

New to ESOL Professional Development Trainer Pack

Introduction to the Trainer Pack

This training pack is designed to provide teacher educators with a comprehensive and highly flexible set of resources for supporting ESOL practitioners working with New to ESOL learners across a very broad range of contexts.

There are 10 content sections, plus a separate introductory and plenary set of three slides that can be used at the beginning and end of any delivered training event.

Each section consists of a training plan and PowerPoint, along with any extra resources required. Key instructions from the training plan are also included as notes on the associated PowerPoint. There is no set order of delivery to the sections - they can be ordered and combined to suit the needs of the trainee group and context - but they have been laid out in the table below to indicate what might be a typical and coherent ordering were they all to be used sequentially with a less experienced group of practitioners. It is also possible to build customised PowerPoints by selecting individual slides from any section and combining them to suit participant groups.

Each section contains between 1 and 2.5 hours of teaching/ activities, providing nearly 20 hours of potential content in total. Timings are indicative and will differ from group to group. Sections do not have to be used in their entirety - it is possible to select particular elements of content or individual activities and combine them in ways appropriate to particular groups of practitioners. We suggest that where a section is longer than 1.5 hours, trainers insert a break - anything over 1.5 hours makes it very hard for participants to maintain concentration.

We have tried to keep the amount of printable resources required for each section to a minimum. As well as being environmentally friendly, we intended the pack to be as lightweight and portable as possible so that trainers can easily switch between sections as required should particular needs emerge during delivery. Whilst pre-planning of sessions will have taken every care to ensure content is matched to local needs and concerns, it is often the case that participants at a training event attend on the day with key issues and concerns that may not have been identified previously.

Section A (the two introductory plus plenary slides) is therefore designed to contextualise each training event so that participants have the opportunity to influence the content of sessions, and to ensure the trainer is aware of local contextual factors and concerns. We recommend trainers take time to ensure that participants are given plenty of time to discuss, comment and feedback on Slide B in particular.

Section	Title	Indicative timing (max)	Content	Key Resources
A	Cover Slides	0.15	Two introductory slides plus one plenary ppt slide for beginning and end of training session	
1	<u>Starting Points</u>	1.45	Where to start Types of learner Defining basic literacy Learners as a resource	SP1 Problem words SP2 The languages grid <u>Online access to New to ESOL resources</u>
2	<u>The language experience</u>	1.00	Key approach to teaching basic literacy	Language experience films <ul style="list-style-type: none"> • <u>The language experience working with groups</u> • <u>The language experience teacher reflections</u> • <u>The language experience – planning an event</u> Either downloaded or on YouTube
3	<u>Teaching beginners</u>	2.00	Teaching absolute beginners Different types of beginner Experiential learning: A Greek lesson	TB1 – The Greek Lesson Slips of paper and two containers (cups/hats)
4	<u>Literacy and language practices</u>	2.00	What are 'literacy practices'? Integrating the '4 skills' Cultural and linguistic norms and expectations	LP1 Role cards for Language Practices game

5	<u>Digital literacies</u>	2.10	Developing digital literacies/using digital technology Digital writing vs handwriting Digital literacy practices Bring your own device approaches	<u>Digital access to New to ESOL teaching resources</u>
6	<u>Focus on reading</u>	2.00	How people read Reading acquisition Experiential activity – Nasruddin story	<u>New to ESOL reading texts</u> FR1 Nasruddin story FR2: Original text
7	<u>Focus on writing</u>	2.00	Experiential activities Handwriting and digital writing Motor skills	<u>New to ESOL timesaving templates</u> FW1: Japanese days of the week Tracing paper and a selection of pens/pencils <u>Digital access to New to ESOL teaching materials</u>
8	<u>Phonics for ESOL learners</u>	2.15	Types of phonic approaches Using some of the phonics pack Developing reading and phonic attack skills Integrating phonics	<u>ETF Phonics for ESOL pack: digital access and copies of some texts.</u>
9	<u>Localisation and mixed levels</u>	2.15	Adapting one unit from New to ESOL The top tips Developing local resources Working with mixed level groups	LM1 Copies of (or links to) New to ESOL Table of contents LM2 Copies of (or links to) New to ESOL unit <u>Language experience video</u>

10	Participatory approaches	2.00	Learners as curriculum designers Course planning Participating in society	Reflect for ESOL toolkit Flipchart paper and pens Scissors Glue Post-its
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