about the assessment and accreditation of speaking and listening skills
- an **overview of speaking and listening materials** from outside *SfL*.

Central to this are:

- reflective practice (see section 2).
- evidence-based practice (see section 3).

The speaking and listening and reflective practice activities are based on research findings, including the comments of real practitioners and real learners.

Development

The document has been developed through:

- consultation and interviews with a wide range of stakeholders in *SfL* (see appendix 1)
- an analysis of research, policy and practitioner materials on speaking and listening.

Speaking and listening

Note on terminology

In this document, the terms 'oracy' and 'oral communication' are used as broadly synonymous with speaking and listening; 'talk' is used as synonymous with 'speaking' and 'spoken language'.

Setting the context

A research review (Brooks et al., 2001) that was published at the start of the *SfL* strategy underlined that there has been very little research into oracy and adult basic skills learners. It is fair to say that:

- for *SfL* learners whose first language is English, there has been a greater focus on reading and writing than on speaking and listening
- there has been more emphasis on speaking and listening in ESOL (English for speakers of other languages) provision than in provision for learners whose first language is English
- there has been a greater focus on research, policy and practice in relation to speaking and listening in school-aged learners than in adult *SfL* learners.

This document therefore draws on research and practitioner resources which have been developed outside, as well as within, *SfL*. Many materials from outside *SfL* are relevant to *SfL*, particularly when used as part of a questioning, reflective practice approach (see sections 3 and 11).

Why speaking and listening matter

Speaking and listening are important for *SfL* practitioners and learners for a number of reasons:

- Spoken language is at the heart of much human interaction, at home, at work and in society.
- Speaking and listening skills are important in all contexts in which *SfL* learning takes place, whether it be family literacy, language and numeracy (FLLN) or the offender learner sector.
- Good speaking and listening skills are a key aspect of employability: getting a job, maintaining employment and progressing at work.
- Good oral communication skills are important in other aspects of *SfL* learners' wider lives, such as in family and peer relationships or when communicating with the school over children's education.
- Purposeful use of speaking and listening is central to effective teaching and learning.
- Speaking and listening are important in all types of *SfL* provision, be it discrete literacy and numeracy provision or embedded learning (see section 5).
- *SfL* learners need to use and develop their speaking and listening skills to maximise learning gains (Lee, 2004).
- Speaking and listening are important at each stage of the *SfL* learning journey (see figure 1).
- *SfL* practitioners need well-developed speaking and listening skills to help maximise *SfL* learners' progress.

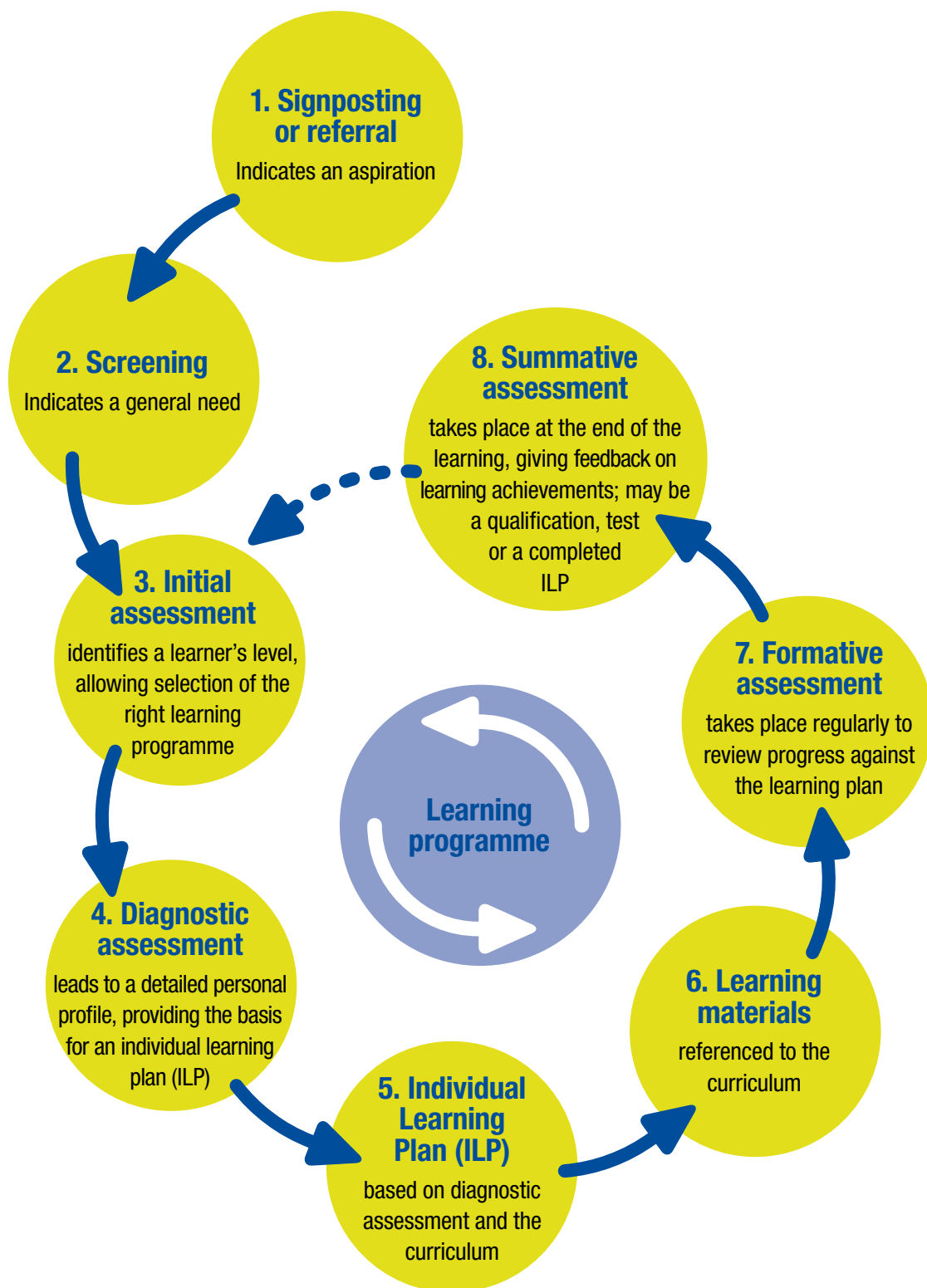


Fig. 1: The Skills for Life learning journey.

Adapted from the DfES leaflet 'The Learning Journey'.

Speaking and listening in the *Skills for Life Strategy*

Overview

Since Brooks et al.'s review (2001), the importance of speaking and listening has been recognised in a number of ways in the *SfL Strategy*.

National Standards and the Adult Literacy Core Curriculum

Speaking and listening constitute one of the three sections of the National Standards for Adult Literacy (QCA and DfES, 2005) and of the Adult Literacy Core Curriculum (DfES, 2001). The other two sections are reading and writing.

The three sub-sections of speaking and listening (listen and respond, speak to communicate and engage in discussion) covered in the standards and the curriculum are three of the four sub-sections of speaking and listening covered by the primary and secondary strategies for students of school age. The fourth area covered at school level is drama.

This suggests a broadly consistent approach to speaking and listening across all educational sectors.

Progression in speaking and listening

- Maximising learner progression in speaking and listening, as well as in reading, writing and numeracy, is central to effective *SfL* teaching and learning.
- Table 1, from the *Adult Literacy Core Curriculum* document (pp. 10f.), outlines the progression between capabilities from Entry 1 to Level 2 in the three sub-sections of speaking and listening.

Practitioners can use this to:

- plan how to enable learners to develop specific aspects of their speaking and listening skills
- assess the development of learners' skills.

Find out more about progression from www.dfes.gov.uk/readwriteplus/LearningInfrastructureCurricula.

Speaking and listening activities

Activities involving speaking and listening are included in a variety of *SfL* practitioner resources:

- the *Adult Literacy Core Curriculum* (DfES, 2001) (see section 5 of this document)
- learner materials for literacy (see section 5)
- learner materials for numeracy (see section 5)
- embedded learning materials (see section 5)
- diagnostic assessment materials (see section 4)
- *Access for All* (DfES, 2002) (see section 8).

At the following levels, adults can:

Entry 1	Entry 2	Entry 3	Level 1	Level 2
Listen and respond to spoken language, including simple narratives, statements, questions and single-step instructions.	Listen and respond to spoken language, including straightforward information, short narratives, explanations and instructions.	Listen and respond to spoken language, including straightforward information and narratives, and follow straightforward explanations and instructions, both face-to-face and on the telephone.	Listen and respond to spoken language, including information and narratives, and follow explanations and instructions of varying lengths, adapting response to speaker, medium and context.	Listen and respond to spoken language, including extended information and narratives, and follow detailed explanations and multi-step instructions of varying length, adapting response to speaker, medium and context.
Speak to communicate basic information, feelings and opinions on familiar topics.	Speak to communicate information, feelings and opinions on familiar topics.	Speak to communicate information, feelings and opinions on familiar topics, using appropriate formality, both face-to-face and on the telephone.	Speak to communicate information, ideas and opinions, adapting speech and content to take account of the listener(s) and medium.	Speak to communicate straightforward and detailed information, ideas and opinions clearly, adapting speech and content to take account of the listener(s), medium, purpose and situation.
Engage in discussion with another person in a familiar situation about familiar topics in simple and familiar formal exchanges connected with education, training, work and social roles.	Engage in discussion with one or more people in a familiar situation to establish shared understanding about familiar topics in straightforward familiar formal exchanges connected with education, training, work and social roles.	Engage in discussion with one or more people in a familiar situation, making relevant points and responding to what others say to reach a shared understanding about familiar topics in familiar formal exchanges connected with education, training, work and social roles.	Engage in discussion with one or more people in familiar and unfamiliar situations, making clear and relevant contributions that respond to what others say and produce a shared understanding about different topics in formal exchanges connected with education, training, work and social roles.	Engage in discussion with one or more people in a variety of different situations, making clear and effective contributions that produce outcomes appropriate to purpose and topic.

Table 1: Progression in speaking and listening.

This document gives an example from each of these resources to illustrate how you can use *SfL* resources to focus on speaking and listening.

Professional development of *Skills for Life* practitioners

- Oral communication skills are included in all routes within the new qualifications framework for teachers in the learning and skills sector. (See section 10.)
- A DfES Social Inclusion and Offenders Unit (SIU)-commissioned project, led by Tribal Education Limited, focused on staff who were not *SfL* specialists and who worked in the criminal justice sector. Staff used a reflective practice approach to examine and develop their speaking and listening skills. Work from this project is cited in this document.
- Building on this project, the *SfL* Strategy Unit has published a support pack on speaking and listening for staff working with offenders (DfES, 2006). (See section 10.)
- Talking Up Numeracy, a DfES-funded Maths4Life project, led by the National Research and Development Centre (NRDC) for adult literacy and numeracy at the Institute of Education, researched how eight numeracy practitioners used a reflective practice approach to examine and develop their use of speaking and listening, to motivate offenders to take up numeracy provision (Hudson et al., 2005; Hudson with others, 2006). Research findings from this project are used in this document.

Learning difficulties and disabilities

- Adults with learning difficulties and disabilities (LDD), including dyslexia, are an important group in *SfL*.
- Section 8 is about speaking and listening and LDD learners.
- However, this document is not principally targeted at LDD learners. Practitioners working with LDD learners must consider carefully, using *Access for All* for guidance:
 - which activities in this document are appropriate for LDD learners
 - what adaptations practitioners may need to make to activities in order to tailor them to the needs of LDD learners.

Key

In this document:

- practitioners' comments are in red.
- learners' comments are in blue.
- key research findings are in orange boxes.
- reflective practice questions and activities are in green boxes.

SECTION 2 **Reflective practice**

Overview

- A reflective practice approach is central to this document.
- There is a large research literature associated with reflection.
- Reflective practice is important in two *SfL* publications about professional development (DfES, 2006; Hudson et al., 2006 – see Find out more, p. 14).

Definition

There are many definitions of reflective practice, but in general it is agreed that reflective practice is about:

- **finding the space** (time and appropriate context) to analyse professional practice
- **explicitly questioning** one's professional beliefs and practices
- **finding out about** other professional beliefs and practices
- **changing** professional beliefs and practices where appropriate
- **experimenting and learning** from any mistakes as part of the process of change
- **tolerating** a period of discomfort as part of the process of change
- **engaging in** a process over time.

(Hudson et al. (2006) adapted from Day (1999); Schon (1983, 1987).)

What practitioners say

SfL practitioners have responded positively to reflection.

One thing I haven't done before [Talking Up Numeracy] is sit down and think about what I actually do. Reflecting has changed the way I actually approach the appointments and people in general. It has made me more aware of how I present myself, how I sit and how I speak and how much I've listened as well. It has given me the opportunity to consider what I do and try different things rather than sticking to the same thing.

Engaging in reflective practice

There are many ways of engaging in reflective practice about speaking and listening. Some of these are explored on the next page.

Questioning

Questioning is central to reflective practice. You can ask yourself questions about selected aspects of speaking and listening. Alternatively, if you prefer to work with someone else, you and a colleague you trust can ask each other questions about selected aspects of speaking and listening.

There are examples of reflective questions throughout this document, to which you can add your own.

Practitioner reflective log

What practitioners say

The practitioners in Talking Up Numeracy and in the DfES-funded Tribal Education Limited speaking and listening project found that using a reflective log helped to develop their practice in speaking and listening.

That [the log] is where we formed our learning and discussing what we found and I think those questions [in the reflective log] should be something that other teachers would benefit from asking themselves.

Using a practitioner reflective log

The practitioner reflective log used in this document (see figure 3 and appendix 2) is based on the log referred to by the practitioner just quoted. The log consists of ten aspects of speaking and listening which S/L practitioners identified as important. These aspects of speaking and listening are explored more fully in section 3.

The log is not intended to be prescriptive:

- You can select aspects of speaking and listening which are relevant to your practice and your learners.
- You can add other aspects of speaking and listening which are relevant to your professional context, to the log.

In the completed example (figure 2), the practitioner has focused on three aspects of speaking and listening. Appendix 2 contains a blank log for you to use yourself.

Aspect of speaking and listening	What you said/did/thought	What worked well	Learning points
<p>1. Facilitating discussion</p> <p>For example: How much learner talk is there in comparison to practitioner talk? Do you give learners opportunity to discuss in pairs, small groups and as a whole group? How do you enable learners to talk about things they are not sure about, to explore and develop their thinking? How do you ensure that learners respect each other's contributions to a discussion?</p>	<p>Wanted to reaffirm ground rules about respect for others' opinions and about no offensive language.</p> <p>Tried pair discussion, followed by small group discussion and then whole class discussion.</p> <p>Made sure I circulated to listen.</p> <p>Made sure I didn't take over pair discussion!</p>	<p>Combination of ground rules and the structure of pair, small group and whole group worked!</p> <p>The thought I'd put into initial pairings for discussion was important in creating a positive atmosphere.</p> <p>There were good discussions in all the small groups. All followed the rules.</p> <p>Feel I have found the way forward to get all learners contributing their ideas!</p>	<p>I still do too much of the talking. I think I need to allow a much longer wait time, to give learners a really good opportunity to think ideas through that they're not certain about!</p>
<p>2. Asking questions (initial and follow-up)</p> <p>For example: What closed questions do you ask learners? What open questions do you ask? Is the type of question you use appropriate to purpose? Do you ask a series of related questions, to help learners explore their thinking? Do you leave sufficient wait time after asking a question for learners to think through a response?</p>	<p>I tried to build the questions up more logically this session.</p> <p>It was important to discuss what 'opinion' and 'view' mean early in the session, as part of setting ground rules.</p> <p>I aimed to increase learners' confidence by starting with some closed questions with true/false responses. Then I built on that by asking open questions, for learners to express their opinions. When learners expressed a view, I asked questions like 'Why do you think that?' to encourage them to develop their thinking further.</p>	<p>There was evidence that most of the group are starting to be able to express a logically connected series of points. Could be because of the way I structured the questions.</p> <p>Terry put it well, saying he wants his opinions to be like the walls he builds for his job, 'Lots of bits but put together so it won't fall down.'</p>	<p>As above, I still rush in too quickly whenever there's a pause, even one-to-one.</p> <p>I need to give myself a sentence like, 'This is a big question. We both need half a minute to think about this.'</p> <p>I'll try this in the next session especially with quieter learners.</p>

Fig. 2: Completed practitioner reflective log.

Aspect of speaking and listening	What you said/did/thought	What worked well	Learning points
<p>3. Enabling learners to ask questions</p> <p>For example: What do you say to encourage the learner to ask questions about aspects of teaching and learning s/he doesn't understand/wants to know more about? How do you enable learners to ask a series of related questions, to develop their understanding of a topic?</p>			
<p>4. Explaining</p> <p>For example: How do you explain an aspect of teaching and learning in terms the learner understands? Use of language? Tone of voice? Pace?</p> <p>How do you summarise/reinforce what you've said?</p>	<p><i>It's difficult to explain things in terms everyone understands, because there's a range of ability in this group.</i></p> <p><i>I want everyone to understand, but I don't want to be condescending to Nigel and Chloe who pick things up more quickly than some of the other learners.</i></p> <p><i>I used the two of them to explain some points we'd covered in previous sessions, which I wanted to go over with the group. I didn't want it all to come top-down from me.</i></p> <p><i>I thought this was a risk so I had a discussion with them before the class about what to do.</i></p>	<p><i>Having a discussion with Nigel and Chloe about how to explain what we'd done before helped make the activity successful.</i></p> <p><i>They managed the activity by only letting someone speak if the person was holding Mike's baseball cap. This created an order that I'd not achieved before!</i></p> <p><i>They also used street language in an authentic way that carried some of the lads along. It would have sounded wrong coming from me. It also gave me the opportunity to reinforce what they said with more conventional terminology.</i></p>	<p><i>I think I need to work much more on how to draw on learners' street language when explaining concepts, and how to move from that to more formal terminology without being pejorative about their terminology.</i></p> <p><i>Building on the experience with Nigel and Chloe, I will try out working on explanations in pairs, small groups and then the whole group, so I am not doing most of the explaining.</i></p>

Fig. 2: Completed practitioner reflective log (continued).

Aspect of speaking and listening	What you said/did/thought	What worked well	Learning points
<p>5. Checking understanding</p> <p>For example: How do you judge whether the learner has understood what you've said? What do you say? Do you ask the learner to paraphrase what you've said? Why/why not? Do you ask the learner to write about what you've said? Why/why not? Do you ask the learner to draw a diagram of what you've said? Why/why not? How do you use the learner's non-verbal communication? How do you make sure that you've understood what the learner has said?</p>			
<p>6. Listening</p> <p>For example: How do you make sure that you have heard what the learner has said? How do you show the learner that you are listening/have been listening to him/her? Use of language? Use of pauses? How do you help learners to develop their listening skills?</p>			

Fig. 2: Completed practitioner reflective log (continued).

Aspect of speaking and listening	What you said/did/thought	What worked well	Learning points
<p>7. Use of non-verbal communication in combination with speaking and listening</p> <p>For example: How do you use your non-verbal communication, in conjunction with your speaking and listening? Head nods? Eye contact? Gestures? What messages does your non-verbal communication give the learner? Are these the same messages as those that you're conveying through your speaking and listening?</p>			
<p>8. Links between your thinking, and your speaking and listening</p> <p>For example: What kinds of things are you saying inside yourself during the session? To what extent is this internal conversation the same as your conversation with the learner?</p>			
<p>9. Use of technical language</p> <p>For example: Do you use any specialist terminology? If so, which terms do you use? How much do you use specialist terminology? How do you ensure that the learner has understood the terminology you've used?</p>			

Fig. 2: Completed practitioner reflective log (continued).

Aspect of speaking and listening	What you said/did/thought	What worked well	Learning points
<p>10. Giving praise and encouragement</p> <p>How often do you explicitly encourage and praise SFL learners? What do you say? How do you use your non-verbal communication? Tone of voice? How do learners respond?</p>			
<p>Other (please specify)</p>			
<p>Other (please specify)</p>			

Fig. 2: Completed practitioner reflective log (continued).

Writing about reflection

You may want to write down your reflections on the aspects of speaking and listening you are focusing on. You could use the following suggestions either instead of a log or as part of it. You could use:

- continuous prose
- notes
- annotated diagrams
- tables
- e-discussions with a colleague
- brainstorming – allows you to record all ideas on a topic, initially without making any judgements about the relative merits of different ideas; key points can then be prioritised, according to identified criteria.
- mind maps – illustrate the connections between, for instance, main points or between main and sub-points.
- flow charts – can be used, for example, to illustrate the progress between different stages of teaching and learning.

