

English Level 2

Teacher's Notes

Section C

Being a skilful speaker and listener

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2 Making a presentation

General guidance on assessing Speaking and Listening

Speaking and Listening self-assessment grid (for teachers to distribute as required)

English Level 2

Geoff Barton, Clare Constant, Kim Richardson, Keith Washington

Section C: Being a skilful speaker and listener

Use these free pilot resources to help build your learners' skill base

We are delighted to continue to make available our free pilot learner resources and teacher notes, to help teach the skills learners need to pass Edexcel FS English, Level 2.

But use the accredited exam material and other resources to prepare them for the real assessment

We developed these materials for the pilot assessment and standards and have now matched them to the final specification in the table below. They'll be a useful interim measure to get you started but the assessment guidance should no longer be used and you should make sure you use the accredited assessments to prepare your learners for the actual assessment.

New resources available for further support

We're also making available new learner and teacher resources that are completely matched to the final specification and assessment – and also providing access to banks of the actual live papers as these become available. We recommend that you switch to using these as they become available.

Coverage of accredited specification and standards

The table below shows the match of the accredited specification to the unit of pilot resources. This table supersedes the pilot table within the teacher notes.

Skills Standard	Coverage and Range	Learner Unit
1 Speaking, listening and communication Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations	1.1 Consider complex information and give a relevant, cogent response in appropriate language	C1 Taking part in a formal discussion C2 Making a presentation
	1.2 Present information and ideas clearly and persuasively to others	
	1.3 Adapt contributions to suit audience, purpose and situation	
	1.4 Make significant contributions to discussions, taking a range of roles and helping to move discussion forward	

Where to find the final specification, assessment and resource material

Visit our website www.edexcel.com/fs then:

- **for the specification and assessments:** under **Subjects**, click on **English (Levels 1–2)**
- **for information about resources:** under **Support**, click on **Published resources**.

(Learner materials: Level 2, Section C, pages 1–13)

Skill Standard	Coverage and Range	Learner Unit
L2.1 Make a range of contributions to discussions and make effective presentations in a wide range of contexts	L2.1.1 Select and use different types of texts to obtain relevant information L2.1.2 Present information and ideas clearly and persuasively to others L2.1.3 Adapt contributions in discussions to suit audience, purpose and situation L2.1.4 Make significant contributions to discussions, taking a range of roles and helping to move discussion forward to reach decisions	C1 Taking part in a formal discussion
	L2.1.1 Listen to complex information and give a relevant, cogent response in appropriate language L2.1.2 Present information and ideas clearly and persuasively to others L2.1.3 Adapt contributions in discussions to suit audience, purpose and situation	C2 Making a presentation

Approaches to teaching

Each unit begins with a brief explanation of the speaking and listening skills being taught. Then learners take part in a short activity that has been designed to require the use of similar skills to those being taught and developed during the unit. Then they are asked to rate their skills using a continuum so that they can identify what they can already do and focus on those areas which they need to develop more as they work through the rest of the unit. At this point it is important to encourage learners to make use of the full range of grades on the continuum and to consider where they should be placed for each skill. Asking them to work with a partner to justify the relative positions they have given themselves for each skill should help them think more carefully about how they see themselves and what they need to work on most.

The **Improve Your Skills** section guides learners through a series of steps helping them to develop a strategy and learn the skills needed to do well in the speaking and listening situations they will meet in real life and be assessed in as part of this course, i.e. taking part in a group discussion and giving a presentation.

The inclusion of **Make the skills your own** in the Teacher's File aims to provide real-life scenarios for learners to practise and consolidate the skills learned

in a unit. To make the most of them, talk through how the task requires the use of the skill just learned and set a deadline by which learners will give you the evidence that they have done the task(s) allocated to them. Ask your learners to suggest other real-life situations where the new skills may be useful.

1 Taking part in a formal discussion

In this unit learners learn the skills needed to take part in a formal discussion where the emphasis is on the group achieving a particular outcome. It is important that learners have the opportunity to see how people can make effective contributions to discussions and it may be useful to use video clips from programmes such as *Question Time* or *Newsnight* where a broadcaster discusses an issue with experts who hold differing views. Learners should be encouraged to focus on how:

- the broadcaster draws people into the debate
- speakers sum up and add to or politely challenge what has just been said.

