Matsunga, A., 2011. *Skills for Life Support Programme – Embedding Language, Literacy, and Numeracy.* [doc] Available at: <http://archive.excellencegateway.org.uk/media/Skills%20for%20Life%20Support%20Programme/Chapter_11_Embedding_LLN_CB_V2.doc> [Accessed 5th March 2013].

This is a report that identifies initial issues with embedding LLN in to a vocational curriculum. It stated some good points that can relate to the cohort being used e.g. Did not enjoy FS sessions as they could not see the relationship between the two subjects. As CWA do not ask for us to consider this in our planning, it is likely that most of us do not complete such activities. It also mentioned the effectiveness of some Entry Level/Level 1 Specifications like the BTEC L1 IT, as it gives reference to the Functional Skills grading criteria for literacy and numeracy. Certainly could be used! COMMENTS SAVED ON PDF

Casey, H., Cara, O., Eldred, J., Grief, S., Hodge, R., Ivanic, R., Jupp, T., Lopez, D., and McNeill, B., 2006. *"You wouldn't expect a maths teacher to teach plastering…" Embedding literacy, language and numeracy in post-16 vocational programmes – the impact on learning and achievement.* London: NRDC

This is a report looking at the effects of embedding LLN in some curriculum areas of a college. There are a number of stats here that I could draw upon regarding course retention, achievement, and success rates. It also mentions the learners opinions. COMMENTS SAVED ON PDF

Hope, C., 2003. *Embedded ESOL Project.* [doc] Available at: <www.talent.ac.uk/uploads/contributions/1096_1098491.doc>[Accessed 30 April 2013].

Explains the importance of initial assessment, and the need for further assessment of literacy standards through a ESOL learner's qualification.

QIA. 2008. *Embed literacy, language and numeracy into a teaching session.* [rtf] Available at: <http://tlp.excellencegateway.org.uk/tlp/progression/assets/docs/Teaching%20and%20learning/Embed%20literacy,%20learning%20and%20numeracy%20into%20teaching.rtf> [Accessed 30 April 2013].

A useful methodology explaining how to plan a lesson embedding literacy.

Chamberlain, A., n.d. Integrating International Students into Computing Classes: Issues and Strategies, [pdf]. Available at: <http://www.citrenz.ac.nz/conferences/2003/papers/21.pdf> [Accessed 30 April 2013].

A valuable document that explains some of the issues non-native learners have when coming on to computer science courses. It also states a list of strategies to overcome such problems.

British Columbia., 1999. *English as a Second Language Learners: A Guide for Classroom Teachers.* [pdf] Available at: <www.bced.gov.bc.ca/esl/policy/classroom.pdf> [Accessed 6th May 2013].

Mentions the use of creating a word organiser, so that learners can store a list of key words in their own document to help them understand their meaning.

BEWL., n.d. *ESOL Strategies Matrix.* [pdf] Available at: <bilingual.dadeschools.net/BEWL/pdfs/**ESOL_**Strategies_Matrix.pdf> [Accessed 6th May 2013].

Again, this mentions strategies as to help the learner understand key terminology. Organisers are again mentioned, as are sessions on understanding what the word means verbally and by visual aids.

Shoebottom, P., 1996. *Advice about Teaching ESL Students*. [doc] Available at: <http://mail.clevelandcountyschools.org/~atorres/S02D30DF3.10/Advice%20about%20teaching%20ESL%20Students.doc> [Accessed 6th May 2013].

Provides some good advice regarding how to understand ESOL student's in-class behaviours. Can relate to the ethical side of things too.