Figures 3–5 give examples of a brainstorm, a mind map and a flow chart. They are each about the same situation: a numeracy practitioner is finding it difficult to explain to a learner what angles mean. They illustrate that it is important for practitioners to select the appropriate type of diagram for what they want to focus on:

- The **brainstorm** (figure 3: Get your ideas down!) enables the practitioner to make explicit the types of difficulty in talking about angles.
- The **mind map** (figure 4: Get your ideas connected!) enables the practitioner to think about the different ways of approaching talking about angles and how they are interrelated.
- The **flow chart** (figure 5: Get your ideas taught!) enables the practitioner to plan out the different stages of how he or she will talk through angles, moving from drawing on the learner's experience, to talking about mathematical concepts.

Other suggestions for reflection

Not everyone finds that writing helps reflection. If you find that writing does not help you to examine issues related to speaking and listening, you may like to consider the following options:

- Use some of the questions in the reflective log as the basis for discussion with a colleague you trust or in team meetings.
- Audio or video record selected sessions. You can then listen to or watch the tapes to examine your use of speaking and listening. The practitioners in Talking Up Numeracy found that transcripts of sessions helped develop their awareness of speaking and listening – even when practitioners found it uncomfortable to be reminded of what they had said in a *SfL* session.

Find out more

Find out more about reflective practice from:

- *Developing Speaking and Listening Skills: A support pack for staff working with offenders* (DfES, 2006).
- Hudson, C. with Colley, J., Griffiths, G. and McClure, S., *Maths4Life Pathfinder report* (NRDC, 2006).

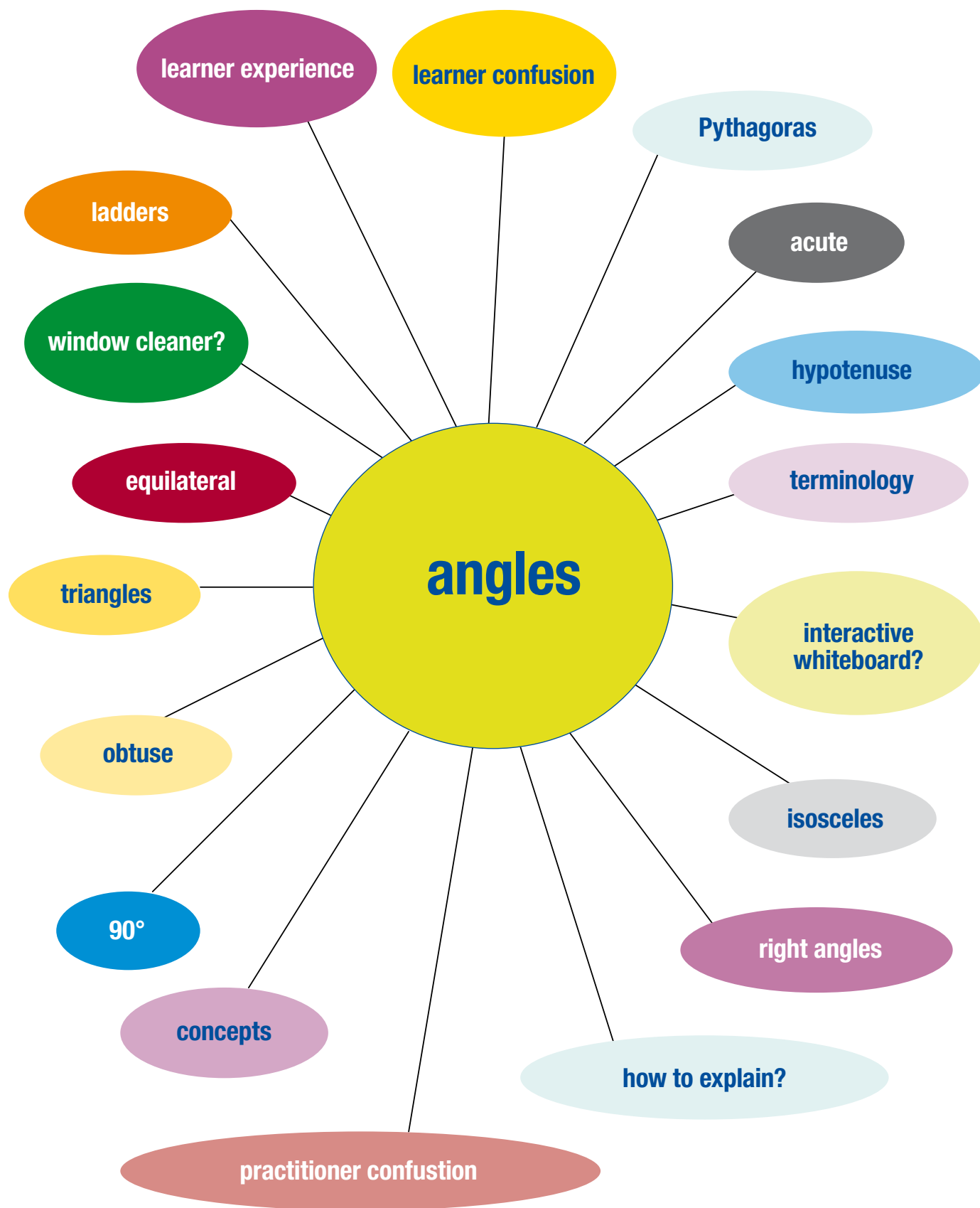


Fig. 3: Get your ideas down! – Example of a brainstorm

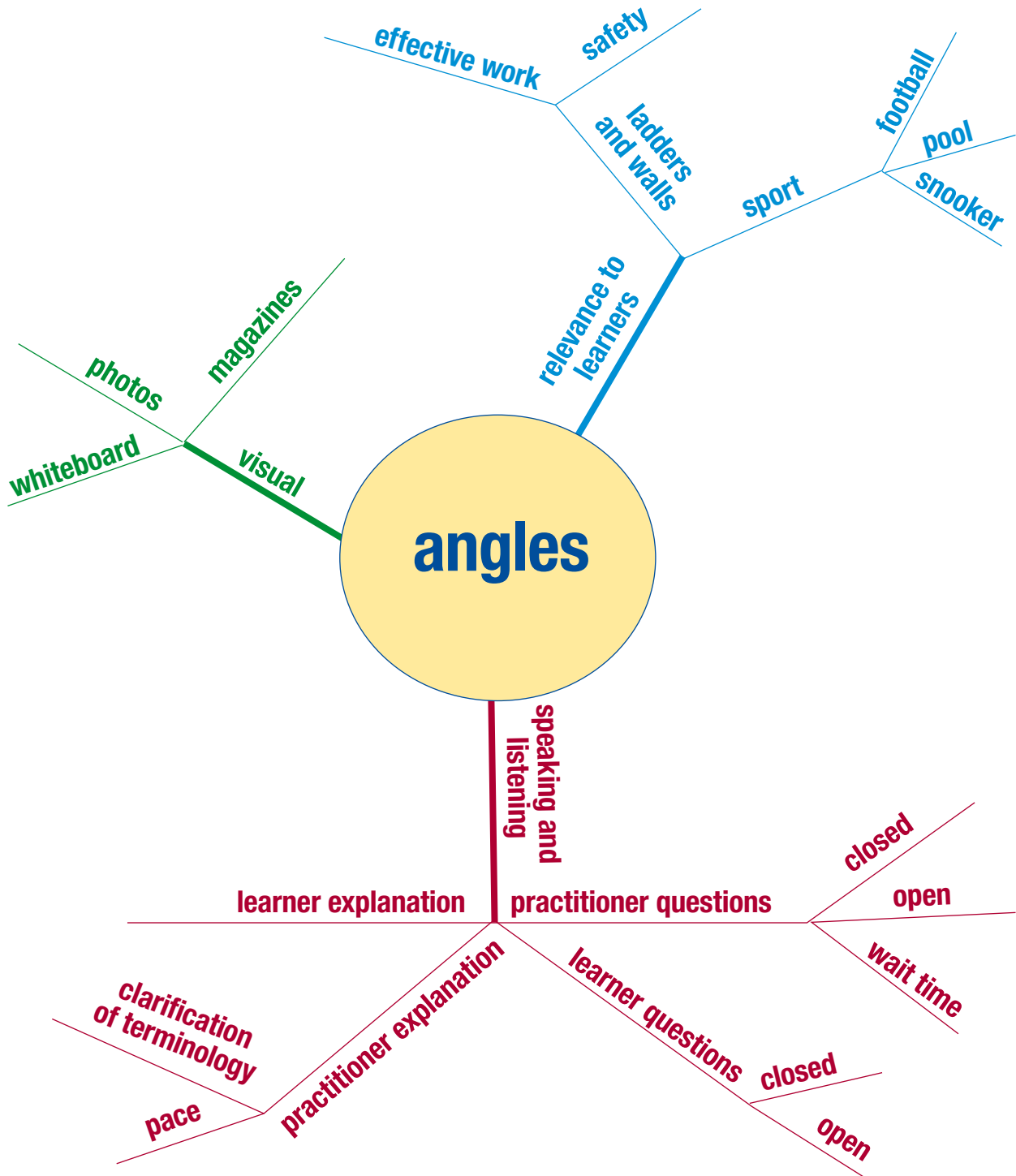


Fig. 4: Get your ideas connected! – Example of a mind map

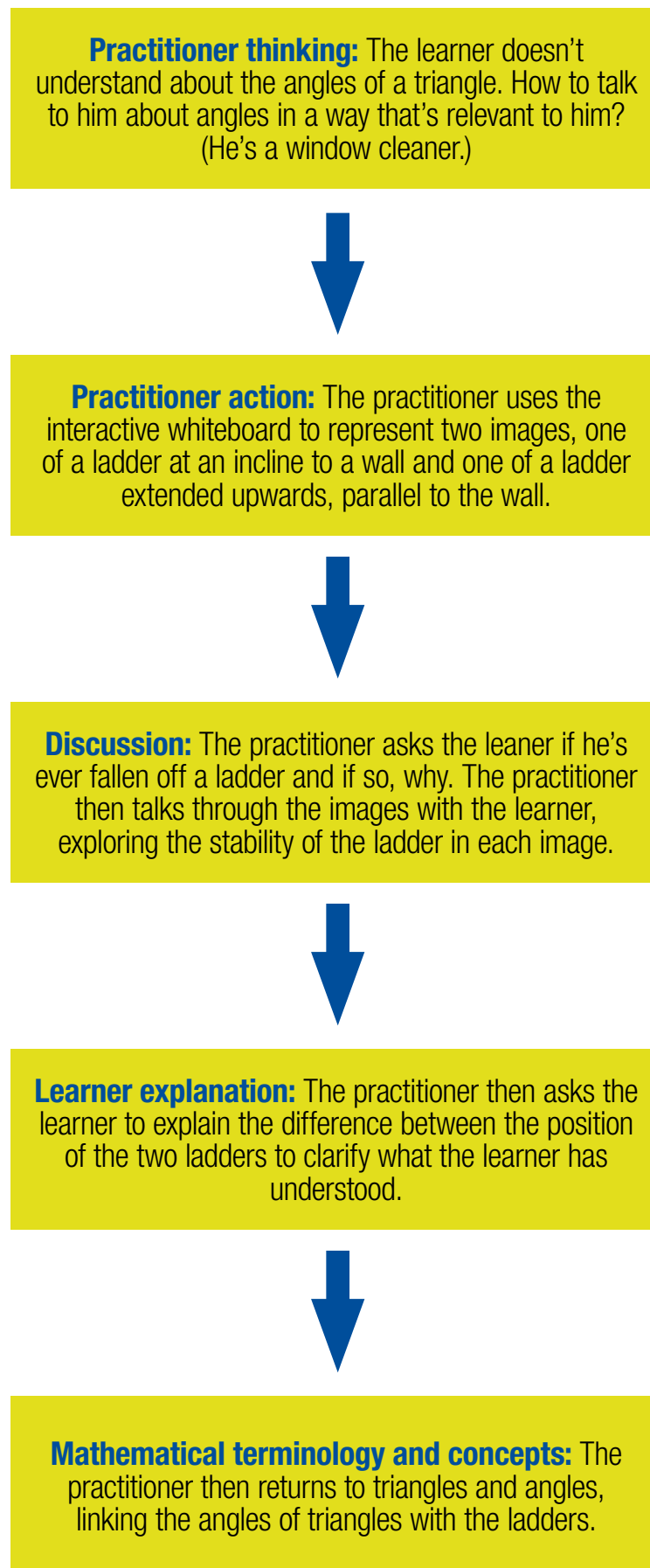


Fig. 5: Get your ideas taught! – Example of a flow chart

SECTION 3

Ten aspects of practitioners' speaking and listening skills

Overview

- This section takes each of the ten aspects of speaking and listening in the practitioner reflective log (see section 2 figure 2 and appendix 2) in turn, and gives for each aspect:
 - key research findings
 - what practitioners and learners say
 - reflective practice questions and activities.
- Different sections in the reflective log are interrelated. For example, one area of the log, teacher questions, is also an important aspect of another area, discussion.
- Use this section of the document to help:
 - prioritise aspects of your speaking and listening skills for development through a reflective practice approach
 - plan how to develop the speaking and listening skills that you have identified
 - try out new approaches to speaking and listening in your teaching.
 - reflect on what went well and any learning points for further development.
- Remember to complete relevant sections of the practitioner log, or use other suggestions from section 2, such as a mind map or flow chart, as part of your reflective practice.

Discussion

Key research findings

- Talk is an important part of developing learners' thinking (Pring, 2007; Vygotsky, 1978; Bruner and Haste, 1987).
- Practitioners should recognise the importance of learner talk, in teaching and learning (Pring, 2007).
- However, practitioners, not learners, tend to do most of the talking in classrooms (Cazden, 1988; Alexander, 2003).
- Teachers can find it difficult to organise discussion so that it benefits student learning (Davis, 1996, 1997; Chamberlin, 2003; Even and Wallach, 2003).
- Alexander's (2003) international study of primary classrooms highlights that, in comparison with French and Russian teachers, primary teachers in England tended to say much more than their students.

What practitioners say

I was surprised when I let learners do more of the talking in my classroom. I didn't know that they could think like that!

Reflective practice questions and activities

Think about how you use discussion in your practice.

- How much learner talk is there in comparison to practitioner talk?
- Do you give learners opportunities to discuss in pairs, small groups and as a whole group?
- How do you enable learners to talk about things they are not sure about, to explore and develop their thinking?
- How do you ensure that learners respect each other's contributions to a discussion?

Think of some more questions of your own.

Asking questions

Key research findings about questioning

- In teaching and learning, practitioners, not learners, ask most of the questions (Alexander, 2003; Mercer, 2003).
- Most practitioners use more closed questions than open questions (Alexander, 2003; Galton et al., 1999; Galton, 2003) (see clarification, p. 20).
- Most practitioner questions are the first part of a three-part exchange:
 - **I**nitiation (practitioner).
 - **R**esponse (learner).
 - **F**eedback (practitioner, to close the exchange).

This is known as IRF (Sinclair and Coulthard, 1995; Mercer, 2003). On the whole, IRF does not enable learners to explore and develop their thinking (Hardman et al., 2003), because the interaction is practitioner-dominated.
- Alexander (2003) argues that questions should scaffold (i.e. provide a framework for learners to use to develop their understanding) rather than test understanding.
- Practitioners tend not to leave much wait time after asking a question for learners to think through their response. Wait time is usually less than three seconds (Edwards, 2003).

Clarification

Closed questions

- A closed question usually requires a short response.
- There is usually a correct answer (e.g. What date is your birthday?) or a yes/no answer (e.g. Did you shut the door?).
- Sometimes it is appropriate to ask closed questions if, for example, practitioners want to assess learners' factual knowledge, or to address practicalities quickly.

Open questions

- Open questions have many possible responses.
- Open questions invite learners to explore and develop their thinking and are important in stimulating discussion (e.g. What did you think about last night's television programme on the natural world? Why?).
- Practitioners may not always be able to predict learners' responses to open questions. Practitioners may find it helpful to develop strategies to respond positively to responses from learners that they may not have been expecting.

What practitioners say

Practitioners in Talking Up Numeracy explored asking a series of follow-up questions after an initial question.

I did more supplementary questions than I probably would have done before [sc. the pathfinder]. Before I would probably have said 'Why was it easy?' but then I probed a bit further. 'What exactly about it was easy?' In fact, if I hadn't kept doing that, we wouldn't have realised: I had to explain to him what I meant by decimals clearly. There was a muddle in his mind about what decimals are. If I hadn't pushed it, we wouldn't have clarified that.

Through asking follow-up questions, this practitioner realised that the learner did not understand about decimals. The practitioner therefore realised that she needed to work on decimals with the learner.

Reflective practice questions and activities

Think about how you use questions in your practice.

- When do you use closed questions?
- When do you use open questions?
- Do you tend to use more closed or open questions? Why?
- Is the type of question you use appropriate to purpose?
- Do you ask a series of related questions to help learners explore their thinking?
- Do you leave sufficient wait time after asking a question for learners to think through their responses?

- How do you make sure that you ask questions which probe the learner's thinking, but which do not make him or her feel threatened?
- Try asking these follow-up questions:
 - Can you say more about that?
 - What do you mean by . . . ?
 - Why did you think/do/feel . . . ?
 - What can you add to what you've said?
 - Can you explain . . . in more detail?
 - Can anybody explain what that means?
- What was the impact of asking these follow-up questions? Why do you think this was?

Think of some more questions of your own.

Enabling learners to ask questions

Key research findings

- Most questions that learners ask are about procedural points (Alexander, 2003). This means that learners tend to ask questions about things like whether they need to put a title and a date at the start of a piece of writing, rather than asking questions which probe the meaning of the topic considered.
- In Talking Up Numeracy, most questions asked by learners tended to be about practicalities such as how long classes would last for and whether attendance was compulsory.
- The practitioners thought that learners did not ask questions for three main reasons:
 - Fear of asking questions.
 - Not knowing what questions to ask, particularly if they had not thought about numeracy for a long time.
 - Asking questions is a way of taking responsibility for learning. Some learners may be unwilling to do this.

What practitioners say

Talking Up Numeracy practitioners tried to make it explicit that learners could ask questions.

Is there anything you want to ask me?

You can ask either now or in the future about anything you are not clear about. (If in a group) If it is not clear to you, it may not be clear to others. You are therefore helping others by pointing it out.

Reflective practice questions and activities

- How often do learners ask questions in your sessions?
- What types of questions do learners ask? Are they questions about practicalities? Are they about learning?
- What do you say to encourage learner to ask questions about aspects of teaching and learning that they don't understand or that they want to know more about?
- Do you use pair and group discussion to encourage learners to ask questions?
- Do you use question stems (see section 11, page 91) to help learners develop questions?
- How do you enable learners to ask a series of related questions, to develop their understanding of a topic?

Think of some more questions of your own.

Explaining

Key research findings

- Learners can be very aware of the quality of practitioners' explanations (Hudson et al., 2005). The following comments from learners illustrate this.
- Some *SfL* practitioners try to explain aspects of *SfL* by referring to learners' wider lives. The following comment from a practitioner illustrates this.

What learners say

The language [that the practitioner had just used to explain about numeracy classes] is pretty easy to understand, not too technical, no jargon and it wasn't too long or too short, but to the point and giving the information that you needed.

She [the practitioner] explains it better, you know what I mean? She's a top teacher . . . Not like other teachers, she explains things really well and makes it easier to learn things.

What practitioners say

Before the project, I didn't really think that learners were able to ask questions. Then I realised I had to create the opportunity and environment for them to ask questions.

Reflective practice questions and activities

- How do you explain something that you are teaching in terms that the learner understands?
- How do you ensure that the learner can understand the language you use?
- What tone of voice do you use when you are explaining something?
- How do you make sure that you do not rush an explanation?
- How do you use pauses?
- How do you summarise what you've said?
- How do you emphasise particular points in your explanation?
- How do you incorporate, as appropriate, examples from the learner's everyday life into your explanation?
- How do you use visual aids to reinforce what you have said (e.g. using a diagram of the National Standards when explaining about the National Standards)?
- Do you use any humour to make your explanation more memorable to the learner? If so, how?
- How do you use the learner's body language to judge whether he or she has engaged with what you have said?

Think of some more questions of your own.

Checking understanding

Key research findings

In the DfES/Tribal Education Limited speaking and listening project, and in Talking Up Numeracy, practitioners tried out a range of speaking and listening strategies to check learners' understandings. Strategies included the following:

- Asking questions like 'What did you think I meant when I said . . . ?' This invited the learner to paraphrase what the practitioner had said.
- Using activities which required learners to talk to each other and/or the practitioner as a core part of completing the activity. The practitioners used what the learners said during the activity, as well as the outcomes of the activity, to judge learners' understanding.
- Paraphrasing what the learner had said, as a question to the learner, such as 'What you are saying is that . . . ?'
- Questioning themselves about whether the learner had understood (e.g. What evidence do I have that the learner took in what I said?) (see What practitioners say, below).
- Asking questions such as, 'Is there something I've said that isn't clear?' in instances where the practitioner was reasonably confident that the learner would not simply say 'Yes', whether or not he or she understood.

What practitioners say

So with people like [the offender] I am very conscious now of actually thinking inside my head, 'Right. Did he hear what I said just then, or has he gone off?'

I learned very, very early on from doing [induction] . . . never to assume that they know or don't know anything.