Make the skills your own Before asking learners to begin the task in this unit ask them to suggest real life situations where people are asked to take part in a formal discussion, e.g. *when on a committee* *organising an event or group, council meetings etc.*

Build on the skills you already have

Learners should be given a time limit of five minutes to complete this task. Alternatively, the activity can be modified into a 'fishbowl' activity where groups take it in turns to observe each other and comment on the skills they notice. Varying the task slightly, so that, for instance, one group works out activities for an all girl's party and the other for an all boy's party, will ensure both group's discussions are fresh.

Improve your skills

This provides a generic series of steps learners can follow to help them perform well during any formal group discussion. It is important that they remember the purpose of their talk and keep to time. Providing them with a clearly visible clock and asking them to appoint someone to remind the group of how long they have left will help them to retain their sense of purpose.

You may wish to use the opportunity this task provides to develop learners' skills in independent research by asking them to find out more information about the topic as part of their preparation before the discussion takes place.

2 Making a presentation

During this unit learners learn the skills needed to make a presentation in front of an audience. It is important that learners see effective presentations and use of video clips from training packages for presentations or TV programmes where individuals make presentations or give talks, such as the BBC's programme Dragon's Den. By providing a variety of models, such as ones where speakers make good use of visual aids and poor use, learners can see what works well and what doesn't.

Make the skills your own Before asking learners to begin the task in this unit ask them to suggest real-life situations where people are asked to make a presentation, e.g. *when presenting an idea or information to colleagues at work*:

- giving a talk as part of your coursework
- presenting information at a local meeting
- giving a training session
- giving a speech at a cultural celebration, such as a wedding
- police, fire or medical personnel giving talks to school children etc.

Ask them to think of a situation where they have seen someone presenting or giving a talk. In groups ask them to come up with a list of points they think are important for giving a good talk. They can then share their ideas with others.

Build on the skills you already have

Encourage learners to be creative in their approach to this task – perhaps by delivering their talk in role – and afterwards to discuss what can make a talk more engaging for listeners, e.g. *by speaking with energy and enthusiasm, use of humour, eye contact etc.*

Improve your skills

Learners work through a series of generic steps that they can use to prepare any presentation they are asked to give. Providing the headings as a flow chart on a poster will give learners a strategy to learn and recall at a time when they are asked to work independently, e.g. *give presentation in the world of work*.

Step 1 Provides learners with the opportunity to practise and refine their research skills. Encourage them to use different reading strategies to collect relevant information, e.g. *scanning, skimming, highlighting and note making*. Demonstrate what happens if someone writes out their talk in full and then tries to refer to it while making their presentation, i.e. *resorting to reading the presentation script, with the risk of losing place, loss of eye contact, lack of spontaneity etc.*

Also discuss techniques they can use to make sure they do not lose their place, e.g. *having small index cards with key points which they can refer to quickly if they get lost, using slides with bulleted key points*.

Step 2 Demonstrate how to include a visual aid such as a diagram in a talk and discuss the benefits of using them.

- Gives variety and provides a change of pace.
- Appeals to different learning preferences, i.e. those with a preference for visual learning.
- Helps audience retain main points.
- Helps speaker by giving prompts about what to say.

Step 3 Encourage learners to decide upon the right level of jargon and technical language to suit their audience's level of knowledge.

Steps 4–5 Use of a video or audio recorder can be a useful tool to help learners become aware of what they do when they talk.

Model good posture for delivering a talk, e.g.

- facing audience smiling, maintaining eye contact
- varying tone and pitch of voice
- speaking loud enough and slowly enough
- not hopping from foot to foot or having distracting mannerisms.

Level 2

Section C

Being a skilful speaker and listener

General guidance on assessing Speaking and Listening

The Speaking and Listening component of Functional English is internally assessed. This allows centres to tailor the assessment activities to suit different learner groups and circumstances within the centre. It is essential, though, to ensure that the activities chosen allow opportunities for the learners to meet the assessment requirements of the Functional Skills standards. The activities suggested in the learner materials have been selected to provide some guidance in choosing appropriate assessment activities though they are by no means prescriptive.

