

OUTSTANDING TEACHING, LEARNING AND ASSESSMENT

**FINAL REPORT ON THE OTLA PHASE 6 (ENGLISH) PROJECT -
MEETING INDIVIDUAL LEARNERS' NEEDS: THE PROMOTION AND
DEVELOPMENT OF STRATEGIES FOR INDIVIDUALISED LEARNING
The Royal Borough of Kensington and Chelsea**

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The programme was delivered by -



CLAIRE COLLINS
consultancy

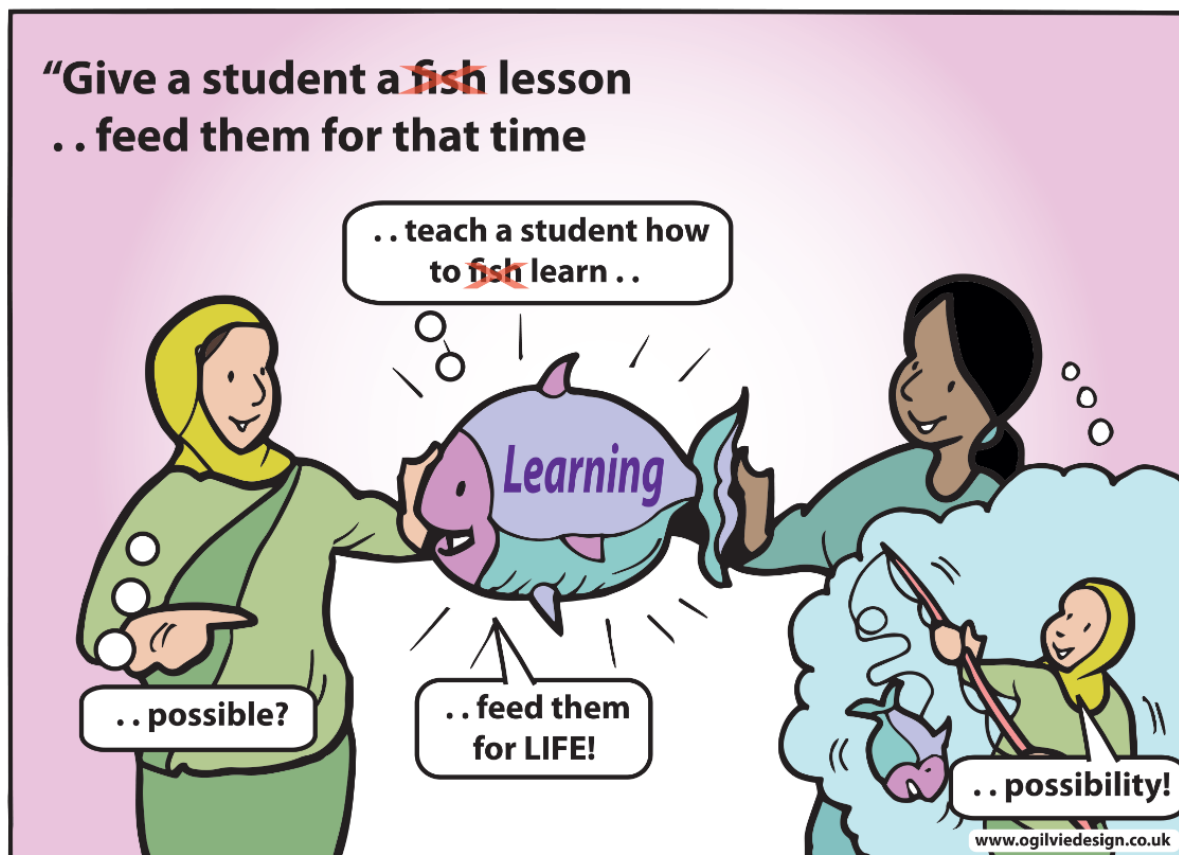


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Final report - Meeting Individual Learners' Needs: The Promotion and Development of Strategies for Individualised Learning

The Royal Borough of Kensington and Chelsea



Active learning strategies are encouraged in FE, but how can practitioners determine whether the strategies they employ are helpful for pre-entry and ESOL learners? This project used learner feedback to select, pilot and reflect upon the effectiveness of different active learning techniques for pre-entry level and ESOL learners.

Summary

RBKC currently subcontracts adult learning with eleven organisations. Practitioners from four organisations - Kensington and Chelsea College (FE College), Clement James, Westway and Nova New Opportunities (third sector organisations) conducted mini-action research projects with learners within their own settings. It was important to collect and ask learners for feedback about what they would like more of in class, what they wanted less of and what they wanted to continue. The feedback was organised and collected by tutors in a range of different ways. This participatory approach informed the active learning strategies and skills to be tested by the tutors.

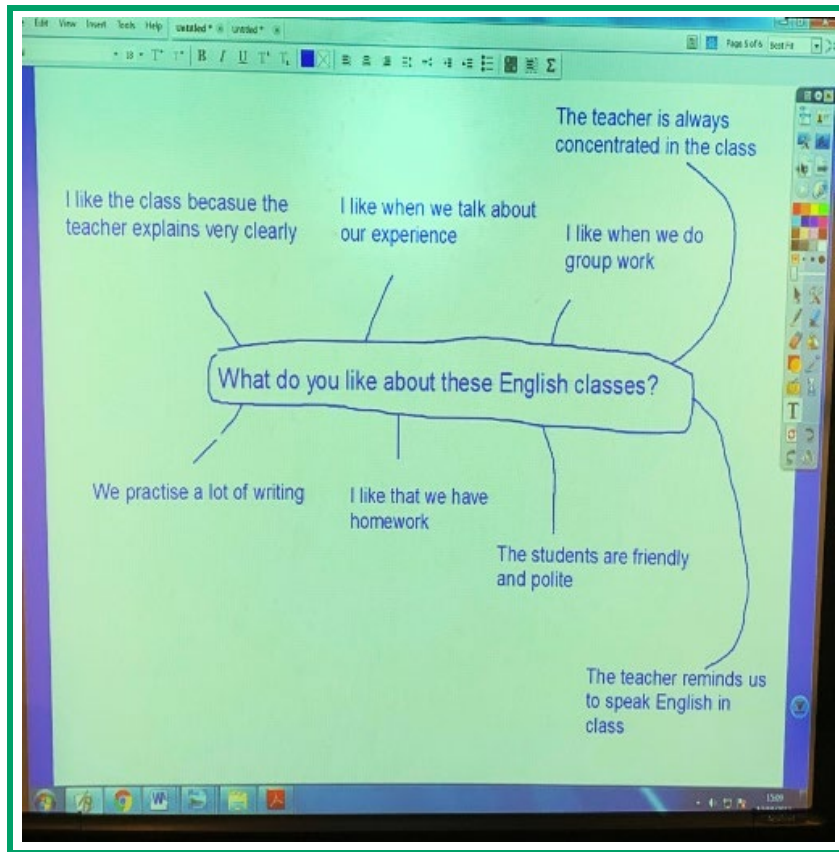


Figure 5c-1: Feedback collected on an interactive whiteboard

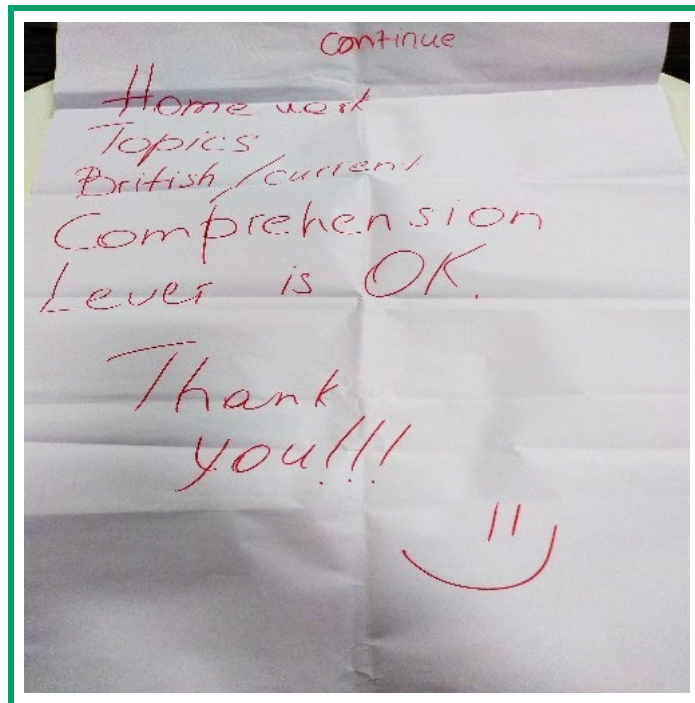


Figure 5c-2: Feedback collected on a flipchart

Rationale

In-house and external observations and a recent Ofsted report indicated that some opportunities for involving learners in lessons were missed. In these lessons, opportunities to make use of learners' prior knowledge and life experiences (their schematic knowledge) needed exploration. This is especially important for English

teaching and learning, where 'every act of comprehension involves one's knowledge of the world as well' (Stott, 2007).

Work was also required to reduce teacher talk time and develop opportunities for personalised and active learning.

Tutors need encouragement and support to embed opportunities for independent learning, so learners can develop skills that help maintain a joy of learning whilst also continually improving their prospects. This was particularly important for RBKC, as tutors often work off-site in community centres, away from managers and colleagues.

The aim of this project was to use action research to explore how the challenges highlighted above could be met. In order to do this, we set the following objectives:

- To develop a community of practice, where positive and trusting relationships are built between organisations, managers and tutors.
- To create opportunities for tutors to develop their skills through peer-to-peer working and reflection.
- To enable tutors to access and generate a range of strategies and active learning techniques to meet learner's individual needs, helping build confidence and independent learning skills.

Approach

The Project Leader selected a team of seven tutors and four managers to promote and develop strategies for individualised learning. The team engaged with regular project and tutor meetings, and completed a programme of professional development, including action research training and training in various active learning strategies (e.g. phonetic approaches, flipped learning; assessment for/as learning; active reading techniques).

Managers and tutors alike were encouraged to undertake research, with the experiential learning cycle (Kolb, 1984) explored as a potential model of reflection. A tutor from a previous ETF peer exchange project shared active learning strategies she had already trialled, helping tutors decide which strategies they wanted to explore with learners.

A learner feedback tool was then disseminated for learners to complete called 'Stop, Start, Continue' (see Appendix 2). This was designed as a quick exercise, often undertaken with the tutor away from the classroom so as not to influence the learners. Data was also collected from questionnaires, practice observations, videos of learner feedback, learner evaluations and tutor reflections (see Appendices).

The Tutors decided and chose from learner feedback which techniques for active learning they would like to try. They gathered evidence from their sessions as to how effective the techniques were regarding learner engagement and confidence.

Professional learning: Evidence of changes in teaching, learning and assessment practices

Sue Davidoff and Owen van den Berg (1990) suggest four steps for action research: plan, teach/ act, observe and reflect. The project used this as a basis to develop tutors' own action research, helping them take responsibility for their own development, CPD needs and planning. Critical friendships and peer observations were also encouraged; valuable opportunities for tutors to analyse and learn from one another's practice.

Tutors used learner feedback to assess what learners would like more of, using this feedback to select active learning techniques. Challenges around gathering learner feedback included: difficulties accessing online questionnaires; time constraints; learners having the confidence and analytical skills to communicate what they wanted. Such challenges demanded contextualised approaches so learners could fully participate.

For example, one tutor used translation to overcome low levels of English with their pre-entry class. Learner feedback was often not what was expected too. For instance, some learners, when asked how they liked to learn, stated they would like more input from the tutor. At times, tutors also observed learners feeling uncomfortable providing feedback about teaching strategies:

"Student's didn't want to fill in anything from 'Stop' part of activity. Found it uncomfortable."

ESOL Tutor

The examples above illuminate important cultural considerations, for participatory research and regarding learner reception to active learning strategies.

Nevertheless, the results from engaging with what learners want more of and trialling the active learning strategies were overwhelmingly positive. Tutors used a range of active learning strategies and developed a series of innovative resources, including: a chant for spelling based on phonics, discussion storyboards, spelling strategy PowerPoints, learner question and answer review sessions, peer assessment tools).

Feedback from tutors included:

On using a chant for spelling based on phonics:

"This exercise helps students to be much more independent when studying a new word. They learn how to practise, to check and correct the word by themselves, and not with the help of the teacher as usual. This is a huge step, especially for pre-entry ESOL students."

On using grammar self-access material to accelerate learner progress:

"I started it a bit late into term. Starting from the beginning of the term would have given me more time to plan and the learners more time to practise the skill."

On using a spelling strategy game:

"In this short game learners really had to work with their memory and find techniques to 'fix' the spelling in their minds – and put the strategies we had talked about into practice. There was a noticeable improvement after just three attempts – you could see learners really trying to look for clues in each word. Before this they would rely on writing the word down and assuming that by writing it, they would remember it. This game helped train them into thinking about the spellings, which is a crucial stage in remembering them for the next time they need to use them. The learners also enjoyed it – especially as the formula began to feel 'familiar.'

Towards the end of the project, team participants described, summarised and evaluated their participation and identified changes in their teaching, learning and assessment practices. Tutors recognised the value of using more active learning techniques with their learners and developing their own skills. Learners felt more engaged and had a role in steering sessions, often becoming the tutor. Pre-entry learners worked on their own to practise their spelling without being dependent on the tutor (See Appendix 2 – Tutor 5).

Tutors recognised that using active learning techniques leads to a role of facilitator rather than knowledge giver. This correlates with the theory of participatory ESOL (Reflect ESOL, 2012) that stems from the work of Paulo Freire (Freire Institute, 2020), a need to move away from a fixed 'knowledge giving' model to one which empowers learners.

Tutors need to see themselves as part of the learning process, and as learners themselves; learning becomes an active dialogue between tutor and learner. Freire advocated a critical pedagogy, where learners were transformed and empowered by the learning, they were involved in.

Evidence of improved collaboration and changes in organisational practices

Monthly team meetings, especially those held off-site, offered opportunity for practitioners to meet, collaborate and share their findings. Bespoke in-house and external CPD opportunities for managers and tutors during the project also offered an excellent basis for development.

The sharing of knowledge and experience by tutors has resulted in a more open and collaborative way of working. They have recognised the value of action research and using different techniques in their classes as well as how much more progress learners can make when they are more independent.

A tutor's reflections on using a peer assessment spelling gap resource:

"The learners commented that this was very useful – especially seeing all the sentences typed up in the correct form. It's satisfying for them to get their own efforts offered back as learning texts."

A tutor's reflections on using a spelling chant strategy:

"90% of learners at stage 2 can remember and write words 85% correctly, huge improvement. The sound really helps them remember their spelling."

A tutor's reflections on getting learners to write their own Trip Advisor review:

"Students were very enthusiastic about this style of activity so from their point of view I think it worked well. Given their equal enthusiasm for practising spelling I might ask them to make a list of spellings from the text and devise a test for another student – or incorporate these into a Kahoot quiz, which are also very popular with this group of students."

This is especially important for Community Adult learners who are often on the first steps of their learning journey and been identified as hard to reach. Developing independent learning skills and techniques and reducing learners' dependency on the tutor can build resilience which can help them in their daily lives. This will also give them the skills to access information about other courses, employment and voluntary opportunities. The success of implementing active learning techniques in a pre-entry ESOL class proves that it is never too early or indeed challenging to build independent learning skills.

The active learning strategies trialled, developed and refined through reflection, have generated a bank of resources, shared across the service at tutor meetings and through peer observations. Resources will also be piloted in other subjects (e.g. in maths and ICT as embedded English). A tutor's toolkit of collaboratively designed resources will also be developed. This will be the foundation for an online bank of resources for adult community learning tutors.

The action research experiences will be shared with other tutors, hopefully encouraging them to also share techniques, challenges and strategies.

Evidence of improvement in learners' achievements, retention and progression

The strategies and resources developed within the project have enabled learners to engage in active learning techniques and activities. This has led to increased confidence and greater engagement with learning, especially when activities reflected real-life situations and schematic knowledge could be elicited:

"The learners felt they had contributed to steering the classes. The mini teach before each class taught the learners new skills, which they were able to put into practice straight away. Learners agreed the different themes were an interesting way to build on their conversational skills"

Entry Level 3 ESOL teacher.

A pre-entry ESOL tutor reported using a phonics-based spelling chant resulted in correct spellings from one letter correct to three or four. Most of the learners can remember and write the word at an earlier stage than previously. This significantly improves the speed at which learners make progress.

An Entry Level 3 literacy tutor reflected that a peer spelling gap fill activity gave some unexpected results:

"It turned out to be useful in all sorts of (some unexpected!) ways – throwing up interesting examples of grammar mistakes and making the learners contextualise spellings to show they had understood the meaning. I did the feedback by typing up all the examples (anonymously) and encouraging learners to try and spot the errors and then handing them out a sheet of the correct versions. For ESOL learners in particular this highlighted common area of difficulty and helped them see what they needed to work on."

An Entry Level 3 ESOL tutor used and adapted grammar resources to practise speaking and compare the past simple and present perfect with a roleplay. This made the learners more active participants. The tutor fed back that learners responded positively and planned to use 'Stop, Start, Continue' to engage learners in co-constructing lesson objectives and planning schemes of work.

"Do as a group activity and vote on which ones they want more of. Students respond positively to this."

An Entry Level 2 ESOL tutor used regular self-access grammar quizzes as an active learning strategy. The tutor reported learners' increased engagement and progression.

"Doing this project allowed me to focus part of the lesson on improving a skill that learners wanted to excel or get extra practice on. Learners were engaged and looking forward to this part of the lesson and undertook extra practise away from class."

A Level 1 Functional Skills tutor reflected that her use of a PowerPoint to provide strategies for learning spellings showed ESOL learners do not find mnemonics useful as they find them too hard to decode. They were more interested in rules, root words and etymology to support them with their spelling.

"I discovered that ESOL origin students really aren't interested in mnemonics (or rather, they find them too hard to decode) and as this group is almost entirely ESOL based I would probably not use mnemonics. Given their interest in rules and groups I am wondering about doing more on root words and etymology to explain how some spellings in English have come about."

An Entry Level 2 ESOL tutor discovered learners wanted to speak better English for work. Learners were asked to research their home countries' festivals and produce a presentation for their class. The tutor found this approach very rewarding; learners became the teacher and enjoyed sharing information about their homelands with the rest of the class.

Figure 5c-3 shows learner work produced after a session on which suffix to use? -tion, -sion, -ssion or -cian. The learners came up with sentences on the whiteboard using words ending in 'shun' sounds such as -tion. The tutor noticed that this active approach to learning spelling yielded greater progression than more passive approaches.

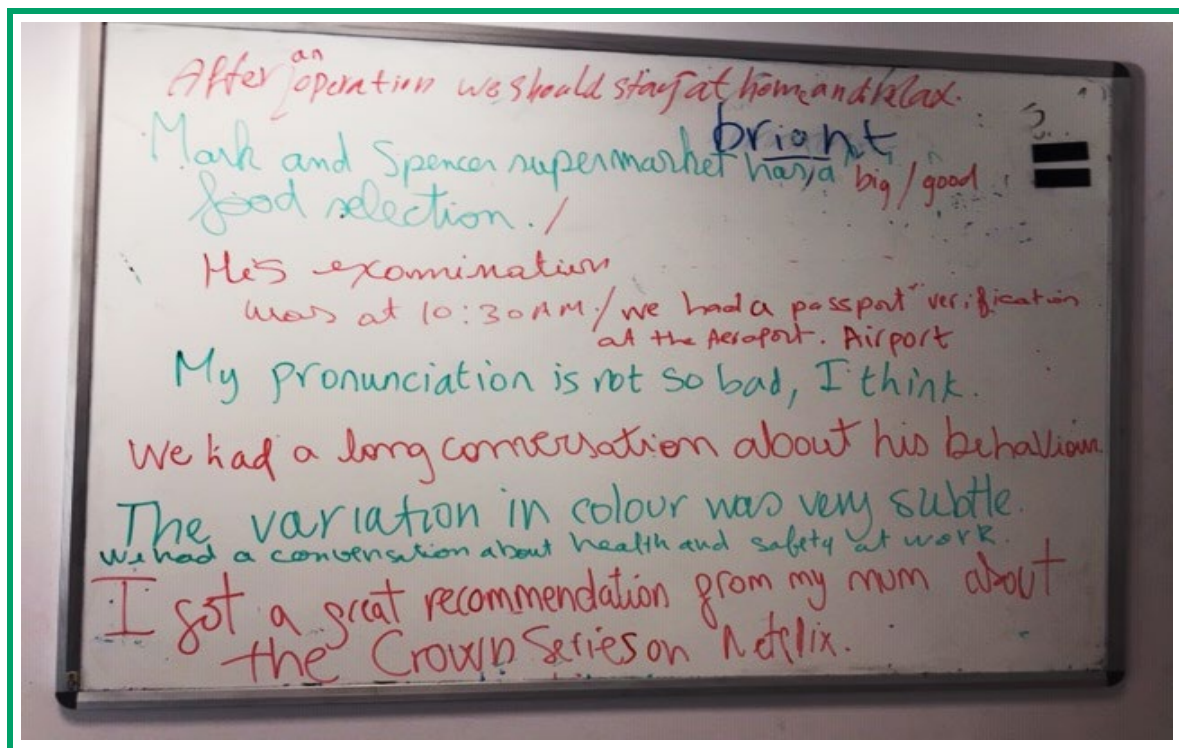


Figure 5c-3: Learner work on which suffix to use

Learning from this project

Active learning techniques can be used with pre-entry and ESOL learners, improving resilience as learners develop and practise independent skills. As well as accelerating learner progress, active learning develops skills for outside the classroom; for employment, accessing healthcare and further education. Our project revealed how learners built their confidence through active learning techniques, for example through role-play to practise speaking and listening.

Tutors value action research as a way of addressing issues in their sessions; the process of reflection helps refine and develop teaching and learning.

Tutors like to work, reflect and develop their skills using a range of different strategies. A prescribed approach does not always work. This was evident from the different methods used to collect learner feedback. An online questionnaire would have provided easier data to analyse but most tutors chose less technical methods. This was also evident from tutors attending CPD and adapting resources, 'pinching and personalising' for learners.

Collecting reliable feedback from learners is often challenging and learners in a community environment can be new at finding their learner voice - they need support with this. Feedback from learners was at times at odds with the project focus of developing independent learner strategies. In two classes, learners stated they wanted more tutor talk and listening to the tutor. This raised important questions regarding cultural factors e.g. learners' need to please the tutor; language barriers affecting communicating opinions and conveying critical thinking; differences in 'accepted' teaching and learning practices.