Reflective practice questions and activities

- How do you judge whether the learner has understood what you've said?
- Do you take it at face value if a learner has said he or she has understood something? Why/why not?
- What do you say to check whether a learner has understood what you've said?
- How do you use the learner's non-verbal communication (see page 26) to check that he or she understood?
- How do you use teaching and learning activities to check the learner has understood?
- How do you make sure you have understood what the learner has said?

Think of some more questions of your own.

Listening

Key research findings

- As noted on page 18, teachers tend to do most of the talking. If teachers are talking, they cannot be listening to learners.
- Learners therefore tend to do most of the listening (Cazden, 1988; NCES, 2003; Alexander, 2003).
- Davis (1996, 1997) developed a framework to summarise three types of teacher listening in classrooms:
 - **evaluative** – hearing students' answers to decide whether or not they are correct
 - **interpretive** – trying to make sense of students' answers by asking for more information
 - **hermeneutic** – negotiating meaning with students by interacting to discuss meaning; both teacher and students can revise their own knowledge through the interaction.

In Davis' framework, evaluative listening is the most straightforward type of listening, whereas hermeneutic listening demands the most sophisticated skills. Davis' framework illustrates that listening is active, involving interaction with learners.

- The Talking Up Numeracy practitioners tried out a range of strategies to demonstrate that they were listening to learners. These included:
 - paraphrasing learners' comments
 - using affirmative phrases such as 'I see what you mean' or 'I know what you mean'
 - asking learners questions about what learners had said, such as 'What did you mean when you said . . . ?'
 - increasing wait time to maximise learners' opportunities to respond
 - returning to comments learners had made in previous sessions to show learners that they had been listened to.
 - using their non-verbal communication to show that they were listening attentively.
 - taping sessions so that there was concrete evidence of what participants had said.
 (Hudson, 2007).
- The practitioners did not always find it straightforward to know when to stop talking so that they could listen to learners, and when to speak in order to enable learners to explore their thinking. (Hudson, 2007)

What practitioners say

Reading the transcript back from my conversation with Dave [the offender], I realised how much I talked and how little I listened and how much we both talked together, so I was actually quite determined that that wasn't going to happen again . . . I don't think it happened today [the practitioner's session has been observed by the researcher] but I won't know until I get the transcript.

Reflective practice questions and activities

- How do you make sure that you are not doing the large majority of the talking?
- How do you make sure that you have heard what the learner has said?
- How do you use your non-verbal communication to show the learner that you are listening or have listened to him or her?
- How do you use pauses?
- How do you reflect back to the learner what he or she has said?
- Do you ever refer to what the learner has said in a previous session, to show you have listened to him or her? If so, how? If not, why not?
- If you are teaching a group, how do you demonstrate to each individual that you are listening to him or her?

- Use Davis' framework to analyse a recent session. Which of Davis' three types of listening did you engage in most? Why? Which did you engage in least? Why? Would you change anything about your practice in a future, similar session? Why/why not?
- Tape a session or ask a colleague to observe you. What did you discover about your listening skills? Is there anything about your practice you would like to develop in the future? Why?

Think of some more questions of your own.

Non-verbal communication

Clarification

Non-verbal communication includes:

- gestures
- movement
- body position
- nodding
- eye-contact
- facial expression
- the tone, volume and speed of a speaker's voice.

Key research findings

- It is generally agreed that non-verbal communication plays a significant role in oral interaction (e.g. Mehrabian, 1981; Morris, 1977). How important non-verbal communication is is likely to depend upon the individuals and context (see section 6).
- Cultural differences should not be under-estimated in interpreting non-verbal communication (McCroskey et al., 1995).
- Practitioners in both the DfES/Tribal Education Limited speaking and listening project and Talking Up Numeracy emphasised the importance of non-verbal communication in work with offenders.
- Practitioners highlighted that they tended to rely on non-verbal communication when they perceived that offenders were uncommunicative. Non-verbal communication gave practitioners some insights into offenders even when the offender was saying little.

What practitioners say

Some you can tell from their body language they're not happy, not comfortable for whatever reason. You don't know them well enough to know why, so you have to tread very carefully. Then I tend, like I said, I tend – that is a cue to move away from numeracy speak and class speak, to more general, 'What you're interested in', 'What kinds of jobs?' 'Tell me how you do that.' As soon as their body language is negative, then we're not talking about maths at all probably. We're talking about something else. If it's positive, seeming to meet me halfway, smiling, whatever, responding – then yes.

Reflective practice questions and activities

- How do you use different aspects of your non-verbal communication?
- What messages does your non-verbal communication give the learner?
- Are these the messages you want to give the learner? Why/why not?
- Are these the same messages as those you're conveying through your speaking and listening? Why/why not?
- How do you ensure you are attentive to learners' non-verbal communication?

Think of some more questions of your own.

Links between practitioners' thinking and practitioners' speaking and listening

Key research findings

- Awareness of one's own thought processes is often known as metacognition (e.g. Bereiter and Scardamalia, 1987; Brown, 1987).
- Through greater awareness, one can plan how to change thought processes and therefore potentially the actions which arise from thoughts (Day, 1999).
- In teaching and learning, where interactions are multiple and often very rapid, practitioners are unlikely to find it straightforward to monitor their thought processes consistently (Hudson et al., 2005).
- In the DfES/Tribal speaking and listening project and in Talking Up Numeracy, practitioners focused on becoming more aware of the connections between what they were thinking and their speaking and listening. Initially, they found this difficult. Over time, some practitioners found that greater awareness of their thinking helped to change their practice in speaking and listening.
- See Vorhaus (2007) for a critique of metacognition.

What practitioners say

I am so much more aware of [the practitioner's thinking] now. Quite weird, isn't it? I have almost used a word and then something in my head says, 'No!' and a different word comes out, whereas before I might just have used that word.

I ask myself, 'Am I putting words into [the learner's] mind sometimes?'

I use my thinking to ask myself if I give offenders enough time to respond to a question. It helps fill wait time!

Reflective practice questions and activities

- How aware are you of your own thinking when you are working with learners? Why do you think this is?
- What kinds of things are you saying inside yourself during a session with learners? Why?
- To what extent is this conversation the same as your conversation with the learner? Why/why not?
- If you are finding a learner challenging, try running a range of options about how to manage the situation through your mind before deciding what to say. What impact (if any) does this have upon the situation? Why?

Think of some more questions of your own.

Specialist terminology

Key research findings

- A range of evidence suggests that *SfL* learners have to grapple with complex terminology, both as part of learning and also in their wider lives. There is specialist terminology in:
 - the National Standards (e.g. the levels of the National Standards)
 - literacy (e.g. capital letter, full stop, comma, singular etc.)
 - numeracy (e.g. addition, subtraction, ratio etc.).
 (Hudson, 2006; Davies et al., 2004)
- In *Talking Up Numeracy*, when learners used terminology it was often to express or reveal confusion (Hudson, 2007).
- The examples below, from numeracy teaching, are also applicable to literacy teaching.
- Practitioners used a number of strategies to try to make mathematical terminology clear to learners, including:
 - paraphrasing mathematical terminology – for example, they used where appropriate 'times' instead of 'multiply',

'plus' instead of 'add' and 'take away' instead of 'subtract'; practitioners aimed to introduce the correct mathematical terminology over time

- asking the learner to paraphrase terminology
- using mathematical symbols to find out what mathematical language the learner was aware of
- using aspects of learners' lives to clarify mathematical terminology
- heightening their own self-awareness about not rushing explanations of terminology
- using visual aids to reinforce oral references to mathematical concepts.

What learners say

Maths teachers talk like psychiatrists. Some psychiatrists talk to you in a load of medical sentences you don't understand and you get others that talk to you in a way you do understand.

(Pete, offender in the segregation unit of a Category A prison)

I need to brush up on, I get confused with some things – area, perimeter, volume, oh, algebra.

Subtracting and times and stuff I was alright with, but when it came to fractions and metres, I still don't think I've got a clue, and it scares me, because I should have, shouldn't I?

What practitioners say

You've got to have something to sort of peg the maths on to, like you can talk about if they've been doing a job, construction stuff. 'Did you do any of the measuring?' Or we can talk about making cement. I'd say, 'Well, that's the kind of thing we do. That's ratio. We do it here.'

Reflective practice questions and activities

- Do you use specialist terminology in your teaching?
- If so, which terms do you use?
- How much do you use specialist terminology?
- What strategies do you use to ensure that learners have understood terminology?
- Try out some of the strategies given on page 00. Which worked well? Why? Which didn't work so well? Why?

Think of some more questions of your own.

Giving encouragement and praise

Key research findings

- In one project based in a secondary school, students were explicitly taught about language which helps create a positive learning environment. Positive phrases were displayed on classroom walls for students to use. There was an incentive scheme to reward the use of positive language (Tyrer, 2000).
- Verbal strategies to encourage and praise learners, used by the Talking Up Numeracy practitioners included the following:
 - 'You've done it for yourself. No one else did it for you.'
 - 'You should be very proud of yourself because . . .'
 - 'Don't be afraid to have a go. It doesn't matter if you make a mistake.'
 - 'If you make a mistake, you can learn from it.'
 - 'You are nearly at Level 2 and it shouldn't take long to get there.'
 - 'You listened really well to what I said and you could explain it to me.'
 - 'That's been your best session. You took part in the discussion and you had lots of ideas.'

What learners say

[The practitioner] was just really encouraging. She made me feel as if I wanted to better myself and I've never felt like that before. I can do and there's more to life than drugs.

What practitioners say

In my teaching, I've always said things like 'Good!' and 'Well done!' a lot. More recently, I've tried to be more specific in my praise. I think it's helped learners make progress.

Reflective practice questions and activities

- How often do you explicitly encourage and praise SfL learners?
- What do you say?
- How do you use your non-verbal communication?
- How do you use your tone of voice?
- Do you use an incentive system? Why/why not?
- How do learners respond when you praise them?
- How often do you enable SfL learners to encourage and praise each other?
- How do you facilitate peer encouragement and praise?
- Try out the strategies in the research findings above. What impact did they have on learners? Why?

Think of some more questions of your own.

Recap

Now that you have read section 3, use it in conjunction with the previous section to:

- prioritise aspects of your speaking and listening skills for development through a reflective practice approach
- plan how to develop the speaking and listening skills you have identified
- try out new approaches to speaking and listening in your teaching
- Reflect on what went well, and any learning points for further development.

Remember to complete relevant sections of the practitioner log, or use other suggestions given in section 2, such as a mind map or flow chart, as part of your reflective practice.

SECTION 4 **Assessing learners' speaking and listening skills**

Overview

This section includes:

- key research findings about assessing learners' skills
- the assessment of speaking and listening skills in *SfL*
- how to use Have Your Say, a learner-centred assessment tool.

Key research findings

This section cites the work of two authors.

Davies et al. (2004)

- Davies et al. (2004) researched the literacy levels (reading, writing and speaking and listening) of 455 adult offenders on community supervision who had been referred to three General Offending Behaviour Programmes (GOBPs), and the literacy demands of those programmes.
- GOBPs are cognitive behavioural programmes that many offenders are referred to as part of their sentence.
- The large majority (75%) of offenders assessed probably had speaking and listening skills below Level 2.
- 25% were probably at or above Level 2.
- 35% were probably below Level 1.
- The large majority of offenders were unable to cope with the oral demands of programmes designed to address their offending behaviour.

Sticht

- Sticht has conducted many studies on listening, as illustrated in Sticht (2007). One key finding is that there is a relationship between listening skills and reading skills: learners with poor listening comprehension skills tend to become poor readers; conversely, learners with good listening tend to become good readers.
- Another important finding is that when learners say that they prefer to learn by listening, this does not mean that the listening skills of these individuals are necessarily better than their reading skills.

The assessment of speaking and listening

Diagnostic assessment

- In the DfES *SfL* diagnostic assessment materials, speaking and listening skills are assessed through the initial interview (see Tutor materials, Literacy pp. 347–355).
- The assessor can use the speaking and listening assessment profiles to help assess learners' skills (see Tutor materials, Literacy pp. 302–30).
- Find out more about the diagnostic assessment materials at: www.dfes.gov.uk/readwriteplus/Diagnostic_Materials_main.

Example from the diagnostic assessment materials

- In the example in figure 6, taken from the initial interview (see Tutor materials, Literacy p. 353), the learner is asked to tell the interviewer about the sorts of problem she has experienced with reading, writing, spelling and numeracy. This example demonstrates:
 - that practitioners cannot always predict what learners say
 - the importance of practitioners being able to adapt their use of speaking and listening according to learners' responses.

Assessment tools

- At present, there is no national *SfL* speaking and listening skills check for first language speakers.
- At present, there is no national *SfL* speaking and listening initial assessment tool for first language speakers.
- Speaking and listening are part of the *SfL* diagnostic assessment for literacy.
- There is an ESOL speaking and listening skills check.
- There is also an ESOL speaking and listening initial assessment tool. However, practitioners should be cautious about the use of ESOL tools with first-language English speakers.
- A speaking and listening initial assessment contextualised to the National Probation Service (NPS) was developed by Davies et al. (2004).
- A speaking and listening skills check, contextualised to the Army, was developed by Tribal Education Limited on behalf of the Army and the DfES *SfL* Strategy Unit. This tool was evaluated during 2006.

Reflective practice questions and activities

- Try assessing speaking and listening as part of the diagnostic assessment interview. If the learner agrees, you could audio record the interview. You could then use the recording to review the learner's responses and reflect on your own speaking and listening.
- Were there any unexpected responses from the learner? If so, what were they? How did you tailor your use of speaking and listening to the learner's responses?
- Think about the ten aspects of speaking and listening covered in section 3. How would you build on your use of speaking and listening in another, similar interview?

After general questions to get to know the learner, the following takes place:

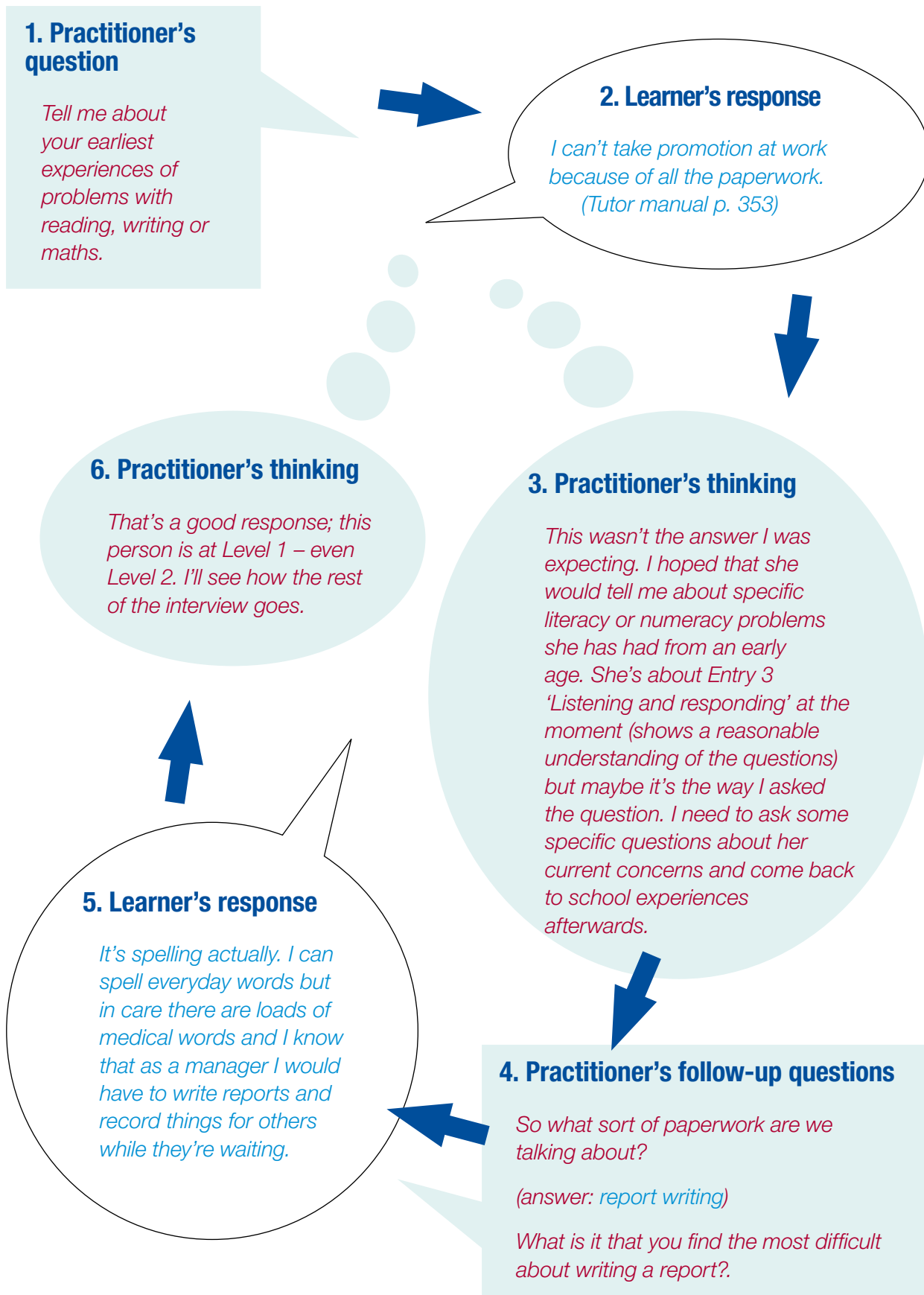


Fig. 6: Speaking and listening and the diagnostic assessment materials.

Learner self-assessment of speaking and listening skills

Have Your Say

- The tool Have Your Say (see figure 7 and appendix 3) is learner-centred.
- Have Your Say aims to help learners to reflect on their speaking and listening skills, in terms which are meaningful to them.
- Practitioners can give learners appropriate support in talking through Have Your Say.
- Have Your Say specifies ten aspects of speaking and listening and five different contexts of learners' lives.
- Using Have Your Say will enable the learner, in collaboration with the *SfL* practitioner, to self-assess his or her skills in specific aspects of speaking and listening in specific aspects of his or her life, as part of:
 - diagnostic assessment
 - setting learning goals for speaking and listening, in the ILP
 - identifying learning activities to develop skills in identified aspects of speaking and listening
 - formative assessment
 - summative assessment.

Clarification

- See the diagram of the *SfL* learning journey (figure 1, page 3) for clarification of the different stages of *SfL* assessment and learning.
- Formative assessment is where assessment is used continuously to inform planning for learning.
- While summative assessment often consists of an end-of-programme test, Have Your Say can be used as a learner-centred form of summative assessment.

How to use Have Your Say

- Have Your Say is intended to be used flexibly.
- Learners and practitioners can add or remove aspects of speaking and listening, and contexts, depending on the needs of the learner. For example:
 - Practitioners may decide that it is appropriate only to use a selection of the ten aspects of Have Your Say.
 - If the learner has to use his or her speaking and listening skills to communicate with the child's school, it might be sensible to specify 'in your child's school' as an additional context.
 - If the learner has to give presentations at work, you might want to add 'Giving presentations' to the different aspects of speaking and listening.

Note to the learner

- Have Your Say is about how easy or difficult you find each of the aspects of speaking and listening listed below, in each of the different areas of your life (at home, at work, with friends).
- If something doesn't apply to you (for example, if you don't work), that's fine. Just put N/A (not applicable).
- Use the key (✓✓ (very easy), ✓ (easy), x (difficult), and xx (very difficult)) to decide how easy or difficult you find each aspect of speaking and listening in each area of your life. Just use the ✓ and x symbols. You don't need to write out the words.
- Be as honest as possible. It's OK to say you find an aspect of speaking and listening difficult. You can then work on it with your teacher in your SFL learning programme.
- You can complete Have Your Say on your own if you wish. Or you can talk through Have Your Say with your teacher or with other learners.

Key: Very Easy ✓✓ Easy ✓ Difficult x Impossible xx Not applicable N/A

Aspect of speaking and listening	At home	At work	With friends	When you were at school	On the course	Other area of your life: please give details
<p>1. Speaking to someone you know Example: speaking to a relative at home or speaking to someone you have worked with for several years, at work.</p>						
<p>2. Speaking to someone you don't know Example: speaking to a man from the gas company, who has come to do a repair.</p>						
<p>3. Speaking in a group (about six people) Example: talking to a group of friends, about a good film you have seen.</p>						
<p>4. Giving information to someone else Example: giving directions about how to get somewhere, explaining how to do something.</p>						

Fig. 7: Have Your Say.