At Level 2, the assessment of Speaking and Listening consists of two activities, a discussion and a presentation. The activities should provide a sufficient level of challenge to demonstrate progression from Level 1. This may be achieved through a greater degree of complexity, formality and/or unfamiliarity with regard to either subject matter or audience. There will be more emphasis on purpose, and the need to be persuasive when communicating ideas. There is a requirement to adopt multiple roles (e.g. transmitter, receiver, advocate, mediator, summariser, etc.) during a discussion; you need to consider this when deciding on the length of discussion and the size of the discussion group although there are no absolute set limits.

Other things to consider include the following:

- Organise the activities to allow ample time for learners to prepare and to practise their skills before being formally assessed.
- Use existing curriculum or extra-curricular activities, where appropriate, as opportunities to develop and/or assess Speaking and Listening skills.
- Select discussion groups and audiences for presentations which will support but also challenge individual learners.

- Select suitable topics for discussion and presentation which will engage learners but also provide an appropriate level of challenge. You may need a variety of different topics if you are working with a large class.
- Help to structure and focus the discussion by adopting a role such as Chair or minute-taker.
- To develop speaking and listening skills, it is a good idea to make video recordings of discussions and presentations to help learners evaluate their own performance. Peer observation is another useful technique.

Edexcel has produced an assessment document for you to record learner achievement in Speaking and Listening. It is available from Edexcel; page 6 has a student-friendly version of that document. In order to achieve Level 2, learners must have achieved, over the two assessment activities, all of the Level 2 criteria. The centre assesses whether Level 2 has been achieved and provides a summative comment to explain how the criteria have been met.

Speaking and Listening self-assessment grid

Use the grid below to measure how you performed in the Speaking and Listening test. This is a learning and teaching tool to aid preparation for the assessment and does **not** form part of the formal assessment process. This can be used to support all the activities in Section C.

Assessment Criteria	What you are aiming for	How did you do?
	To achieve a Level 2 pass your performance should match most of these.	You can fill this in yourself or get someone else to complete it for you.
■ listens to complex information and gives relevant, cogent response in appropriate language	You listen carefully to others and try to understand their ideas and opinions. You show you have been listening through use of body language, questioning and suitable responses, both verbal and non-verbal. Your own comments or questions link clearly to the subject of the discussion, and you express yourself clearly and logically. You choose the right language for the occasion by, for example, using the correct scientific or technical terms, and avoiding slang terms which might not be understood by everyone.	
■ presents information and ideas clearly and persuasively to others	You prepare beforehand so that you have a good understanding of the subject yourself. You explain your ideas clearly, confidently and in detail, using appropriate vocabulary to increase impact and effect so that your audience can understand and be persuaded to share your views. If you use visual aids, such as PowerPoint, they successfully support your presentation but do not replace or weaken your own role in it.	
■ adapts contributions in discussion to suit audience, purpose and situation, coping with the unfamiliar	You choose your words, volume and tone of voice to suit the age, level of confidence, ability and knowledge of other people taking part and the level of formality required by the situation. You show you are aware of the need to reach an agreed decision in a limited time, and show sensitivity to the feelings of other people, some of whom may be new to you.	
■ makes significant contributions to discussions	You make an impact on the discussion in one or more of these ways: <ul style="list-style-type: none">■ making relevant points clearly and supporting your views with reasons■ encouraging others to put their views forward■ listening carefully and trying to understand other points of view■ supporting others' ideas by comments, questions or non-verbal means	

Assessment Criteria	What you are aiming for	How did you do?
<ul style="list-style-type: none"> ■ helps discussion to move forward/reach decisions 	<p>To achieve a Level 2 pass your performance should match most of these.</p> <p>If necessary, you steer the discussion back to its intended subject and purpose. You try to understand other viewpoints and explore areas of disagreement with an open mind, trying to find common ground that everyone can agree on. You make constructive suggestions about how group decisions can be reached.</p>	
<ul style="list-style-type: none"> ■ takes a range of roles in both familiar and unfamiliar situations 	<p>You contribute to the discussion in a range of ways at different times. You are able to present your own ideas and information but you also actively encourage others, by words, facial expressions and body language, to put forward their views. You listen attentively when others are speaking. You are able to lead the group towards resolving a difference or making a decision if necessary.</p>	

In this section of your learner materials, we are focusing on your ability to contribute constructively in a range of ways to a discussion, and to present your ideas clearly, logically and persuasively. When you have filled in the right-hand column of the grid above, try to work out which are your weaker areas and look back at the relevant sections in the learner materials for more help with them.