Performing Generic Skills in English

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Generic skills

Generic skills?

Employability skills?

Soft skills?

Key Competencies?

Basic skills?
Generic Skills

- A skill which is not specific to work in a particular occupation or industry, but is important for work, education and life generally, e.g. communication skills, mathematical skills, organisational skills, computer literacy, interpersonal competence, and analytical skills. See also key competency.

(www.ncver.edu.au/generic/htm)
• Skills required not only to gain employment but also to progress within an enterprise so as to achieve one's potential and contribute successfully to enterprise strategic directions. Employability skills are also sometimes referred to as generic skills, capabilities or key competencies.

(www.ncver.edu.au/generic/htm)
Employability skills

• Communication
• Team work
• Problem solving
• Initiative and enterprise
• Planning and organising
• Self-management
• Learning
• Technology
Personal attributes

In addition employers view a range of personal attributes as essential.

- ability to deal with pressure
- commitment
- positive self-esteem
- motivation
- balanced attitude to work and home life
- personal presentation
- common sense
- honesty and Integrity
- sense of humour
- reliability
- enthusiasm
- adaptation

• What’s the application in the AMEP?

• What do ESOL researchers/teachers have to contribute?
• Learning about language
• Learning through language
• Learning language

Cert III/E/1&2
• Can demonstrate understanding of/negotiate a complex problematic spoken exchange
Aims of the project

• To find out how Ns perform these generic skills in situations relevant to Cert III outcomes
• To design, trial and publish teaching materials to tackle these skills explicitly for learners
Tasks

• Negotiating problems not only with peers and those in higher power roles, but also from a position of power
  – Employee comes late
  – Complaint to neighbour about barking dog
  – Centrelink staff
    • Change interview appointment, request client to go for unwelcome job interview, keep client applying for jobs
  – Negotiate to leave hospital to see naturopath
  – Request to change class time
A **Student:** You want to change your current morning class time to afternoon. It is unsuitable now because you will start part-time work next week. This will be morning work. You want a class because you need the interaction with other students. You don't want to do evening class because you have young children, but you could make arrangements twice a week as a last resort. Negotiate the best possible arrangement for yourself.

B **Admin:** A student is asking to change from their current morning class to an afternoon class because s/he will start a part-time job next week. Unfortunately all afternoon classes at his/her level are full at the moment. The other options are DL study group / ILC / evening class, or possibly just waitlist for afternoon class next term, perhaps with DL. Do your best to help the student find the most amenable alternative.
Developing Generic skills project

- How the negotiation is usually structured
- What moves to make
- How to soften threatening/unwelcome information
- How to intensify positive assertions/acts
- How to be politely assertive
- How to reject a suggestion without giving offence
- How to show we have heard information
- How to check information
- How to link turns
- How to offer options
Resources which tackle negotiating skills

• Mind Your Money
• It’s Over to You
• Talkabout & Talkback
• CSWE 3 Workbook
• Words Will Travel
• Listening to Australia
• Learning How To Mean Project Materials