Some of the challenges of collecting learner feedback were overcome by our community learning tutors, who used translation to support learners to engage. This improved the reliability of the learner feedback, particularly in the pre-entry ESOL classes.

Appendix 1 – Learner Case Studies

Melissa's case studies

Case study A

A completed ESOL level 1 last year and is now studying Level 1 Functional Skills English. English is her third language, after Arabic and French. She is the mother of two young children and wishes to improve her English so that she can apply for an Access to midwifery course. A is a very committed student with excellent attendance who practises in her spare time using Moodle and IXL www.uk.ixl.com/ela/

A is on track to pass her reading exam this month and the writing exam in March.

Case study B

B is a Functional Skills English Level 1 student who is also studying Functional Skills Maths at college to improve his career prospects. He had to abandon his studies early on last year due to work commitments but has maintained good attendance since enrolling this year. His first language is Arabic, and he struggles with English grammar and spelling but is making good progress, in preparation for the reading exam next week and the writing exam in March.

Laura's Case Study

Asma felt that the new activity really helped her memorising the words faster and better than usual. Speaking the words while writing them it's major. She likes the fact that she can do it at home without the help of the teacher, therefore feeling not only more independent but also much more motivated and confident.

She can also see improvements within other peers in her class. She has started doing it with simple sentences now (my head hurts/I don't feel well) and it works too.

Appendix 2 - Tutor Reports and Reflections

Tutor 1

Tutor's reflection for OTLA English Project

(to be completed after session)

What did you feel went well with this technique/activity?

Spelling strategies – using 2 PowerPoints on tricky spellings from Skills Workshop with L1 FS English students, mostly from ESOL backgrounds.

The PowerPoint suggests various strategies for learning these spellings and tests them by multiple choice. The strategies are using colour for double consonants, using rules, using mnemonics, small word inside big word, using copy/cover/write method.

The choices of tricky words are good – ranging from where to put double consonants and when not to and the level of challenge was appropriate for this group.

The students engaged with the rule-based strategy ('I before e except after c') and it was an opportunity to put lots of examples on the whiteboard, which led to an interesting discussion about exceptions. Some students also liked the small word within a larger word strategy, which is very effective for commonly misspelled words such as 'definitely'.

I felt the PowerPoint in itself did not test student understanding or recall particularly well so I printed out (and where necessary corrected) the slides and made them into double-sided quiz cards so students could work in pairs and test each other. I find this works better than targeted questions or first to answer as students can take more time to choose the correct answer and if they make a mistake it encourages the other student to try and explain why.

Is there anything you would change about this technique/activity if you had to teach it again?

I would add similar words to the list of words and extend the peer testing to see if students could apply what they had learned to groups of words. The word list was well chosen but only one or two examples per spelling problem.

With the learner's/observer's feedback in mind, is there anything you would do differently in the future? How will you go about doing this?

I discovered that ESOL-origin students really aren't interested in mnemonics (or rather, they find them too hard to decode) and as this group is almost entirely ESOL based I would probably not use mnemonics. Given their interest in rules and groups I am wondering about doing more on root words and etymology to explain how some spellings in English have come about.

Any other comments?

The peer testing cards are very useful for testing recall at the end of the session but also make a good starter activity the following week or even a few weeks later.

I didn't use the copy/cover type strategy with this activity, but we have used it as an end of term review activity where students go through past work and pick out spelling errors that they can practise. Again, this puts the emphasis on students taking responsibility for learning spelling, rather than wholly on the teacher.

Tutor 2

Tutor's reflection for OTLA English Project

(to be completed after session)

What did you feel went well with this technique/activity?

Story reading followed by functional writing – trip advisor review.

I felt this activity went really well in terms of encouraging students to read a piece of fiction and help expand their vocabulary. This was shown in the 'trip advisor' style reviews that they wrote afterwards. The 'Quick Reads' version of 'A High Wind in Nevis' by Alexander McCall Smith had the appropriate level of challenge and a lot of new vocabulary. The tone of the story appealed to my learners who are mostly from an ESOL background and enjoyed the 'English' humour as they put it. All students participated in reading parts of the story aloud and answered questions on each section. They were keen to understand new vocabulary and also used it as an opportunity to check their pronunciation of new words.

Questions after each section checked their comprehension to ensure they could follow the next stage of the story.

The writing exercise asked them to imagine they were a guest in the hotel in the story and to write a trip advisor style review. This enabled us to recap the layout and tone of these online reviews, but it also worked well in terms of students incorporating some of the new vocabulary and descriptions into their writing.

Is there anything you would change about this technique/activity if you had to teach it again?

I might try the reciprocal reading approach to make it more student-led.

With the learner's/observer's feedback in mind, is there anything you would do differently in the future? How will you go about doing this?

Students were very enthusiastic about this style of activity so from their point of view I think it worked well. Given their equal enthusiasm for practising spelling I might ask them to make a list of spellings from the text and devise a test for

another student – or incorporate these into a Kahoot quiz, which are also very popular with this group of students.

Any other comments?

I tried to follow up this task with a guided book review session, but this proved very challenging for level 1 learners at this stage. In future I would wait until term 2 before introducing the review and use it as a persuasive writing exercise.

Tutor 3

Tutor's reflection for OTLA English Project

(to be completed after session)

What did you feel went well with this technique/activity?

Doing this project allowed me to focus part of the lesson on improving a skill that learners wanted to excel or get extra practice on. Learners were engaged and looking forward to this part of the lesson and undertook extra practice away from class.

Is there anything you would change about this technique/activity if you had to teach it again?

I started it a bit late into the term. Starting from the beginning of the term would have given me more time to plan and the learners more time to practice the skill.

With the learner's/observer's feedback in mind, is there anything you would do differently in the future? How will you go about doing this?

Start from the beginning of the term.

Maybe try to incorporate two skills rather than one over the term.

Any other comments?

The learners thoroughly enjoyed this project.

Tutor 4

RBK&C ADULT LEARNING ACTION RESEARCH PROJECT: WESTWAY LEARNING

Tutor Diane O'Connor
Level ESOL E3
Class Bridging

Project dates: 08/11 – 29/11 (2-hour Friday class)

STAGE 1 Project Introduction & Next Steps

The learners were introduced to the project:

The project aim was to find out from the Ls what skill they would like to do more of in class. Subsequent classes would be designed to reflect the Ls feedback. In the case of the E3-Bridging class, the remaining 3 classes of the 10-week course, would be dedicated to the project – approximately six hours. The Ls were encouraged to take ownership of the project by helping steer the content.

To begin with, the learners were asked to produce 2 spidergrams:

1. What I like to do I class
2. What I would like to do more of in class

During the course, the learners had been taught the benefits of using Spidergrams to capture ideas plan their work, so this was a good opportunity for them to demonstrate their Spidergram skills.

The table below shows the relevant responses and ideas. Other 'likes' and requests included wishing the course period or classes were longer, enjoying making friends, and being able to speak openly.

What I like to do I class	What I would like to do more of in class
Group conversation	Group activities
Discuss/argue with my classmates	New vocabulary
Pronunciation	Speaking
Presentations	Conversation
Speaking	Presentations
Listening	To express myself clearly
Spelling tests	Listening

Handwriting	Grammar
Tenses	Reading
Reading	Open my heart

Based on the Spidergrams & subsequent discussion, it was agreed that the project would focus on Speaking & Listening with each class concentrating on a different theme:

1. Discussion
2. Debate
3. Role play

STAGE 2: DISCUSSION: World Kindness Day (WKD)

To determine the Discussion topic, the Ls reviewed the November Inclusion Calendar which had been used each week to highlight an important date that represented some aspect of EID. The Ls discussed the various options and decided on World Kindness Day (WKD). For homework, the Ls were tasked with researching WKD in preparation for the discussion the following week.

The following week four of the five Ls present, handed in their WKD research notes, one of which contained a spidergram. In preparation, the Ls practised interrupting techniques to use to make sure that no one person dominated the discussion, and everyone was able to make a contribution. The Ls were provided with a handout of 'interruption' phrases and sentence starters; additional prompts were left on display on the AI screen. To rehearse, I spoke without pausing, and the Ls were encouraged to interrupt me using the prompts. In my class notes, I included questions that I could ask to help steer the discussion.

Three Ls were absent from the class, two of which were especially lively individuals who would have been good contributors. However, those present engaged well, enjoyed the activity and found it useful. For homework the Ls were given a list of acts-of-kindness and asked to undertake a three to report back on in the next class, which they did.

At the end of the class, the Ls suggested ideas for the debate that would be taking place the following week. Everyone came up with good ideas, but the topic 'should children be allowed to have a mobile phone?' received the most votes and was agreed on for the debate.

STAGE 3: DEBATE: Should children under 13 be allowed to have a mobile phone?

At the beginning of the class, the learners were shown a debate between Johnston and Corbyn and an AI presentation which reinforced how a debate is much like a tennis game, going back and forth.

The learners then discussed what age-limit they should impose for the children and agreed on 'under 13'. Before starting, I elicited examples for both sides of the argument and had my own list to help steer the debate as needed. The Ls then drew straws to see whether they would be on the 'for' or 'against' side. Two tables facing each other were set up in the middle of the classroom. I moderated and wrote up the for and against ideas on a flip chart. The 'for' side won the debate.

Had there been more time I would have switched the team roles as the Ls took to the debate with enthusiasm and thought it a good way to practise their S&L skills. They additionally said they found the discussion prompts from the previous week helpful in maintaining a smooth exchange of ideas and contrasting viewpoints.

STAGE 4: ROLE PLAY: Book a holiday in a high street travel agents' shop.

The class began by recapping the techniques previously learnt and used in the both the discussion and debate. The learners then worked in pairs on an activity where a dialogue, similar to the one they were going to have, was put into order.

Everybody had the opportunity to work in a pair either in the role of the travel agent or the person booking the holiday. The learners participated in the role-play enthusiastically and also used the opportunity to use the turn-taking skills we had previously reviewed

The project finished with an assessment undertaken by the six learners who were present for the class. One of the absent learners had previously attended an interview resulting in the offer of a job which she started straight away.

From my perspective, the project ran with great success. The learners felt that they had contributed to steering the classes and the mini teach before each class taught the Ls new skills which they were able to put into practice straight away. The learners also agreed that the different themes were an interesting way to build on their conversational skills.

Diane O'Connor

How much did you <u>enjoy</u> the following S&L activities?	A lot	A little	Not much	Not at all	Absent
Discussion: World Kindness Day	4				2
Debate: Should children under 13 be allowed mobile phones?	4				2
Role Play: booking a holiday in a Travel Agents Shop	6				

How <u>useful</u> for your English learning were the activities?	Very useful	A little	Not much	Not at all	Absent
Discussion: World Kindness Day	4				2
Debate: Should children under 13 be allowed mobile phones?	4				2
Role Play: booking a holiday in a Travel Agents Shop	6				

Did participating in the activities <u>increase your confidence</u> ?	A lot	A little	Not much	Not at all
	6			

At the beginning of the project, you created spidergrams to illustrate your English learning priorities. Do you think that the activities met YOUR priorities?	A lot	A little	Not much	Not at all
	6			

Do you feel like you had a say in how the activities were selected e.g. the discussion topic & the debate topic?	Yes	A little	Not much	Not at all
6				

Action Research Project

Westway Trust - Laura Kehdi

1. Group profile

I am currently teaching ESOL pre-entry at Westway Trust and I just love it, as it is very rewarding. I have based my research on a pre-entry group of lovely and international students. I teach them on Mondays and Wednesdays, for two hours and a half per lesson. Each student has a different background, nationality and age. Most of them are illiterate and have learning difficulties due to their old age and impairments. Many of them speak Arabic as their first language, others speak Portuguese, Spanish and Farsi.

2. Feedback from learners

I have asked my learners what they like about my lessons, what they don't like, and what they would like to continue doing. As they are beginners, I did this by talking to them directly (using translation when necessary), and by taking notes. The response didn't surprise me at all, as they were all very happy and enthusiastic about what we are currently doing, as always. In general, they all want to keep trying to learn how to read and write a certain word. In essence, they want to become literate, which is what I have been trying to do since I have started teaching them in September 2018. Therefore, I have decided to try a new technique that I came across at the RBKC Phonics Training in November. This approach caught my attention as it was something so simple but useful at the same time. I had never thought of it before, and I felt it could have helped my students very much when it comes to learning a new word, especially when writing and reading it.

3. Teaching strategy: *Copy, copy, copy, no copy, check!*

The technique that I have tried out with my students is focused on *copying words while speaking them at the same time*. So, while a student is writing one word, it is extremely helpful to speak the sound of each letter instead of being silent. However, notice that it is the sound of the word that we are taking in consideration, not the name of the letters. So, for example, with the word "cook", students would say k-oo-k (c-oo-k), and not see-ou-ou-key / c-o-o-k.

I shared this strategy with my students, as a new way of practising and learning a new word while becoming more independent. In fact, they can use it anytime and anywhere, without the teacher's help. However, I felt that just copying the words wouldn't have been enough for them to understand and to check how much they have actually learned. Therefore, I developed the following exercise, using the technique as the first step.

Copy, copy, copy, no copy, check!

Premises: students have to choose one word that they want to learn and copy it only once on a piece of paper.

STEP 1 *Copy copy copy*

Students copy the word multiple times and speak the sound of the word at the same time, writing and speaking must be concurrently. It is advised to copy the same word at least 10 times.

STEP 2 *No copy*

Students cover the sheet where they have copied the word many times. In another sheet, they try to write the word without copying, just one time.

STEP 3 *Check!*

Students compare the word they have written without copying (step 2) with the original word (step 1). Students can see if the word is correct, how many letters were right and how many were wrong. Doing so, they can see by themselves what was good and what they still have to practise.

Repeat this cycle as many times as needed with the same word. Once, students feel confident with the word chosen, they can change it and start all over again with another word. Make sure you stress the name of the steps *copy, copy, copy, no copy, check!* like a sort of a chant, as it is very helpful for students to memorise the sequence of the exercise, promoting learners' independence. You are welcome to help yourself with body language.

4. Teacher's feedback

4.1 Difficulties

I have encountered a few situations that might occur while or after teaching them the exercise. It is helpful to be aware of these problems, to avoid disappointment.

- SS might not be aware nor confident enough with the pronunciation of the word. Make sure the teacher does a lot of drilling first and records the word with the student's phone to help them and to promote self-study.
- SS might start spelling the word (name of the letters) instead of speaking the sound of it. For example, with the word "cook", students would say see-ow-ow-key / c-o-o-k, but actually they must say k-oo-k (c-oo-k).
- SS might struggle with speaking the sound of the word and copying/writing it at the same time. For example, some of them might have just started copying the first letter but finished to pronounce the whole word already. Teacher must show SS a few examples on the board first, and the stress the fact that writing and speaking must be concurrently.
- Many SS forget to continue speaking after a while. They get back to what they used to do, which was copying without any sound. Make sure the

teacher always monitors and encourages SS to persist with the nature of the exercise.

- SS might struggle with remembering the chant at first. Make sure to reinforce this as it helps SS to be independent, knowing what to do without any help. Without the chant, it is extremely difficult for SS to remember what to do at every stage, especially at their level.

4.2 Positive outcome

I am very pleased with the outcome of the activity. I could see huge improvements in every student!

- **Most of the students can remember and write the word at stage 2 100% correctly.** I was impressed on how much copying while speaking the sound of the word, could help SS on memorising it. Incredible!
- A few other SS might not write the word completely correctly but still, I saw a huge improvement in my group. Sometimes from one letter correct to three or four.
- Speaking the word is key. The sound itself massively helps SS at *stage 2*, when they have to remember the spelling of the word without copying it. SS have combined and memorised the letter and the sound together, therefore this helps them with remembering each letter of the word when saying it.
- Nevertheless, this exercise helps students to be much more independent when studying a new word. They learn how to practise, to check and correct the word by themselves, and not with the help of the teacher as usual. This is a huge step, especially for illiterate pre-entry ESOL students.

Case Study

Asma felt that the new activity really helped her memorising the words faster and better than usual. Speaking the words while writing them it's major. She likes the fact that she can do it at home without the help of the teacher, therefore feeling not only more independent but also much more motivated and confident.

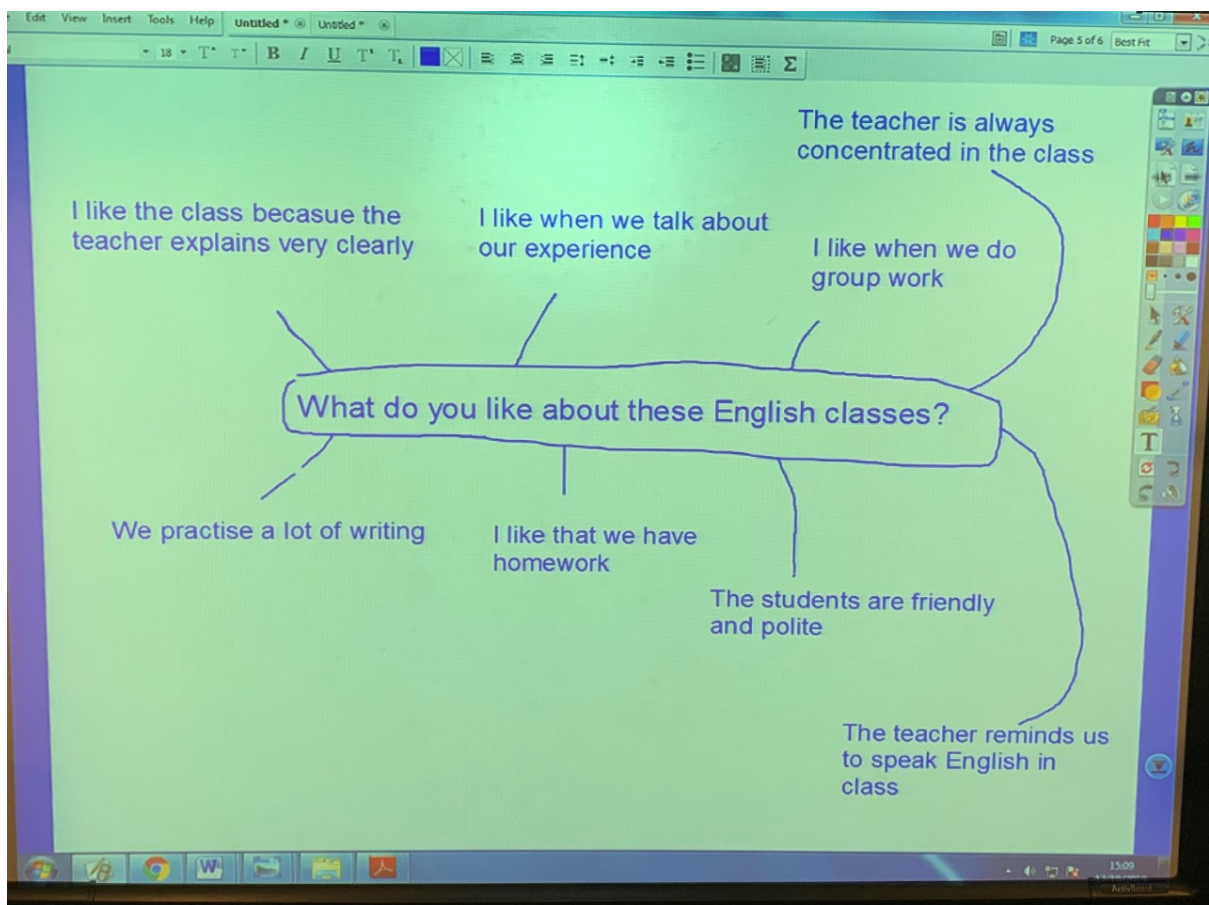
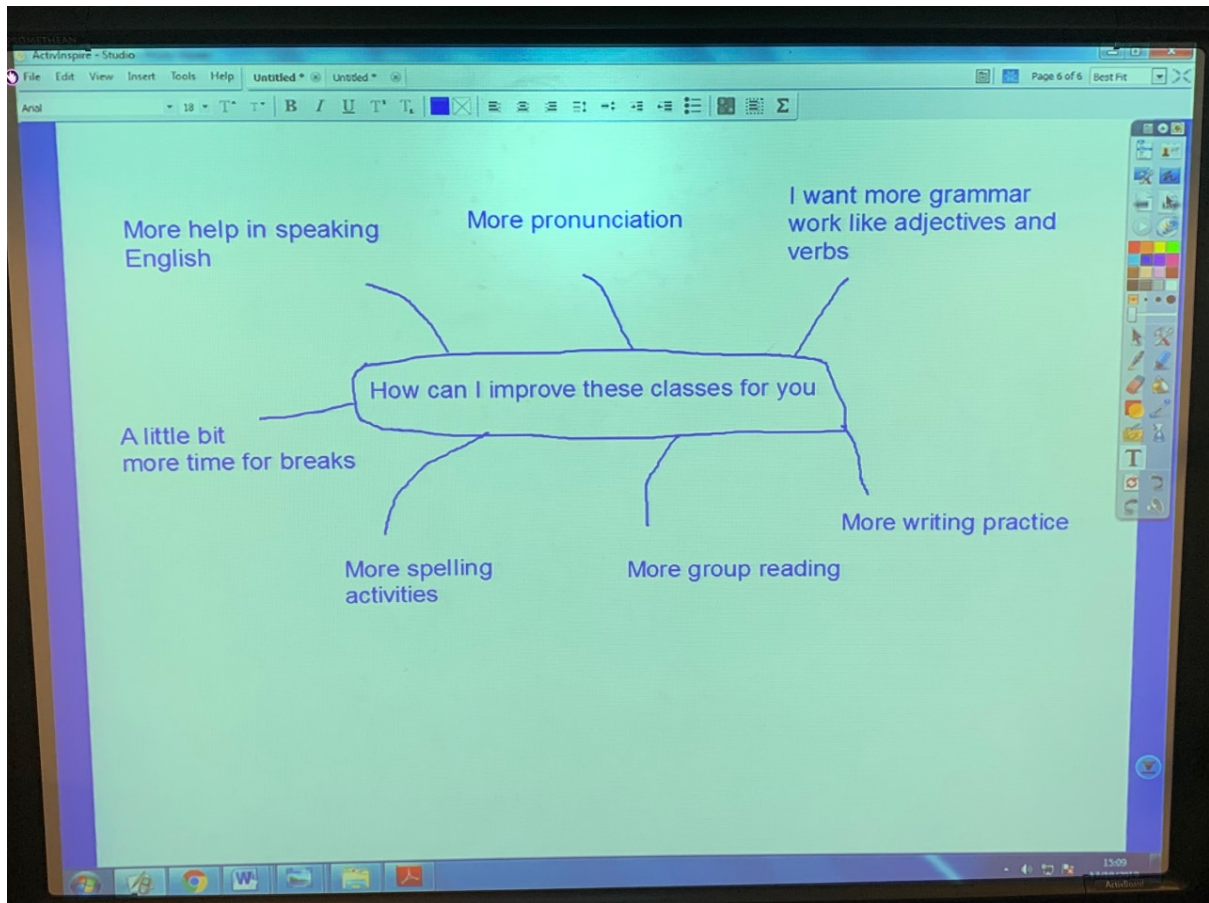
She can also see improvements within other peers in her class. She has started doing it with simple sentences now (my head hurts/I don't feel well) and it works too.