Aspect of speaking and listening	At home	At work	With friends	When you were at school	On the course	Other area of your life: please give details
<p>5. Answering questions which need a yes/no answer or which have a single correct answer Example: if you are asked, 'Do you want the window open?' you might answer, 'Yes, please.' If you are asked, 'When did you move to where you live now?' you might answer, 'I moved there two years ago.'</p>						
<p>6. Answering questions where you have to give one or more reasons Example: if you are asked, 'Why did you move house?' you might answer, 'Well, we moved house because we had very noisy neighbours. They had teenage children who played loud music all hours of the day and night, and dogs that barked a lot.'</p>						
<p>7. Asking questions which need a yes/no answer or which have a short answer Example: you might ask, 'How old are you?'</p>						
<p>8. Asking questions when you want someone to give one or more reasons in reply Example: you might ask, 'Why do you think we have had a cold winter?'</p>						
<p>9. Listening Example: how easy or difficult do you find it to concentrate on what the teacher is saying? On what your friends say? On what colleagues at work say?</p>						

Fig. 7: Have Your Say (continued).

Aspect of speaking and listening	At home	At work	With friends	When you were at school	On the course	Other area of your life: please give details
<p>10. Using your non-verbal communication to help your speaking and listening</p> <p>Non-verbal communication includes:</p> <ul style="list-style-type: none"> ● the look on your face ● your eye-contact ● nodding your head ● the position of your body ● how you move. <p>Example: how easy or difficult do you find it to look at someone when you are talking together? To have a friendly look on your face? To sit or stand so that you show you are listening to someone?</p>						

Fig. 7: Have Your Say (continued).

'Musts' to make Have Your Say work

- Use a blank copy each time the learner completes Have Your Say.
- Each time the learner completes Have Your Say, make sure that the date is included.
- Do not let Have Your Say become part of a pile of paper in a folder in a cupboard. Instead, use the different versions of Have Your Say, completed over time, to enable the learner to reflect upon the extent to and ways in which his or her speaking and listening skills have developed.

Have Your Say and the National Standards

- Have Your Say draws on speaking and listening skills in the National Standards for adult literacy.
- At the same time, a certain number of ticks or crosses does not mean that the learner's speaking and listening skills are at a certain level of the National Standards.
- You can draw on your knowledge of the National Standards and the adult literacy core curriculum:
 - to inform the questions you ask the learner to help him or her complete Have Your Say
 - in conjunction with the learner's responses in Have Your Say, to inform planning for teaching and learning (see below: Prompt questions and activities).
- Make sure that you present any terminology from the National Standards in ways learners can relate to.

The practitioner's judgement

- SfL practitioners should judge how much support the learner needs to complete Have Your Say.
- You may need to clarify different aspects of speaking and listening.
- Use the material in this section and in section 3 on practitioners' speaking and listening skills, to ensure that, for instance, you are stimulating discussion with, rather than talking 'at', the learner.
- If the learner gives responses which you haven't anticipated, be sure to explore these as well.
- It will probably be helpful to ask questions to help the learner think about skills in a particular aspect of speaking and listening, in a specific context, e.g. speaking to a friend, to a colleague at work, or to people in authority such as a traffic warden or benefit officer.
- The learner is likely to need most support in thinking about answering and asking questions (numbers 5–8 in Have Your Say).

Prompt questions and activities

Have Your Say gives an example for learners of each aspect of speaking and listening skills covered. If you wish to, you can change the examples used in Have Your Say to make examples relevant to your learners. Or you can use the following prompt questions and activities when talking through the different aspects of speaking and listening in Have Your Say with the learner.

These prompt questions and activities are starting points. Add ideas of your own that are appropriate for the learners you work with. If you are using prompt questions and activities, remember to give the learner plenty of time to fill in the relevant sections of Have Your Say.

1. Speaking to someone you know

Overview

- Help learners to explore, for example, how far they talk about familiar, straightforward topics when they talk to someone they know, or whether their conversation is about areas outside their everyday experience.
- Do they adapt what they say appropriately to the person they are talking to, such as when talking to children?

Examples of activities

You could, for example, ask one or more of the following:

- Do you talk to your family about things that have happened during the day? (If so) Tell me about a recent conversation you have had. What did you say? What did other members of your family say? How easy/difficult did you find this? Why?
- Do you talk in your family about events you have heard about in the news? (If so) Tell me about a recent conversation you have had. What did you say? What did other members of your family say? Can you talk about the news in ways your children can understand? How easy/difficult did you find this? Why?
- Do you talk with people you know at work about things that have happened in your family? (If so) Tell me about a recent conversation you have had. What did you say? What did people you work with say? How easy/difficult did you find the conversation? Why?

2. Speaking to someone you don't know

Overview

- Help learners to explore how easy they find it to speak to someone they don't know.
- Do they tend to talk about familiar, straightforward topics, or is their conversation about areas outside their everyday experience?
- Do learners think that they adapt what they say appropriately to the person they are talking to?

Examples of activities

You could, for example, ask one or more of the following:

- When did you last speak to someone in your home that you didn't know? What was the conversation about? What did you say? What did s/he say? How easy/difficult did you find it to talk to this person? Why?
- When did you last speak to someone at work that you didn't know? What was the conversation about? What did you say? What did s/he say? How easy/difficult did you find it to talk to this person? Why?
- Have you ever had a conversation with someone over the phone that you don't know? If so, when? What was it about? How easy/difficult did you find it? Why?

- How do you find speaking to people in authority, e.g. a police officer, a housing officer or an unhelpful shop assistant? What was this about? What did you say? What did s/he say? How easy/difficult did you find it to talk to this person? Why?

3. Speaking in a group

Overview

- Help learners to explore how far they are able to join in group discussions about familiar and unfamiliar subjects.

Examples of activities

You could, for example, ask one or more of the following:

- When was the last time you had a group discussion in your family? What was it about? What did you say? What did other family members say? Did you all agree? How easy/ difficult did you find it to take part in this group discussion? Why?
- When was the last time you were in a group which was talking about something you didn't know much about? What were the group members talking about? What did you say? What did other people say? How easy/ difficult did you find it to contribute to the discussion?
- When was the last time you had a discussion with colleagues at work, about something to do with work? How much did you contribute to the discussion? What did you say? What did other people say? How easy/ difficult did you find it? Why?

4. Giving information to someone else

Overview

- Help learners to explore how they use their speaking and listening skills when they give information to someone else.
- You could explore, for example, how much and in what ways they adapt what they say according to purpose and audience.

Examples of activities

You could, for example, ask one or more of the following:

- Have you ever had to give directions to someone about how to get to a place? Tell me what you said. How easy/ difficult did you find this? Why?
- When did you last have to explain to someone how to do something? What was it about? To whom were you explaining? How easy/difficult did you find it? Why? Did you leave anything out?
- A television interviewer stops you on the street and asks your views on the rising price of petrol. Tell me what you would say. How easy/ difficult do you think you would find it to talk to the interviewer about your views? Why? Would you talk to the interviewer in the same way as you would talk to a friend? Why/why not?

5. Answering questions which need a yes/no answer or which have a single correct answer

6. Answering questions where learners have to give one or more reasons

Overview

- Aspect 5 is about answering closed questions (see section 3 page 20).
- Aspect 6 is about answering open questions (see section 3 page 20).
- Practitioners need to judge whether the learner understands the differences between 5 and 6, and whether he or she can use closed and open questions appropriately. Be realistic, but do not underestimate the learner. See figure 8 below.
- If you think that the learner can probably manage the differences between closed and open questions, then go to the activity: Answering a friend and a teacher, on pages 43–44.
- If you think that the distinction between closed and open questions is too difficult for the learner at present, then go to the activity Answering a friend, on page 45.

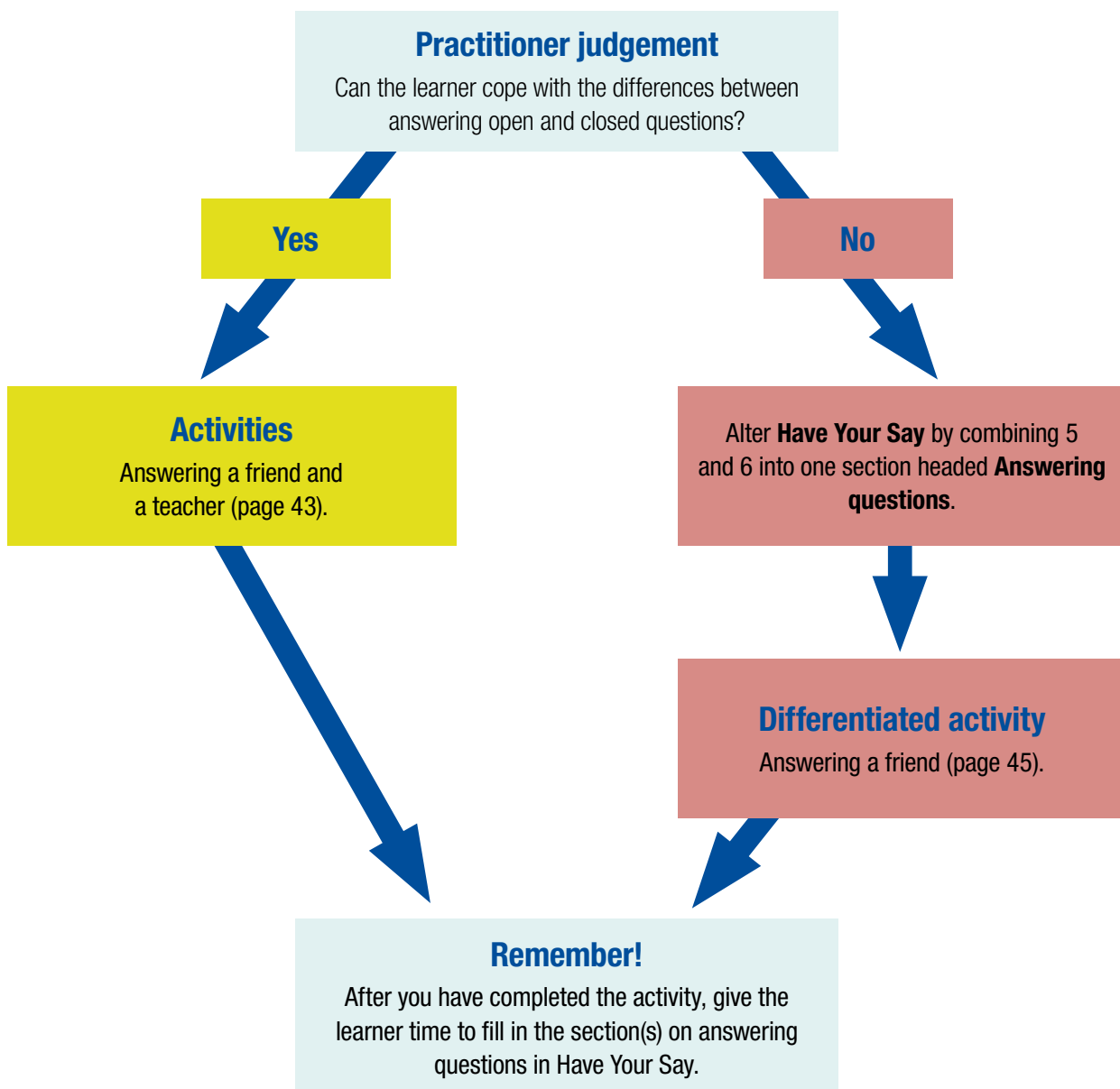


Fig. 8: Process to follow for talking about answering questions with the learner

Guidance: talking about open and closed questions

Answering closed questions

- Help learners to think about how easy they find it to answer questions which require either a yes/no answer or which have a single correct answer. You could talk about whether this depends on whom they are talking to.
- If appropriate, you could explore when it might be sensible to give detail when answering an apparently closed question (e.g. 'Is the football ground down this road?').

Answering open questions

- Help learners to think about how easy they find it to answer questions where they have to give reasons for something in their answers, and why this is.
- Help learners to think about how extended their answers to open questions are. Do they tend to give one reason or do they try to give a number of reasons? Do they tend to explain briefly or do they go into detail? Why?
- Do they try to make sure that their answer is at an appropriate level for the person they are speaking to? If so, how do they judge what an appropriate level is?

Example of an activity: Answering a friend's and a teacher's questions

Note: This activity aims to develop awareness of answering closed and open questions.

You will need to allow some time (e.g. 20 minutes) to discuss 5 and 6 thoroughly with the learner.

You could, for example, ask one or more of the following:

- When was the last time a friend asked you some questions?
- What questions did your friend ask?
- What did you say to answer your friend?
- When was the last time a teacher asked you some questions?
- What questions did the teacher ask?
- What did you say to answer the teacher?

As the learner talks, the practitioner could record what s/he says in four columns, as in table 2.

Friend		Teacher	
1. Examples of the friend's questions requiring a yes/no answer or one correct answer.	2. Examples of the friend's questions requiring one or more reasons.	3. Examples of the teacher's questions requiring a yes/no answer or one correct answer.	4. Examples of the teacher's questions requiring one or more reasons.
Examples of the learner's answers.	Examples of the learner's answers.	Examples of the learner's answers.	Examples of the learner's answers.

Table 2: Record of the learner's responses.

To enable the learner to think about answering closed and open questions, the practitioner could ask the following:

- What are the similarities between the questions and answers in columns 1 and 3?
- What are the similarities between the questions and answers in columns 2 and 4?
- What are the differences between the questions and answers in columns 1 and 2, about your friend's questions?
- What are the differences between the questions and answers in columns 3 and 4, about your teacher's questions?
- How easy do you find it to answer the questions in each column? Why?
- Did you find it easier to give more detail when you were answering your friend's questions, than when you were answering the teacher's questions? Why/not?

Differentiated activity. Answering questions

Overview

This differentiated activity is for learners who, in your judgement, will find the differences between closed and open questions too challenging at present (see figure 9). Remember to change Have Your Say so that:

- 5 and 6 are combined under the heading Answering questions
- The following is added to Have Your Say, under the heading Answering questions:

Example: If a friend says to you, 'Where would you like to go on holiday?' you might answer, 'Spain.' If the friend says, 'Where?', you might say, 'I'd like to go to the south coast.' If the friend says, 'Why?' you might say, 'It's the hottest part of the Spanish coastline and it's got some interesting cities too, like Granada. They're not too far inland, so you can combine sea and sightseeing.'

Example of a differentiated activity. Answering a friend

You could, for example, ask one or more of the following:

- When did a friend last ask you questions?
- What did the friend ask you?
- What did you answer?
- How easy/ difficult did you find it to answer your friend? Why?
- Do you find it easier to answer a friend's or a teacher's questions? Why?

7. Asking questions which need a yes/no answer or which have a single correct answer

8. Asking questions when you want someone to give one or more reasons in reply

Overview

- Aspect 7 is about asking closed questions (see section 3 page 20).
- Aspect 8 is about asking open questions (see section 3 page 20).
- See figure 9, page 46.
- If you think that the learner can probably manage the differences between closed and open questions, go to the activities Going to Spain and Complaining about your flight home, on page 46.
- If you think that the distinction between closed and open questions is too difficult for the learner at present, then go to the activity Going to Spain on page 47. Remember, be realistic, but do not under-estimate the learner.
- You should be able to build on the discussion and activity on Answering questions with the learner.

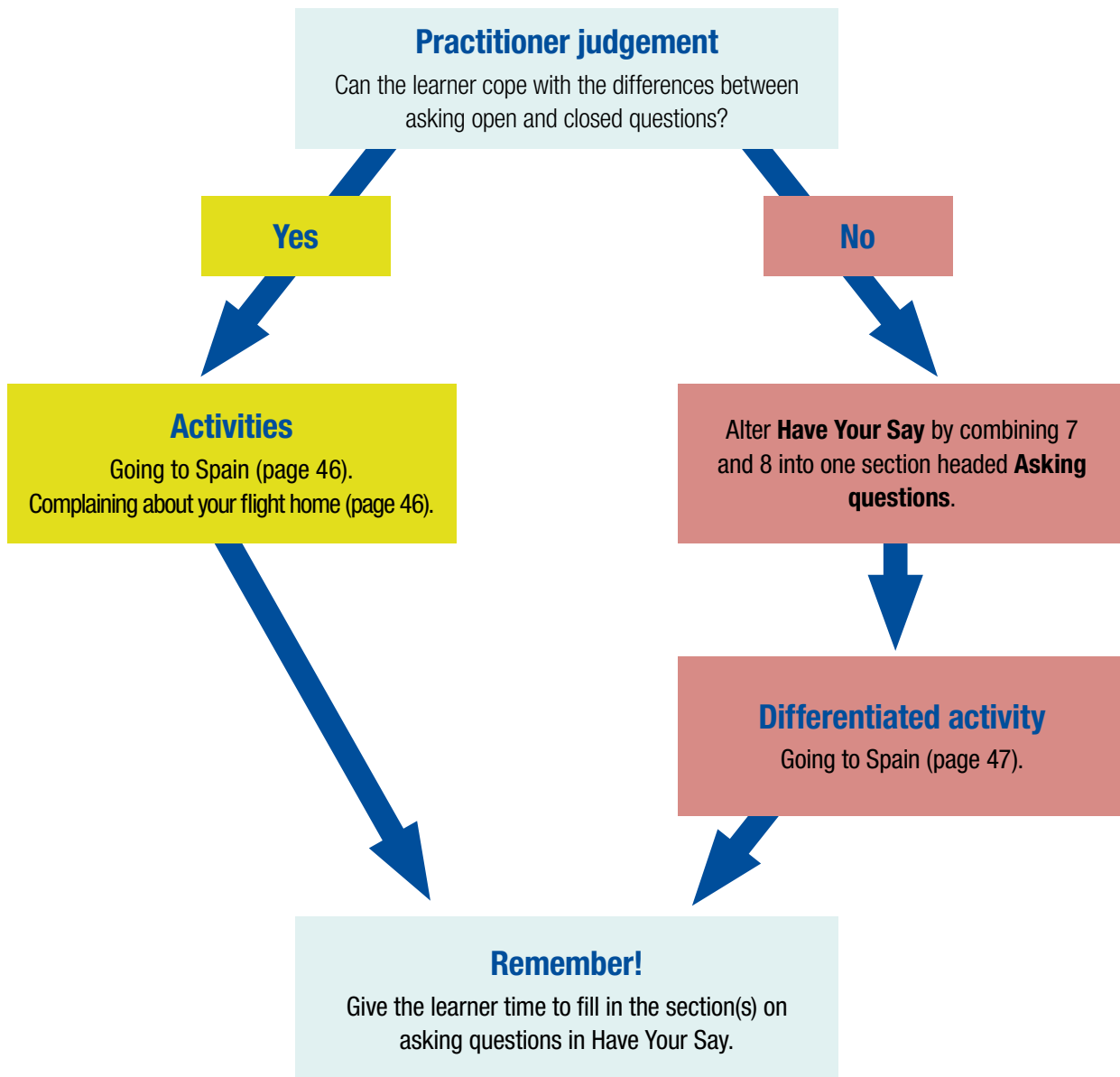


Fig. 9: Process to follow for talking about asking questions.

Example of activities. Going to Spain and Complaining about your flight home

Note: These activities are about asking closed and open questions (7 and 8).

- You will need to allow some time (e.g. 20 minutes) to discuss aspects 7 and 8 thoroughly with the learner.
- The first activity, about making travel arrangements, is likely to generate mainly closed questions. The second, about complaining about the flight home, is likely to generate mainly open questions.
- **Situation 1. Going to Spain.** You are going on holiday to Spain. What questions would you need to ask to find out about your travel arrangements? For example: What time does the plane leave? What time do I need to be at the airport? What is the luggage allowance?
- **Situation 2. Complaining about your flight home** You have had a long delay on your flight home from your holiday in Spain. No-one was given any information about why the flight was late. No-one was given any vouchers for food or accommodation. You want to make a

complaint about your experience. What questions would it be sensible to ask, when making your complaint? For example: Why was the plane delayed? Why didn't anyone from the airline explain what had happened? Why wasn't any food or accommodation provided?

- Record the questions the learner suggests.
- In each case, talk through with the learner how easy/difficult s/he would find it to ask these questions and why.
- Encourage the learner to look at all the questions s/he has suggested and to identify different types of questions.

Differentiated activity. Going to Spain

- This activity is for learners who, in your judgement, are not yet ready to manage the distinction between asking closed and open questions.
- If this is the case, remember to change Have Your Say so that 7 and 8 are combined under the heading Asking questions.
- In Asking questions, you can use the examples given in 7 and 8 of Have Your Say.
- **Situation: Going to Spain** (as in situation 1 on page 46). You are going on holiday to Spain. What questions would you need to ask to find out about your travel arrangements? For example: What time does the plane leave? What time do I need to be at the airport? What is the luggage allowance? How easy/difficult would you find it to ask these questions? Why?

9. Listening

Overview

- Help learners to consider their strengths and weaknesses as listeners.

Examples of activities

You could, for example, ask one or more of the following:

- What kind of thing do you find it easy to listen to? Someone chatting to you? A teacher talking to you? A maths class? Television? Radio? Music? Why?
- What kind of thing do you find difficult to listen to? Why?
- Where do you find it easiest to listen? Why?
- Is there a particular time of day when you find it easiest to listen to something? Why?
- Do you find it easier to listen to one person talking or to a group? Why?
- Add your own questions.

