

Top 10 Tips for facilitating learning in English

Top Tips	Key Points/Ideas/Resources
1. Actively teach appropriate level English skills as they naturally arise within your subject area, explaining any new or complex vocabulary very clearly.	<ul style="list-style-type: none"> • Know learner levels and English qualification route. • Reading-e.g. skimming, scanning, reading for context and timed. • Writing-e.g. exercises for spelling, grammar and punctuation. • Speaking/listening-e.g. different styles, audiences and formal/informal situations.
2. Facilitate the learning of English skills in context then discuss where else this learning might be applied; this prepares learners for their exams which do test skills in unfamiliar contexts.	<ul style="list-style-type: none"> • Keep it relevant to subject study area/interests when in context. • Use every day items and resources. • http://www.skillsworkshop.org/ has contextualised resources.
3. Always provide a clear purpose for English tasks, this makes learning meaningful and helps to keep interest and momentum.	<ul style="list-style-type: none"> • Task focused: Solve a problem, plan an event, and prepare a resource. • Skill focused: e.g. reading-for info/answers to questions from you /learners; comprehension; find out if something is true /false.
4. Provide clear structures/frameworks for reading, writing, speaking and listening; try not to just give a blank piece of paper or just ask learners to do a talk or read a text. This would be a missed English learning opportunity.	<ul style="list-style-type: none"> • Writing frames: Cloze (gaps in text), starter sentence and layout. • Clear beginning middle and end. • Timed reading, writing and discussion.
5. Model it! Use model examples of work and use modeling as a teaching and learning technique.	<ul style="list-style-type: none"> • Examples of past and current learner work, YouTube clips, role plays- both good and bad to evaluate (sensitively.) • Modeling - talking through thoughts whilst demonstrating the process.
6. Question effectively to extend learning, develop skills and an understanding of the processes involved in using and applying those skills.	<ul style="list-style-type: none"> • What words could you use to be more persuasive/evaluative/emotive/subjective/technical/formal/informal? • How would you phrase that letter differently if you were writing it to a familiar/unfamiliar person or restructuring as an email/text?
7. Think! Process before product – most of the learning is in the process. Actively address process methods, approaches and techniques as they arise, including steps for problem solving.	<ul style="list-style-type: none"> • Mind maps, clocks, white boards, visually represent ideas, discuss • Teach and encourage learners to share their methods for English, e.g. taking notes, searching for information and using bullet points.
8. Use collaborative tasks to support the development of English; encourage learners to work together to gain and share skills.	<ul style="list-style-type: none"> • Writing: Q&A; Write a sentence, pass it on and sequencing texts. • Reading (in silence alone) then talks about it using a structure.
9. Provide detailed feedback on development of specific English skills and process of applying those skills; include praise and a couple of areas for improvement.	<ul style="list-style-type: none"> • Progressively praise and correct spelling, grammar and punctuation when marking - actively teach skills which learners find difficult. • Provide a simple checklist for learners to self/peer assess.
10. Use active learning strategies and encourage learners to self-develop by accessing independent learning websites for English.	<ul style="list-style-type: none"> • Games, quizzes, speed dating style, word search; sequencing, mini whiteboards role play, and competitions e.g. invent a headline, poems/songs/raps... • www.move-on.org (test your skills and undertake activities to improve.)

Visit the TLM section of the intranet for further resources and a list of recommended websites

Top 10 Tips for facilitating learning in English – Training Plan (90 minutes)

Time	Activity	Resource
5	A. Introduction <ul style="list-style-type: none"> Aims on board/flip chart: To gain ideas and confidence for embedding and facilitating English learning across the curriculum. Purpose: To continue to support our learners in developing their English in a way which helps them gain qualifications and also the confidence and competence in the skills necessary for life and work. Basic agenda is to go through top tips from the Teaching and Learning Mentors (TLM) and have a go at some related activities. We hope you will feel energised and will take away a few ideas to try. Before we start, please can you go to the back on the evaluation form which is on your table and rate yourselves 'before the session.' 	Flip Chart/Board with aims and purpose Evaluation forms on tables
10	B. English Skills at different levels (Warm up) <ul style="list-style-type: none"> Quick activity which will get you thinking about what English skills are like at different levels – the sort of knowledge and understanding expected from learners. Functional skills are made up of 5 levels: Entry 1, 2, 3, Level 1 and 2. GCSEs are equivalent to Level 2 and A-level equivalent to Level 3. Activity: Cards in your envelope contain groups of English skills at E3, L1 or L2. Work with your group to sort into levels. 3 minutes-go! Provide answer sheet to check. <p>Extend learning: Think of your learners at Level 1 or 2. Are they confident with these skills? Which of these skills do you actively teach? Are you surprised by the skills expected? Notice how there is a progression of similar skills across the levels.</p> <p>Additional information: Card sort content is taken from the Adult Literacy Core Curriculum elements. It informed the writing of the functional skills criteria alongside Key Skills. It is useful to see as it helps us to gain a feel for what is expected at the different levels. It breaks down the criteria into really small chunks. Link: http://www.excellencegateway.org.uk/sfl</p>	Card sort from Adult Literacy Core Curriculum elements E3-L1 (pages 13, 15, 17, and 19.) Cut up and put into envelopes Answer sheet. Adult Literacy Core Curriculum can be found on the Excellence Gateway.
70 in total	C. Top Tips – Read through the Top Tips sheet and have a go at some activities <ul style="list-style-type: none"> Read through the Top Tips one by one stopping along the way to complete the activities below. Use your experience to expand and add any short anecdotes which are relevant. Refer to the 'key points' column to elaborate. 	Top Ten Tips sheet