5. Conclusions

I am truly pleased on the very positive results I had with my group. I believe that having included the technique in this three-stages cycle improved the outcome even more. This activity works very well not only when it comes to helping students, especially illiterate ones, to learn and practise a new word, but also to promote self-study. I have designed it for pre-entry learners, but it can be adapted and used with higher levels too. For example, instead of learning one word, students might want to practise a whole sentence. Time-wise, it can be done in 5 minutes or in 15, do it as much as it is needed, I would say.

I am grateful for having had the opportunity to work on such an enjoyable and important project. I hope that many teachers will find this activity useful and efficient as I did, and that they will use it to help students to become literate and more independent.

Tutor 6 – Amin



NAME: Amina

DATE: 11/10/19

GRAMMAR QUIZ

PRESENT SIMPLE

13

16

• Complete these sixteen sentences to show your knowledge of PRESENT SIMPLE grammar.

1. My brother ... his favorite TV program every evening.
 a) watches
 b) watch
 c) watching
2. I ... in a small apartment near the college.
 a) living
 b) lives
 c) live
3. She ... three languages: English, French, and Spanish.
 a) speak
 b) speaking
 c) speaks
4. My friend has a sister, but he doesn't ... a brother.
 a) has
 b) have
 c) had
5. ... your father a teacher or a policeman?
 a) Is
 b) Does
 c) Are
6. My wife and I are from Canada. ... you from?
 a) Where are
 b) Where
 c) Where do
7. My sister's name ... Susan. She is a doctor.
 a) are
 b) has
 c) is
8. I live in Rio de Janeiro. Where ... live?
 a) you
 b) do you
 c) are you
9. I ... a very busy person. In fact, I have lots of free time.
 a) do not
 b) not
 c) am not
10. We ... swim, jog, and play sports to stay strong and healthy.
 a) like
 b) like to
 c) likes
11. I usually ... very early in the mornings.
 a) get up
 b) gets up
 c) am getting up
12. My classmate ... in class right now, she's in the library.
 a) not
 b) isn't
 c) doesn't
13. I work twelve hours a day, but I ... my job.
 a) love
 b) loves
 c) being
14. My friends ... busy because they are on holiday.
 a) isn't
 b) don't
 c) aren't
15. (A) ... do you usually go on holiday?
(B) I usually go to Greece.
 a) What
 b) Where
 c) Who
16. My mother ... English at a high school.
 a) teaching
 b) teach
 c) teaches

15 - 16 = Excellent

13 - 14 = Good

12 or Less = Study More!

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Quiz – present simple

Amina

10/12/19

- ✓ 1. Ann usually _____ shopping on Friday.
a) go b) goes c) jumps
- ✓ 2. Tom always plays _____ after school.
 a) plays b) play c) does
- ✓ 3. This girl sometimes _____ her homework.
a) don't do b) doesn't does c) doesn't do
- ✓ 4. Lisa and Mike _____ to the same school.
a) listen b) goes c) go
- ✗ 5. Mary is a singer. She can _____ beautiful songs.
a) sing b) sings c) draw
- ✓ 6. Tom _____ one book a week.
a) read b) rides c) reads
- ✓ 7. My rabbit always eats _____ very fast.
 a) eats b) writes c) eat
- ✓ 8. These girls can _____ very well. They are dancers.
a) run b) dances c) dance
- ✓ 9. Martha _____ four glasses of water a day.
a) drink b) drinks c) makes
10. Tom and his friends sometimes _____ football.
 a) play b) run c) jump
- ✓ 11. Ellie _____ one letter a week to her granny.
a) rides b) write c) writes
- ✓ 12. Peter _____ to listen to music.
a) listens b) likes c) like
- ✓ 13. Paul and his friend _____ English everyday.
 a) learn b) learns c) write
- ✓ 14. Jessika _____ her new bike twice a week.
a) writes b) reads c) rides
- ✓ 15. Michael _____ got a blue parrot.
a) have b) haven't c) has
- ✓ 16. Harry _____ the violin once a week.
a) listens b) plays c) play

15
16

Appendix 3 - Examples of learner work and feedback

Learner work – example 1

✓ "A High Wind in Nevis" by Alexander McCall Smith

The story is about ~~at~~ a couple ^{who} decided to buy a house and turned it to a hotel, on top of a hill on the Caribbean island of Nevis.

~~George~~ The main characters on this story is Georgina, the woman who ~~had~~ ^{with} a very angry attitude, and ~~the~~ Marcus who was smitten with her.

I think the best bit ^{of} the story was when the workers were complaining about Georgina's way of act^{ing} and talk^{ing}.

② I really enjoyed reading "A High Wind in Nevis" story as I like short type of ~~stories~~ stories, and I found it funny.

I definitely recommend this story, especially for people ~~to~~ who like humorous kind of story. You are going to read it with a smile on ~~the~~ your face.

✓ Great! Pay attention to verbs ending with -ing.

Learner work – example 2

«A High Wind in Nivis» by Alexander McCall Smith.

The story is about a couple who decided to buy a house and turned it to a hotel, on top of a hill on the Caribbean island of Nivis.

The main characters on this story is Georgina, a woman with a very angry attitude, and Marcus who was smitten with her.

I think the best bit of the story was when the workers were complaining about Georgina's way of acting and talking.

I really enjoyed reading «A High Wind in Nivis» as I like short stories, and I found it funny.

I definitely recommend this story, especially for people who like a humorous kind of story.

You are going to read it with a smile on your face.

WAFATERRAI.

Learner feedback sheet – example 1



Learner Feedback on Spelling Strategies and Short Story Exercises

Learner name: WAFAT JERAI	Date:			
Course Title:	Course code:			
Tutor:	Venue:			
In the boxes below you are asked to rate the activities we did on the basis of how useful they were to you in helping you with your spelling and writing activities.				
	Agree strongly	Agree	Disagree	Disagree strongly
Please tick one box for each question				
1. The 2 powerpoints for tricky spellings were easy to follow	✓			
2. I enjoyed the peer-testing activity using the cards with answers on the back.		✓	✓	
3. I found the read/cover/write/repeat grid useful for learning spellings		✓		
4. I found the mnemonics such as 'necessary is a shirt with one collar and two sleeves' a good way to help me remember the spellings.	✓			
5. I liked the way that the teacher put related words on the whiteboard to help me find similar words.		✓		
6. I found the worksheets where we turned nouns into adjectives and adjectives into nouns useful.			✓	
7. Using IXL has enabled me to practise my spellings and learn new words.	✓			
8. I prefer learning rules for spelling to help me work out how to spell tricky words.	✓			
9. The handouts provided were useful		✓		
10. I enjoyed reading the story 'A High Wind in Nevis'		✓		
11. It was useful to take it in turns to read the story out loud in class.	✓			
12. I was able to use details in the story to write a review for Trip Advisor or a similar website.		✓		
13. I was able to write a review of the story to explain the plot and characters.		✓		
14. I was able to write a review of the story to give my opinion on it and recommend it to others.		✓		
15. I feel more confident about my spelling now.			✓	
16. Comments: what did you enjoy most about the classes and what would you like to do more of in future?				
The worksheets where we turned nouns into adjectives were too much to take and I couldn't remember everything for long.				

05.11.2019

Trip Advisor

Marline House Hotel

⊗⊗⊗○○ 3/5

Lovely Hotel except...

Very well located hotel, the view is ^{mesmerising} especially ^{especially} from the terrace, where you can see ~~an~~

an unbelievably picture. The rooms are very clean and

the mattresses are comfy. The chefs at the restaurant are very polite and their food is a ^{pleasure} pleasure to taste.

I would say ^{it's excellent,} except for the manager, who is very rude and impolite when you ask for something even if you have the right to do so. Apart from that, I would recommend this hotel. The views are not to be missed although the rudeness of the owner certainly is!

✓ picturesque view.

pleasure

Learner work – example 4

~~Title:~~

The Cleverness of Ladies by Alexander.

main characters are Marcus and Georgina.

~~The~~ plot is about the couple where they change the mind and were the Martin changes open a hotel.

when the doctor died his son ignored the place and the house fell in to disrepair.

Marcus and Georgina decided to turn the house into a hotel and they repaired it one new year's eve Georgina has an accident that change her personality the best bit is the new year eve party.



I like way that Marcus and Georgina change the Martin house and they build the house like a hotel and people can go in there for holiday.

I would recommend this book to someone because I learned many new words and it was an interesting story.

Learner feedback – example 2



Learner Feedback on Spelling Strategies and Short Story Exercises

Learner name: <i>Ebrahim mehdyzadeh</i>	Date:			
Course Title:	Course code:			
Tutor:	Venue:			
In the boxes below you are asked to rate the activities we did on the basis of how useful they were to you in helping you with your spelling and writing activities.				
	 Agree strongly	 Agree	 Disagree	 Disagree strongly
Please tick one box for each question				
1. The 2 powerpoints for tricky spellings were easy to follow	<input checked="" type="checkbox"/>			
2. I enjoyed the peer-testing activity using the cards with answers on the back.		<input checked="" type="checkbox"/>		
3. I found the read/cover/write/repeat grid useful for learning spellings	<input checked="" type="checkbox"/>			
4. I found the mnemonics such as 'necessary is a shirt with one collar and two sleeves' a good way to help me remember the spellings.		<input checked="" type="checkbox"/>		
5. I liked the way that the teacher put related words on the whiteboard to help me find similar words.	<input checked="" type="checkbox"/>			
6. I found the worksheets where we turned nouns into adjectives and adjectives into nouns useful.	<input checked="" type="checkbox"/>			
7. Using IXL has enabled me to practise my spellings and learn new words.	<input checked="" type="checkbox"/>			
8. I prefer learning rules for spelling to help me work out how to spell tricky words.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
9. The handouts provided were useful		<input checked="" type="checkbox"/>		
10. I enjoyed reading the story 'A High Wind in Nevis'		<input checked="" type="checkbox"/>		
11. It was useful to take it in turns to read the story out loud in class.	<input checked="" type="checkbox"/>			
12. I was able to use details in the story to write a review for Trip Advisor or a similar website.				
13. I was able to write a review of the story to explain the plot and characters.		<input checked="" type="checkbox"/>		
14. I was able to write a review of the story to give my opinion on it and recommend it to others.		<input checked="" type="checkbox"/>		
15. I feel more confident about my spelling now.		<input checked="" type="checkbox"/>		
16. Comments: what did you enjoy most about the classes and what would you like to do more of in future?	<i>I need more time for English class in college.</i>			

✓ "A High Wind in Nevís" by Alexander McCall Smith

The story is about ~~at~~ a couple ^{who} decided to buy a house and turned it to a hotel, on top of a hill on the Caribbean island of Nevís.

~~Georgina~~ The main characters on this story is Georgina, ^a the woman who ~~had~~ ^{with} a very angry attitude, and ~~the~~ Marcus who was smitten with her.

I think the best bit ^{of} the story was when the workers were complaining about Georgina's way of act^{ing} and talk^{ing}.

②

I really enjoyed reading "A High Wind in Nevís" story as I like short type of ~~stories~~ stories, and I found it funny.

I definitely recommend this story, especially for people ~~to~~ who like humorous kind of story. You are going to read it with a smile on ~~the~~ ^{your} face.

✓ Great! Pay attention to verbs ending with -ing.

Appendix 4 - Resources developed during the project

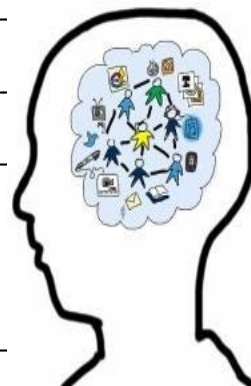
1. Student questionnaire

Rhonda

Student Questionnaire

1. Name: _____
2. Age: _____
3. Nationality _____
4. First language / other languages :

5. Job: _____
6. Hobbies and interests: I like _____
7. Why are you learning English? _____
8. How long have you been studying English ? _____
9. Have you completed:
Primary school? Yes/No
Secondary School? Yes/ No
University? (undergraduate) Yes/ No
University? (postgraduate) Yes/ No
10. When you learn, do you like: (Circle as many as you like)



Seeing pictures

speaking in groups

watching DVDs or short videos

games and competitions

standing up and moving around

listening to songs

taking notes

writing on the whiteboard

listening to the teacher

doing dramatization and role-plays

repeating new words after the teacher

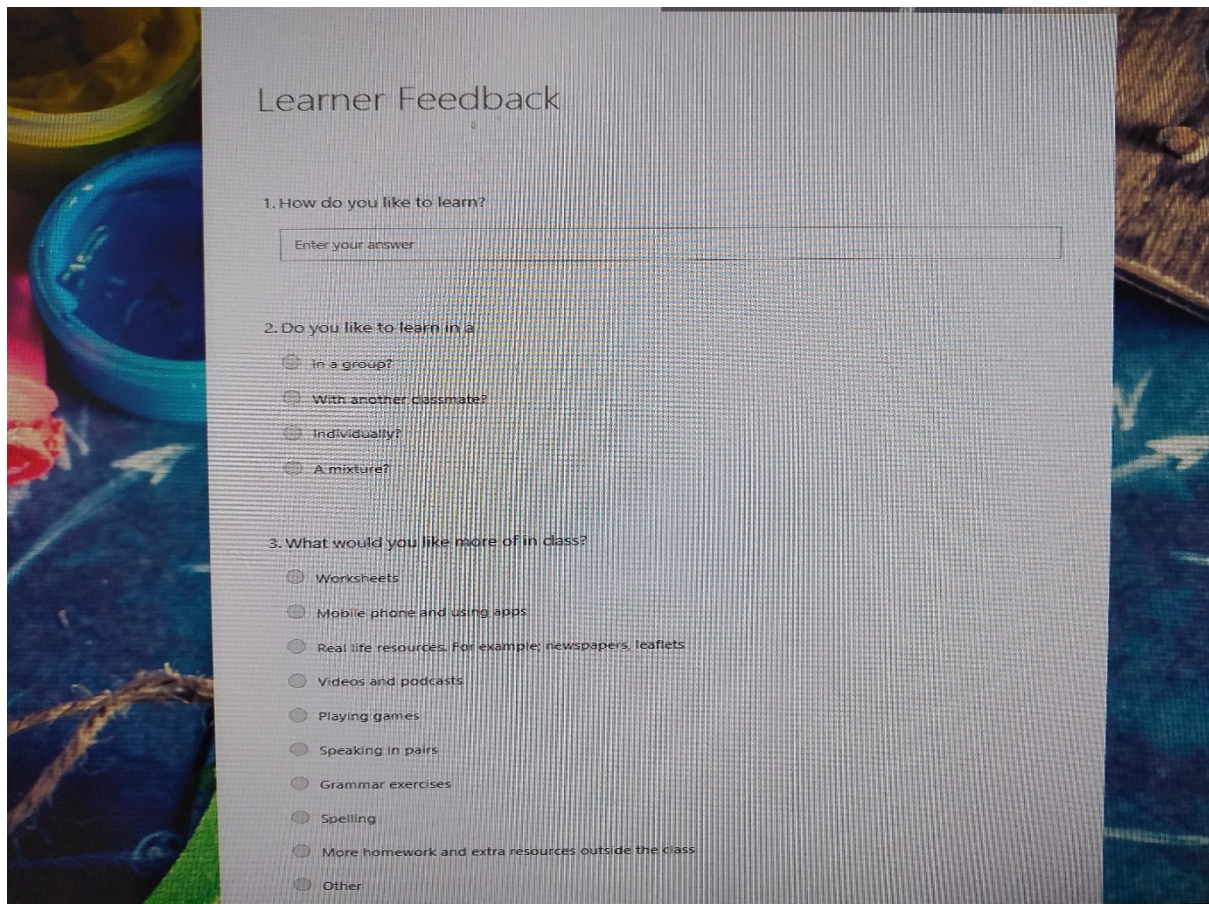
using computers and technology

working on your own



2. Learner feedback forms

<https://forms.office.com/Pages/DesignPage.aspx?origin=shell#FormId=FcHYUH3IUOjujtAfK8NiJANHY3tyzBMr9QiATkuSgBUOTZLQVpMSjcwVlhVRUhSVkJaUDJRRjdVRi4u>



Learner Feedback

1. How do you like to learn?

Enter your answer

2. Do you like to learn in a

- In a group?
- With another classmate?
- Individually?
- A mixture?

3. What would you like more of in class?

- Worksheets
- Mobile phone and using apps
- Real life resources. For example; newspapers, leaflets
- Videos and podcasts
- Playing games
- Speaking in pairs
- Grammar exercises
- Spelling
- More homework and extra resources outside the class
- Other

2. Do you like to learn in a

- In a group?
- With another classmate?
- Individually?
- A mixture?

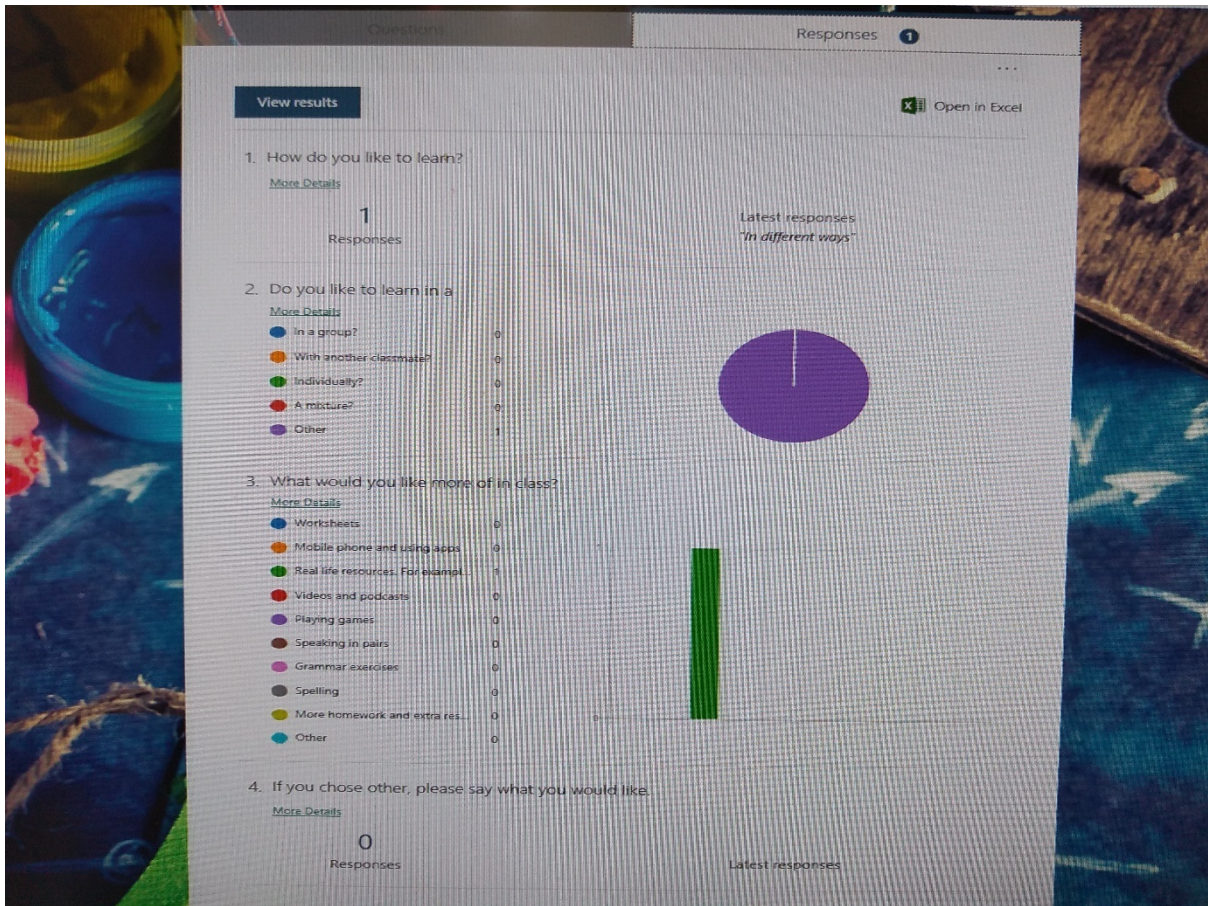
3. What would you like more of in class?

