

## Comenius 2.1: Training basic skills teachers

### Final dissemination conference: Training language, literacy and numeracy teachers: a European perspective

Lewisham College, Skills for Life Professional Development Centre  
22<sup>nd</sup> – 23<sup>rd</sup> September 2005

#### *Sessions for Friday 23<sup>rd</sup> September*

Room	Title	Led by	Synopsis
<b>Session 1 – 9.30-10.45am</b>			
PDC	Pronunciation techniques	Catharina Wilhelmi (University of Rostock) & Maxine Harraway (Lewisham College, UK)	Ms Wilhelmi will explore the theoretical background to pronunciation techniques, covering: why good posture and breathing are essential for good pronunciation pronunciation and poetry: motivation and checking success training pronunciation based on a text: articulation practice and the target group. She will then present exercises and recordings to illustrate these points, including minimal pairs for vowels, word and sentence stress in a poem. Ms Harraway will then give a brief outline of the aspects of phonology covered in the Cambridge Teacher Training courses. A task or activity in each of the following will be demonstrated: <ul style="list-style-type: none"><li>• V.P.M. – Where and how vowel/consonant sounds are produced and how we can help our learners achieve these</li><li>• Word stress – Recognising stress patterns in words (group matching activity)</li></ul>

			<ul style="list-style-type: none"> <li>• Sentence stress – Variation in meaning through use of stress (group task)</li> <li>• Intonation – Meanings implied through intonation (whole group mix and mingle)</li> </ul> <p>The session will end with a question and answer slot; people will be encouraged to voice their opinions or ask questions on the areas covered in either of the two demonstrations.</p>
Boardroom	Initial teacher training for literacy, language and numeracy in Austria and the UK: similarities and differences	Alison Hay (UK) & Antje Doberer-Bey (Volkshochschule Floridsdorf, Austria)	Adult literacy, language and numeracy needs are now becoming recognised in Austria, but there is still too little state funding or infrastructure for delivery. This contrasts strongly with the situation in the UK, where the need to raise adult literacy, numeracy and language standards is high on the government's agenda. This workshop explores some of the implications of this for initial teacher training by comparing the philosophy, content and methodology of training in the two countries.
B09	The ESOL core curriculum and the ALTE framework – a missed opportunity	Jo-Ann Delaney (Lewisham College, UK) & Giorgia Costalonga (IAL-FVG, Italy)	The ALTE framework for the assessment of language achievement was developed to provide a coherent strategy for developing curricula and assessing learners' level. In this workshop there will be a description of the framework and how it has been used successfully in Italy. This will be followed by an exploration of whether the ALTE framework could have been a more appropriate basis for the ESOL Core Curriculum in the UK.
<b>Session 2 – 11.00-12.15</b>			
PDC	Providing Accredited Qualifications for Literacy Practitioners in Ireland	Monica Heynen (Literacy Development Centre, Waterford Institute of Technology, Ireland)	The Literacy Development Centre was set up specifically to develop and provide accredited qualifications for practitioners working within the Literacy Service in Ireland. The process started in 1995, with the first group of students graduating in 1998. The project is a partnership between WIT and the National Adult Literacy Agency (NALA). Monica has been working with the project since 2000 and originally co-ordinated the introduction of the ACCS mode of delivery whereby students can take single modules from the Higher Certificate in Literacy

			<p>Development and accumulate their credits. Monica will speak about the programme and its future development. At present the programme consists of a Higher Certificate in Literacy Development and a B.A in Adult Education. It is intended to add a B.A. Honours programme during the upcoming academic year.</p>
Boardroom	Training teachers for teaching pupils with learning disorders	Ruzena Blazkova (Masaryk University, the Czech Republic)	<p>Preparing teachers for teaching pupils with special educational needs requires a well thought through system of training from mathematical as well as psychological and special pedagogical points of view. Teachers must be instructed to learn to differentiate specific developmental learning disorders, especially dyscalculia and to understand problems which are connected to mastering numeracy, they must be able to identify types of disorders and their symptoms. It is important to monitor the learning process of every person individually, and to prepare a tailored re-educational programme for them. There are various methods for an elementary school teacher, for a secondary school teacher and also methods for adult education. The activities are prepared on work sheets and supported by various tools. From mathematical point of view, they respect the patterns of the origin and development of mathematical concepts – they are learnt and understood correctly from the very beginning, so that there is no need to learn them in a different way later. Motivation of children and adults is also very important. It helps them to eliminate a fear of mathematics and to view mathematics as a subject which is useful in everyday life and which has a specific inner beauty.</p>
B11	Teachers must be professionals in teaching and learning: making a radio programme to develop reading skills	Elke Wachwitz (University of Rostock, Germany)	<p>A description of the theoretical basis for the development of competences and outline examples from lessons.</p>