	<ul style="list-style-type: none"> You can replace the activities listed below with others as appropriate to your delegates- just make sure they relate to the tips sheet, are appropriate and active. 	
15	<p>Tip 1: Related activity - Skimming verses scanning (focus is reading)</p> <ul style="list-style-type: none"> Refer all to handout 1. Invite individualsto have a go at both skills. Skimming -Trainer asks: What is the gist of the text? Give10 seconds for them to read handout 1. Get feedback-ask what strategies they used to get that information, note answers on flip chart. Scanning-Trainer asks: What is the difference between skimming and scanning? Give 15 seconds for them to read again. Get feedback-ask what strategies they used to get that information, note answers on flip chart. Ensure they have referred to use of titles, headings, italics/bold font, type of vocabulary used, key words, first line of each paragraph, last line of each paragraph and text boxes/illustrations. Another question you could ask to encourage scanning might be: Is it true that dyslexic learners might find skimming and scanning difficult? Question: to encourage detailed reading for information: Why might Dyslexic learners find it difficult? Ask small groups to complete the activity at the bottom of handout 1. Feed back to the group-make the point that supporting these skills can be done little and often (e.g. doesn't have to be a one-off focused session in itself-supporting, correcting and questioning regularly and in context will support the learner.) 	<p>Handout 1 (<i>please note handout 1 – 4 and the evaluation forms are located in the participant pack</i>)</p> <p>Flip chart</p>
10	<p>Tip 2: Related activity – Quick look at web sites for contextualised functional skills</p> <ul style="list-style-type: none"> http://www.skillsworkshop.org/ http://rwp.excellencegateway.org.uk/Embedded%20Learning/ http://www.bbc.co.uk/skillswise (one minute videos include work contexts – lead into next activity) <p>Show the basic structure, content and navigation of the two different sites; select a couple of interesting resources to show in more depth depending on audience, e.g. if possible related to their subject area.</p>	<p>Internet access, laptop, projector/Smart board</p>
15	<p>Tip 5 and 7: Related activity – Modeling a process(planning a letter)</p> <ul style="list-style-type: none"> Key point: Actively teach process. Play video regarding planning your writing http://www.bbc.co.uk/skillswise/video/planning-your-writing Complete the activity on handout 2-one person 'models' their approach to planning the letter, the other is the learner. The learner just watches and listens, does not ask questions. The learner provides evaluative feedback-what was good about the modeling, what else would have been useful to see/hear? Consider together the benefits of this activity as a teaching/support strategy and how you could apply it to your own work. 	<p>Handout 2</p>

	<ul style="list-style-type: none"> Feedback outcomes to group. 	
15	<p>Tip 8: Collaborative – Writing for different purposes: instructive, descriptive... (focus is writing)</p> <ul style="list-style-type: none"> Explain the concept of circular writing, show the example ‘making a cup of tea on board / additional handout.http://www.skillsworkshop.org/resources/text-types-circular-writing-activity Delegates work in groups and have flip chart paper and pens to record. Trainer gives new subject matter: (choose one) Buying a lottery ticket/joining facebook/getting a mobile phone/doing voluntary work/auditioning for Britain’s Got Talent/getting X qualification/taking the bus/booking a holiday/ (or another which is specific/appropriate to the delegates.) Trainer gives 2 minutes for groups to work on writing for each style: Instructive, descriptive, persuasive and informative. Feedback. Complete reflection activity on handout 3. 	<p>Electronic link to circular writing example or print and use as a handout.</p> <p>Flip chart paper and pens for each group.</p> <p>Handout 3</p>
15	<p>Tip 10: Speed dating - persuasion (focus = Speaking and Listening)</p> <p>Manage the following task.</p> <ul style="list-style-type: none"> Split the group in half. Seat one half behind desks and ask them to refer to handout 4. The other half each have a visual persuasion card which tells them what they need to persuade the seated people to do http://www.skillsworkshop.org/resources/persuasion-cards . They move around the room after one minute of trying to persuade the seated person to do whatever is on their card. The seated person takes notes about each person’s power of persuasion, and gives them a persuasion rating. Mix back into groups of four/five to reflect on the extension questions on handout 4. Feedback outcomes. 	<p>Handout 4</p>
5	<p>Summary and Evaluation</p> <ul style="list-style-type: none"> Summarise the session (skills at different levels; top tips from TLMs and activities.) What will you take away from today? Most useful thing-one idea each. TLM area on intranet is developing-look out for updates, web links and resources to support English and maths. Evaluation forms-rate yourself on the back again to see if you feel you have improved. 	<p>Evaluation forms</p>