- Worksheets
- Mobile phone and using apps
- Real life resources. For example; newspapers, leaflets
- Videos and podcasts
- Playing games
- Speaking in pairs
- Grammar exercises
- Spelling
- More homework and extra resources outside the class
- Other

4. If you chose other, please say what you would like.

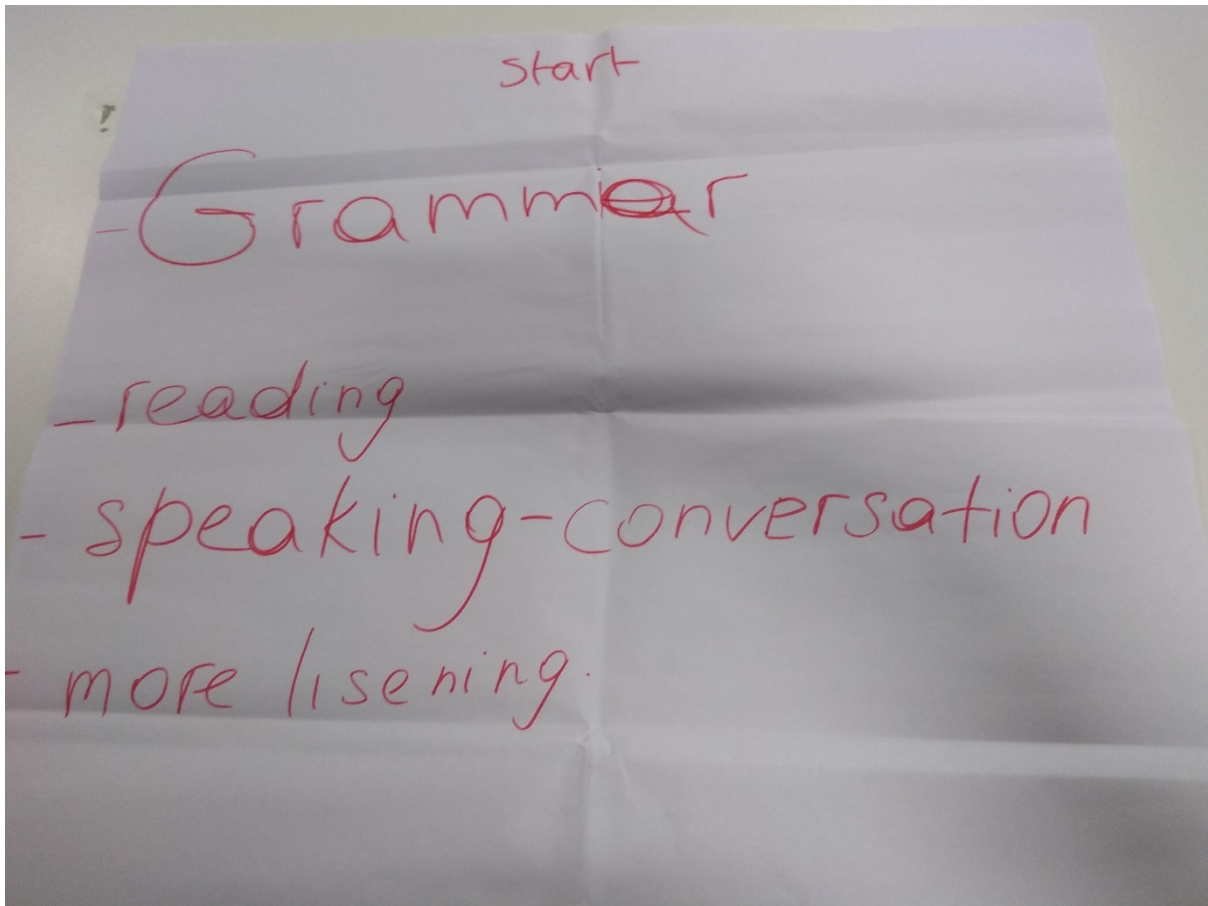
Enter your answer

+ Add new



3. Exploring active strategies for teaching and learning

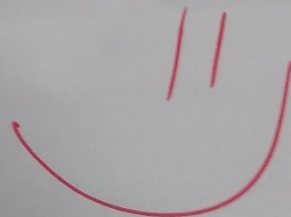
<https://www.teachingenglish.org.uk/article/action-research-stop-start-continue>

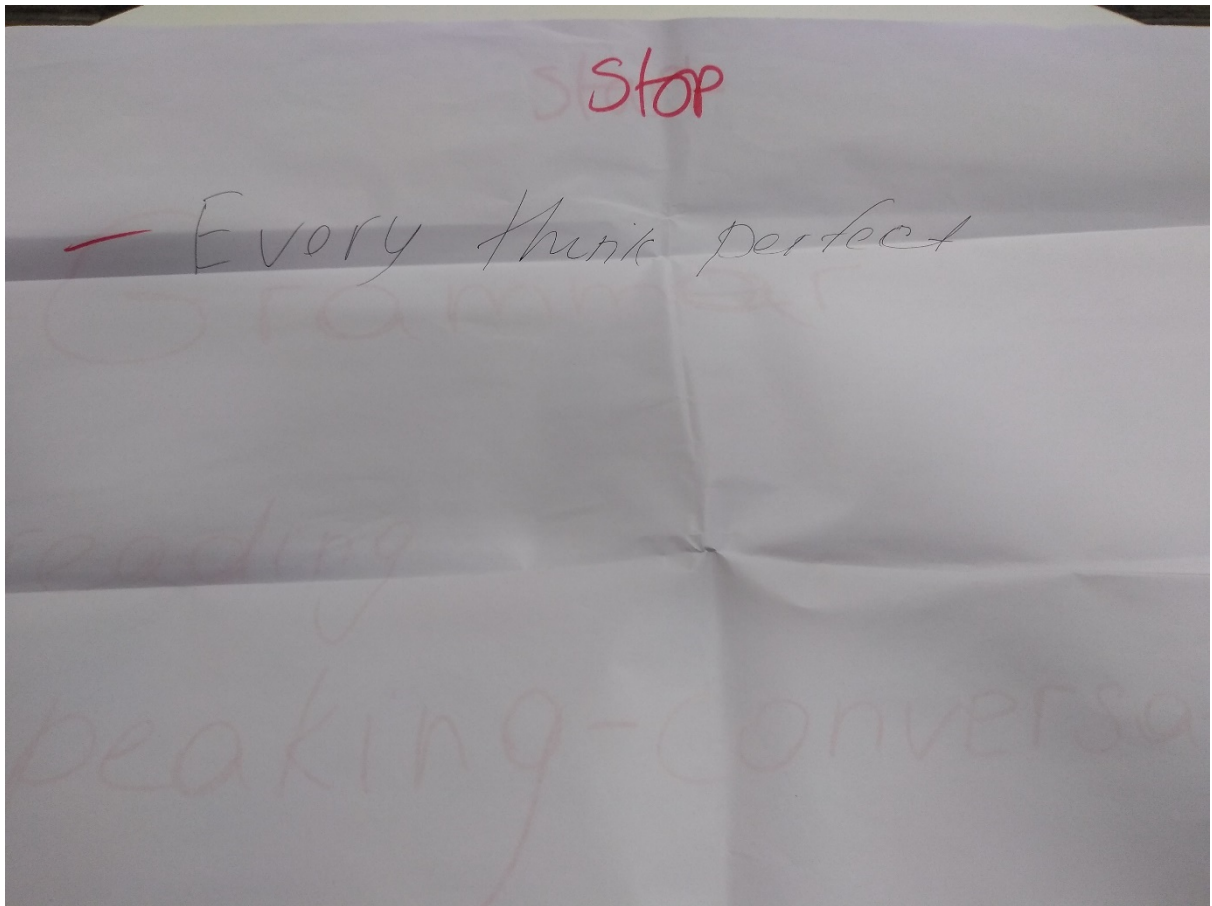


Continue

Home work
Topics
British / current
Comprehension
Level is OK.

Thank
you!!!





4. Tutor reflection sheet

Tutor's reflection for OTLA English Project
(to be completed after session)

What did you feel went well with this technique/activity?

Is there anything you would change about this technique/activity if you had to teach it again?

With the learner's/observer's feedback in mind, is there anything you would do differently in the future? How will you go about doing this?

Any other comments?

Appendix 5 – Further tutor reflections and examples of learner work

Tutor Questioning:

Method: The tutor recapped the previous lesson by displaying 4 - 5 targeted questions and asking learners to think and confer before feeding back. I did this activity 4 times over a 3 week period.

Tutor's reflection for OTLA English Project

What did you feel went well with this technique/activity?

I have always done a short Q & A recap at the beginning of each lesson, but this inevitably didn't involve all the learners equally & didn't always get their full attention! By displaying the questions and prompting them to discuss the answers, it encouraged a better focus. It also meant I had to think about the questions more carefully - and could reinforce the learning I had intended in the previous lesson. If any learners were late, the questions could be displayed again or printed for them to take home.

Is there anything you would change about this technique/activity if you had to teach it again?

I would consider new ways of using the questions - especially during revision sessions, or for a fun quiz at the end of term. I might also give the learners the hard copy - as a way of encouraging them to think again about what they had learned. With higher level classes I might even ask the learners (by turn) to prepare questions for the rest of the class on what they had learned.

With the learner's/observer's feedback in mind, is there anything you would do differently in the future? How will you go about doing this?

I might include thinking about these questions in the planning stage - even annotating the Scheme of Work with the key learning outcomes I would use in the questions - to help learners retain the really important learning points. I would also improve the staging of the activity - maybe varying how they responded to questions (by turn, in pairs, in groups, by writing, in panel form etc) or use them to practise a specific key skill: e.g. speaking clearly, writing notes, listening for detail etc. I could even give pairs or groups a single topic and get them to write a question.

I do need to be careful over timing - I have a tendency to rush through them, whereas learners need time to help develop thinking skills.

Any other comments?

Since lesson time is limited the questions need to be devised to maximise thinking but not require very lengthy answers!

I could give the learners list of the questions a single sheet at the end of term - to help them assess their own learning.

Can you answer these questions about Tuesday's learning?

1. What do the short vowels sound like? a e i o u
2. What is a long vowel sound?
3. Can you explain 3 rules for plurals?
4. What can help you learn difficult words?
5. What are 2 ways of writing the date correctly?

Can you answer these questions about Friday's learning?

1. What is wrong with these words: beleive, pateint, hieght?
2. What is a consonant blend?
3. What details do you need to include on an advert for an event?
4. How many lines does an address need?
5. How do you spell the past simple of find, know & think?

Can you answer these questions about Friday's learning?

- 1. What are 2 ways of learning words with silent letters?**
- 2. Can you give 3 examples of prefixes & 3 of suffixes?**
- 3. What do you write at the end of an email to a friend?**
- 4. Can you write your postcode correctly?**
- 5. What do you do if you make a mistake in the test?**

Can you answer these questions about Tuesday's learning?

- 1. What are homophones? Can you think of 3 examples?**
- 2. What different ways are there of spelling the "er" sound?**
- 3. What details do you need to include in a complaint?**
- 4. Can you think of 5 words that end in -ink ?**

Peer Resources:

Method: Learners were asked to practise target words by writing them into a sentence, but leaving a gap where the word fitted in. They then swapped and filled in each others'.
I did this activity twice over a 2 week period.

Tutor's reflection for OTLA English Project

What did you feel went well with this technique/activity?

This activity takes a bit of practise - the learners struggled with the instructions the first time, and it definitely worked better with the E3 learners (than the E2). However, it turned out to be useful in all sorts of (some unexpected!) ways - throwing up interesting examples of grammar mistakes and making the learners contextualise spellings to show they had understood the meaning. I did the feedback by typing up all the examples (anonymously) and encouraging learners to try and spot the errors... and then handing them out a sheet of the correct versions. For ESOL learners in particular this highlighted common areas of difficulty and helped them see what they needed to work on.

Is there anything you would change about this technique/activity if you had to teach it again?

I will plan the activity more carefully the first time I do it - with much clearer modelling and examples, and possibly a scaffolded sentence as well as a freer one. Once they have the hang of it, however, I would use it more frequently - as a short activity to revise key learning outcomes or a warmer to get writing skills going. We could also potentially have a lot of fun with this in creative writing.

With the learner's/observer's feedback in mind, is there anything you would do differently in the future? How will you go about doing this?

As above - clearer modelling at the beginning. I could also re-visit the sentences to practise proof-reading skills or as a revision activity or even when looking at styles of text.

Any other comments?

The learners commented that this was very useful - especially seeing all the sentences typed up in the correct form. It's satisfying for them to get their own efforts offered back as learning texts.

Questionnaire used at start of Project

<i>Teaching / Learning Activity</i>	Useful <i>(I'd like more)</i>	Not so Useful <i>(I'd like less)</i>	My Favourite 5
Testing each other in pairs			
Working on a task in groups			
Working on Individual worksheets			
Answering questions from the teacher			
Asking & answering questions in pairs			
Role-plays			
Listening to the teacher explaining			
Copying from the board			
Holding a group discussion			
Playing spelling games			
Doing spelling tests			
The teacher dictating sentences to write			

Checking my own work with answers displayed			
Checking each others' work			
Watching videos & answering questions			
Listening to an audio and answering questions			
Doing online quizzes in class			
Doing homework			
Choosing and working on personal targets			
Doing practice exam questions			
Working on a project in groups			
Reading to be done by myself			
Preparing a presentation to show others			
Using learning websites at home			
<i>Any other ideas?</i>			

Spelling Memory Game:

Method: The tutor writes 6 target spellings on the whiteboard and gives learners 1 minute to look at them (no writing) and use a strategy to help remember them. She then rubs them off 1 by 1. Finally she reads them out for learners to write down and they self or peer check them.

I did this activity 3 times over a 2 week period

Tutor's reflection for OTLA English Project

What did you feel went well with this technique/activity?

In this short game learners really had to work with their memory and find techniques to "fix" the spelling in their minds - and put the strategies we had talked about into practice. There was a noticeable improvement after just 3 attempts - you could see learners really trying to look for clues in each word. Before this they would rely on writing the word down and assuming that by writing it they would remember it. This game helped train them into thinking about the spellings, which is a crucial stage in remembering them for the next time they need to use them. The learners also enjoyed it - especially as the formula began to feel "familiar".

Is there anything you would change about this technique/activity if you had to teach it again?

I would use it more often across the whole term, changing the focus for each one - e.g. specific memory strategies, different spelling patterns, trying out new memory tricks.

With the learner's/observer's feedback in mind, is there anything you would do differently in the future? How will you go about doing this?

I would perhaps give the learners a chance to lead the activity (by turn through the term or as a revision exercise using words from their spelling notebooks).

Any other comments?

Memory is key to learning spellings, so I would suggest using this early in all courses - to stimulate thinking about words, rather than just writing them down.

Spelling Games Trialled in Class:

Main focus:

1. 6 words to remember - learners given 1 minute to look at / use strategy, then they're rubbed off one by one and st tested on them. (Used 3 times with different patterns)
2. Learners write gapfill sentences for other learners to fill in (used with past simple verbs omitted + longer words with prefixes & suffixes omitted).

Other games trialled:

Find Someone Who - with spelling questions

Test cards designed for pairs / groups based on spelling patterns or words commonly written wrongly.

Dice games in pairs or groups - pick a word, then roll the dice (each no. has a different activity to help practise it).

Pointing at sounds games

Websites Shared with learners:

Spelling quizzes

<https://howtospell.co.uk/spellingquiz.php> - choose from Advanced Spelling section

<https://www.bbc.co.uk/bitesize/topics/z162mnb> - BBC KS2 spelling

<https://www.bbc.co.uk/teach/skillswise/spelling/z6c6d6f> - BBC spelling for adults

<https://eslus.com/LESSONS/SPELL/SPELL.HTM> - (Quizzes with no sound - choose any number)

<https://www.englishactivities.net/englishgames/spelling-game> - vocabulary testing

<https://www.gamestolearnenglish.com/spelling-bee/> - (click easy or hard + choose a topic)

<http://www.ictgames.com/mobilePage/lcwc/index.html> (look cover check)

<https://howtospell.co.uk/commonerrors> - common errors

<https://howtospell.co.uk/difficult-words-2> - difficult words

Spelling videos:

<https://www.youtube.com/playlist?list=PL5nX5IKEFM4wLmy2jYT422SIUpL1tW1GH> - all Howtospell videos

<https://www.youtube.com/watch?v=B5RJi758EbY> - helping your memory

<https://www.youtube.com/watch?v=TabuPrgBoBU> - memory tricks

https://www.youtube.com/watch?v=BLqa_QgAKZI&t=5s - syllables

<https://howtospell.co.uk/letter-patterns-and-word-families> - spelling patterns

<https://www.youtube.com/watch?v=By6QouUEWtM> - look, think, cover, write, check

<https://howtospell.co.uk/brain-training-memory-game> - brain training - remember the order

Phonics:

<https://www.manythings.org/vocabulary/games/w/> words with missing vowels quizzes

<https://www.usingenglish.com/quizzes/252.html> syllables

<http://www.ictgames.com/mobilePage/lcwc/index.html> (click on a Year group then click pattern. Click on one of them then click Go.

<https://howtospell.co.uk/silent.php> - quiz on silent letters

Grammar:

http://www.lancsnqfl.ac.uk/curriculum/literacy/lit_site/lit_sites/plurals/pl_7/plurals7.htm plurals

<https://www.montsemorales.com/gramatica/PastSimpAffIrregSw2-4.htm> (past simple)

<https://www.perfect-english-grammar.com/irregular-verbs-exercise-2.html> (past simple)

<http://www.esl-lounge.com/student/grammar/1g180-elementary-irregular-past-simple-multiple-choice.php> - irregular past

https://www.rong-chang.com/ex/exeasy/low_past_tense02.htm - Irregular past

Prefixes:

<http://www.softschools.com/quizzes/grammar/prefix/quiz304.html>

http://www.eltbase.com/quiz/008_05.htm

Suffixes:

<https://www.bbc.co.uk/teach/skillswise/prefixes-and-suffixes/zkmbt39>

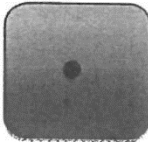
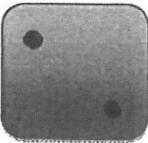
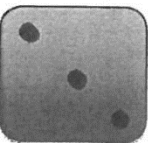
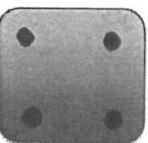
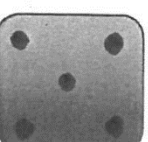
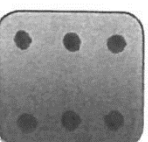
<https://www.english-in-chester.co.uk/e-learning/lesson/suffixes/>

Homophones:

<https://www.usingenglish.com/quizzes/75.html> - there their they're

<http://esl.fis.edu/grammar/choose/homophones.htm>

<https://www.usingenglish.com/quizzes/100.html>

	<p>Write the word 3 times</p>
	<p>Write the vowels in a different colour</p>
	<p>Draw a picture on the word - to help remember it</p>
	<p>Write a definition of the word</p>
	<p>Write the word in syllables</p>
	<p>Say the word in 2 ways - with the stress on different letters or syllables</p>

February	beautiful
politician	pleasant
especially	achievement
enough	experience

available	particularly
education	decision
disappointing	extremely
excellent	exercise

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<p style="text-align: center;">eat</p> <p>seat neat beat great heat cheat</p>	<p style="text-align: center;">meal</p> <p>real heal deal ideal unreal appeal conceal</p>	<p style="text-align: center;">light</p> <p>fight right flight bright might slight sight delight tight</p>
<p style="text-align: center;">near</p> <p>ear hear fear dear gear rear tear wear bear pear</p>	<p style="text-align: center;">new</p> <p>knew stew view few blew threw dew chew screw sew</p>	<p style="text-align: center;">blue</p> <p>glue clue true issue argue queue</p>
<p style="text-align: center;">cough</p> <p>rough tough enough though dough although through borough</p>	<p style="text-align: center;">out</p> <p>about shout spout trout loud proud aloud cloud</p>	<p style="text-align: center;">show</p> <p>slow below grow know snow throw blow glow how now allow</p>

learner Test Cards

<p>again quite together friend knowledge perhaps weigh</p>	<p>about because school country difficult position surprise</p>
<p>change before sugar fruit trouble business therefore</p>	<p>high between everything daily once build probably</p>
<p>first group address grammar double imagine promise</p>	<p>house little extreme naughty half thirteen possessions</p>

<p> follow someone always early beautiful busy quarter </p>	<p> could Wednesday quiet decide heard whole important </p>
<p> around might circle group earth possible special </p>	<p> know answer notice height caught remember sentence </p>
<p> large while minute believe people surname straight </p>	<p> don't without computer different hour watch thoughtful </p>

A1 bank lost friend
lamp belt gift

B1

ba__ __ lo__ __ frie__ __

la__ __ be__ __ gi__ __

23. Choose 1 topic and write 1 paragraph about it:

- a. A festival or celebration in the UK or your country of origin
- b. A place you have visited
- c. Your best friend or a family member

Amel is my best friend although we are
not on same age she is ~~at~~ my
older sister friend but we use to
go to the most places to gether
when ever I need a help always she is
there she helped a lot when I want to
choose my wedding dress although
she was very busy I am so ^{grateful} ~~gratful~~
to have her as a friend!

29.11.19

Dear Amani, I hope you ^{are} well,

Amani I am asking if you can help me ^{with} my ICT home work ^{please} as I found it very difficult. I would very grateful if you can do so.

wishing you all the best
Muna

29.11.19

Dear Mayada and Mazin,

I would like to thank you for being inspiring children and made me recognize that while you are growing I am growing too.

Best wishes
Mama-

Dear Amani, ✓

Next week I am going to have a test. ✓

I wonder if you could help me with my studying for ^{this} (the ICT) test? ✓

as I found it very difficult. ✓

Thank you,
Wishing you all the best,
Muna

Dear Mayada and Mazin, ✓

I would like to thank you for being such inspiring children and making me recognize that while you ^{American!} are growing I am growing too. ✓

Best wishes,
- Mum ✓

Lovely!

joining word →

Muna Ibrahim

15-11-19

Can you help me please? ✓

I will complain to your manager. ✓ y y

You can use your utility bill as a proof of address. ✓

I am so ^{grate} grateful to study with Nova. ✓

Before you buy this TV (make ^{check your} sure about the) consumer rights. ✓

I am so disappointed because I miss^{ed} the flight. ✓

I had ^a complaint and I send^t it to ^{the} Ombudsman. ✓

✓ Very nice clear sentences

Try keeping your letters the same size - maybe we can work on joined up writing next term

I had a complaint (noun)

I complained to the ombudsman (verb)

✓ very nice
 We usually put "and" before the last item in a list.
 Make sure every point you make is in the form of a sentence with a subject and a verb.
 Name: M. Unal Ibrahim
 Opinion Writing - Words & Phrases you could use:

Introductory Words & Phrases	Moving on....	Words & phrases for emphasis
I think that..	In addition,	I strongly believe that...
I believe that...	For all these reasons,	I am sure that...
In my opinion,	Finally,	I am convinced that..
From my point of view,	In summary,	... always ...
I am convinced that...	In conclusion, definitely...
Personally, I think that...		

My opinion - final copy

I believe that food wasting keeps on happening every day and every where. Studies and statistics confirmed that food waste affects us directly as well as our environment.

The good news is that we can stop food waste from happening by following simple tips such as freezing liquids and food that can be frozen, buying

vegetables instead of throwing them away, measuring and cooking food according to our needs, and drying foods. This is a very old method, and we can also reuse some of the left overs by changing them into something else.

Final Version:

To: Me

Subject: Thank you.

Dear me,

When my tutor handed us the thank you email assignment I was very delighted ^{with} for this opportunity but I was wondering "who shall I write this thank you email for?" Is it my parents who wrapped me with love and care to be a good individual or my sisters and brothers for their ongoing help and support or for my friends ^{with} whom I shared with them my joy and laughter and my times of worries or my ~~teachers~~ ^{to} teachers for being such an inspiration all through my educational ladder? Thinking of ^{these} all people makes me think ^{about} to, thanking ~~me~~ ^{myself} for trying my best and accepting life's challenges with courage. ✓

All the best, Muna

✓ Brilliant! Beautiful language and a lovely idea - we should letters to ourselves more often. Please read this to the class!