10. Non-verbal communication

Overview

- Help learners think of how far they are aware of and use non-verbal communication, when they speak and when they listen.
- See Have Your Say (page 38) for suggestions of how to talk through what non-verbal communication is with learners. You can extend this if appropriate.

Examples of activities

You could, for example, ask one or more of the following:

- Think of an occasion when you felt happy. What was the occasion? What was your non-verbal communication like?
- Think of an occasion when you felt sad. What was the occasion? What was your non-verbal communication like?
- Think of an occasion when you felt angry. What was the occasion? What was your non-verbal communication like?
- Think of an occasion when you felt frustrated. What was the occasion? What was your non-verbal communication like?
- When you are talking to someone, do you ever fold your arms? Why do you think you do this? What message might this give to someone?
- When you feel negative, how easy do you find it to control your non-verbal communication? Why do you think this is?
- If you want the person you are talking to to agree with you, how might you use your non-verbal communication? Why?

Add your own questions.

After learners have completed Have Your Say

- Ask learners to look at the patterns of ticks and crosses.
- Ask learners to talk about what they think the ticks and crosses say about their speaking and listening skills.
- Ask learners to identify where their strengths are, and which areas they would like to develop further.
- Ask questions to help learners to identify which aspects of their speaking and listening are most important in their lives and could most benefit from development.
- Agree priorities for development during the *SfL* learning programme.
- Remember to review Have Your Say as part of formative and summative assessment (see page 35).

SECTION 5

Using *SfL* resources in teaching and learning

Overview

As noted in section 1, there are a number of *SfL* resources that you can use to focus on speaking and listening in teaching and learning. This section covers:

- activities in the *Adult Literacy Core Curriculum* document
- the *SfL* learner materials
- the *SfL* embedded learning materials
- the *SfL* numeracy materials
- forthcoming Maths4Life numeracy publications.

This section gives examples of how *SfL* practitioners can use these resources. Practitioners can then:

- try out these examples
- use these examples as the basis for trying out further activities from the *SfL* resources specified above.

Activities in the Adult Literacy Core Curriculum

- The *Adult Literacy Core Curriculum* document contains sample activities for speaking and listening (SL), for each sub-section (listen and respond (SLr), speak to communicate (SLc) and engage in discussion (SLd)) at each level of the National Standards, from Entry 1 to Level 2. Practitioners will find these activities on the right-hand page of the document (pages 23–53).
- **Find out more** about the adult literacy core curriculum from www.dfes.gov.uk/readwriteplus/LearningInfrastructureCurricula.

Figures 10 and 11 give two examples of how practitioners can use sample activities in the core curriculum to develop practice in speaking and listening. The first activity is at Entry 3, the second at Level 1. Each includes the following:

- the core curriculum reference
- the sample activity as in the core curriculum document.
- a practitioner's thoughts about and planning for the activity
- sample questions to use with learners.

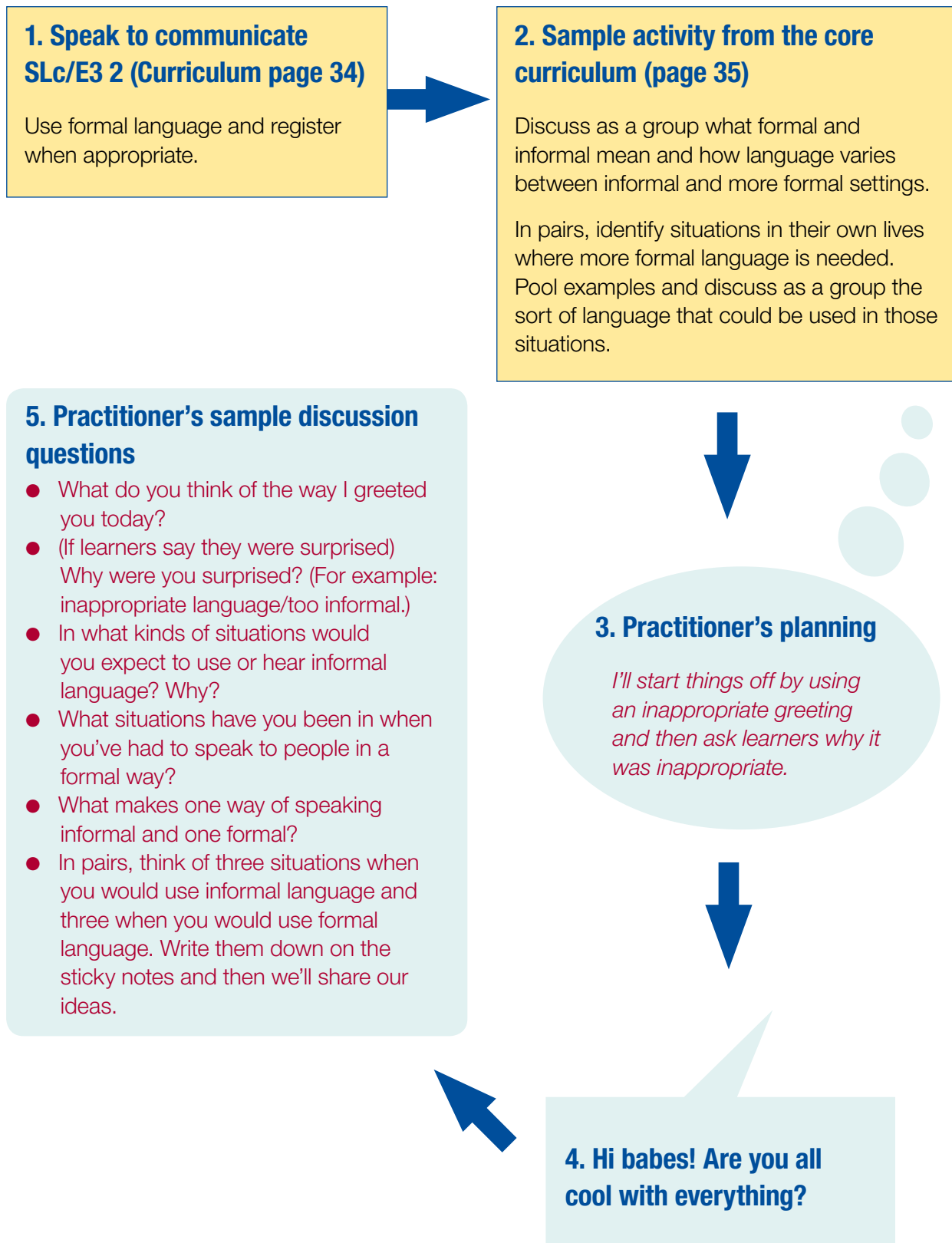


Fig. 10: Entry 3 activity.

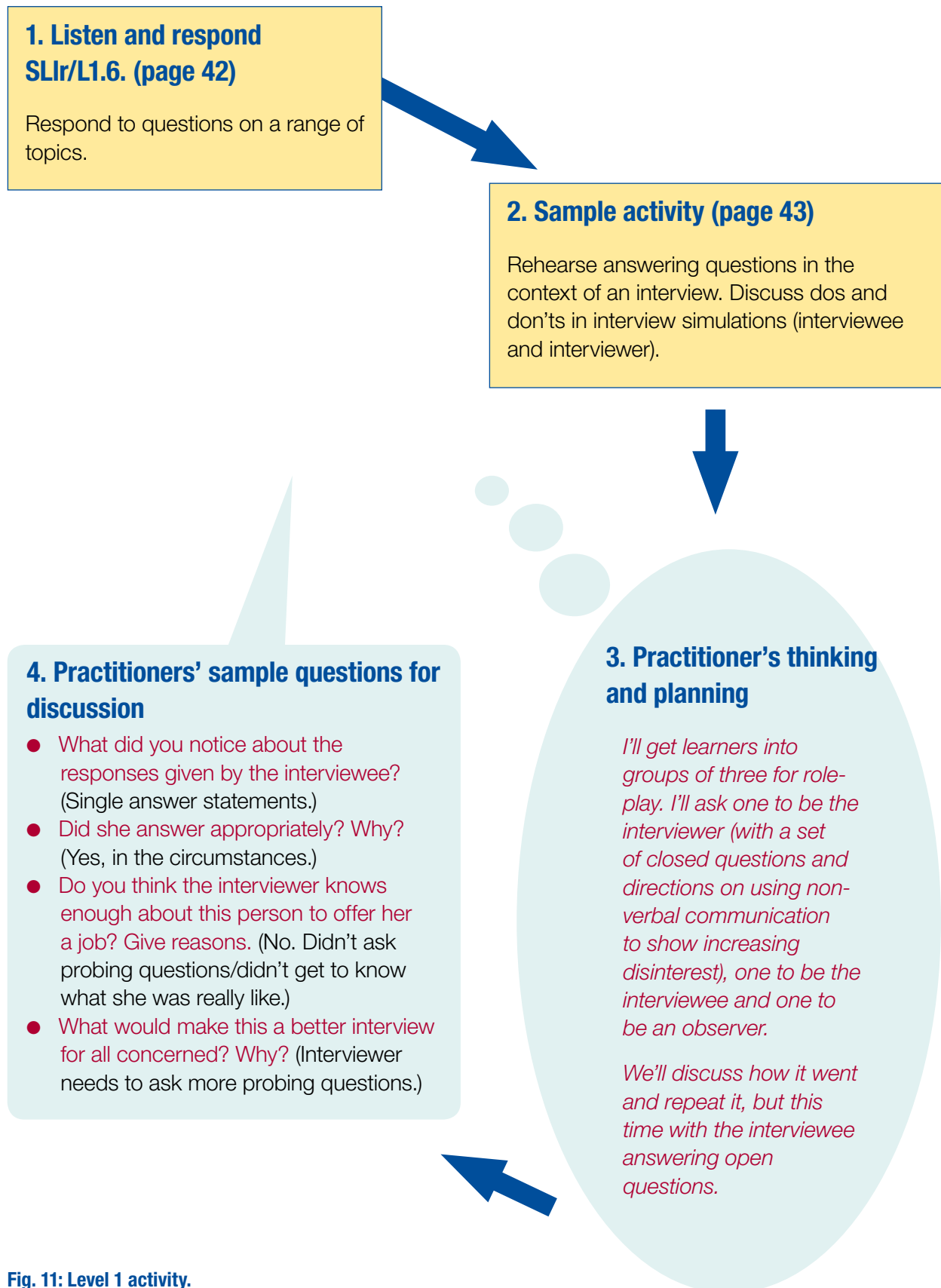


Fig. 11: Level 1 activity.

Reflective practice questions and activities

- Try out the examples in figures 10 and 11.
- Use the examples in figures 12 and 13 to plan how to integrate other speaking and listening activities in the adult literacy core curriculum into your practice.
- If you wish, you can use table 3 to develop your planning. Alternatively, you could use the other suggestions from section 2, such as a flow chart or mind map, to record your thinking and planning.
- Table 3 uses the Entry 3 example on page 50.

Curriculum page and reference	Sample curriculum activity	Practitioner thinking and planning	Sample discussion questions to ask
Page 34 Slc E3 2 Use formal language and register where appropriate	Discuss as a group what formal and informal mean and how language varies between informal and more formal settings. In pairs, identify situations in their own lives where more formal language is needed. Pool examples and discuss as a group the sort of language that could be used in those situations. (page 35)	I'll start things off by using an inappropriate greeting and then ask learners why it was inappropriate. I must include some questions to get them thinking.	What do you think of the way I greeted you today? (If learners say they were surprised) Why were you surprised? (For example: inappropriate language/too informal.) In what kinds of situations would you expect to use or hear informal language? Why? What situations have you been in when you've had to speak to people in a formal way? What makes one way of speaking informal and one formal? In pairs think of three situations when you would use informal language and three when you would use formal.
Add your own example			
Add your own example			

Table 3: Using core curriculum speaking and listening activities.


Skills for Life literacy learner materials

- There are Sfl literacy learner materials from Pre-Entry to Level 2, and additional materials for ESOL.
- In the Sfl materials, speaking and listening is taught as a discrete area of literacy, using appropriately contextualised situations. Speaking and listening is also integrated into reading and writing activities.
- Audio clips are available for each level of the National Standards.
- At the beginning of a unit, learners are given an overview of the skills they will be developing. At the end of a unit, learners reflect on the extent to and ways in which their skills have developed.
- **Find out more** about the learner literacy materials and practitioner guidance from www.dfes.gov.uk/readwriteplus/LearningMaterialsLiteracy.
- The example in figure 12 is taken from the teacher reference file, Literacy, Entry 3 Unit 1.

Making enquiries by telephone and in person.

Asking for information

Once you have found out basic information about a course, the next step is to contact someone at the college to find out specific information. This usually involves speaking to someone you do not know. You are going to practise making requests for information by telephone and in person.



Activity A • Speaking

When you make requests on the telephone or face-to-face, it is important to prepare yourself in the following ways.

- Write down the questions that you want to ask.
- Introduce yourself by giving your name.
- Check that the other person is able and willing to give the necessary information.
- Speak clearly and politely.
- Make notes of any information you need to remember.

1 Listen to the audio clip of a telephone conversation between Peter Scott and William Jefferson.

William wants to find out more about the laughter classes on page 5.

2 Help William make notes on the information Peter gives him in the form below.

Information on the laughter classes	
Start date	Two weeks' time
Day(s)	
Time	
Upper age limit	

3 As a group, discuss the following questions.

a. How successful was the enquiry?

Practitioner thinking and planning

How can I help my learners to ask for information confidently and clearly?

I'll facilitate a discussion. I'll try to get learners to identify the reasons why asking for information can be difficult.

I'll start from learners' experience, e.g. When was the last time anyone had to ask for information? How easy/ difficult did you find it? Why? Did you find out everything you needed to? How/ why not?

The materials suggest ways in which speaking and listening skills can be developed.

Fig. 12: Speaking and listening and the literacy learner materials.

Reflective practice questions and activities

- Try out the example in figure 12.
- Use the example in figure 12 to plan how to develop speaking and listening, both as a discrete activity and as an integral part of reading and writing tasks, when you are using the *SfL* literacy learner materials.
- If you wish, you can use table 4 to develop your planning. Or you could use suggestions from section 2, such as a flow chart or mind map, to record your thinking and planning.

Reference to the literacy learner materials	Your thinking and planning
Literacy Entry 3 Unit 1	<p>How can I help my learners to ask for information confidently and clearly?</p> <p>I'll facilitate a discussion. I'll try to get learners to identify the reasons why asking for information can be difficult.</p> <p>I'll start from learners' experience, e.g. When was the last time anyone had to ask for information? How easy/difficult did you find it? Why? Did you find out everything you needed to? How/why not?</p> <p>(If not covered) Can anyone tell us about a situation when they had to ask for information and felt uncomfortable doing it – thought they might or say the wrong thing?</p>
Add your own example	
Add your own example	

Table 4: Using the literacy learner materials to develop speaking and listening.

Embedded learning materials

Embedded teaching and learning combines the development of literacy, language (ESOL) 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 to succeed in life and at work. (DfES and NRDC definition.)

Find out more about the embedded learning materials that have been developed from www.dfes.gov.uk/readwriteplus/embeddedlearning.

The example in figure 13 is taken from the Early Years Birth to 7 embedded materials (Module 3, Communicating in the early years). This module highlights the importance of effective oral communication skills. It gives part of the introduction to the section, a teaching focus page and an extract from the teacher notes.

Occupational setting

Listening to people is vital for Early years practitioners. It is also one of the main ways of gathering information about children's development and progression. This theme looks at strategies for active listening and contributes to the first area of expertise – 'Effective communication and engagement with children, young people, their families and carers' – from the *Common Core of Skills and Knowledge for the Children's Workforce* published by the Government (non-statutory guidance document). It applies particularly to the point 'Actively listen in a calm, open, non-threatening manner and use questions to check understanding and acknowledge that you have heard what is being said'.

Practitioner thinking

How much do I listen to my learners? Do I allow sufficient wait time for learners to think through a response? How can I increase wait time?

What messages does my non-verbal communication give?

What strategies can I use with learners, to help them improve their listening skills?

Active listening

Communication is a two-way process. So as well as talking, it is important to **listen** to what other people are saying. Sometimes you have to 'read between the lines'. The important parts of what they say may be hidden among lots of other chatter.

listen

- Concentrate on the **purpose** for listening.
- Show you are listening.
- Use **positive** body language.
- Listen for **key points**.

How can you use non-verbal communication to **show** you are listening when talking face to face?
How can you **indicate** that you are listening when using the telephone?

observe

Observe messages given by **body language** or **tone of voice**.

What can you **observe** face to face that you cannot observe during telephone conversations?

confirm

Repeat information to:

- show you have heard
- check that you have understood.

respond

You might:

- give your opinion
- give an answer
- explain what you will do
- ask for more details
- offer a solution.

- Divide learners into three groups for the briefing.
 - Group 1 are the 'listeners' and each have an Active listening role-play card from the Source material to tell them what to do as they listen.
 - Group 2 are the 'interviewees' and have to 'sell' themselves to the listener by explaining their qualities, skills, interests and ambitions.
 - Group 3 are observers and have to watch how the behaviour of the listener affects the interviewee. (Less-confident learners and ESOL learners may prefer the observation role.)

Fig. 13: Speaking and listening and the embedded learning materials.

Reflective practice questions and activities

- Try out the example in figure 13. Use it to plan how to develop speaking and listening, in conjunction with the SfL embedded learning materials.
- Use table 5 to help your planning. Or you could use suggestions from section 2, such as a flow chart or mind map, to record your thinking and planning.

Reference to the embedded learning materials	Your thinking and planning
Early Years Birth to 7 Module 3 Communicating in the Early Years	How much do I listen to my learners? Do I allow sufficient wait time for learners to think through a response? How can I increase wait time? What messages does my non-verbal communication give? What strategies can I use with learners, to help them improve their listening skills?
Add your own example	
Add your own example	

Table 5: Using the embedded learning materials to develop speaking and listening.

Numeracy

Overview

- Speaking and listening is not a distinct strand of the Adult Numeracy Core Curriculum.
- However, as outlined in section 1, speaking and listening activities are integral to maximising learning in numeracy.

Key research findings

- Research findings show that there are often issues with the use of speaking and listening in numeracy and mathematics classrooms.
- There is a lot of evidence that there is not enough purposeful talk in numeracy and mathematics classrooms across sectors (e.g. Lee, 2004; Swan, 2005).
- For example, one mathematics researcher found that, in one observed session, the practitioner spoke 2000 words, whilst the learners only spoke a total of 30 words.
- At school level, the Teaching Mathematics in Seven Countries international study (NCES, 2003) revealed that, whilst there were many brief opportunities for students to talk while working, there were few sustained opportunities to do so.
- Some research evidence on numeracy and speaking and listening was cited in section 2.

Skills for Life numeracy learner materials

- There is plenty of opportunity to build speaking and listening activities into your use of the *SfL* numeracy learner materials to help maximise learning gains.
- Find out more about the *SfL* numeracy learner materials from www.dfes.gov.uk/readwriteplus/LearningMaterialsNumeracy.
- At the start of the units in the numeracy learner materials, there is opportunity for discussion. The example in figure 14 (Unit 2 E2 MSS1) gives questions that the teacher can use to facilitate a discussion about the skills needed for fundraising.

The teacher notes at all the levels of the National Standards contain many other suggestions of ways to encourage learners to discuss or review their learning and explore the language of numeracy. For example, learners are invited to:

- think about other words that show direction, e.g. above, in front and to the side (Unit 4 E1)
- explain the difference between 'exact' and 'approximate' and talk about vocabulary, e.g. roughly, about and almost (Unit 1 E2)
- discuss in a group why unlimited alcohol intake may affect a person's health (Unit 4 E3)
- discuss the importance of budgeting (Unit 2 E3)
- develop their understanding of terminology used, e.g. interest, amount paid and balance (Unit 2 L1)
- discuss the scenario in a group (Unit 2 L2)
- use these questions to assess their learning in the unit (Unit 5 L2).

2 Fundraising

Talk about it

Is there a community centre near where you live?
 What sort of activities take place at a community centre?
 Have you ever been involved in fundraising?
 What charities do you think are worth supporting?
 What stalls would you expect at a 'fun day'?
 What type of food do you think would sell well?
 How do you think the food could be packed?
 What number skills would be important for running a stall?

I often go to my local community centre. There are always lots of things going on. We hold 'fun days' to raise money for good causes. Sometimes the money is for our own funds at the centre but sometimes it's for charity. I usually run a food stall. My friend Jan often helps. Everyone makes their own favourite food. I sell it to people to eat as they walk around the stalls or to take home.

These are the skills you will practise in this unit

1. The aim of using this context is to provide opportunities for learners to practise:

- dividing into halves and quarters (N2/E2.1, N2/E2.2)
- using coins (MSS1/E2.1)
- Paying and getting the right change (SS1/E2.2).

2. Discussion can enable adult learners to draw on their experiences, in order to make sense of the context in the learner materials. At the beginning of every unit, there are stimulus questions which teachers can use.

3. Specified stimulus questions

Is there a community centre near where you live?