<b>Session 3 – 1.00-2.15pm</b>			
PDC	ESOL, Literacy and Numeracy Teacher Education: Emerging Findings from Teacher Education Research in England	Olivia Sagan (National Research and Development Centre for adult literacy and numeracy, Institute of Education, University of London, UK)	The National Research & Development Centre for Adult Literacy, Numeracy and Language (NRDC) has recently conducted an 18 month study of the new Language, Literacy and Numeracy teacher education programmes in England. This session will present the emerging findings, draw on broader NRDC research in the area and offer opportunities for discussion.
Boardroom	Learning styles and numeracy	Tracy Part (Lewisham College, UK)	This is a practical workshop exploring some of the reasons as to why an adult learner can experience barriers to learning numeracy. The first part of the session will include a practical exploration of some of the more prevalent barriers to learning. The second part of the session will examine a case study and an assessment of a numeracy learner (translations will be available on request). Delegates will be asked to discuss possible learning plans. The final part of the session will focus on numeracy teaching materials. Delegates will be asked to think about the learner in the case study and to review some of the tactile and visual numeracy resources used by colleagues at Lewisham College.
B09	Intercultural exchange and communication	Fiona Prendergast (Lewisham College, UK)	This workshop will give participants the opportunity to explore issues in intercultural communication in relation to both transnational projects as well as teaching and learning. It will examine how these factors are part of the evaluation process for European projects; and look at case studies of situations involving miscommunication. It will go on to look at how a European/international dimension can be included in teaching and learning materials, and introduce materials used in the training of mentors for intercultural education sessions in Ireland.
<b>Session 4 – 2.30-3.45</b>			

PDC	Kinaesthetic and tactile approaches to spelling and/or punctuation	Kathy Church, Judith Arkwright, Faizana Syed (Lewisham College, UK)	This workshop session will give participants opportunities to explore strategies for developing literacy learners' spelling and punctuation skills with tactile and kinaesthetic resources.
Boardroom	Integration of socially disadvantaged population groups in the Czech educational system	Professor Vladimir Smekal (Research Institute for Children, Youth and Family, School of Social Studies, Masaryk University, the Czech Republic)	<p><b>Situation in the Czech Republic.</b> There is an increasing number of minorities living in the Czech Republic after 1990, especially from Vietnam, Afghanistan, Serbia, Macedonia, etc. Among the minorities who have lived here for a long time there are the Gypsies (Roma). There are differences in adjustment to school demands among children and youth of these various minority groups. Vietnamese children are very active and with high achievement motivation; gypsy children manifest lower study activity. The question is why and how to help them in increasing their achievement motivation.</p> <p><b>Goal of the presentation.</b></p> <p>This presentation summarises the main research discoveries of the conditions and antecedents in study difficulties of Gypsies and some other minorities. The intention of the presentation is to describe the observations and research results that show how to help minorities, and especially their children, in a positive development of their personality and cognitive achievements, as well as how to integrate them successfully into the Czech school education system.</p>
B09	Fighting illiteracy online? The e-learning-portal "ich-will-schreiben-lernen.de" ("I want to learn how to write")	Ralf Kellershohn (APOLL/Deutscher Volkshochschul-Verband e.V., Germany)	<p>E-Mail, E-Commerce, E-Government. Computers have an undeniable presence in our everyday lives with communication and information increasingly processed via computers and the internet. These developments make it essential to provide people with the skills to meet tomorrow's job market demands, to access future bodies of knowledge – and to be able to evaluate its value and usefulness, to participate in society and to determine and express themselves.</p> <p>But how can media be utilised and integrated in literacy? The German Federal Literacy Association (Bundesverband Alphabetisierung e.V.) and the German Adult Education</p>

			<p>Association (Deutscher Volkshochschul-Verband e.V.) have jointly developed an e-learning portal for adult functional illiterates.</p> <p>Since 8 September 2004, World Literacy Day, the e-learning portal "ich-will-schreiben-lernen.de" for reading and writing has been on-line, with 5,500 users regularly learning via the portal and accessing support from online tutors. There are also around 900 learners in Volkshochschule courses learning via PC with support from 300 course tutors (as of July 2005).</p> <p>Learners at all levels receive individual learning packs with daily practice units. The exercises are supported by audio materials. A large number of pictures, symbols and animations provide additional help with understanding. Learning progress is automatically recorded and assessed, and the learning calendar is individually adjusted in response.</p>
PDC	<b>Final Plenary – 3.45-4.15pm</b>		
PDC/RC	<b>Resource Centre – 4.15-5pm (Optional)</b>		