23. Choose 1 topic and write 1 paragraph about it:

- a. A festival or celebration in the UK or your country of origin
- b. A place you have visited
- c. Your best friend or a family member

my best friend came
to see me wed Friday it
was good to see her.

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2

15/11/2017

Catherine
Riley

utility

The utility bills need to
be paid next week. ✓

Please would you pass
the pepper. ✓

A consumer has rights. ✓

I was very grateful for
the meat last night. ✓

You have no rights in this
case. ✓

I was disappointed you did
not meet me today. ✓

Sometimes you have to
keep complaining. ✓

AFTER ^{eight} weeks of complain
you can go to the
ombudsman. ✓

✓ Very nice

Just be careful with ai and oi words

23. Choose 1 topic and write 1 paragraph about it:

- a. A festival or celebration in the UK or your country of origin
- b. A place you have visited
- c. Your best friend or a family member

I went to Birmingham to visit a friend,
and I really enjoyed, and liked the place
so much,

Sentences:

1. I accidentally ~~had~~ hurt myself. ✓

2. My favourite vegetable is leek. ✓

3. I enjoy the beach ^{a lot} in summer. ✓

4. It's nice to put your feet up after a long day. ✓

5. ^{singular subject} Wearing my ^{gloves} in the winter keeps me warm. ✓

✓ Very nice - your sentences make me smile!

<p style="text-align: right;">29.11.19</p> <p>Dear Leo,</p> <p>I Hope you and family are well. please</p> <p>I need a ^{SP} favour, Could you</p> <p>Will you be able to baby sit ^{SP} for me on Saturday morning?</p> <p>Please let me know if you can</p> <p>I hope Thank you</p> <p style="text-align: right;">Rose</p>	<p style="text-align: right;">29.11.19</p> <p>Dear Leo,</p> <p>I am checking how you are doing and also to say a big thank you to you for your help the other day, I really appreciate it and I am very grateful. And bless.</p> <p style="text-align: right;">Rose</p>
<p style="text-align: right;">29-11-19</p> <p>Dear Leo,</p> <p>I hope you and ^{the} family are well?</p> <p>Could I please ask a favour from you?</p> <p>Please I need a favour from you</p> <p>Will you be able to baby sit for me on Saturday morning?</p> <p>Please let me know if you could.</p> <p>Thank you,</p> <p style="text-align: right;">Rose</p>	<p style="text-align: right;">29.11.19</p> <p>Dear Mary,</p> <p>I am checking how you are doing ^{and would like} And also to say a big thank you to you for your help the other day.</p> <p>I really appreciated it and I am very grateful for what you did.</p> <p>God bless,</p> <p style="text-align: right;">Rose</p>

✓ lovely notes with the right register. "and" is, nearly, always in the middle

23. Choose 1 topic and write 1 paragraph about it:

- a. A festival or celebration in the UK or your country of origin
- b. A place you have visited
- c. Your best friend or a family member

I went last month Eid party and I met
a lot of my family and friends. We were
playing traditional dance as also we ate
a lot of different food. We were ~~enjoyed~~
enjoyed. We were finished about midnight
we were happy ~~we~~ when left.

5-111.

Homework

Iqbal

ombudsman) An ombudsman was hired to settle a problem between the company and a worker. ✓

ease) Could you come down please? ✓

complain) I am complaining about my work because they are telling me do more work. ✓

utility) My utility bills are going up during the winter time. ✓

is disappointed) I am very disappointed because they didn't finish the repairing of my toilet. ✓

There are lots of consumers) Consumers are of meat on the planet. ✓
Consumers in the UK have lots of rights.

grateful) I am very grateful for my family. ✓

✓ Excellent sentences. Just read them slowly when you've finished to help you spot small mistakes.

15/11/

friendly

disagree

disability

dislike

noisier

spottier

conscious

/ /

Please

Complain

utility

grat

grateful

Consumer rights

disappointed

ombudsman

divide into syllabls

word	how to remember	check look, cover, write
1- Company	Com Pany	Company
2 Government	Govern / ment	Government
3 business	bus / in / ess	business
4 Question	ques / tion	Question
5- Problem	prob / le m	Problem
6- Programme	Pro / gra / me	Programme
7 number	num / ber	number
8 system	sys / tem	system
9 country	sun / try	Country

29/11/19

word	how to remember	check
holiday	holi day	holiday
believe	be li eve	believe
listen	list en	listen
patient	pati ent	patient
height	h o esight ?	h e st + h e gish
already	al ready	already
wednesday	wed nes day	wednesday
Tuesday	Tues day	Tuesday
Thursday	Thurs day	Thurs day
stray	st ray	stray
throw	th row	throw

ser vice	SPR uce	spruce
spl ash	SPI ash	splash
scr ap	scr ap	scr ap
sph inx	SPH inx	sphinx
squ ash	SQU ash	squash
Country	Country	Country

home work
29/11/19

Verb	how to remember	check, look, cover, write
leave	lea ve	leave
become	be come	become
think	thin k	think
begin	be gin	begin
show	show	show
study	stu dy	study
hear	h ear @	hear
take	ta ke	take

Home work

3/12/19

1- plumber	plum/ber	Plumber
2- neighbour	neighbour	neighbour
3- daughter	daughter	daughter
4- yoghurt	yoghurt	yoghurt
5- vehicle	vehicle	vehicle
6- Condemn	con/de/mn	Condemn
7- raspberry	ras pb erry	raspberry
8- guitar	gwitar	guitar
9- Greenwich	Greenwich	Greenwich
10- Wednesday	Wed nes/day	wednesday

Home work

- 1- I have very nice neighbour -
- 2- I enjoying eating my yoghurt.
- 3- Long vehicle not allowed to come in this street .
- 4- I love raspberry cake .
- 5- My daughter used to play guitar.

IGRAN MATTHAN

Moonlight ✓

riding

bright

cough
naughty
daughter

cough

laugh

naughty

girl

sleigh

enough

bear

Silent (L)

half walk talk calm salmon

almond hat yolk could
should

Silent (W)

Wednesday autumn condemn
solemn

Silent (P)

cupboard psychology

Raspberry receipt

Silent (T)

Silken after fasten

castle whistle ballet

Silent (ll)

guess building guitar

biscuit tongue

Silent (W)

write wrinkle wrong answer
wrist wrap two whole
Greenwich

crumb ✓

guess ✓

muscle ✓

handsome ✓

salmon ✓

receipt ✓

prefix - in front meaning

suffix at end word class
noun verb adj

meur torrent

galéon haiku inn

ballad

soundlessly ✓ passing ✓ arrows

filling high wayman ✓ torrent ✓

darkness ✓ among gashy

galéon couldy repon
rehan

holiday

again

believe bel

quite quite

patient

together together

height

stray

already

throw

friend friend

spruce

knowledge knowledge

splash

scrap

perhaps

wednesday

sphinx

surprise

squash

Tuesday

catch

mischief

Thursday

persuasive

receive

mischievous

deceive

ceiling

bonfire

again

perhaps

believe

quit

weigh

thief thieves

together

mischief mischievous

friend

knowledge

Jessica's Classroom is on the second floor.

The book consists of a lot of facts about Ancient Egypt.

The cat jumped out of the window.

festivals

They are always arguing about silly things.

Statements
question
command
Exclamation
Wonderful
Thesaurus

We go to church every Sunday.

Could you please turn down the volume of the T.V.

inflicted = inflicted
cruelty = cruelty
brutality = brutality
savagery = savagery
heartless / safe Jerry

Angel graduated from Harvard university.

1) glorious
attractive att-rac-tive

My birthday is in August.

pleasant
brilliant massive

Halloween is celebrated on October 31st.

Holiday
fixed
lucky
west+bank

Chelsea is fond of drinking coffee.

Nabita

This term I've tried a few new ways of helping you learn spellings (e.g. memory word tests, paired tests, dice games, writing words into sentences, asking questions, online quizzes, filling in gaps). Could you give me some idea what has worked for you (or not!)?

If you see or hear a new word now, what can help you learn the spelling?

Thinking about the word, repeating it in my head, then writing & checking

How did the memory game (6 words in 1 minute) help you think about words?

Useful - it made me look & think

What other spelling games or activities have you enjoyed this term?

Test cards in pairs / spelling patterns & writing spellings in columns with colours

How useful were the online quizzes sent by email? How often did you do them?

My computer at home isn't working - I did a bit on my phone

Have you managed to do any spelling practise at home?

Yes - but not enough!

How has this term improved your confidence in writing or spelling?

A little bit - I was only in the class for 6 weeks.

Fadema

This term I've tried a few new ways of helping you learn spellings (e.g. memory word tests, paired tests, dice games, writing words into sentences, asking questions, online quizzes, filling in gaps). Could you give me some idea what has worked for you (or not!)?

If you see or hear a new word now, what can help you learn the spelling?

Write it three times / look, cover & check +
sometimes use colours

How did the memory game (6 words in 1 minute) help you think about words?

Yes - helped me practise my memory

What other spelling games or activities have you enjoyed this term?

I liked the dice game

How useful were the online quizzes sent by email? How often did you do them?

I have tried some of them

Have you managed to do any spelling practise at home?

Yes - I practise words & am reading
book to help me more.

How has this term improved your confidence in writing or spelling?

Yes, definitely better than before

Yasmeen

term I've tried a few new ways of helping you learn spellings (e.g. memory word tests, card tests, dice games, writing words into sentences, asking questions, online quizzes, filling in gaps). Could you give me some idea what has worked for you (or not!)?

If you see or hear a new word now, what can help you learn the spelling?

I use my own languages + write in colour
+ break them up

How did the memory game (6 words in 1 minute) help you think about words?

Yes - I caught 3 or 4, but I'm
improving

What other spelling games or activities have you enjoyed this term?

Breaking them ^{up} using colour for vowels &
consonants

How useful were the online quizzes sent by email? How often did you do them?

Yes - some of them - help & fun

Have you managed to do any spelling practise at home?

Yes - my children watch me!

How has this term improved your confidence in writing or spelling?

Now I feel more ready to apply for
work & can write a bit better

Class sentences

My address is new.

I have a new appointment. I can go to my appointment on Wednesday.

I have an appointment at the optician. I changed my appointment.

Alex is Nova's appointee for the new job.

I feel that learning English is difficult. My exam was very difficult.

There is nothing difficult if you keep trying.

I lost my glasses so I have difficulty in seeing.

I lost my glasses so it is difficult for me to see.

I lost my glasses and it was difficult to find them.

You shouldn't reapply for the same position.

I will have to reapply for my visa. I had to reapply my make up.

I couldn't believe it! My shoe has disappeared!

I occasionally go to football.

Thank you for your application for the vacant position.

I appreciate working with you. I am appreciative of your work.

I was very appreciative of the opportunity.

I was delighted to learn that my neighbour's operation was successful.

I am making a commitment to myself. I am not going to disappoint anyone any more.

In the weekend I ~~visit~~ ^{enjoyed with} My Family.

Last night I ~~visit~~ ^{visit} finished ^{my} shopping.

1) My friend at ICT ~~visit~~ a lot.

2) I like to ~~visit~~ records of my bills.

- last year I ~~visit~~ ^{stayed} in Meddix Hospital.
~~last month~~ ~~month~~

- last week I ~~visit~~ ^{visited} my friend friend.

My sister ~~was~~ ^{arrive} late yesterday.

Thank you Rose because you came with your car.

The Cleverness of Ladies by Alexander McCall Smith 'A High Wind in Nevis'

Marlin House sits on top of a hill above an old port on the Caribbean island of Nevis. It was built in the late 1950s by a retired doctor, who wanted a retreat on that part of the island and who enjoyed giving parties. A celebrated American writer would come to these parties, when he was in residence at his luxurious villa further up the coast, along with other well-known and glamorous people who were passing through. The doctor was a generous host, and the maker of a legendary rum punch.

When the doctor died, his son ignored the place, and the house fell into disrepair. The thick, jungle-like vegetation that covered the hillside was meant to be kept in check by a gardener, but this gardener's sight was bad and became steadily worse. Either he did not see the creepers that were beginning to cover the terrace, or he had given up what must have been an unequal battle. Plants grew quickly there. Then there were the high winds - 'the breeze' as the locals called it - which tore down trees and branches, and the rains - the warm, pelting rain that clogged the storm drains.

When the house was eventually put up for sale, it attracted the attention of a couple who happened to be motoring along the coast road in an old Volkswagen car. The man, a small, rather insignificant-looking person, was Dutch. The woman, who was taller and more powerfully built, was from Trinidad and of mixed ancestry.

They had met in a club in Miami, the Blue Cocktail, and decided to cast their lot in with each other. Marcus, the Dutchman, had spent ten years as a schoolteacher on the island of Curaçao, and wanted to stay in the Caribbean. Georgina, the Trinidadian, was undecided about returning, but she wanted to travel with Marcus. Now, rather against her will, she was falling in love again with a world that she had not very long ago left with such eagerness.

They had seen the retired doctor's house from the road below, from where they could just make out the top of its roof. On impulse, Georgina, at the wheel of the old Volkswagen, had turned up the narrow, potholed track that led up the hillside.

'You never know,' she said. 'When we get to the top we might see a For Sale sign.'

'And?' asked Marcus.

'And then we buy it and turn it into a hotel,' said Georgina abruptly. 'What else?'

Georgina had a vaguely angry way of talking, as if challenging the person to whom she was speaking to argue with her. This manner, Marcus had discovered, did not conceal a sweet personality - in fact, she was by nature irritable. But he was smitten, and would hear nothing against her. 'My ever-so-slightly angry Georgina,' he said to her. Georgina snapped back, 'What exactly do you mean by that?'

They had to drive slowly up the track, and at one point Marcus had to get out of the car and attempt to move a tree branch that had fallen and blocked the road. Georgina remained in the car, tapping the steering wheel with her fingers as she watched her friend's futile efforts. Eventually, after several fruitless minutes, she got out of the car, lifted up the branch and shifted it to the side of the road.

'You're truly magnificent,' said Marcus.

'And you're truly weak,' said Georgina, getting back into the car.

They drove on. There, on the rusted ironwork gate at the foot of the drive that led to Marlin House, was a sign that said 'For Sale'. They parked the Volkswagen and walked up the drive. A pair of birds of prey circled overhead on the currents of wind from the headland; the fronds of great coconut palms moved like fans against the sky.

'Our hotel,' said Georgina.

The hotel opened its doors three months later. The house, rescued from ruin just in time, had been renewed from floor to ceiling. Georgina oversaw all of the work, criticising the carpenters, scolding the upholsterers, snapping at the electrician. Marcus looked after the kitchen: ordering pots and pans and catering ovens, planning recipes, and contacting suppliers of eggs and vegetables.

'That bossy woman,' complained one of the carpenters to a friend. 'She too much trouble, man. One day a coconut go fall on her head!'

'Even the Lord, he frighten' of her,' said another. 'People come stay in that place, they see her, they run fast, jump in sea.'

When everything was ready, or slightly before, the guests started to arrive. They were generally enchanted with their lodgings. The view from the terrace, over the treetops to a sea of an impossible blue, took their breath away. Guests sat there, their feet up on the terrace parapet, the warm breeze in their hair, sipping at the rum cocktails which the barman brought on a silver tray. They walked down to the beach and swam in the breakers; they watched the highly coloured fishing boats, painted in bright blues and greens, nose out into the waves and then, in the evenings, Marcus's carefully planned dinners rounded off the day. Everything seemed perfect, from the guests' point of view, except for the management.

The running of a hotel inevitably brings requests from the guests. Nothing is ever quite right for everybody: one guest will want a larger towel; another will wonder why there is no fridge in the room; and so on. The usual hotel owners will listen to these complaints and make an effort to deal with the problem. Larger towels may be found, or at least promised. Fridges can be held out as a possibility, even if realistically they are not. The important thing, as any hotelier will tell you, is that the guest should feel that their request is a reasonable one and that something will be done to attend to it.

But at Marlin House it was different. 'What do you need a fridge for?' was Georgina's response to a guest who liked the idea of keeping a supply of cold milk in the room.

'Because the milk curdles so quickly in this heat. It would be nice to make tea in the room.'

'Plenty of milk in the kitchen. Go ask for it there.'

'Well, could we at least have some biscuits in the room? To snack on?'

'Food in the rooms brings cockroaches.'

Georgina's fierce reputation grew. 'A delightful setting,' wrote one travel writer, 'which is well worth a visit if you are in that part of the Caribbean. The rooms are comfortable and the Caribbean-style cuisine delicious. But do not engage with the management on any issue.'

Such comments served only to fuel curiosity, and people started to choose the hotel in order to experience at first hand Georgina's highly individual style. Usually they were not disappointed. In fact, they delighted in the disgrace into which an inappropriate request or suggestion cast them. The hotel was becoming legendary.

Georgina's famous look of disapproval could be imitated over the dinner table but never equalled. Her thunderous expression when a female guest was unwise enough to ask Marcus, in the middle of a party, to dance with her was talked about for months.

At the end of their first five years in the hotel, Marcus and Georgina decided to hold a New Year's Eve party to celebrate the success of the hotel and the new year itself. Word got out, and it was not long before all the rooms were taken for the new year holiday. Reviewing their bookings, Marcus smiled with pleasure at the thought of what this would do for the hotel's finances, but Georgina frowned. Although she never admitted it to Marcus, guests annoyed her. They were so needy, so helpless. They made stupidly fussy requests. They never seemed pleased with what you gave them. Their conversation was so dull, their questions so childish.

'If I'm asked again about those humming birds, I shall scream,' she said one day. To the next guest who asked her, 'What are those lovely little birds with their long tails? The ones that hover in front of the flowers? Look, there's one now!', she replied, 'Small vultures/ and turned on her heel.

'That was rather unkind' said Marcus, who had witnessed the incident.

'Don't talk to me about it' said Georgina, with her discouraging face which was so much part of her character. 'Just don't.'

The New Year's Eve party was attended not only by the resident guests, but by people from the area. Some guests remembered the retired doctor, his parties, and the American writer who came to them. 'He would have loved this,' they said. 'He loved a party.'

'Frightful man' said Georgina.

'Oh, did you ever meet him?'

'Certainly not.'

They had brought in a three-piece band from the town, and the musicians played on the terrace while people stood at the parapet and looked down at the lights of the town and, beyond the town, to the sea. It was a windy night, but the air was warm and scented with the flowers that grew in the windward section of the garden. Down in the darkness below, from time to time somebody would send up a firework rocket that would break into a cone of falling stars, and the people on the terrace would clap or whistle in admiration.

As the old year faded into the new, champagne was opened and the guests broke into a rendition of 'Auld Lang Syne', linking hands and stepping backwards and forwards on the creaky planks of the terrace. Georgina sat to one side. She looked disapproving for some reason, as if the ending of the old year was a personal affront or a private loss.

Then she went out, by herself, glass in hand, and stood on the lawn under one of the swaying coconut trees. Marcus saw her from the terrace and called out, but his voice was swallowed by a strong gust of wind. It was the same gust of wind that dislodged a large coconut, which fell directly on Georgina's head.

There was a shout from the terrace. 'Georgina's down . . .' Then a rush as the guests made their way to the lawn. Georgina lay there, unconscious. A nurse among the guests reached down and took her pulse. 'She's been knocked out,' she said. 'Get her inside.'

They put her to bed while they telephoned for an ambulance. Nobody answered at the other end, and so they tried the number of a local doctor. He said, 'I've been at a party. I'm not sure if I can drive . . .' But he agreed to come, and when he arrived two hours later, with a small cut on his face that nobody asked about, Georgina had already come round.

'I hope everyone enjoyed themselves,' she said. 'I would not like to think that I had spoiled the party.'

Marcus looked at her in surprise. His surprise continued the next morning when Georgina, back on her feet, went round the hotel wishing everybody a happy new year and asking them whether there was anything she could do for them.

'Somebody's made a new year's resolution,' muttered one of the guests. 'It won't last.'

Marcus was astonished at the change in Georgina's character. 'She's not the same anymore,' he said. 'Georgina used to be so forceful, so ... well, so firm. Now she's . . . well, a bit . . . well, you know what I mean.'

It continued like that for at least a month. Then one morning Georgina came back from a short walk in the neighbouring coconut grove. She snapped at the chef and immediately after that was very sharp with one of the guests, who had told her that his coffee was cold.

Overhearing this, Marcus felt his heart leap with pleasure. She's back, he thought. My ever-so-slightly irritable Georgina is back!

He looked out of the window. The wind, that warm wind from the west, had started again, making the coconut palms sway backwards and forwards against the sky, gently, but enough to dislodge the fruit, sending it earthwards.

Film Review



Title:

Genre:

Main Characters:

The plot:

The main story lines are:

The best (worst) bit is about:

I enjoyed (I didn't enjoy) watching this film because

I would (I wouldn't) recommend this film to someone because

Name:

Date:

This resource was kindly contributed by Joy Collins, New College, Telford, Shropshire. April 2006.
Wt/E3.1 L1.1 plan and draft writing. Wt/E3.2 (L1.3) Organise writing in short paragraphs (logical sequence).

Book Review



Title:

Author:

Main Characters:

The plot:

The main story lines are:

The best (worst) bit is about:

I enjoyed (I didn't enjoy) reading this book because

I would (I wouldn't) recommend this book to someone because

Name:

Date:

This resource was kindly contributed by Joy Collins, New College, Telford, Shropshire. April 2006.
Wt/E3.1 L1.1 plan and draft writing. Wt/E3.2 (L1.3) Organise writing in short paragraphs (logical sequence).

TV Review



Title:

Channel:

Genre:

The plot or purpose

The main story line or message is:

The best (worst) bit is about:

I enjoyed (I didn't enjoy) watching this programme because

I would (wouldn't) recommend this programme to someone because

Name:

Date:

This resource was kindly contributed by Joy Collins, New College, Telford, Shropshire. April 2006.
Wt/E3.1 L1.1 plan and draft writing. Wt/E3.2 (L1.3) Organise writing in short paragraphs (logical sequence).

Which suffix? -tion, -sion, -ssion or -cian?

Main curriculum references

Reading – decoding

Rw/E3.5 use a variety of reading strategies to help decode an increasing range of unfamiliar words. Apply knowledge of sound and letter patterns and of structure of words, including compounds, grammatical endings, root words, prefixes, suffixes, syllable divisions to help decode words.

Vocabulary

Rw/L1.3 recognise and understand an increasing range of vocabulary, applying knowledge of word structure, related words, word roots, derivations, borrowings. Understand that some words are related to others in form and meaning. Use this knowledge to understand new words.