What sorts of activities take place in a community centre?

Have you ever been involved in fundraising?

4. Practitioner thinking and planning

I think I'll build on the questions specified in the materials because I want to make the activity real to the learners' experience. I'll ask the first two specified stimulus questions. Then I'll divide learners into pairs. I'll ask them to discuss which of the activities suggested by the whole group involve mathematical skills. Each pair can use a sticky note for each activity and on the sticky note they can identify what specific mathematical skills are needed for each activity. Then we'll put up all the sticky notes on the wall, and the learners can walk round and compare their own suggestions with those of other pairs. We'll talk the similarities and differences through. This will lead into fundraising.

Fig. 14: Speaking and listening and the numeracy learner materials.

Reflective practice questions and activities

- Try out the example in figure 14, if appropriate.
- Drawing on the example above, plan how to incorporate speaking and listening activities into your use of other *SfL* numeracy learner materials.
- Use table 6 to help your planning. Or you could use suggestions from section 2, such as a flow chart or mind map, to record your thinking and planning.

Reference to the numeracy learning materials	Your thinking and planning
Unit 2 E2 MSS1	I think I'll build on the questions specified in the materials because I want to make the activity real to the learners' experience. I'll ask the first two specified stimulus questions. Then I'll divide learners into pairs. I'll ask them to discuss which of the activities suggested by the whole group involve mathematical skills. Each pair can use a sticky note for each activity and on the sticky note they can identify what specific mathematical skills are needed for each activity. Then we'll put up all the sticky notes on the wall, and the learners can walk round and compare their own suggestions with those of other pairs. We'll talk the similarities and differences through. This will lead into discussion of fundraising.
Add your own example	
Add your own example	

Table 6: Using the numeracy learner materials to develop speaking and listening skills.

Maths4Life

- The DfES funded Maths4Life project, led by the NRDC (see below), is extending the work of the DfES Standards Unit.
- On behalf of the DfES Standards Unit, Malcolm Swan developed approaches to active learning in mathematics at Level 2 and beyond (Swan, 2005).
- Central to these active approaches is the role of learner talk in making explicit mathematical misconceptions.
- Maths4Life is focusing on active approaches in the teaching and learning of numeracy at Entry Level and Level 1.
- Maths4Life is developing a suite of up to 20 exemplar sessions.
- The exemplar sessions are scheduled for publication in 2007.

Find out more

- Download a leaflet about Maths4Life's work on active learning in numeracy and mathematics (Maths4Life, 2006) from the Maths4Life web site at www.maths4life.org. The leaflet is called *Towards More Active Learning Approaches*.
- Download a copy of Malcolm Swan's book about active learning in mathematics from the Maths4Life web site. The book is principally for practitioners. The full title is: Swan, M. *Improving Learning in Mathematics: Challenges and strategies* (London, DfES, 2005).

Skills for Life resources

- A list of all *SfL* publications can be downloaded from www.dfes.gov.uk/readwriteplus/publications.
- *SfL* resources can also be ordered through Prolog on 0845 602 2260 or dfes@prolog.uk.com.

SECTION 6 **Speaking and listening and context**

Overview

- The context in which interactions occur influences both practitioners' and learners' use of speaking and listening.
- Practitioners often have to make very rapid judgements about how to use their speaking and listening skills when managing interactions with learners.
- This section focuses on developing practitioners' awareness about how to assess relevant aspects of context when deciding how to use their speaking and listening skills with learners.

Section structure

First, this section considers the aspects of context which can influence speaking and listening, followed by reflective practice questions and activities.

- Two examples enable practitioners to explore different aspects of context in more detail in two sectors in which *SfL* learning takes place: the criminal justice sector and FLLN. Then there is an exploration of the potential influence that practitioner and learner emotions can have upon speaking and listening.

Reflective practice questions and activities are included. both for the two sectors examined in detail, and for practitioners in sectors outside the criminal justice system and FLLN.

Aspects of context potentially influencing speaking and listening

Table 7 on the following page exemplifies different aspects of context which can influence choices practitioners and learners make about use of speaking and listening skills.

Aspect of context which can influence speaking and listening	Relevant detail
Sector-related	<p>For example, the criminal justice sector, the National Health Service (NHS), other workplaces, further education (FE) colleges, adult and community (ACL) and FLLN.</p> <p><i>Add your own examples.</i></p>
Environment-related	<p>For example, the physical surroundings (whether the session is in a room primarily used for education, whether the surroundings are crowded or spacious, the degree of privacy, the seating arrangements); the time of day and day of the week.</p> <p><i>Add your own examples.</i></p>
Learning-related	<p>For example, whether the session is about assessment, developing an ILP or teaching and learning; whether the session is group or one to one and whether ICT is available.</p> <p><i>Add your own examples.</i></p>
Learner-related	<p>For example personality, emotions, confidence, previous learning history, family and peer relationships, (in the case of offenders) length of sentence and whether the sentence is in the community or custody.</p> <p><i>Add your own examples.</i></p>

Table 7: Aspects of context.

Aspect of context which can influence speaking and listening	Relevant detail
Practitioner-related	<p>For example, the degree of experience in teaching or in supporting learning; understanding of the extent to and ways in which the affective underpins teaching and learning; the practitioner's emotions and confidence in his or her own teaching skills.</p> <p><i>Add your own examples.</i></p>
Relationship between the learner and the practitioner	<p>For example, previous experience of working together and the degree of trust between teacher and learner.</p> <p><i>Add your own examples.</i></p>
Other.	Please specify.

Table 7: Aspects of context (continued).

Reflective practice questions and activities

- Think about your practice in relation to table 7 and further examples to each item in the 'Relevant detail' column.
- Add any further aspects of context that are relevant to your practice.
- Reflect on a recent session:
 - Using table 7, in conjunction with the ten aspects of speaking and listening in the practitioner reflective log (section 3), identify which aspects of the context influenced the interaction between the learner and yourself.
 - How did each aspect of context influence the interaction between the learner and yourself?
 - Having reflected, is there anything about your use of speaking and listening which you would change in another, similar situation? If so, what? Why?
- Alternatively, you could use other suggestions in section 2, such as a flow chart or mind map, to record your thinking and planning.

Example 1: The criminal justice sector

Overview

Offenders are a key *SfL* priority group. Speaking and listening skills are important in work with offenders, in a range of ways.

Key research findings

- As outlined in section 4 (page 32), Davies et al.'s (2004) research found that, of 455 adult offenders:
 - 25% were probably at or above Level 2 in speaking and listening
 - 75% were probably below Level 2
 - 35% were probably below Level 1.
- Offenders find the terminology of the criminal justice system complex, both in oral and in written form (Davies et al., 2004; Hudson et al., 2005).
- Offenders need good speaking and listening skills to be able to manage the oral language demands of the criminal justice system such as:
 - being arrested
 - being in court
 - liaising with representatives of the criminal justice system, as part of their sentence
 - participating in offending behaviour programmes.

Reflective practice questions and activities

- Think about your practice in working with offenders and complete table 8.
- Identify other areas of the criminal justice system where offenders need good speaking and listening skills. Use your suggestions to complete the table.
- How will you develop your practice?
- You could also use other suggestions from section 2, such as a flow chart or mind map, to record your thinking and planning.

Aspect of the criminal justice system	Importance of speaking and listening	Practitioner thinking and planning: how to develop offenders' speaking and listening skills
<p>When an offender on community supervision meets with his/her offender manager, as part of the sentence.</p>	<p>The offender needs to:</p> <ul style="list-style-type: none"> ● understand the processes of the criminal justice system ● be able to listen to what the offender manager says ● ask questions to clarify what s/he is unclear about ● remember what has been agreed. 	<p>First, I'll develop my understanding of the technical language of the criminal justice system.</p> <p>Then I'll set up a meeting with the offender manager to get him/her to talk through the broad areas of what s/he'll be covering with the offender (respecting confidentiality, etc). I'll probe to find out what speaking and listening skills the offender needs in order to benefit from working with the offender manager.</p> <p>I'll enable the offender to talk through relevant aspects of his/her work with the offender manager (respecting confidentiality, etc). I'll probe to encourage the offender to identify what s/he finds difficult in relation to speaking and listening.</p> <p>On the basis of this, we'll prioritise speaking and listening skills to build into the ILP.</p>
<p>Add your own example</p>		
<p>Add your own example</p>		

Table 8: Speaking and listening in the criminal justice system

Example 2: Family literacy, language and numeracy

Overview

- FLLN is often very motivational for adults who want to help improve their children's LLN skills.

Key research findings

- A lot of research evidence highlights the important role of teachers, parents and carers in developing young children's oracy skills (e.g. Bernstein, 1971; Dockrell et al., 2002; Rosemary and Roskos, 2002).
- As noted in section 4, research (e.g. Sticht, 2007; Ginsborg and Locke, 2002) links the development of oracy and reading skills – problems in young children's development of oracy skills have been connected with later problems with reading and writing, and vice-versa in the case of children with good listening skills.
- These research findings mean that it is very important for FLLN practitioners to have good speaking and listening skills, so that:
 - the development of young children's skills can be maximised
 - practitioners can develop parents' and carers' speaking and listening skills so that they in turn can develop the skills of children for whom they are responsible.

The importance of speaking and listening in FLLN

Some of the ways in which speaking and listening is important in the context of FLLN are:

- telling stories to young children
- teaching young children nursery rhymes
- teaching young children to count by, for example, counting the stairs they go up on the way to bed
- enabling parents and carers to take their children out and to talk through what they see; for example, on a nature walk, the adult could ask the child to bring him/her the biggest leaf the child can find, or to bring a big, shiny leaf
- enabling parents and carers to interact effectively with their child's school by developing an understanding of the culture and language of the school
- enabling parents and carers to give praise to their child.

Reflective practice questions and activities

Think about your practice in FLLN:

- Using the list above as a starting point, identify the aspects of FLLN in which speaking and listening skills are important.
- Use your reflections to complete table 9.
- You could also use other suggestions from section 2, such as a flow chart or mind map, to record your thinking and planning.

Aspect of FLLN	Importance of speaking and listening	Practitioner thinking and planning: how to develop speaking and listening skills
Telling children a story	<p>Reading the story to the child in a way which brings the story alive.</p> <p>Talking about the story with the child.</p>	<p>I'll model the activity to parents and carers.</p> <p>Then I'll ask parents and carers to try out telling a story and talking about the story with their child. We'll discuss how it went: what went well and what they could build on next time.</p> <p>Then I'll ask them to try it out at home, before the next FLLN session.</p>
Add your example		
Add your example		

Table 9: Speaking and listening in FLLN.

Find out more

- Find out more about FLLN from DfES and LSC (2005), *Family Literacy, Language and Numeracy: A guide for Children's Centres* (London, DfES).

Building on examples 1 and 2

If you work in one or more *SfL* sector(s) beyond the criminal justice sector and FLLN, use the preceding examples as a model:

- Specify the sector.
- Analyse the ways in which speaking and listening is important in your sector.
- Plan how to develop speaking and listening skills.

Complete table 10, or you could use other suggestions from section 2, such as a flow chart or mind map, to record your thinking and planning.

SfL sector:	The importance of the specified aspect of speaking and listening in your sector	Practitioner thinking and planning: how to develop your practice in this aspect of speaking and listening
Specify the relevant aspect of speaking and listening, in your SfL sector: 		

Table 10: Your *Skills for Life* sector.

Speaking and listening and underlying emotions

Underlying both practitioners' and learners' use of speaking and listening are emotions. Learners and practitioners may be aware of some of their emotions, but may be unconscious of others.

Where feasible, it is probably helpful to acknowledge both your own and your learners' emotions. You can then plan how to manage any negative emotions so that you maximise the learning which takes place.

You can also decide how to build upon positive emotions, such as the learner's growing confidence, in teaching and learning.

Note: It is important to recognise that using speaking and listening to interpret emotions is complex. For example, the relationships between non-verbal communication and emotions are far from straightforward. In some instances, but not in all, folded arms might mean that someone is feeling defensive. In some instances, speaking with pauses might mean that the speaker lacks confidence. However, in others, there might be pauses because the speaker is thinking about what s/he wants to say. Practitioners must interpret speaking and listening and emotions cautiously and avoid simplistic stereotyping.

Table 11:

- gives examples of emotions potentially experienced by practitioner and learner.
- gives reasons for the practitioner's and learner's emotions.
- suggests how emotions may be reflected in different aspects of speaking and listening.

Emotion	Possible underlying explanation for the practitioner's emotion	Practitioner's speaking and listening	Possible underlying explanation for the learner's emotion	Learner's speaking and listening
Enjoyment	<p>Is very committed to S/L.</p> <p>Has engaged well with the learner and is very pleased with the progress the learner has made.</p>	<p>Enthusiastic tone of voice.</p> <p>Smiles a lot.</p> <p>Uses humour.</p> <p>Laughs.</p> <p>Asks questions to maximise the learner's contributions to the session.</p> <p>Talks less than the learner.</p>	<p>Recognises that s/he has made progress against the goals in his/her ILP and therefore feels s/he has learnt a lot.</p> <p>Recognises the positive impact of S/L learning upon the rest of his/her life.</p>	<p>Positive non-verbal communication, e.g. smiles a lot and looks relaxed.</p> <p>Laughs.</p> <p>Makes positive contributions.</p> <p>Makes extended contributions.</p>
Confidence	<p>Feels has a range of teaching and learning strategies to draw upon.</p> <p>Is experienced.</p> <p>Feels can engage with learner.</p>	<p>Invites learner to make extended contributions.</p> <p>The practitioner can acknowledge that s/he doesn't know everything.</p>	<p>Recognises that s/he has made progress against the goals in his/her ILP and therefore feels s/he has learnt a lot.</p> <p>Recognises the positive impact of S/L learning upon the rest of his/her life.</p>	<p>Positive non-verbal communication, e.g. smiles a lot and looks relaxed.</p> <p>Makes positive contributions.</p> <p>Says when doesn't understand something and asks for clarification.</p> <p>Interacts well in pair, small group and whole group discussions. Makes extended contributions and listens to others.</p>

Table 11: Emotions and speaking and listening.

Emotion	Possible underlying explanation for the practitioner's emotion	Practitioner's speaking and listening	Possible underlying explanation for the learner's emotion	Learner's speaking and listening
Fear/lack of confidence	<p>Fearful of dealing with challenging learners.</p> <p>Fearful of physical presence of some learners.</p> <p>May feel s/he doesn't have enough confidence to manage the learner's attitudes/behaviour.</p>	<p>Talks too much, too quickly.</p> <p>Doesn't give learners much opportunity to speak.</p> <p>Non-verbal communication: arms folded, lips pursed and closed body language.</p>	<p>May be very fearful of engaging in learning.</p> <p>Fear of failure.</p>	<p>Lack of eye contact.</p> <p>Monosyllabic.</p> <p>Quiet tone of voice when does speak.</p>
Boredom	<p>Has taught this unit many times previously and wants more variety.</p> <p>Has not engaged with the learner.</p>	<p>Wandering eye contact.</p> <p>Folded arms.</p> <p>Monotonous tone of voice.</p> <p>Use of negative phrasing such as, 'We've got to do this,' or 'It's as bad for you as it is for me.'</p>	<p>May have found learning dull in the past. May not realise SFL learning can be relevant to his/her life.</p>	<p>Eyes may wander.</p> <p>May be fidgety.</p> <p>Sighs.</p> <p>Asks if s/he has to attend the session.</p> <p>Asks how long to go until the end of the session.</p> <p>Is explicit that s/he is bored and that the material is not enjoyable.</p>
Add your own example				

Table 11: Emotions and speaking and listening (continued).

Reflective practice questions and activities

- Using table 11, think about a recent session with a learner you find challenging to work with.
 - What do you think the learner was feeling during the session?
 - In what ways do you think that these feelings were reflected in the learner's use of speaking and listening during the session?
 - What were your emotions before, during and after the session?
 - In what ways did your emotions influence your use of speaking and listening?
 - Having reflected on the potential influences of emotions upon speaking and listening, how could you build on your use of speaking and listening in a future session with this learner?
- Now think about a learner you enjoy working with and complete table 11 using the questions below:
 - What do you think the learner was feeling during the session?
 - In what ways do you think these feelings were reflected in the learner's use of speaking and listening during the session?
 - What were your emotions before, during and after the session?
 - In what ways did your emotions influence your use of speaking and listening?
 - How could you build on your use of speaking and listening, in a future session with this learner?

SECTION 7 Accreditation

Overview

- This section provides information for practitioners about qualifications that include speaking and listening and that are relevant to *SfL* learners.

Skills for Life

- Speaking and listening is not accredited as part of the National Tests at Level 1 and 2.
- Speaking and listening is accredited as part of the Entry Level certificate in adult literacy.
- Learners can complete *either*:
 - **portfolios** (internally assessed) and **short tasks** (externally set, internally marked and externally verified); *or*
 - **assignments** (externally set, internally marked and externally verified).
- Because many *SfL* learners have spiky profiles, achievement is recorded on the Entry level certificate in speaking and listening, reading and writing, at Entry 1, 2 and 3.
- Achievement is assessed by using the national standards and speaking and listening section of the core curriculum.
- Achievement is assessed in the three sub-sections of speaking and listening: listen and respond, speak to communicate and engage in discussion.
- See page 5 for information about progression between capabilities from Entry 1 to Level 2, as specified in the national standards and the core curriculum.
- There has to be evidence that learners have achieved *all* curriculum capabilities at Entry 1, 2 or 3 as appropriate.
- Find out more about awarding bodies which accredit Entry Level adult literacy from www.qca.org.uk/6448.html.

Key Skills

Overview

- Speaking and listening is assessed as part of Key Skills Communication, at Levels 1 and 2.

Key Skills Communication Level 1 (QCA, 2004a)

- **Speaking and listening task.** Learners have to take part in a one-to-one or group discussion.
- **Evidence.** Learners must give evidence that they can:
 - provide information that is relevant to the subject and purpose of the discussion
 - communicate clearly in a way that suits the situation and respond appropriately to others.

Key Skills Communication Level 2 (QCA, 2004b)

- **Speaking and listening tasks.** Learners have to take part in a group discussion and give a talk.
- **Evidence for the group discussion.** Learners must give evidence that they can:
 - make clear and relevant contributions in a way that suits (their) purpose and situation
 - respond appropriately to others
 - help to move the discussion forward.
- **Evidence for the talk.** Learners must give evidence that they can:
 - speak clearly in a way that suits (their) subject, purpose and situation
 - keep to the subject and structure (their) talk so listeners follow what (they) are saying
 - use appropriate ways to support (their) main points.

Find out more

- Find out more about the Key Skills specifications for Communication at Level 1 and 2 from www.qca.org.uk/6507.html.
- Find out about awarding bodies that accredit Key Skills from www.qca.org.uk/6448.html.

GCSE English

Teacher assessment of students' speaking and listening skills counts for 20% of the total grade for GCSE English. Speaking and listening activities assessed are: individual extended contribution, group discussion and interaction, and drama. The student's best work in each aspect of speaking and listening is selected to contribute to the final GCSE speaking and listening mark.

Assessment of speaking and listening skills must encompass the following strands:

- explain, describe, narrate
- explore, analyse, imagine
- discuss, argue, persuade.

Find out about more about the assessment of speaking and listening in GCSE English by downloading awarding bodies' specifications:

- AQA – www.aqa.org.uk/qual/gcse/eng_a.html
- OCR – www.ocr.org.uk/OCR/WebSite/docroot/qualifications/qualificationhome/showQualification.do?qual_oid=3132&site=OCR&oid=3132&server=PRODUKTION
- Edexcel – www.edexcel.org.uk/quals/gcse/english/gcse/1203.

English Speaking Board

The English Speaking Board (ESB) provides a range of qualifications in speaking and listening which are relevant to first language speakers. ESB vocational qualifications are:

- from Level 1 to Level 3

- suitable for learners on vocational programmes or in employment who need to evidence oral communication skills
- suitable for learners on Key Skills programmes
- suitable for learners wanting to demonstrate achievement in oral communication.

ESB oral communication skills qualifications are:

- from Pre-Entry 2 to Entry Level 3
- suitable for learners who want to progress to and/or within Entry level
- suitable for some LDD learners
- suitable for candidates in specialist units in FE colleges, who may go on to a mainstream vocational course.

Find out more about the ESB and speaking and listening from www.esbuk.org.

SECTION 8 Learning difficulties and disabilities (LDD), including dyslexia

Overview

This section:

- gives brief information about relevant legislation
- shows practitioners how to use *Access for All* (DfES, 2002) to support the development of speaking and listening skills in LDD learners
- discusses issues in recognising LDD
- shows practitioners how the *SfL* training programme Supporting Dyslexic Learners in Different Contexts can be used to develop the speaking and listening skills of dyslexic learners
- gives a case study of a speech and language therapy (SLT) project.

The DDA and SENDA

The Special Educational Needs and Disability Act (SENDA) 2001 brings education under the Disability Discrimination Act (DDA) 1995. This means that education providers have a duty not to treat learners with LDD less favourably than other learners, and to provide 'reasonable adjustments' for LDD learners, where appropriate.