Spelling

Ww/E3.2 use developing knowledge of sound-symbol relationships and phonological patterns to help spell a greater range of words and longer words. Understand that knowing spelling patterns (e.g. common letter strings, visual patterns, analogies) reduces the chance of random errors.

Ww/L1.1 spell correctly words most often used in work, studies and daily life. Know and apply (a) a range of methods to help learn and remember correct spellings (b) some spelling rules to help attempt and check spelling.

Ww/L2.1 spell correctly words used most often in work, studies and daily life, including familiar technical words. (a) Know and apply a range of methods (visual, phonetic, kinaesthetic, use of analogies and mnemonics) to help learn and remember correct spellings. (b) understand how knowledge of word roots, prefixes and suffixes can support spelling, including the spelling of technical words. E.g. read and spell the suffix -cian.

Grammar – word classes

Rs/E3.2 use implicit and explicit knowledge of different types of word e.g. connectives, nouns, verbs, adjectives, of word order, and of possible plausible meanings, to help decode unfamiliar words and predict meaning.

Rs/L1.1 use implicit and explicit grammatical knowledge (e.g. of different sentence forms, types of word, verb tense, word order) along with own knowledge and experience to predict meaning, try out plausible meanings, and to read and check for sense.

Writing sentences

Ws/E3.1 Ws/L1.1 write in complete sentences.

Teaching ideas

Important points

- This resource assumes students have received previous input on verbs, nouns and basic suffixes such as -er, -ed and -ing.
- It *is not* intended to be worked through in isolation. Specific pages should be selected by tutors to reflect the individual needs and levels of the learners in their groups. (Aimed mostly at Level 1-2, although parts may be suitable for Entry 3).
- The resource is probably best introduced by displaying on a large screen. Discuss as a group before students work on pages individually or in pairs.
- It is worth spending time on page 1. The **Aims tick list** helps students (and tutor) decide which topics to work on. Ensure all students understand the layout; the symbols used for information, examples and tasks; and the glossary. This is especially important for Entry level students and students with dyslexia.
- Dictionaries should be available and their use encouraged.

Converting to a multi-sensory resource

- Use *answer sheet pages 1-2* (best enlarged to A3, printed on pastel paper and laminated) to create various matching games. For example, for a whole class warm-up activity spread the verb cards around the classroom and then give each student a noun card. Students must walk around and find the matching verb card. They then return to you to receive another noun card, etc. Students take all their matching pairs back to their table and study them. Discuss findings as a group. E.g. What has been added to the end of the verbs? What's the most common suffix?
- Display individual pages onto a class whiteboard via data projector. Students (or pairs of students) to take turns to come to board and write in answers.

Extension Ideas

Newspaper or magazine search

- Choose a suitable newspaper article and ask learners to highlight words ending in -sion, -tion or -cian. Discuss. Are they all nouns? Which ending is the most common? Check the meanings of any unfamiliar words.
- Alternatively, block out all the 'shun' sounding words with a black marker pen and use the article as a cloze exercise. Better still - copy and paste a news article from a news web site, then delete words in your word processor and replace with a space or dotted line. This way the cloze can be kept and re-used with other students.

For those uninterested in spelling rules

- Spelling rules don't work for everyone. These exercises could also be used alongside Look - Say - Cover - Write - Check spelling practice (see our web site for printable LSCWC sheets). Encourage learners to write down just one or two 'shun' words that they have difficulties with and to learn them using this tried and tested method.

Other suffixes

Discuss other suffixes that can be used to make nouns.

For example:

- book - booklet, motor - motorist. (nouns to different nouns)
- special - specialist, kind - kindness. (adjectives to nouns)
- inhabit - inhabitant, bake - baker, act - actor. (verbs to nouns)

Making nouns with suffixes -tion -sion -ssion -cian

AIMS

These worksheets will help you



Page

- | | |
|--|----------------|
| <input type="checkbox"/> be aware of 'shun' endings (suffixes) and how to spell them | 2, 7. |
| <input type="checkbox"/> build nouns from a root word and a suffix | 2, 4, 6, 8. |
| <input type="checkbox"/> remove a suffix from a noun (to make a verb) | 3, 5. |
| <input type="checkbox"/> make changes (when needed) to a word before adding a suffix | 2, 4, 5, 6, 8. |
| <input type="checkbox"/> find hidden words to help remember spellings | 6. |
| <input type="checkbox"/> improve your vocabulary and write interesting sentences | 3, 5, 7, 8. |


Glossary

noun	A naming word. They can be <ul style="list-style-type: none">• things you can see or touch (car, John, computer)• places or areas (England, Liverpool, Oxfordshire, Station Road)• feelings or ideas (hunger, wealth, racism, kindness, anger).
verb	A doing word. Verbs describe <ul style="list-style-type: none">• actions (to jump, to stare, to prepare, etc.)• states of being or existence (to be, to seem, to appear).
root word	The main part of a word (with no suffixes or prefixes attached).
suffix	A word ending. A letter or group of letters added to the end of a word that changes the meaning or grammatical sense of the word.

How to use this resource

 **First** read the information and the  examples.

Underline any points you are not sure about. Discuss them with your teacher.

 **Then** complete the exercises.

Making nouns that end in a 'shun' sound

i Many nouns end in a 'shun' sound.
The most common 'shun' endings are -tion and -sion.

A. Nouns ending in -tion

i These nouns are often made by adding a suffix to a base word (often a verb).
For example: act - action, deduce - deduction.




Spelling tips for adding -tion

- If the verb ends in a **t** just add -ion. diffract - diffraction.
- Remove a final **e** before adding -tion. intervene - intervention.
- Sometimes you must add or remove a vowel before adding -tion.
If you **sound out** the new word you may be able to work out the spelling: add - addition (add an i), register - registration (remove an e).
- Other changes are also possible. For example: evolve - evolution.

 **Change each verb to a noun that ends in -tion**

Add the correct ending to the verbs below.

** You may have to make other changes too (see information box above).*

verb	noun	verb	noun
reduce	 reduction	react	 reaction
examine	 examination	vegetate	
multiply		intercept	
register		adopt	
configure		instruct	
educate		erupt	
satisfy		relate	
consider		part	
imitate		integrate	
edit		relegate	



Change each noun to a verb.

Remove the suffix from the nouns below to leave the related verb.

* You may have to make other spelling changes too. Use a dictionary if needed.

noun	verb	noun	verb
inflation	inflate	operation	operate
pronunciation	pronounce	congratulations	
selection		plantation	
projection		verification	
addition		interrogation	
subtraction		dedication	
reflection		deduction	
perfection		interpretation	
contraction		retaliation	
conversation		variation	



Writing. Using -tion nouns in context.

Select 4 nouns ending in -tion.

(Look through pages 2 and 3 or choose some new nouns).

Put each noun into an interesting sentence.



Station. Every morning he caught the 9.15 train from Oxford station.

1 _____

2 _____

3 _____

4 _____

B. Nouns ending in **-sion**



Spelling tips for adding **-tion**

- If the root word ends in **-se** take off the **e** and add **-ion**. Revise – revision
- If base word ends in **-d** or **-de** change the **d** to an **s**, drop the **e** if needed, then add **-ion**. Erode – erosion, pretend – pretension.

C. Nouns ending in **-ssion**



Spelling tips

- If you can hear the word **mission** inside the noun it will be spelt with a double **s**. Permission, omission, remission.
- If the base word ends in **-ss** just add **-ion**. Discuss – discussion, possess – possession.



Change each verb to a noun that ends in **-sion** or **-ssion**

Add the correct ending to the verbs below.

** You may have to make other changes too (see information box above).*

verb	noun	verb	noun
discuss	discussion	impress	impression
transfuse	transfusion	invade	
progress		intrude	
obsess		televise	
collide		conclude	
corrode		supervise	
confess		permit	



Change each noun to a verb.

Remove the –sion or –ssion suffix from the nouns to make the related verb.

* You may have to make other spelling changes too. Use a dictionary if needed.

noun	verb	noun	verb
admission	admit	persuasion	persuade
confusion		depression	
expression		inclusion	
provision		exclusion	
omission		division	
decision		remission	



Writing. Using –sion nouns in context.

Select two noun – verb pairs from the completed charts on pages 4 and 5.

Put each verb *and* its related noun into an interesting sentence

* You may have to make spelling changes to the end of the verbs.



impress (verb) – impression (noun)

He impresses me so much that I think I'll give him a pay rise.

I think I made a good impression during the interview.

admit (verb) – admission (noun)

The children admitted that they had climbed over the fence and chased the sheep.

Admission to the museum is free if you are over sixty.

1a (verb) _____

1b (noun) _____

2a (verb) _____

2b (noun) _____

D. Nouns ending in -cian



Spelling tips

- These nouns often name jobs or hobbies, and show a person's skill.
- If the base word ends in -c just add -ian. Music – musician.
- If the base word ends in -cs remove the -s before adding -ian. Politics - politician, physics – physician.
- Other changes are also possible. E.g. beauty - beautician.



Making -cian words.

Add the correct ending to the root words.

* You may have to make other spelling changes too. Use a dictionary if needed.

root word	noun	root word	noun
music	musician	statistic	statistician
beauty	beautician	technique	
politics		obstetrics	
magic		optic	
mathematics		electric	
paediatrics		diet	



Words within words

How many words can you find hidden in mathematician?



mathematician – mat

mathematician – he

Can you find six more hidden words inside mathematician?

1. _ _ _ _

4. _ _ _

2. _ _

5. _ _ _

3. _ _ _ _ _ _

6. _ _ _

E. Revision of all nouns ending in a 'shun' sound



Summary and Tips

Cushion and **fashion** are the only two common English words where the **sh** sound at the beginning of the last syllable is actually spelt **-sh**.

So, if the last syllable of a word starts with a **sh** sound **DO NOT WRITE** -sh unless the word is **fashion** or **cushion**!

The most likely endings are shown below (most common first):

- tion (action, friction, caution, perfection and hundreds more words)
- sion (explosion, precision, excursion, mansion, pension, version and about 40 more common words)
- ssion (mission, permission, possession, passion and about 30 more words)
- cian (musician, electrician, technician and about 12 more words)

Other less common 'shun' endings:

- sian (Asian, Persian, Russian, Caucasian)
- xion (complexion, crucifixion)
- cion (suspicion, coercion)
- shion (fashion, cushion) see tip above
- cean (ocean, crustacean)



-sion or -tion?

Add the correct ending (-sion or -tion) to these words.
Use a dictionary if you need to.



Conversation

Explo_____

Suc_____

Confu_____

Prepara_____

Crea_____

Revi_____

Competi_____

Popula_____

Divi_____

Conclu_____

Frac_____

Man_____

Despera_____

Por_____

Dona_____

Fu_____

Ver_____

Illu_____

Ac_____

Cap_____



-cian, -sion, -ssion or -tion? Complete the sentences

Add the correct 'shun' ending to the root words below.

** You may have to make other spelling changes too. Use a dictionary if needed.*

- a) She told her son he had two (opt) _____, eat his dinner or go without.
- b) (Act) _____ speak louder than words.
- c) The (optic) _____ said I needed stronger glasses.
- d) We were having a large (extend) _____ built on the back of our house.
- e) His (react) _____ to my son's haircut was not as bad as I expected.
- f) We went to an interesting art (exhibit) _____.
- g) Stop! You're going in the wrong (direct) _____.
- h) She lost all her (possess) _____ in a fire.
- i) He needed a lot of (persuade) _____ before he parted with his money.
- j) We had to ask (permit) _____ before we could use the photocopier.
- k) I have enjoyed our (converse) _____ but I really must do some work.
- l) He came from a big family and had dozens of (relate) _____.
- m) The (music) _____ played my favourite pieces.
- n) Traffic was diverted because of a (collide) _____ on the motorway.
- o) I get a great feeling of (satisfy) _____ when I complete all my work.
- p) There was complete (confuse) _____ when the fire alarm went off.
- q) Would you like to look at my stamp (collect) _____?
- r) We had to call out an (electric) _____ when all the lights went out

Answers

Page 2. Change each verb to a noun that ends in -tion.

verb	noun	verb	noun
reduce	reduction	react	reaction
examine	examination	vegetate	vegetation
multiply	multiplication	intercept	interception
register	registration	adopt	adoption
configure	configuration	instruct	instruction
educate	education	erupt	eruption
satisfy	satisfaction	relate	relation
consider	consideration	part	partition
imitate	imitation	integrate	integration
edit	edition	relegate	relegation

Page 3. Remove the suffix to make a verb

noun	verb	noun	verb
inflation	inflate	operation	operate
pronunciation	pronounce	congratulations	congratulate
selection	select	plantation	plant
projection	project	verification	verify
addition	add	interrogation	interrogate
subtraction	subtract	dedication	dedicate
reflection	reflect	deduction	deduce
perfection	perfect	interpretation	interpret
contraction	contract	retaliation	retaliate
conversation	converse	variation	vary

Answers

pages 4 - 6

Page 4. Change each verb into a noun that ends in -sion or -ssion.

verb	noun	verb	noun
discuss	discussion	impress	impression
transfuse	transfusion	invade	invasion
progress	progression	intrude	intrusion
obsess	obsession	televise	television
collide	collision	conclude	conclusion
corrode	corrosion	supervise	supervision
confess	confession	permit	permission

Page 5. Change each noun to a verb.

noun	verb	noun	verb
admission	admit	persuasion	persuade
confusion	confuse	depression	depress
expression	express	inclusion	include
provision	provide	exclusion	exclude
omission	omit	division	divide
decision	decide	remission	remit

Page 6. Add -cian to make new nouns

root word	noun	root word	noun
music	musician	statistic	statistician
beauty	beautician	technique	technician
politics	politician	obstetrics	obstetrician
magic	magician	optic	optician
mathematics	mathematician	electric	electrician
paediatrics	paediatrician	diet	dietician

Answers

pages 7 - 8

Page 7. Words within words

- | | | |
|---------|--------|-------------|
| 1. them | 2. at | 3. thematic |
| 4. an | 5. the | 6. hem |

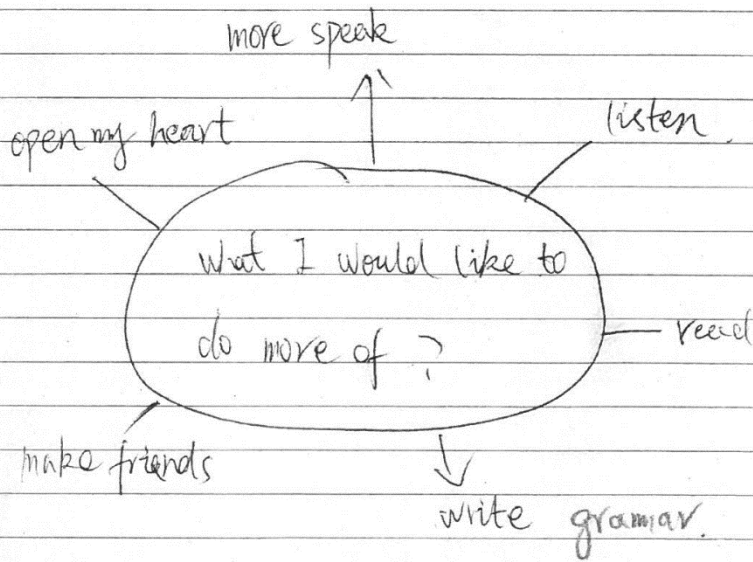
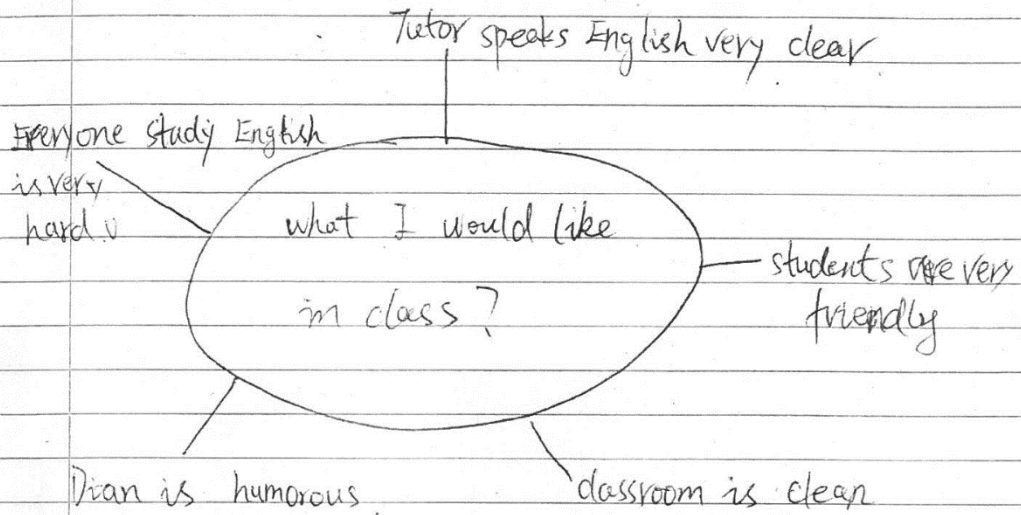
Page 7. Add the correct ending

Explosion	Fraction
Suction	Mansion
Confusion	Desperation
Preparation	Portion
Creation	Donation
Revision	Fusion
Competition	Version
Population	Illusion
Division	Action
Conclusion	Caption

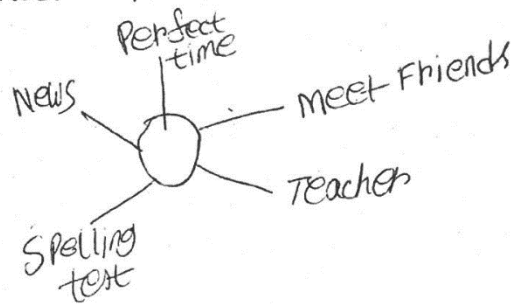
Page 8. Complete the sentences

- a) She told her son he had two (options), eat his dinner or go without.
- b) (Actions) speak louder than words.
- c) The (optician) said I needed stronger glasses.
- d) We were having a large (extension) built on the back of our house.
- e) His (reaction) to my son's haircut was not as bad as I expected.
- f) We went to an interesting art (exhibition).
- g) Stop! You're going in the wrong (direction).
- h) She lost all her (possessions) in a fire.
- i) He needed a lot of (persuasion) before he parted with his money.
- j) We had to ask (permission) before we could use the photocopier.
- k) I have enjoyed our (conversation) but I really must do some work.
- l) He came from a big family and had dozens of (relations).
- m) The (musician) played my favourite pieces.
- n) Traffic was diverted because of a (collision) on the motorway.
- o) I get a great feeling of (satisfaction) when I complete all my work.
- p) There was complete (confusion) when the fire alarm went off.
- q) Would you like to look at my stamp (collection)?
- r) We had to call out an (electrician) when all the lights went out

Thing

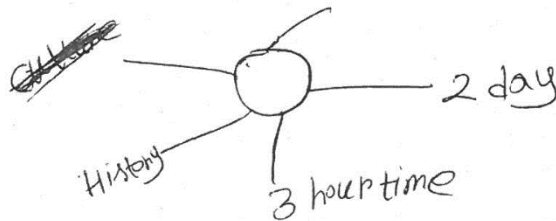


① What I like in class



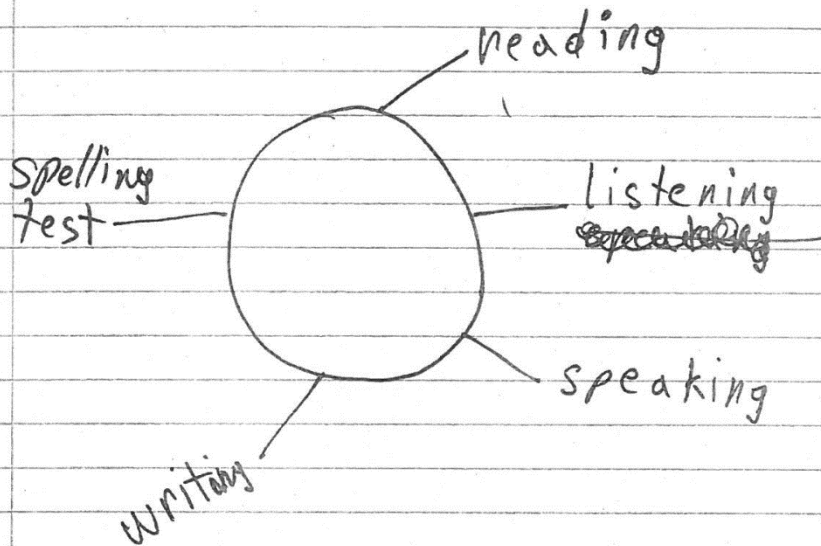
I like ESOL Briding course because, I like my teacher she is very friendly. It's Perfect time for me. When I come to the class I feel good because, I can meet friend. I can speak to them English. I like teacher give us Spelling test and I ~~healy~~ really like to do Spelling test. I like read, Newspaper in class I told my teacher what read and I explain her about news and what I understand. I enjoying this class.

② What I would like to do more of

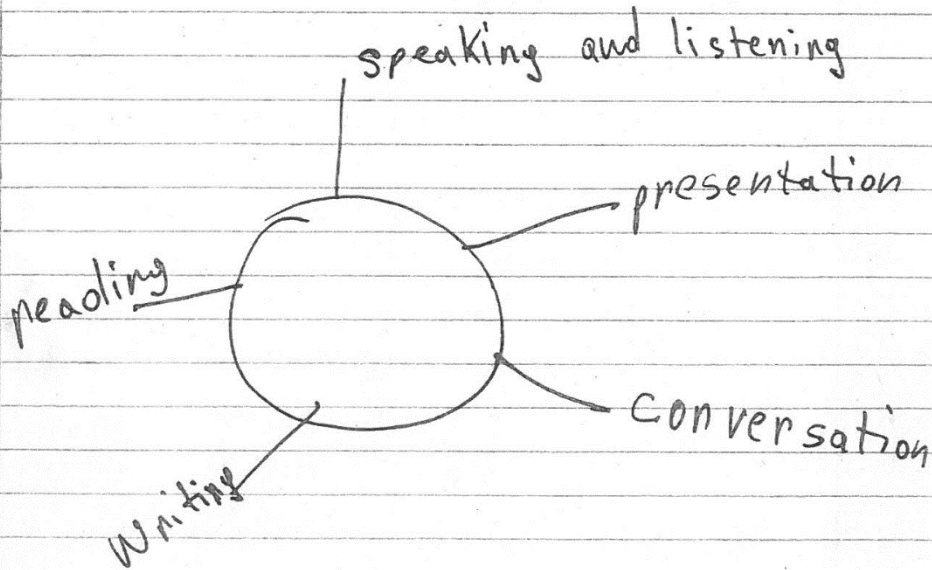


I like this class but, if possible I would like ^{one} ~~two~~ days more. We did this class ~~one~~ day. I think this very short two days and 3 hour it's Perfect. I would like to read in this class more History, ~~read~~ newspaper, about different community. I would like to more speaking English in this class.

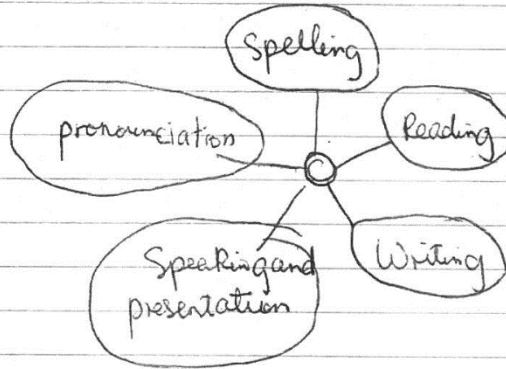
1. What I would like in class



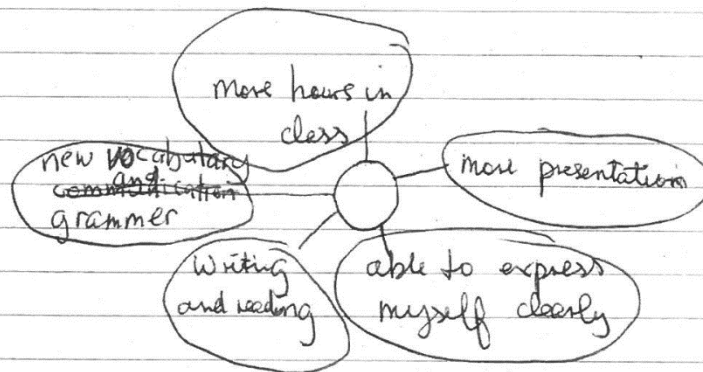
2. What I would like to do more



What I like in class



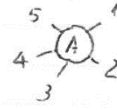
What I would like to have more



Jose Faria #W.

30/10/2019

What I like in class (A)



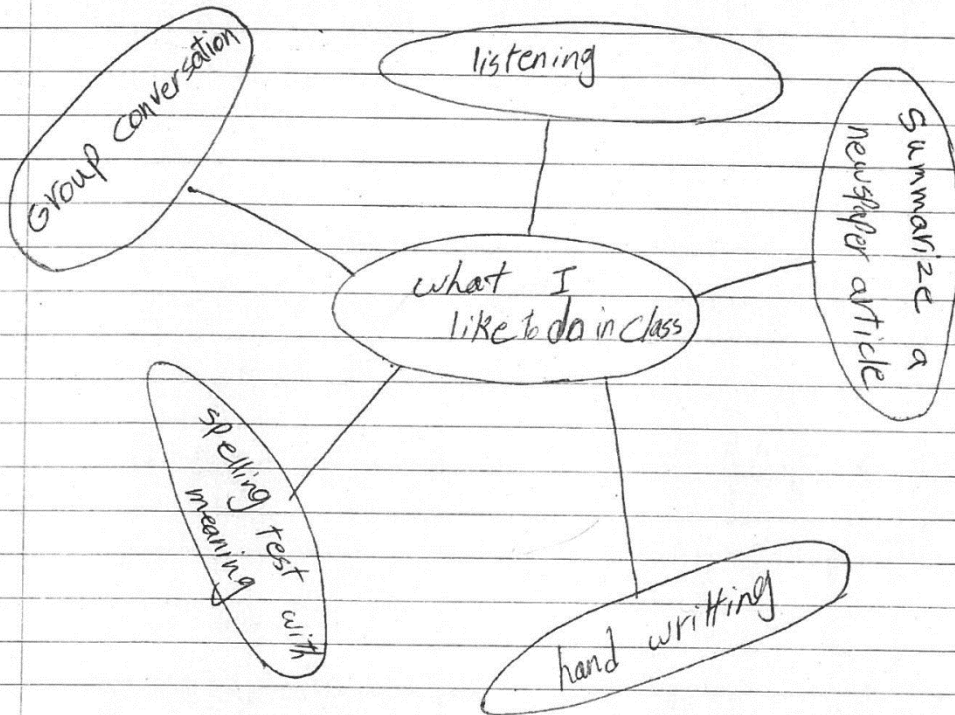
- ① I like to listen to fix my mistakes.
- ② I like very much to read.
- ③ I like to learn to build ^(sentences) phrases in the past, present and future
- ④ I like ^(discuss) argue about some subjects with my classmates.
- ⑤ I like the dynamics and professionalism of the Tutor. (Diane)

What I would like to do (move off) (B)

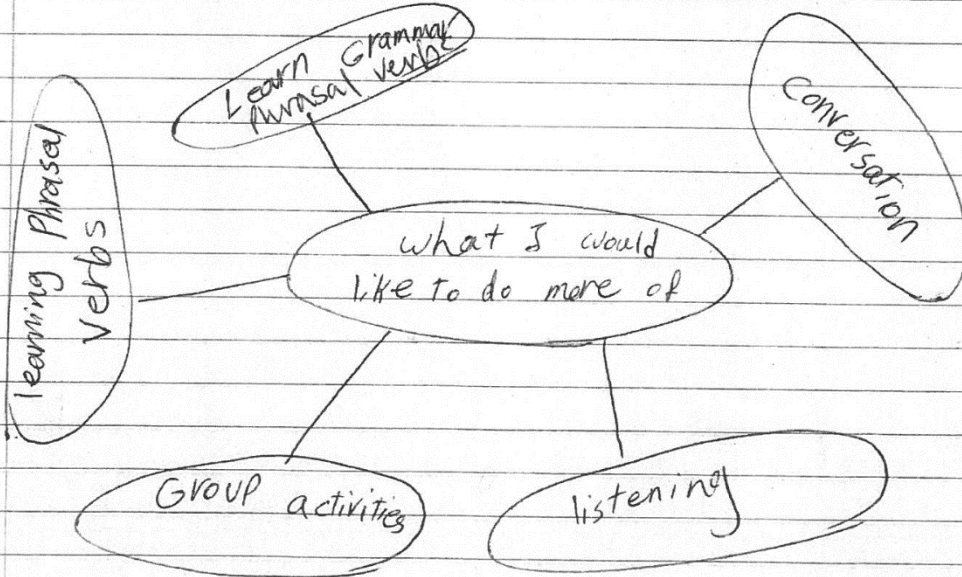


- ① I would like to learn more grammar.
- ② I wish there were more hours of class.

1 what I like to do in class



2 what I would like to do more



Fathma

Tutor's reflection for OTLA English Project (to be completed after session)
What did you feel went well with this technique/activity? <ul style="list-style-type: none">• Gave good indication what students wanted to learn and what skills they needed e.g. grammar / speaking.• Gave good indication of what is working and what is not.• Makes course more student led.
Is there anything you would change about this technique/activity if you had to teach it again? <ul style="list-style-type: none">• Students didn't want to fill in anything from 'stop' part of activity, found it uncomfortable.• Should be done at beginning of term to inform ssa and planning.
With the learner's/observer's feedback in mind, is there anything you would do differently in the future? How will you go about doing this? <ul style="list-style-type: none">• Tutor has to pick activities or skills class decide on as a majority.• Do as a group activity.• Vote on which one / ones they want more of. - Students responded positively to this.
Any other comments? <p>Overall is a good technique to use at the beginning of term to have a better idea of what students want. More student led.</p>

Experiences
Task 1: Role cards
Role card student A
Part 1

You went to France last summer.
 You went to China in 2010.
 You went to South Africa in 1999.

You haven't been anywhere else.

Part 2

Ask your partner questions and complete the table. *E.g. have you ever been to ...? When did you go there?*

	No	Yes	If 'yes', when?
Australia			
Japan			
Italy			
Kenya			
Norway			
Egypt			

Role card student B
Part 1

You went to Japan last winter.
 You went to Kenya in 2011.
 You went to Norway in 1997.

You haven't been anywhere else.

Part 2

Ask your partner questions and complete the table. *E.g. have you ever been to ...? When did you go there?*

	No	Yes	If 'yes', when?
New Zealand	x		
France		✓	last summer.
India	x		
China		✓	in 2010
Sweden	x		
South Africa		✓	in 1999.

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× PRESENT PERFECT TENSE

+

S + have/has + past participle

I have tried sushi.

-

S + have not (haven't)/has not (hasn't) + past participle

I have not tried sushi.

?

Have/Has + subject + past participle?

Have you tried sushi?

Usage

Example

To express things you have done in your life

She has never studied Japanese.

To express number of times you have done something

How many times have you tried to call her?

To describe recently completed actions which are important now

I have some bad news. I've lost my job.

To express situations that started in the past and are still true

I've known James for 4 or 5 years.

To describe unfinished actions or situations

I've read half of the book.

To express present result

John has missed the bus, so he'll be late.

irregular Verbs / Comp / Quiz.

Past simple - happened in the past.

Chas / had Past participle - happened in past but linked to present

Game 1

Eat	choose	give
ate - eaten	chose chosen	gave given
meet	draw	know
Met - met	draw drawn	knew known.
see	find	take
saw seen	found found	took taken.

Game 2

throw	stand	speak
threw - thrown	stood - stood.	spoke - spoken
think	sing	wear
thought - thought	sang - sung	wore - worn
win	understand	write
won - won	understood - understood.	wrote - written

Task 3: Mingling

Names	Experience	Further information (when, who, what, etc.)
	has been on television.	
	has met a famous person.	
	has seen a great film recently.	
	has ridden on an elephant.	
	has flown in a helicopter.	
	has driven a tractor.	
	has taken a photo of an insect.	
	has eaten snails.	
	has bought a gadget recently.	
	has slept outdoors.	
	has sung in a karaoke.	
	has worn a diamond.	
	has grown vegetables.	
	has broken an arm or leg.	

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Task 2: Pair work

Write questions using the prompts. Use *Have you ever...?*

1. You / see an elephant?
2. You / read a book in English?
3. You / swim in a river?
4. You / eat horse meat?
5. You / meet a famous person?
6. You / (your own idea).....?
7. You /?

Now take turns asking and answering your questions in pairs. If your partner answers *Yes, I have*, ask a second question - e.g. *When did you.....?*

Experiences
Task 1: Role cards
Role card student A
Part 1

You went to France last summer.
 You went to China in 2010.
 You went to South Africa in 1999.

You haven't been anywhere else.

Part 2

Ask your partner questions and complete the table. *E.g. have you ever been to ...? When did you go there?*

	No	Yes	If 'yes', when?
Australia			
Japan			
Italy			
Kenya			
Norway			
Egypt			

Role card student B
Part 1

You went to Japan last winter.
 You went to Kenya in 2011.
 You went to Norway in 1997.

You haven't been anywhere else.

Part 2

Ask your partner questions and complete the table. *E.g. have you ever been to ...? When did you go there?*

	No	Yes	If 'yes', when?
New Zealand			
France			
India			
China			
Sweden			
South Africa			

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happened before but still has
cause effect on present

PRESENT PERFECT TENSE

- +** S + have/has + past participle
I have tried sushi.
- S + have not (haven't)/has not (hasn't) + past participle
I have not tried sushi.
- ?** Have/Has + subject + past participle?
Have you tried sushi?

Usage	Example
To express things you have done in your life	She has never studied Japanese.
To express number of times you have done something	How many times have you tried to call her?
To describe recently completed actions which are important now	I have some bad news. I've lost my job.
To express situations that started in the past and are still true	I've known James for 4 or 5 years.
To describe unfinished actions or situations	I've read half of the book.
To express present result	John has missed the bus, so he'll be late.

minutes)

whether the statements are true or false. If a student answers *Yes, I have*, students should ask at LEAST one other question- e.g. *When did you go there? What film did you see? Who did you meet?* etc. Monitor and help where necessary

- Alternatively, this activity can be done as a traditional 'Find someone who', where students ask the questions to each member of the class until they find someone who answers *Yes I have*- then they write down that students' name and complete the rest of the chart. When someone has completed the whole table (or after a set time) the activity ends and you can find out who has done all the things in the chart.
- At the end of the activity ask for some feedback from the class.

Contributed by

Katherine Billsborough

the rest of the team.) If the team answers correctly, they 'win' the box in the grid and you shade it the appropriate colour (red or blue). If the team answers incorrectly, the other team can try answering a 'rebound' question. The first team to win three boxes in a row (in any direction), wins the game. Play a few times using different verbs.

*grow
grew
grown*

<i>eat</i>	<i>choose</i>	<i>give</i>
<i>meet</i>	<i>draw</i>	<i>know</i>
<i>see</i>	<i>find</i>	<i>take</i>

*beat
beaten*

2. Task 1: Role play (30 minutes)

- Brainstorm a list of about 30 countries and write them on the board. Choose a country from the list and ask a student *Have you ever been to (Mexico)?* The student answers *Yes I have*, or *No, I haven't*. Continue asking different students until somebody answers *Yes, I have*. Then ask *When did you go?* Elicit a simple answer - e.g. *I went in 2008, I went last year* etc. Repeat this a few times with different countries and different students.
- Repeat the activity a few times using open pairs. Each time nominate one student to ask the question (*Have you ever been to...?*) and one student to answer. The rest of the class listens.
- Closed pairs - Put students into pairs to repeat the activity. Students take turns asking and answering the questions.
- Divide students into pairs, A and B. Give each student a copy of their corresponding role card (A or B).
- Students read the information in part 1 of their role card. Then they take turns asking and answering questions to complete the table in part 2 of their role card.
- Monitor students to make sure that they are using the correct verb forms (past simple and present perfect).

W/S

3. Task 2 - Pair work (15-20 minutes)

- Give each student a copy of task 2. Students use the prompts to write questions using *Have you ever...?* Tell them to invent 2 further questions, encouraging them to use their imagination.
- Put students into pairs and ask them to ask their partners the questions, including a follow up question in the case of a positive response. Monitor as they do the activity.

4. Task 3 - Mingling (10-15)

- Students complete the sentences with the names of their classmates in a random order. Students then mingle, asking and answering questions to see

Experiences

Topic

Storytelling

Aims

- To help students understand when to use the past simple and when to use the present perfect
- To practice and develop speaking skills

Age group

Teens

Level

B1

Time

60-90 minutes

Materials

- Experiences student worksheet

Introduction

Lots of our students have problems with the past simple and the present perfect when they are talking about events in the past. In this lesson they will revise the two tenses in various speaking activities.

Procedure

1. Lead-in: Noughts and Crosses (15 minutes)

- Put students into two teams, blue and red, and nominate a 'captain' for each team. Draw a nine-square grid on the board and write the infinitives of nine irregular verbs in the nine spaces. **Most coursebooks have a list of irregular verbs at the back (See the grid below)*
- Play noughts and crosses. Teams take turns to choose a verb and say what the past simple and the past participle are and how they are spelt - eg. *Eat - ate - eaten*. Only the captain can answer the questions (after consulting with

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Session / Lesson Plan

Course title	E3 CB&G Reading (ETF)		Course code	WT1920021
Tutor	Fahima M - Assm	Topic	Experiences.	
Date / week ref (to SoW)		Day / time	Mon 13:00	
No. of learners	6			
Learning aim				
<p>Identified need from: more grammar and conversation. brainstorm with students.</p> <p>to help students understand when to use past simple and past perfect</p> <p>Speaking practice in a fun way / develop speaking skill</p>				
Learning Objectives (subject specific) state what the learner will have learnt by the end of the lesson. That is, the outcome of the learning.			Reference to: SoW, specification or syllabus	
By the end of the lesson the learner(s) should be able to:				
<p>know the difference between past simple and ^{present} past perfect.</p> <p>Be able to have a conversation using past simple and present perfect.</p>				
Differentiation (specific reference should be given to individuals / different levels). Differentiation may be necessary to enable ACCESS (supporting learners with support needs) and CHALLENGE (use of stretching, extension activities for learners who are pacing faster than average). Remember: differentiated materials who / why, questions / tasks / outcomes, seating plan.				
<p>S + H - sit next to me weaker than rest of class.</p> <p>- shortened tasks to be given.</p> <p>stronger students given extension activities?</p>				
Planning for embedded key themes (see the scheme of work template for guidance) Includes English, maths, employability, financial literacy, information technology, British values, equality and diversity, Safeguarding and prevent.				
<p>diversity - different countries</p> <p>British values</p> <p>Technology</p>				
Health and safety risk assessment of the learning activities planned				
Identified H&S risk / hazard / safeguarding issues (there may be a generic risk assessment for your activities, but pay particular attention to specific individuals or types of learners who are in the class and/or specific activities / changes to environment)			Control Measure	
<p>prams not to be left in creche.</p>			<p>left in class / outside class.</p>	

Laura Project

- ⇒ step 1 copy copy copy
step 2 no copy
step 3 check

~~28~~²⁷th November 2019

- explained
- very difficult

2nd December 2019

problems:

- SS start spelling instead of speaking the sound
 - SS struggle to speak the sound and writing at the same time. (speak whole word, and just write first letter)
 - SS don't know how to speak the word (check with teacher first)
 - SS at stage 1 start copying many words and not just one
 - SS Forget to speak while copying after a while ...
- pros
- 90% of students at stage 2 can remember and write word 85% correctly!
 - huge improvement
 - the sound really helps them remembering the spelling

proof: before/after task

1. What do you like?
2. What you don't like?
3. What do you want to continue doing?

1.
 - gap filling
 - role play ?/+
 - filling form
 - crosswords
 - matching
- everything

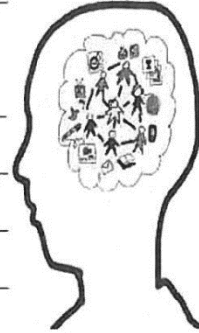
- games
- noughts and crosses
- drawing
- writing words
- speak → write

2.
 - Kan doesn't like gap filling
 - speak → write | difficult
 - reading a text | NHS letter

3. ~~Que~~
 - dialogue ?/answer
 - how to write a card
 - spelling
 - ~~plan~~ sounds

Student Questionnaire

1. Name: Marine
2. Age: 20 years old
3. Nationality French
4. First language / other languages : French
5. Job: Student no job
6. Hobbies and interests: Reading and run
7. Why are you learning English? for my profession
8. How long have you been studying English ? 2 months



Have you completed:

- a. Primary school? Yes/No
- b. Secondary School? Yes/ No
- c. University? (undergraduate) Yes/ No
- d. University? (postgraduate) Yes/ No

9. When you learn, do you like: (Circle as many as you like)

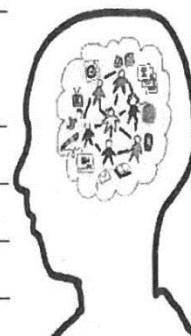
Seeing pictures	speaking in groups	watching DVDs or short videos
games and competitions	standing up and moving around	
listening to songs	<input checked="" type="radio"/> taking notes	writing on the whiteboard
<input checked="" type="radio"/> listening to the teacher	doing dramatization and role-plays	
<input checked="" type="radio"/> repeating new words after the teacher	using computers and technology	<small>Visual 6 Aural 7 Kinesthetic 8</small>
working on your own		

Adapted from International House Dublin.

2015

Student Questionnaire

1. Name: Abul kalam
2. Age: 01.01.82
3. Nationality Bangladeshi
4. First language / other languages : Bangoli
5. Job: Selack chicken,
6. Hobbies and interests: Journey
7. Why are you learning English? Two months
8. How long have you been studying English ? Two months



Have you completed:

- a. Primary school? Yes/No
 - b. Secondary School? Yes/ No
 - c. University? (undergraduate) Yes/ No
 - d. University? (postgraduate) Yes/ No
9. When you learn, do you like: (Circle as many as you like)

<input checked="" type="checkbox"/> Seeing pictures	<input checked="" type="checkbox"/> speaking in groups	<input type="checkbox"/> watching DVDs or short videos
<input type="checkbox"/> games and competitions	<input type="checkbox"/> standing up and moving around	
<input type="checkbox"/> listening to songs	<input checked="" type="checkbox"/> taking notes	<input checked="" type="checkbox"/> writing on the whiteboard
<input checked="" type="checkbox"/> listening to the teacher	<input type="checkbox"/> doing dramatization and role-plays	
<input checked="" type="checkbox"/> repeating new words after the teacher	<input type="checkbox"/> using computers and technology	<small>Visual Auditory Kinesthetic</small>
<input type="checkbox"/> working on your own		

Adapted from International House Dublin.

2015




Student Questionnaire



1. Name: Hayelom
2. Age: 47
3. Nationality/First language: Eritrean
4. Job: Ristorant
5. Hobbies and interests: Like Football
6. Why are you learning English? For speaking
7. How long have you been studying English? 2nd Yr
8. Have you completed:
 - a. Secondary School? Yes/ No
 - b. University? (undergraduate) Yes/ No
 - c. University? (postgraduate) Yes/ No

9. When you learn, do you like: (Circle as many as you like)

Seeing pictures	<u>speaking in groups</u>	watching DVDs
<u>games and competitions</u>	standing up and moving around	
<u>listening to songs</u>	taking notes	writing on the whiteboard
<u>listening to the teacher</u>	doing dramatization and role-plays	
<u>repeating new words after the teacher</u>	<u>using computers and technology</u>	
	<u>working on your own</u>	

VISUAL 
AUDITORY 
KINESTHETIC 

Adapted from International House Dublin.