Find out more about the DDA and SENDA from www.skill.org.uk, the web site of Skill, the National Bureau for Students with Disabilities.

Access for All

Access for All supports literacy and numeracy practitioners in making the core curricula accessible to all learners, including those with LDD. It gives guidance on what specific groups of LDD learners, such as those with autistic spectrum disorders or mental health difficulties, may find problematic in the literacy and numeracy curricula. There is considerable focus on speaking and listening.

The relevant section of the core curricula must be used alongside *Access for All*. It covers descriptors from the core curricula which are considered to cause particular difficulty for LDD adults and which may require alternative teaching approaches.

Find out more about *Access for All* from www.dfes.gov.uk/readwriteplus/LearningInfrastructureCurricula.

The example in figure 15 shows practitioners how to use *Access for All* to develop the speaking and listening skills of LDD learners. It demonstrates that some LDD learners can find it difficult to identify relevant points. Practitioners' questions can help LDD learners focus on the key points.

Recognising learning disabilities and difficulties

Many learners with LDD may not have had their needs recognised. Other learners' needs may have been recognised but not formally diagnosed, or they may have been attributed to other causes such as lack of motivation or behaviour problems.

Conditions such as autistic spectrum disorder or dyslexia can be very complex. It may be necessary for practitioners to refer learners for more specialist assessment and possible treatment, or to seek advice on how to engage learners effectively. FE colleges may have access to SLT, or practitioners can access SLT through the adult services at the local Primary Care Trust (PCT) or acute hospital.

Adults and young people with dyslexia or other LDD may be aware of their problems. LDD and dyslexic learners may have a history of school and employment failure. These learners may avoid situations where their difficulties are exposed or may attempt to deflect attention from their difficulties, for instance, by being hostile or by creating a diversion. Practitioners need to be aware of the emotional aspects of learning disabilities.

Learners with LDD can have spiky profiles. For example, a dyslexic learner may appear verbally able in general conversation, but then have great difficulty with spelling or copying.

Resources

- www.bdadyslexia.org.uk – for information on dyslexia for learners, parents and teachers
- www.teachernet.gov.uk/wholeschool/sen/asds – for information on autistic spectrum disorders
- www.ican.org.uk/home/training – for information on children and young people with communication difficulties.

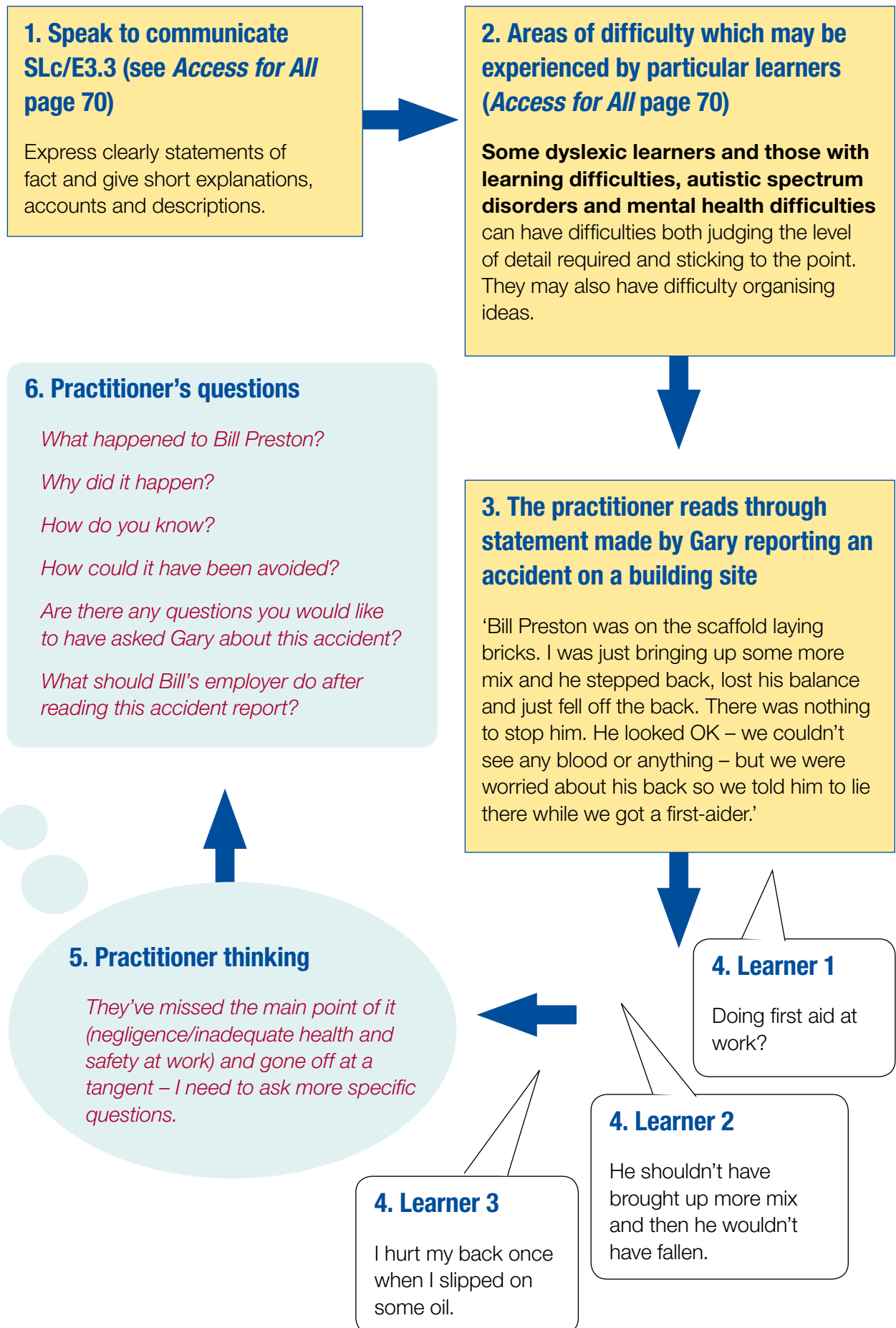


Fig. 15: *Access for All* and speaking and listening.

Reflective practice questions and activities

- If appropriate, try out the activity in figure 15 with your learners.
- Using the adult core curriculum for speaking and listening and *Access for All*, plan how to adapt your teaching to accommodate the needs of particular groups of learners.
- Use table 12 to record your thinking and planning. Or you may prefer to use other suggestions from section 2, such as a flow chart or mind map.

Curriculum reference	Particular groups which may experience difficulties	Practitioner thinking and planning
<p>Slc E3.3</p> <p>Express clearly statements of fact and give short explanations, accounts and descriptions</p> <p><i>(Access for All page 70).</i></p>	Some dyslexic learners and learners with autistic spectrum disorders, learning difficulties and mental health difficulties (page 70).	I'll read through the example of Gary's report on an accident on a building site. I'll see how they respond to a question about what the passage is about. I'll need to listen hard to their responses. I may need to re-read the passage and/or adapt my questioning style to help them understand the main points.
Add your own example		
Add your own example		

Table 12: Using *Access for All*.

Dyslexia

Access for All

The needs of dyslexic learners are addressed in *Access for All*.

Supporting Dyslexic Learners in Different Contexts

An *SfL* training programme, Supporting Dyslexic Learners in Different Contexts, has been designed to support *SfL* practitioners, Learning Support Assistants (LSAs) and other support staff who have not

previously been trained to work with dyslexic adult learners. It includes video teaching snapshots and focuses on four contexts:

- FE and adult and community learning (ACL)
- workplace
- criminal justice
- embedded learning.

Find out more about the dyslexia training programme from www.cfbt.com/dyslexia.

The example in figure 16 is taken from the speaking and listening module of Strand 1. The example includes tips for the teacher on helping learners to listen more effectively.

Strategies for listening (2)

Understanding when the practitioner is talking

The practitioner needs to:

- be aware of potential difficulties and vary listening tasks in the classroom accordingly
- give written back-up
- make it standard practice for students to lend each other notes
- repeat when it is noticeable that concentration has been lost.
- use visual or practical aids to support the listening – mind maps (see Section 2 of this document), pictures, keywords, video clips, demonstrations; note: it may be useful for some learners for the teacher to create a mind map on the whiteboard as an explanation or description, or to give a mind map as a summary.

Notes for teachers when giving instructions to dyslexic learner:

- Stress the key word.
- Avoid background noise.
- Keep instructions in sequence.
- Give instructions in chunks and not too much information at a time.
- Be aware of the speed of your speech – slow down.
- Engage the learner and check understanding throughout (ask learner to repeat what has been said/put into own words).
- Use pictures or diagrams to help understanding.
- Limit instructions to the most essential ones.
- Suggest the use of recording facility on mobile phone/Dictaphone.
- Be aware that copying from a whiteboard can be very difficult for some dyslexic people.

Fig. 16: Supporting dyslexic learners in different contexts.

Learning for Living

Learning for Living was an *SfL*-funded pathfinder project which ran from 2003 to 2006. It was conducted by a consortium headed by the National Institute for Adult Continuing Education (NIACE), and developed a suite of guidance materials, including eight DVDs, for staff working with learners with learning difficulties or disabilities from Pre-Entry to Level 2, in a number of contexts.

Copies of the publications can be obtained free from: DfES Publications, PO Box 5050, Sherwood Park, Annesley, Nottingham, NG15 0DJ. Electronic versions of the publications are available at:

www.dfes.gov.uk/readwriteplus. Each of the guidance documents has a unique DfES reference, as follows:

- Access to family programmes (Ref: ATFP)
- ESOL *Access for All* (Ref: EAFA)
- It's not as simple as you think (Ref: CVAD)
- Making it happen (Ref: MIH)
- Person centred approaches and adults with learning difficulties (Ref: PAALD)
- Skills for working (Ref: SFW).

Case study: A speech and language therapy project

A speech and language therapy (SLT) project helped to meet the needs of some young people in the youth justice system. The project:

- set up SLT services in two young offender institutions (YOIs)
- collected information on the speech, language and communication needs of the young people
- in collaboration with relevant staff, evaluated the SLT services in the two institutions.

This SLT project was led by the University of Surrey, conducted in partnership with the Prison Service and funded by the Helen Hamlyn Foundation.

Jamie

Bryan (2007) contains case studies of young people in custody who benefited from SLT. Jamie was one of these individuals.

Jamie, an 18-year-old with a history of violence, was referred to the SLT services by forensic psychology. The SLT assessment showed that Jamie's difficulties included:

- a number of problems using spoken language
- limited social skills
- some memory and comprehension difficulties
- low self-esteem about his academic ability.

The speech and language therapist set goals with Jamie to develop understanding about:

- non-verbal communication
- his own non-verbal communication
- how communication changes in different situations.

With the speech and language therapist, Jamie worked on his language and social skills over twelve sessions. Jamie met the SLT goals above. Improvements in SLT were reflected in Jamie's day-to-day conduct. Jamie was aggressive and confrontational in fewer situations and his capacity to interpret interaction accurately improved. For example, Jamie's ability to recognise when someone was joking with him increased. Because Jamie was less aggressive, he was perceived by others more positively. This helped improve Jamie's self-esteem. Information about Jamie's SLT assessment and therapy was circulated to relevant staff and included in his discharge information.

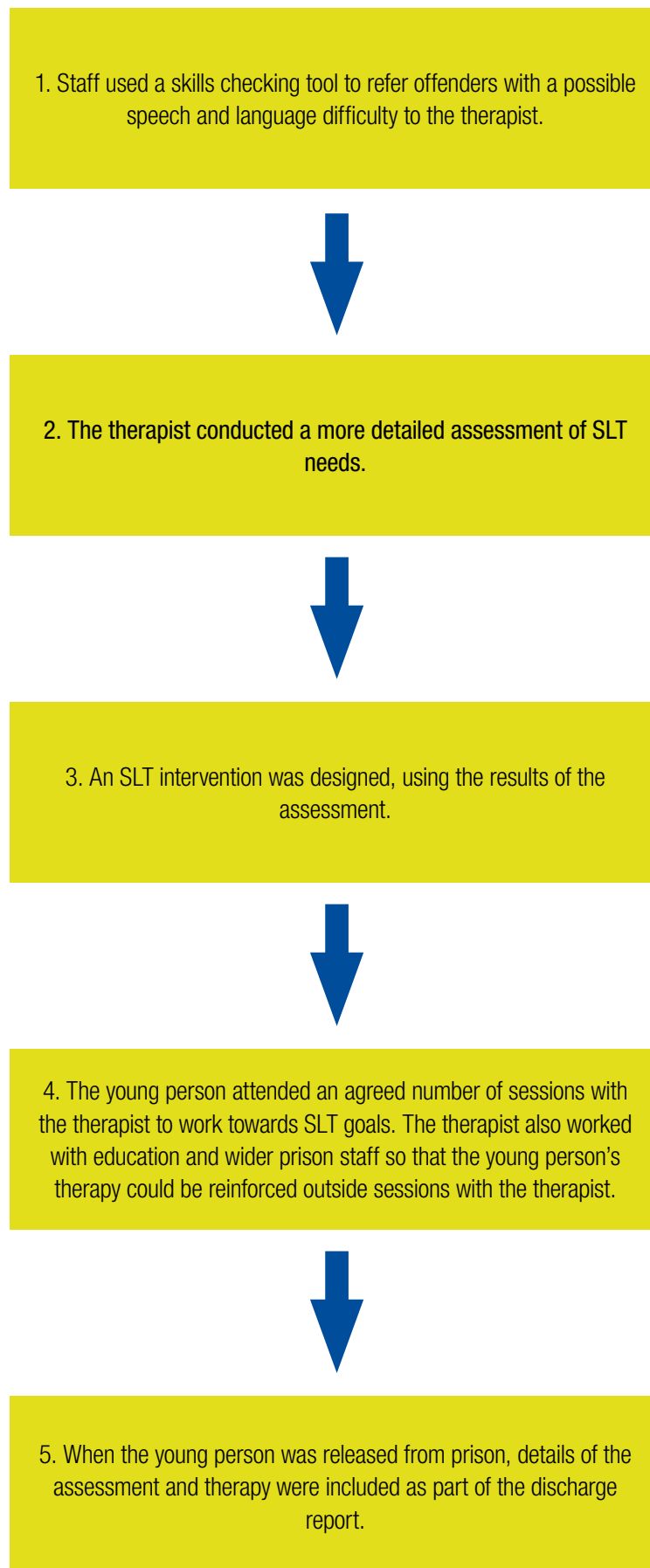


Fig. 17: Stages of SLT.

Find out more

Find out more about this SLT project in:

- Bryan, K. (2007) 'Speech, Language and Communication Difficulties in Juvenile Offenders' in Hudson, C. (Ed.) (2007) *The Sound and the Silence: Key perspectives on speaking and listening and Skills for Life* (Tribal Education Limited and DfES).

See also:

- Bryan, K., (2004) 'Prevalence of Speech and Language Difficulties in Young Offenders', *International Journal of Language and Communication Disorders* 39, pp. 391–400.

Remember

- Section 1 highlighted that this document is not primarily for *SfL* practitioners working with LDD learners.
- Use the suggestions in this section to reflect on the extent to and ways in which you can build upon other sections of this document in your work with LDD learners.
- Get support in managing a learner with specific learning difficulties or disabilities. Refer learners for more detailed assessment if necessary.

SECTION 9

Spoken and written language

Overview

This section:

- outlines aspects of work on spoken and written language
- gives extracts from three conversations
- suggests learner activities on spoken language.

Work on spoken and written language

Professor Ron Carter (2003) argues that:

- spoken and written language are different
- spoken communication has conventions which are as valid as those of formal writing; these conventions have been called the 'grammar of talk' (QCA, 2004c)
- learners should be taught the conventions of spoken language; this is in part to help maximise the extent to which learners use talk appropriately in different contexts.

At school level, Professor Carter's research has been developed into teacher guidance and practical classroom strategies to increase students' awareness of:

- the extent to which spoken language differs from written language, and in what ways
- how to use spoken language appropriately in different contexts (QCA, 2004c).

Terminology to describe talk

Table 13 is adapted from Carter (2003: pp. 10–12) and outlines some conventions of spoken grammar.

Name	Explanation	Example
Heads	Heads occur at the beginning of clauses. Heads help orientate listeners by establishing a topic.	<i>The white house on the corner, is that where she lives?</i>
Tails	Tails occur at the end of clauses, usually reinforcing an antecedent pronoun.	<i>She's a very good swimmer, Jenny is.</i>
Ellipsis	Where subjects and/or verbs are omitted, because the speaker assumes the listener knows what is meant.	Sounds good to me. <i>(It/that).</i>
Discourse markers	Where words or phrases denote moving from one topic or stage of a conversation to another. They act as 'spoken punctuation'.	<i>Anyway, give Jean a ring and see what she says.</i>
Flexible positioning of words and phrases	Using word order more flexibly than in written language.	I was worried I was going to lose it and I did <i>almost</i> .
Vague language	Can help soften what is said. Can help the speaker to sound less assertive.	<i>Thing, stuff, or something, or anything, whatever, sort of and kind of.</i>
Deixis	Words and phrases pointing to particular features of the immediate situation. Assumes a shared knowledge between speaker and listener. Deixis is more common in spoken than in written language.	<i>This, that, these, here and there.</i>
Modal expressions	Help to soften what is said and to communicate more indirectly.	<i>I don't know, I think, perhaps, possibly and probably.</i>
Chains of clauses	Speakers often do not have time to construct patterns of main and sub clauses. Clauses are therefore often added incrementally to each other.	I was driving along talking to Jill <i>and</i> we like stopped at some traffic lights <i>and</i> then – bang – there was this almighty crash <i>and</i> we got pushed forwards.

Table 13: The conventions of spoken grammar.

Reflective practice questions and activities

- What do you think? Is it important that *SfL* practitioners are aware of the conventions of spoken language? Why/why not?
- Is it important that *SfL* learners are taught about the differences between spoken and written language? Why/why not?
- Should *SfL* learners be taught terminology to describe spoken language? Why/why not?

Learner activities

Based on Professor Carter's work

- Use the three conversations on the following pages to encourage learners to reflect on the differences between spoken and written language. Use the technical terms given in table 13 if appropriate.
- Ask learners to act out the conversations, thinking carefully about use of tone, pace and non-verbal communication. Ask learners to discuss the reasons for, and likely impact of, their choices about tone, pace and non-verbal communication.
- Ask learners to:
 - audio record some of their conversations, either inside or outside the *SfL* session
 - discuss how much and in what ways their examples of spoken conversation differ from formal writing.
- If appropriate, encourage learners to use technical terms to describe their spoken language.

Further activities

The following activities are not directly based on Professor Carter's work on spoken language, but they may be helpful in increasing learners' awareness that they have choices about how to use their speaking and listening skills.

- Ask learners to discuss how well the gym instructor and the garage owner deal with a client who is complaining and to give reasons for their answers.
- Ask learners to discuss how, in the family conversation, the discussion is moved forwards.
- Ask learners to:
 - re-work the second part of the three conversations to change the outcome; learners could work in pairs/small groups
 - act out these re-worked conversations
 - discuss any differences between different pairs'/ groups of learners' conversations, in terms of content and use of verbal and non-verbal communication.

Conversation 1: In the gym

It is 7 a.m. Sarah, a gym member, is unhappy about a running machine that is making a very irritating squeaking sound. She goes to talk to an instructor, Dave, who is sitting on a rowing machine but not instructing anybody or doing anything.

Sarah Excuse me.

Dave Yeh?

Sarah I said, 'Excuse me.'

Dave Sorry?

Sarah There's a problem with that (points in the direction of the running machines).

Dave Er, what?

- Sarah** That (points again).
- Dave** Oh, what is it?
- Sarah** Not running smoothly and no music.
- Dave** No music.
- Sarah** Yeah, I mean the music system just sort of crackles and the running machine squeaks.
- Dave** Squeaks?
- Sarah** Yeah. It's extremely irritating! I come in here to relax . . .
- Dave** OK, OK . . . what machine?
- Sarah** Just told you . . .
- Dave** All right, all right. I mean, might need oiling, it might. I'm busy now. I'll see to it later.
- Sarah** Sort that running machine now!
- Dave** I'm sorting this now (points at the rowing machine).
- Sarah** I'm the client. Sort it now or I'll report you to your line manager.
- Dave** (Says nothing but gets up and slouches towards the running machine.)

Conversation 2: In the garage

A car driver has taken his car into the garage after a faulty repair. He talks to the owner of the garage.

- Driver** Are you the, er . . . owner?
- Owner** Yeah, that's right, I am.
- Driver** Right, umm . . . y'know, um . . . my car, it's not properly fixed.
- Owner** Properly fixed. How d'you mean?
- Driver** They've messed it up, your mechanics.
- Owner** Right. So what . . .
- Driver** Well, didn't fit it tightly enough.
- Owner** What, the fan belt?
- Driver** Yeah. I mean, engine could have blown.
- Owner** Hang on. Wasn't part of the job, that wasn't. Not our problem.
- Driver** Not what the insurance says.
- Owner** You what?
- Driver** You heard. I just want this sorted. So when?
- Owner** OK. This is crazy. Wasn't on the job sheet. Probably the receptionist missed it, something like that.
- Driver** That's your problem. Don't make it mine. I need it now.
- Owner** Let's see, let's, er . . . OK, after lunch today. OK?
- Driver** Better be ready.

Conversation 3. The family

The White family is at the dinner table at the end of a meal. The four family members are discussing where to go on holiday.

- Mum** So, like, any ideas?
- Dad** Umm.
- Mum** Come on, someone.
- Daughter** Can't think, I can't. I'm tired.
- Dad** How about abroad?
- Son** Went there last year. Uughhh!
- Dad** Not 'the' Broads. 'Abroad'. Listen.
- Son** Oh, like Spain an' that?
- Daughter** Fab. Can we really? Cool.
- Mum** Mm, kind of expensive, that, isn't it, what with everything else?
- Dad** Got some overtime coming up, so perhaps.
- Son** Go on, do it!
- Mum** Maybe Wales this year.
- Son** Yuk. Sheep and rain.
- Daughter** Done that. Er, like, what would it cost though going abroad?
- Mum** Well, suppose our cousin in Birmingham, Ethel, did get a good deal.
- Son** Just get a package. Dead cheap.
- Dad** Would be great, Spain would. Get the map out here.
- Daughter** What?
- Son** Big map, over there.
- Dad** Yeah, I mean, let's sort it now.

Find out more

Find out more about Professor Carter's work on spoken and written language in:

- Carter R. (2007) 'Right, Well, OK, So, It's like, You know, Isn't it, I suppose: Spoken words, written words and why speaking is different', in Hudson, C. (Ed.) (2007) *The Sound and the Silence: Key perspectives on speaking and listening and Skills for Life* (London, DfES).
- Carter, R. (2003) 'Teaching About Talk: What do pupils need to know about spoken language and the important ways in which talk differs from writing?' in QCA *New Perspectives on Spoken English in the Classroom* (London, QCA) (www.qca.org.uk/6111.html)
- QCA (2004c) *Introducing the Grammar of Talk* (London, QCA) (www.qca.org.uk/9431.html)
- Carter, R. and McCarthy, M. (1997) *Exploring Spoken English* (Cambridge, Cambridge University Press)
- Carter, R. and McCarthy, M. (2006) *Cambridge Grammar of English: A comprehensive guide to spoken and written grammar and usage* (Cambridge, Cambridge University Press).

SECTION 10 **Additional help from *Skills for Life***

Overview

- Section 5 outlined those *SfL* teaching and learning resources that include speaking and listening. This section covers further *SfL* resources which are relevant to speaking and listening.

The professional development of the *Skills for Life* workforce

New qualifications framework

There is a new qualifications framework for teachers in the learning and skills sector. Professional standards define the skills, knowledge and attributes required to teach or train within this sector, and 'application documents' describe how these professional standards apply to teachers of English (literacy and ESOL). The continuing professional development (CPD) route within the framework enables teachers to improve their skills in a range of subjects, and includes a focus on approaches to embedding literacy in other programmes. The minimum core outlines the skills, knowledge and understanding required by all teachers in the learning and skills sector to enable them to teach inclusively. All qualification routes refer explicitly to speaking and listening skills. More information can be found on the Lifelong Learning UK (LLUK) web site: www.lluk.org.

Skills for Life professional development materials

The *SfL* Strategy Unit has published professional development materials in speaking and listening for staff working with offenders (DfES, 2006), developed by Tribal Education Limited. There are six modules:

- Introduction
- Questioning and checking understanding
- Non-verbal communication
- Active listening
- Managing group discussions
- Using technical language.

Modules provide:

- relevant background information
- reflective practice activities
- references to follow-up areas of interest.

Although targeted primarily at staff working with offenders, the modules contain much relevant material for staff working with other *SfL* learners. Order these materials from Prolog, ref: S&L/PACK01.

Skills for Life: Make it your business

The Employer Toolkit, *Skills for Life: Make it your business*, helps employers identify and address staff literacy and numeracy needs in order to make the workforce more productive. It includes speaking and listening in:

- a list of top ten workplace speaking and listening skills (p. 46)
- an organisation skills checklist (p. 47)
- a job and task analysis (pp. 49f.)
- a personal skills checklist for skills needed at work (p. 54).

Find out more about the Employer Toolkit from:
www.dfes.gov.uk/readwriteplus/employer_toolkit.

Find out more

- A list of all *SfL* publications can be downloaded from:
www.dfes.gov.uk/readwriteplus/publications.
- *SfL* resources can be ordered through Prolog on 0845 602 2260 or through dfes@prolog.uk.com.

SECTION 11 Resources and approaches from outside *Skills for Life*

Overview

- A great many resources for speaking and listening have been developed outside *SfL*. Those that have already been mentioned in this document are not listed in this section.
- Those practitioners who wish to find out more about resources outside *SfL* could:
 - follow up references in texts cited in this section and in the rest of the document
 - use an Internet search engine.
- Practitioners can reflect on how much and in what ways they can incorporate resources in this section into their practice.

General research

Find out more about research on a number of aspects of speaking and listening relevant to *SfL* from:

- Hudson, C. (ed.) (2007) *The Sound and the Silence: Key perspectives on speaking and listening and Skills for Life* (London, DfES) – while this collection is published within *SfL*, much of the research it discusses has been conducted outside *SfL*
- QCA (2003) *New Perspectives on Spoken English in the Classroom* (London, QCA) – this lively and often provocative collection is available at www.qca.org.uk/6111.html.

Speaking

Structuring discussion

Find out more about research on the benefits of pair discussion, before small group and/or whole class discussion from Edwards, T. (2003) Purposes and characteristics of whole-class dialogue, in QCA *New Perspectives on Spoken English in the Classroom* (London, QCA) (www.qca.org.uk/6111.html).

Find out more about issues in structuring effective group discussion from EPPI Centre (2005) 'A systematic review of the use of small-group discussions in science teaching with students aged 11–18 and their effects on students' understanding in science or attitude to science' (eppi.ioe.ac.uk/EPPIWeb). (Although this article is about secondary school science teaching, aspects of it are valuable in informing reflection on speaking and listening in *SfL*.)

Dialogic teaching

Robin Alexander has developed an approach called 'dialogic teaching'. As the name suggests, dialogue is central to dialogic teaching – both between teacher and learners, and between learners.

Find out more about dialogic teaching from:

- Alexander, R. (2003) 'Talk in teaching and learning: international perspectives', in *QCA New Perspectives on Spoken English in the Classroom* (London, QCA) (www.qca.org.uk/6111.html)
- Alexander, R. (2005) *Culture, Dialogue and Learning: Notes on an emerging pedagogy* (www.robinalexander.org.uk/docs/IACEP_paper_050612.pdf)
- www.robinalexander.org.uk
- the discussion of dialogic teaching in Vorhaus (2007).

Using sentence stems to develop questioning skills

Find out more about research on using generic sentence stems (i.e. where learners have the beginning of a sentence/question, and they have to complete the sentence/question) to develop learners' questioning skills from, for example, King, A., 'Facilitating elaborative learning through guided student generated questioning', *Educational Psychologist* 27 (1992) pp. 89–118.

Practical strategies for speaking

Find out more about practical strategies to use when focusing on speaking from, for example, Hull Education Action Zone's (EAZ's) web site: www.eazhull.org.uk/nlc/active_listening.html.

Listening

Some web sites focus on listening skills. Hull Education Action Zone's (EAZ) site (www.eazhull.org.uk/nlc/active_listening.html) has information on, for example:

- theories about listening
- tips for listening.

Using the radio to develop speaking and listening skills

- The radio is used in speaking and listening activities with some *SfL* learners.
- Some prisons have a radio service. For example, at Huntercombe YOI in Oxfordshire, the prison broadcasts a book at bedtime for young people to listen to.
- Explore the growing possibilities of podcasting. Use radio web sites to download programmes to use with learners. Alternatively, you could tape-record radio programmes to use with learners.

Drama

As noted in section 1, drama is one of the four aspects of speaking and listening assessed at school level. It can be a very good way of developing *SfL* learners' speaking and listening skills.

NIACE and a range of partners conducted a project which aimed to use drama to develop the oracy skills of young offenders. The final project report is available at www.niace.org.uk/research/YALP/Documents/drama-final-report.pdf.

Catching confidence

NIACE has published a practitioner resource pack, *Catching Confidence*, and a research report (Eldred et al., 2004) on the nature and role of confidence in learning. The publications link confidence and speaking and listening.

Find out more about NIACE's work on confidence:

- The summary and full research reports are available at www.niace.org.uk. The title of the research report is Eldred, J., Ward, J., Dutton, Y., and Snowdon, K. (2004) *Catching Confidence* (Leicester, NIACE).
- The practitioner resource *Catching Confidence. The nature and role of confidence – ways of developing and recording changes in the learning context* is available through NIACE: (tel. (0116) 204 4200/1 e-mail enquiries@niace.org.uk).

Key Skills Support Programme

The Key Skills Support Programme (KSSP) has developed a range of publications that include a focus on oral communication. The following publication gives clear guidance to practitioners on how to support learners in developing communication skills:

- KSSP (2004a) Supporting Communication. Guide to good practice (London, KSSP).

The following publications give clear, practical guidance and activities for learners:

- KSSP (2005a) Key skills in hospitality and catering. Team talks (London, KSSP)
- KSSP (2005b) Key skills in hospitality and catering. Customer complaints (London, KSSP)
- KSSP (2005c) Identifying customer needs (London, KSSP)
- KSSP (2004b) Inside travel. Customer complaints (London, KSSP)
- KSSP (2004c) Key skills in care. Meetings (London, KSSP)
- KSSP (2004d) Key skills in care. Talking with clients (London, KSSP)
- KSSP (2004e) Key skills in wood occupations. Making phone calls (London, KSSP)
- KSSP (2004f) Key skills in wood occupations. Site meetings (London, KSSP)

Find out more about the KSSP from www.keyskillssupport.net.

Theoretical models

Theoretical models can help you reflect on your speaking and listening. The model in figure 18 was developed by Money and Thurman (1994).

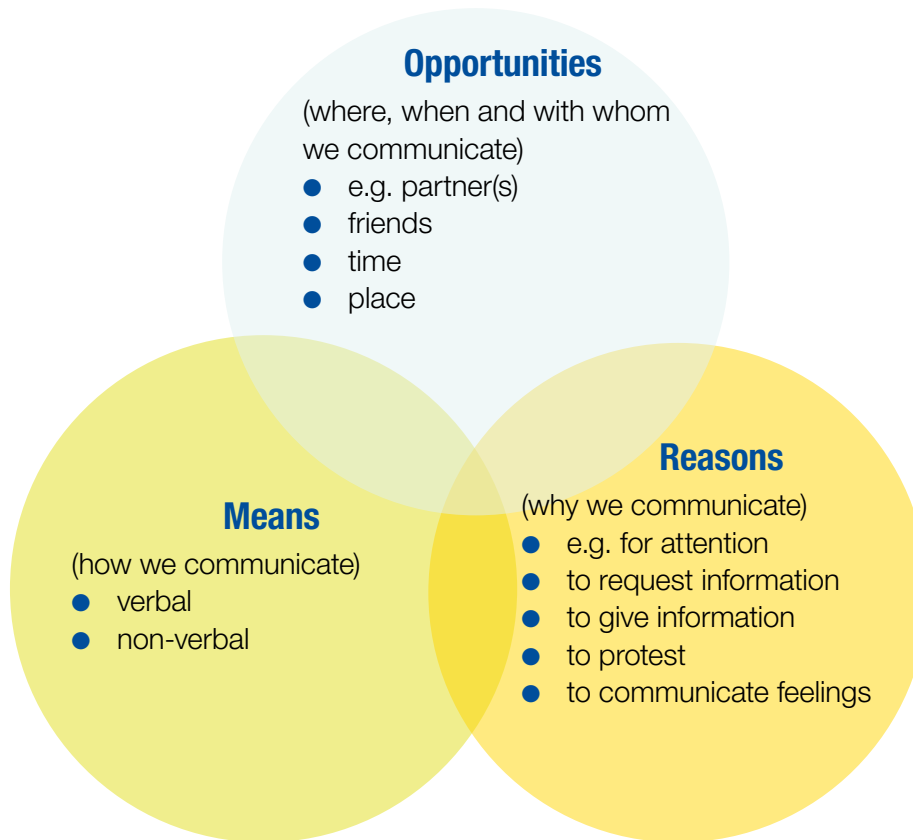


Fig. 18: Means, reasons and opportunities.

Find out more about how to develop this model at www.speechmag.com/archives/dellasue.html.

Professional development materials

A range of professional development materials have been developed on speaking and listening at school level; with care on the part of the practitioner, these can be adapted for use at adult *SfL*. They include:

- DfES (2004) *Key Stage 3 National Strategy. Literacy across the curriculum. Guidance* (London, DfES) – this is available as a set of boxed CDs (reference DfES 0263 2004G)
- DfES and QCA (2003a) *Speaking, Listening, Learning: Working with children in Key Stages 1 and 2. Handbook* (London, DfES) – available on the DfES Standards web site
- DfES and QCA (2003b) *Speaking, Listening, Learning: Working with children in Key Stages 1 and 2. Teaching objectives* (London, DfES) – available on the DfES Standards web site
- DfES and QCA (2004) *Speaking, Listening, Learning: Working with Children in Key Stages 1 and 2. Professional development materials* (London, DfES).

Find out more from the Qualifications and Curriculum Authority (QCA) web site: www.qca.org.uk.

DfES publications can be ordered through Prolog on 0845 602 2260 or dfes@prolog.uk.com.

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APPENDIX 1 **Individuals and organisations in the consultation process**

The following individuals were interviewed as part of the consultation process.

Name of individual	Organisation
Judi Apiafi	Nottinghamshire Probation Area
Alison Brierley	Move On
Viv Brown	University of Sunderland
Professor Karen Bryan	University of Surrey
Professor Ron Carter	University of Nottingham
Helen Casey	NRDC, Institute of Education
Dr Diana Coben	King's College London
Dr Jan Eldred	NIACE
Oonagh Gormley	NRDC Maths4Life
Trish Gurney	New College Nottingham
Heather Hollands	Tribal Education Limited
Christina Hoult	Lincolnshire Action Trust (LAT)
Dr Ursula Howard	NRDC, Institute of Education
Dr Chris Jude	Consultant, Health
Liz Lawson	DfES SIOU
Tina Lawton	Tribal Education Limited
Wendy Leach	Consultant
Peter Lewis	Consultant
June Lewis	Tribal Education Limited
Julie Mason	HM Young Offender Institution Werrington
Bethia McNeil	NIACE
Andrea Mearing	Family Learning/ DfES SfL
Anne O'Grady	University of Nottingham IRLTHE
Tricia O'Meara	Lincolnshire Probation Area
Anna Rossetti	Key Skills Support Programme
Jane Rouse	Hertfordshire County Council
Dr Tom Sticht	International consultant
Dr Chris Taylor	NIACE
Dr Malcolm Swan	University of Nottingham
Dr Chris Taylor	NIACE
Julie Welch	Home Office/ Tribal Education and Technology
Teresa Weston	Cambridgeshire Regional College

APPENDIX 2 Practitioner reflective log

Aspect of speaking and listening	What you said/did/thought	What worked well	Learning points
<p>1. Facilitating discussion</p> <p>For example: How much learner talk is there in comparison to practitioner talk? Do you give learners opportunity to discuss in pairs, small groups and as a whole group? How do you enable learners to talk about things they are not sure about, to explore and develop their thinking? How do you ensure that learners respect each other's contributions to a discussion?</p>			
<p>2. Asking questions (initial and follow-up)</p> <p>For example: What closed questions do you ask learners? What open questions do you ask? Is the type of question you use appropriate to purpose? Do you ask a series of related questions, to help learners explore their thinking? Do you leave sufficient wait time after asking a question for learners to think through a response?</p>			
<p>3. Enabling learners to ask questions</p> <p>For example: What do you say to encourage the learner to ask questions about aspects of teaching and learning s/he doesn't understand/wants to know more about? How do you enable learners to ask a series of related questions, to develop their understanding of a topic?</p>			

Aspect of speaking and listening	What you said/did/thought	What worked well	Learning points
<p>4. Explaining</p> <p>For example: How do you explain an aspect of teaching and learning in terms the learner understands? Use of language? Tone of voice? Pace?</p> <p>How do you summarise/reinforce what you've said?</p>			
<p>5. Checking understanding</p> <p>For example: How do you judge whether the learner has understood what you've said? What do you say? Do you ask the learner to paraphrase what you've said? Why/why not? Do you ask the learner to write about what you've said? Why/why not? Do you ask the learner to draw a diagram of what you've said? Why/why not? How do you use the learner's non-verbal communication?</p> <p>How do you make sure that you've understood what the learner has said?</p>			
<p>6. Listening</p> <p>For example: How do you make sure that you have heard what the learner has said? How do you show the learner that you are listening/ have listening to him/her? Use of language? Use of pauses?</p> <p>How do you help learners to develop their listening skills?</p>			

Aspect of speaking and listening	What you said/did/thought	What worked well	Learning points
<p>7. Use of non-verbal communication in combination with speaking and listening</p> <p>For example: How do you use your non-verbal communication, in conjunction with your speaking and listening? Head nods? Eye contact? Gestures? What messages does your non-verbal communication give the learner? Are these the same messages as those that you're conveying through your speaking and listening?</p>			
<p>8. Links between your thinking, and your speaking and listening</p> <p>For example: What kinds of things are you saying inside yourself during the session? To what extent is this internal conversation the same as your conversation with the learner?</p>			
<p>9. Use of technical language</p> <p>For example: Do you use any specialist terminology? If so, which terms do you use? How much do you use specialist terminology? How do you ensure that the learner has understood the terminology you've used?</p>			
<p>10. The language of encouragement</p> <p>For example: How do you use your speaking and listening to encourage Sf/L learners? What do you say? How do you use your non-verbal communication? Tone of voice?</p>			

Aspect of speaking and listening	What you said/did/thought	What worked well	Learning points
Other (please specify)			
Other (please specify)			

APPENDIX 3 Learner log: Have Your Say

Note to the learner

- Have Your Say is about how easy or difficult you find each of the aspects of speaking and listening listed below, in each of the different areas of your life (at home, at work, with friends).
- If something doesn't apply to you (for example, if you don't work), that's fine. Just put N/A (not applicable).
- Use the key (✓✓ (very easy), ✓ (easy), x (difficult), and xx (very difficult)) to decide how easy or difficult you find each aspect of speaking and listening in each area of your life. Just use the ✓ and x symbols. You don't need to write out the words.
- Be as honest as possible. It's OK to say you find an aspect of speaking and listening difficult. You can then work on it with your teacher in your SfL learning programme.
- You can complete Have Your Say on your own if you wish. Or you can talk through Have Your Say with your teacher or with other learners.

Key: Very Easy ✓✓ **Easy** ✓ **Difficult** x **Impossible** xx **Not applicable** N/A

Aspect of speaking and listening	At home	At work	With friends	When you were at school	On the course	Other area of your life (please specify)
1. Speaking to someone you know Example: speaking to a relative at home or speaking to someone you've worked with for several years, at work.						
2. Speaking to someone you don't know Example: speaking to a man from the gas company, who has come to do a repair.						
3. Speaking in a group (about six people) Example: talking to a group of friends, about a good film you have seen.						

Aspect of speaking and listening	At home	At work	With friends	When you were at school	On the course	Other area of your life (please specify)
<p>4. Giving information to someone else</p> <p>Example: giving directions about how to get somewhere, explaining how to do something.</p>						
<p>5. Answering questions which need a yes/no answer or which have a single correct answer</p> <p>Example: if you are asked, 'Do you want the window open?' you might answer, 'Yes, please.' If you are asked, 'When did you move to where you live now?' you might answer, 'I moved there two years ago.'</p>						
<p>6. Answering questions where you have to give one or more reasons</p> <p>Example: if you are asked, 'Why did you move house?' you might answer, 'Well, we moved house because we had very noisy neighbours. They had teenage children who played loud music all hours of the day and night, and dogs that barked a lot.'</p>						
<p>7. Asking questions which need a yes/no answer or which have a single correct answer</p> <p>Example: you might ask, 'How old are you?'</p>						
<p>8. Asking questions when you want someone to give one or more reasons in reply</p> <p>Example: you might ask, 'Why do you think we have had a cold winter?'</p>						

Aspect of speaking and listening	At home	At work	With friends	When you were at school	On the course	Other area of your life (please specify)
<p>9. Listening Example: how easy or difficult do you find it to concentrate on what the teacher is saying?</p>						
<p>10. Using your non-verbal communication to help your speaking and listening Example: how easy or difficult do you find it to look at someone when you are talking together? To have a friendly look on your face? To sit or stand so that you show you are listening to someone?</p>						