2015




Student Questionnaire



1. Name: Quahiba Himeur
2. Age: 140
3. Nationality/First language: Algerian / Arabic
4. Job: No job
5. Hobbies and interests: child care
6. Why are you learning English? I learn English to get a job
7. How long have you been studying English? I have a year
8. Have you completed:
 - a. Secondary School? Yes / No
 - b. University? (undergraduate) Yes/ No
 - c. University? (postgraduate) Yes/ No

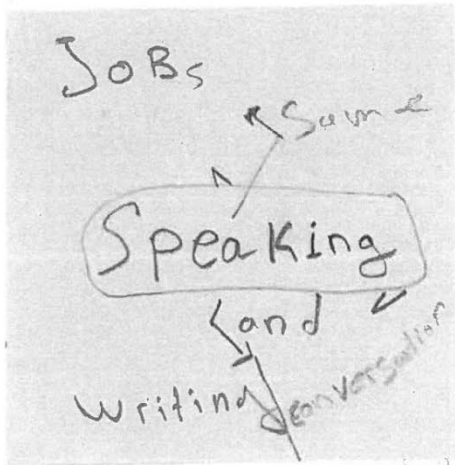
9. When you learn, do you like: (Circle as many as you like)

<input checked="" type="checkbox"/> Seeing pictures	<input checked="" type="checkbox"/> speaking in groups	<input type="checkbox"/> watching DVDs
<input type="checkbox"/> games and competitions	<input type="checkbox"/> standing up and moving around	
<input type="checkbox"/> listening to songs	<input checked="" type="checkbox"/> taking notes	<input checked="" type="checkbox"/> writing on the whiteboard
<input checked="" type="checkbox"/> listening to the teacher	<input type="checkbox"/> doing dramatization and role-plays	
<input checked="" type="checkbox"/> repeating new words after the teacher	<input checked="" type="checkbox"/> using computers and technology	
<input checked="" type="checkbox"/> working on your own		

VISUAL 
AUDITORY 
KINESTHETIC 

Adapted from International House Dublin.

2015



Spelling test

Speak
listen
interpretation

I want go
Colleg
Hawo

I want to learn
everything to
have better
communication
with everyone

Conversation
Spelling
Listening

Speak Engi
and
Past tense

Speaking
and
Listen

Learn the idiom
and to communicate
with people.

Speak for
Job and
Doctor

How to make sentences.

I want to more
Speaking Practice

How to talk people
with job

I come here for
speak english quite
well.
It's important for
my profession!

I learn English
and spelling Teste
and writing and

I want to and reading for
English I complete the form
Speak and to interesting The
Friend and
Teacher

I want to learn
more about past
tens, present tens
? future tens

Because is better for
get good job and for the
I like that
I'll test
more speaking practice

for speak

in doctor and
work

I want
Learn more speak
English and I want
course material manage
ment, etc.

write
and
Talk

E1/E2 a.m. E1/E2 p.m.

See pictures	 ⑦		3	10	
speaking in groups	 	9	 	8	17
watching DVD	 	7		4	11
games and comps		3		0	3
standing up and moving around		2		0	2
listening to songs	 	7		4	11
taking notes		3	 	6	9
writing on whiteboard		3		4	7
listening to teacher	 	10	 	11	22
doing drama and role play		0		0	0
repeating new words	 	8	 +	5	13
using com & tech	 	9	 	5	14
working on own	 	5		0	5

NAME: Noot Sahih Salen

THE RBK&C RESEARCH PROJECT: BRIDGING COURSE

For the project, you chose to undertake more speaking and listening work.

How much did you <u>enjoy</u> the following S&L activities?	A lot	A little	Not much	Not at all	Absent
Discussion: World Kindness Day	/				
Debate: Should children under 13 be allowed mobile phones?	/				
Role Play: booking a holiday in a Travel Agents Shop	/				

How <u>useful</u> for your English learning were the activities?	Very useful	A little	Not much	Not at all	Absent
Discussion: World Kindness Day	/				
Debate: Should children under 13 be allowed mobile phones?	/				
Role Play: booking a holiday in a Travel Agents Shop	/				

Did participating in the activities <u>increase your confidence</u> ?	A lot	A little	Not much	Not at all
	/			

At the beginning of the project, you created spidergrams to illustrate your English learning priorities. Do you think that the activities met YOUR priorities?	A lot	A little	Not much	Not at all
	/			

Do you feel like you had a say in how the activities were selected e.g. the discussion topic & the debate topic?	Yes	A little	Not much	Not at all
	/			

Thank you for completing this short survey. It will help me to write my report for the Council
Diane

NAME:

Arieta

THE RBK&C RESEARCH PROJECT: BRIDGING COURSE

For the project, you chose to undertake more speaking and listening work.

How much did you <u>enjoy</u> the following S&L activities?	A lot	A little	Not much	Not at all	Absent
Discussion: World Kindness Day					✓
Debate: Should children under 13 be allowed mobile phones?					✓
Role Play: booking a holiday in a Travel Agents Shop	✓				

How <u>useful</u> for your English learning were the activities?	Very useful	A little	Not much	Not at all	Absent
Discussion: World Kindness Day					✓
Debate: Should children under 13 be allowed mobile phones?					✓
Role Play: booking a holiday in a Travel Agents Shop	✓				

Did participating in the activities <u>increase your confidence</u> ?	A lot	A little	Not much	Not at all
	✓			

At the beginning of the project, you created spidergrams to illustrate your English learning priorities. Do you think that the activities met YOUR priorities?	A lot	A little	Not much	Not at all
	✓			

Do you feel like you had a say in how the activities were selected e.g. the discussion topic & the debate topic?	Yes	A little	Not much	Not at all
	✓			

Thank you for completing this short survey. It will help me to write my report for the Council
Diane

NAME: *Fatemeh Amiri*

THE RBK&C RESEARCH PROJECT: BRIDGING COURSE

For the project, you chose to undertake more speaking and listening work.

How much did you <u>enjoy</u> the following S&L activities?	A lot	A little	Not much	Not at all	Absent
Discussion: World Kindness Day	✓				
Debate: Should children under 13 be allowed mobile phones?	✓				
Role Play: booking a holiday in a Travel Agents Shop	✓				

How useful for your English learning were the activities?	Very useful	A little	Not much	Not at all	Absent
Discussion: World Kindness Day	✓				
Debate: Should children under 13 be allowed mobile phones?	✓				
Role Play: booking a holiday in a Travel Agents Shop	✓				

Did participating in the activities <u>increase your confidence</u> ?	A lot	A little	Not much	Not at all
	✓			

At the beginning of the project, you created spidergrams to illustrate your English learning priorities. Do you think that the activities met YOUR priorities?	A lot	A little	Not much	Not at all
	✓			

Do you feel like you had a say in how the activities were selected e.g. the discussion topic & the debate topic?	Yes	A little	Not much	Not at all
	✓			

Thank you for completing this short survey. It will help me to write my report for the Council
Diane

NAME: Hong Choon SUM

THE RBK&C RESEARCH PROJECT: BRIDGING COURSE

For the project, you chose to undertake more speaking and listening work.

How much did you <u>enjoy</u> the following S&L activities?	A lot	A little	Not much	Not at all	Absent
	✓				
Discussion: World Kindness Day	✓				
Debate: Should children under 13 be allowed mobile phones?	✓ yes				
Role Play: booking a holiday in a Travel Agents Shop	✓				

How useful for your English learning were the activities?	Very useful	A little	Not much	Not at all	Absent
	✓				
Discussion: World Kindness Day	✓				
Debate: Should children under 13 be allowed mobile phones?	✓ Pos				
Role Play: booking a holiday in a Travel Agents Shop	✓				

Did participating in the activities <u>increase your confidence</u> ?	A lot	A little	Not much	Not at all
	2/4			
	✓			

At the beginning of the project, you created spidergrams to illustrate your English learning priorities. Do you think that the activities met YOUR priorities?	A lot	A little	Not much	Not at all
	yes ✓			

Do you feel like you had a say in how the activities were selected e.g. the discussion topic & the debate topic?	Yes	A little	Not much	Not at all
	2/4			
	✓			

Thank you for completing this short survey. It will help me to write my report for the Council
Diane

NAME: GIUSEPPE

THE RBK&C RESEARCH PROJECT: BRIDGING COURSE

For the project, you chose to undertake more speaking and listening work.

How much did you <u>enjoy</u> the following S&L activities?	A lot	A little	Not much	Not at all	Absent
Discussion: World Kindness Day					✓
Debate: Should children under 13 be allowed mobile phones?					✓
Role Play: booking a holiday in a Travel Agents Shop	✓				

How useful for your English learning were the activities?	Very useful	A little	Not much	Not at all	Absent
Discussion: World Kindness Day					✓
Debate: Should children under 13 be allowed mobile phones?					✓
Role Play: booking a holiday in a Travel Agents Shop	✓				

Did participating in the activities <u>increase your confidence</u> ?	A lot	A little	Not much	Not at all
	✓			

At the beginning of the project, you created spidergrams to illustrate your English learning priorities. Do you think that the activities met YOUR priorities?	A lot	A little	Not much	Not at all
	✓			

Do you feel like you had a say in how the activities were selected e.g. the discussion topic & the debate topic?	Yes	A little	Not much	Not at all
	✓			

Thank you for completing this short survey. It will help me to write my report for the Council
Diane

NAME: *Hing Zhang*

THE RBK&C RESEARCH PROJECT: BRIDGING COURSE

For the project, you chose to undertake more speaking and listening work.

How much did you <u>enjoy</u> the following S&L activities?	A lot	A little	Not much	Not at all	Absent
Discussion: World Kindness Day	✓				
Debate: Should children under 13 be allowed mobile phones?	✓				
Role Play: booking a holiday in a Travel Agents Shop	✓				

How <u>useful</u> for your English learning were the activities?	Very useful	A little	Not much	Not at all	Absent
Discussion: World Kindness Day	✓				
Debate: Should children under 13 be allowed mobile phones?	✓				
Role Play: booking a holiday in a Travel Agents Shop	✓				

Did participating in the activities <u>increase your confidence</u> ?	A lot	A little	Not much	Not at all
	✓			

At the beginning of the project, you created spidergrams to illustrate your English learning priorities. Do you think that the activities met YOUR priorities?	A lot	A little	Not much	Not at all
	✓			

Do you feel like you had a say in how the activities were selected e.g. the discussion topic & the debate topic?	Yes	A little	Not much	Not at all
	✓			

Thank you for completing this short survey. It will help me to write my report for the Council
Diane

Diane's arguments for & against

YES: Arguments for	NO: Arguments against	
If a child has a mobile phone, he can call his parents if he gets lost, hurt or is in danger	Parents can't always afford them	
The phone can be used as a tracking device if any thing happens to the child	Mobile phones divert attention away from other activities such as family activities, or traditional playing	
Lots of children have phones and a child could be bullied if they don't	Mobile phones expose children to social media at too young an age	
A phone can increase a child's IT skills which is very important in an age of growing technology	There will always be peer pressure to get a newer/better phone	
A phone can help with homework e.g. using a dictionary, spelling & asking friends for help if they don't understand something	Having a phone makes a child vulnerable as they might get targeted by thieves	
Phone's are a useful way to stay in touch with friends e.g. to arrange meeting up	Using a mobile phone can be addictive, and children stop communicating properly with other family members	
A mobile phone teaches children to be responsible – they must look after their phone & stay in touch with their parents/carers.	Mobiles phones stop children from developing social skills in the real world	
Children can call 999 in an emergency	It's not healthy to look at a screen all the time	
A parent or other carer will always be able to reach their child	Children often lose things and insurance is expensive	

RBK&C: RESEARCH PROJECT 2: Debate: Should children under 13 be allowed to have mobile phones?

Presentation slides



What is a 'debate'?

- Two sides take an opposite viewpoint on a topic
- They take it in turns to present their viewpoint
- One side speaks, then the other side responds saying why they don't agree & putting forward their case
- Only one person speaks at a time - imagine a tennis game



https://www.youtube.com/watch?v=G6Irb_GIBXw

Should children under 13 be allowed to have a mobile phone?

- In your teams, take 10 minutes to decide how you will present your argument 'for' or 'against' the topic
- Make a list of your reasons and ...
- Think about how you will respond to the other team's viewpoint - you will have to disagree and say why

LANGUAGE TO USE IN A DEBATE



"I have to disagree"

"I would like to suggest that ..."

"I don't think that is right"

"I think that ..."

"I don't agree because..."

"But you need to consider ..."

HOMEWORK ACTS OF KINDNESS

FATMEH

- Got a volunteering in a charity shop
- Said 'good morning' to people I passed in the street
- Let someone go in front of me in a queue

JENNY

- Said 'good morning' to people
- Held a door for someone
- Donated some money to a charity

SUM

- Provided care for my partner

NOOR

- Said 'good morning' & 'good evening' to people I didn't know
- Held the door for someone

NING

- Donated items to a foodbank
- Bought treats for the class

Note: Safeguarding issues were discussed re greeting strangers

ACTS OF KINDNESS:

1. Send a kind text to someone you know e.g. a thank you or remembrance of a kind deed
2. Say good morning/evening to everyone/someone on your way put/home
3. Hold the door open for someone behind you
4. Sign up to the organ donor register
5. Surprise your colleagues with a kind post-it-note on their desks
6. Offer to buy a drink or some food for a homeless person
7. Go through your possessions and donate items you no longer use to charity
8. Make yourself known to someone elderly or vulnerable in your community
9. Spend time with someone who might be lonely
10. Send a thank you note/ email to a friend or colleague
11. Help an elderly person with their shopping
12. Take the time to really listen to someone
13. Give blood
14. Donate coats and blankets to a homeless shelter
15. Donate *old* towels or blankets to an animal shelter
16. Share positive posts on your social media pages
17. Cook a meal for someone else – e.g. deliver a lasagne to a new mother
18. Donate creative items, toys or games to a children's hospital
19. Write a note of encouragement and place it inside a book or magazine in a waiting room
20. Write positive online reviews for places you have visited or businesses you have gone to
21. Pay someone a compliment
22. Write a thank you letter to a teacher
23. Buy a lottery ticket and give it to a stranger
24. Volunteer at a charity shop
25. Spend time to get to know your neighbours
26. Let someone go in front of you in the queue
27. Pick out good causes on the internet and 'like' or 'follow' them
28. Put your loose change in a charity box
29. Undertake a litter pick in your local area
30. Walk or cycle to reduce your carbon footprint
31. Donate clothes to a charity shop or homeless shelter

Group speaking & Listening Skills

- Make suggestions
- Ask questions: how, what, why, when, who
- Listen to other people's suggestions, agree or disagree, and say why
- Use strategies to 'play for time' e.g. well, erm, let me think,
- Use positive body language: nod when others are speaking to show you are *actively* listening, look at people when you are talking to them – 'sweep the room'
- Use turn taking skills: make sure everyone has the opportunity to speak
- Let other people have their say
- Be open-minded & respectful – everyone has a right to be heard
- Prompt (but don't push) people if they are not speaking. They may feel shy or think their ideas aren't worth suggesting: "Amal, what do you think?" or "Amal, do you have any ideas?"
- Don't take it personally if someone doesn't agree with you
- Interrupt politely using the ideas below

WAYS TO INTERRUPT & ADD YOUR OWN COMMENTS

I would like to add something.

Excuse me for interrupting, but...

May I share an idea?

Could I add something?

May I interrupt here?

Excuse me, I'd like to say something.

Could I interject?

What about _____?

Can I say something?



TUTOR'S DISCUSSION NOTES

- I will steer the discussion – this is not a Q&A but an opportunity to share views and ideas.

- Did anyone look-up 'kindness' in the dictionary?
- How did you carry out the research for this discussion? Was it easy to find information?
- How did you choose what to use?
- Did you discuss the topic with anyone?
- What are other words for 'kindness' (synonyms)

- **Everyone to contribute by:**
- Verbally sharing their research material
- Asking each other questions; & answering questions (take 5 minutes to jot down if not already done so)
- Encouraging others to speak

- **Discussion language**
- Sentence starters (see handout)
- Ways to interrupt
- Ways to say you don't understand/can't hear

My questions to help steer the discussion:

- Do we need to be reminded to be kind?
- Shouldn't we be kind all the time?
- Who benefits from acts of kindness?
- Should acts of kindness involve people you don't know?
- How often do you do something kind/out of the ordinary?
- How much of kindness is to do with how you are raised

Presentation slides



Kindness *noun.*
the quality of being friendly,
generous, and considerate

*" She thanked her for her
kindness & support".*

World Kindness Day is celebrated **annually** on 13th November. On this day, participants attempt to make the world a better place by celebrating and promoting **good deeds** and **pledging** acts of kindness, either as individuals or as organisations

Anybody wishing to take part in **World Kindness Day** or **Kindness Day UK** can pledge a good deed and also find a range of resources including ideas for random acts of kindness both large and small, on the Kindness UK website www.kindnessuk.com



DISCUSSION
World Kindness Day

Group discussion

- Where did you go to find information?
- Was there a lot of information to go through?
- How did you decide what to use?
- What information did you find?

Think of discussion questions to ask each other

RBK&C: RESEARCH PROJECT 3: Role play booking a holiday

Presentation slides



WHAT QUESTIONS WOULD A TRAVEL ADVISOR ASK?

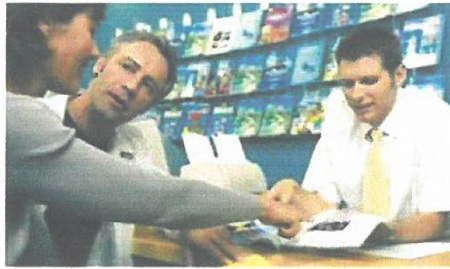
WHAT QUESTIONS WOULD A CUSTOMER ASK?



- I am looking for a holiday somewhere...
- I want to stay in ...
- I want to book a holiday to ...
- What I would ideally like is ...
- I don't want to go anywhere ...
- It's very important that ...
- I don't want to spend more than ...

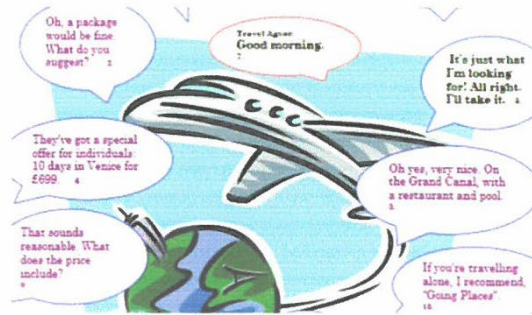


- Where do you want to go?**
- What type of accommodation do you want?**
- Who are you going with?**
- How much do you want to spend?**
- Do you have any particular requirements?**



Work in pairs to put the holiday-booking conversation in order by matching the numbers

Think of other questions to ask each other & practice using the answer sheet



World Kindness Day is on the 13th November every year. This is to make ^{ww} everyone carry out an act of kindness. It aims to show kindness to people (homeless, elderly, children) animals (dog, cat, ~~wild~~ ^{PI} ~~wild~~ wildlife) and the environment. ^{ww}

^{Paragraph space} Kindness Day has received a great number of support from celebrities, politicians and religious leaders, as well as individuals across the world. ✓

It is observed in many countries including Canada, Japan, Nigeria and Singapore. It is an attempt to make the world a better place by kindness. ✓

We can play our part by:

- Just smile to make someone's day
- Treat someone to a coffee or tea
- Solve someone's problem
- Do something for someone without them asking.

This is a very good summary Sum
Well done!

World Kindness day

World Kindness day is celebrated on 13 November. There are many countries celebrating this day like Canada, Japan, United Kingdom and Australia.

In this day you can be kind and do acts of kindness.

There is a lot of stuff you can do like :-

- * Smile at strangers and do kind things for them.
- * Give out at least three compliments.
- * Deliver flowers to hospital patients or to old people in old people's home.
- * Call your mom and tell her how much you love her.
- * Donate a copy of your favorite book to a library.
- * You can also be kind with animal and environment

* you can play with orphans and give them toys

* Be kind to yourself, you can do your favorite sport,
eat tasty food, enjoy with your friends.

There are some things you can do on this day, to make
? one of them better than nothing:

Noor Salih Salem



15, 11, 2017

Fatemeh
Amiri

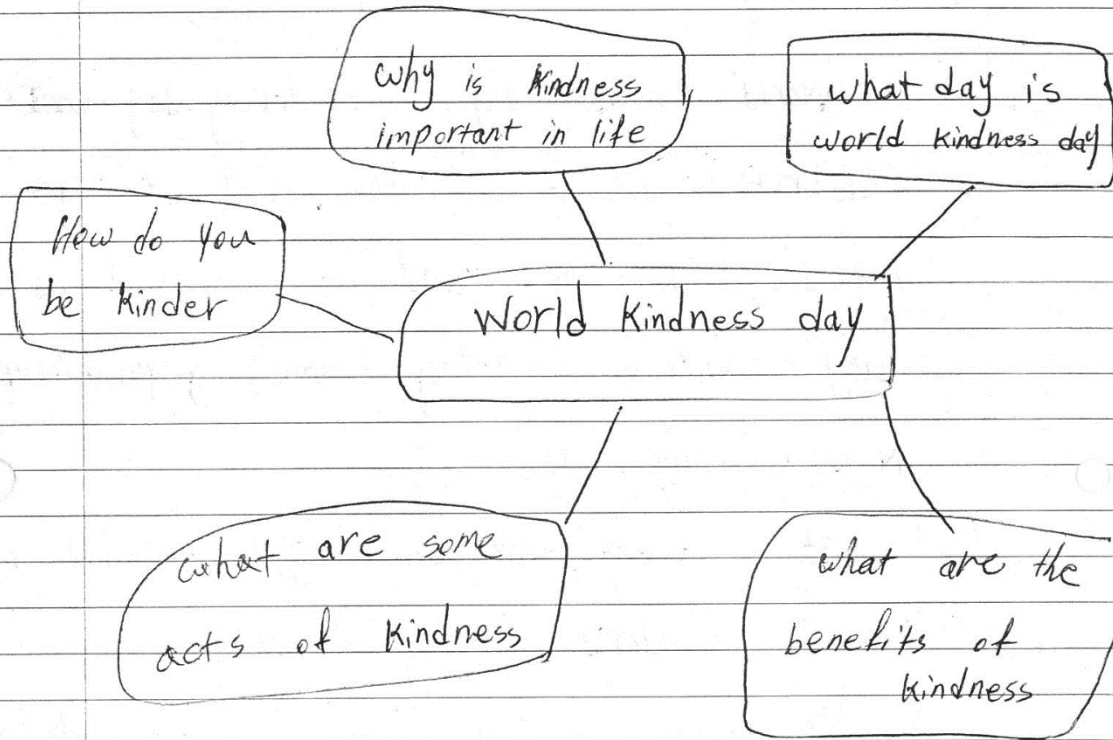
World Kindness Day is a lovely day that's celebrated all around the world. It was introduced in 1998 and is observed in many countries including Canada, Japan, Australia, Nigeria, Italy, India...

It is a day that encourages individuals to overlook boundaries, race and religion.

The world would be better if we all displayed more kindness and empathy. Kindness has many benefits including increased happiness and healthy heart. Also, it improves relationships and connections which indirectly boosts your health.

Some acts of kindness including 1. smile

- 2- Compliment others
- 3- be kind to someone you dislike
- 4- buy someone lunch
- 5- solve someone's problem.
- 6- volunteer with a local kids programme
- 7- encouraging kids to be kind to one another.



excellent use of a spidergram!

✓✓

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