Skills for Life Improvement Programme

Revision history

Version number	Date	Summary of changes	Revision marks

Approvals

The following people have approved this document.

Name	Function	Date of approval	Signature

Distribution

This document has been distributed to:

Name	Function

Trainer Pack

Developing Speaking and Listening Skills

A support pack for staff working with offenders

Introduction

Research findings from the National Research and Development Centre provides compelling evidence of the ways in which learner success rates can be improved where provision meets the literacy, language and numeracy needs of learners. The key aim of the QIA funded Skills for Life Improvement Programme is to improve teaching, learning and achievement in literacy, language and numeracy and help you and your organisation improve the experiences and achievements of your learners by improving the quality of provision across the organisation.

Skills for Life Improvement Programme

Course Information	**Length of session**: One day **Mode of Delivery:** Face to face
Target Group	**Job Role:** Teachers, tutors and other staff in prisons, young offender institutions, juvenile establishments and probation who are in contact with offenders. **Subject Specialist**: Vocational Literacy Numeracy **Sector**: Prison, YOI, Probation
What will the session be like?	The purpose of this training is to promote the importance and relevance of speaking and listening. It will familiarise participants with the pack and encourage them to reflect on their own practice, and enable them to use the materials within their own organisations as a staff development resource. Participants will have the opportunity to become familiar with the guidance and reflect on their own practice. They will discuss the challenges facing practitioners and organisations working with a range of learners and look at a range of support strategies to develop speaking and listening skills.
Rationale	Improvement in practitioners' speaking and listening skills and understanding of different strategies to support learners in this area.
Aims	• To explore the importance of speaking and listening • To identify and practise ideas for developing speaking and listening skills of your learners • To reflect on your own and your organisation's practice regarding developing speaking and listening skills • To use the guide in your own context, including as a resource for staff development
Outcomes	By the end of the training practitioners will be able to: • identify the range of issues that speaking and listening skills pose for your learners • use a range of techniques to stimulate speaking and active listening for your learners • use effective questioning and provide oral feedback to learners • identify the importance of non-verbal communication in aspects of speaking and listening in an offender setting • manage group discussions • reflect on your use of technical language • reflect on your practice

Entry Criteria	Practising Literacy and Numeracy teachers or vocational tutors working with learners with Skills for Life needs
How is the course assessed?	N/A
Accreditation	N/A
Progression	N/A
Course Overview	

Session	Content
1	Speaking and listening skills – why do they matter and how do we develop them?
2	Reflective practice
3	Module 1: Questioning and checking understanding
4	Providing oral feedback
5	Module 2: Non verbal communication
6	Module 3: Active listening
7	Module 4: Managing group discussions
8	Module 5: Using technical language

Notes on equality of opportunity and inclusivity	Speaking and listening includes communicating in its widest sense eg using specialist software, Makaton etc.
Trainer experience or qualifications required	Experienced Skills for Life Trainers preferably with experience of working in offender settings.

Resources

6

Resources to be available for delegates at the session	Improving Speaking and Listening Skills: A practical guide for Skills for Life teachers Developing Speaking and Listening Skills for staff working with offenders NRDC Effective Practice Guides Self-Advocacy Action Pack (DfES 2001) Take Control of your Learning poster pack (BSA 2007)
Equipment required	Flipchart Facilities to show a DVD clip and a slide presentation
Pre-course activity for participants	Reflect on their experience and practise of teaching speaking and listening skills.
Useful Websites	
Reference material	Better Teaching Partnership materials Improving Speaking and Listening Skills: A practical guide for Skills for Life teachers NRDC Effective Practice Guides Self-Advocacy Action Pack (DfES 2001)
Further reading	*Teaching Speaking and Listening – a toolkit for practitioners* (DfES Key Skills Support Programme 2007) *Self-Advocacy Action Pack* (DfES 2001) NRDC Effective Practice Guides

Developing Speaking and Listening Skills
A support pack for staff working with offenders

Aim

For participants to:

- To explore the importance of speaking and listening

- To identify and practise ideas for developing speaking and listening skills of your learners

- To reflect on your own and your organisation's practice regarding developing speaking and listening skills

- To use the guide in your own context, including as a resource for staff development

Learning objectives

By the end of the session, participants will be able to:

- identify the range of issues that speaking and listening skills pose for your learners

- use a range of techniques to stimulate speaking and active listening for your learners

- use effective questioning and provide oral feedback to learners

- identify the importance of non-verbal communication in aspects of speaking and listening in an offender setting

- manage group discussions

- reflect on your use of technical language

- reflect on your practice

Programme

9.30	Coffee and registration
10.00	Welcome and introduction
10.15	Speaking and listening skills – why do they matter and how do we develop them?
10.45	Reflective practice
11.00	Break
11.15	Module 1: Questioning and checking understanding
12.00	Providing oral feedback
12.45	Lunch
13.30	Module 2: Non verbal communication
14.00	Module 3: Active listening
14.30	Module 4: Managing group discussions
15.15	Module 5: Using technical language
15.45	Evaluation
16.00	Close

Skills for Life Improvement Programme

Time	Content	Resources		
		No.	Style	Title
9.30	**Participants register & have coffee.** Each participant is provided with a participant pack and a copy of *Improving Speaking and Listening Skills: a practical guide for Skills for Life teachers* and *Developing Speaking and Listening Skills: a support guide for staff working with offenders.*			Participant pack *Improving Speaking and Listening Skills* *Developing Speaking and Listening Skills for staff working with offenders*
10.00	**Welcome, housekeeping, introductions** Trainers welcome and introduce themselves to participants Provide housekeeping details Present the aims of the day using slides 1-8. Explain how the guide for offenders was developed first and is a fuller document. Purpose: Introduce session and put in context. Explain that pink represent 'speaking' and yellow, 'listening'. Give out sticky notes. Explain that after each activity, participants can decide whether they spent more time speaking or listening, then put the correct colour sticky note that represents the main skill used on the wall and on a sheet of A4 paper in front of them. At the end of the day we'll have a visual indicator for the group and for individuals within the group. Purpose: This will help them make the distinction between the 2 skills. Some people are natural speakers and others prefer to listen. We should encourage both skills.	1.0.1 – 1.0.8	Slide	Aim of the session, learning objectives. Flipchart Sticky notes (pink and yellow)
10.15	**Activity 1:** **Speaking and listening skills – why do they matter and how do we develop them?** Use the 'Speed Dating Activity' (HO1) to discuss: Why do speaking and listening skills matter for offenders?	HO 1	Handout	Speed Dating

	Draw participants' attention to the general offender behaviour programme on p7 and p8. Also, P6-17 in the pack, especially p9 about employability skills and p17 which shows the literacy curriculum.			*Developing Speaking and Listening Skills for staff working with offenders*
	In small groups, participants discuss the activities in HO2 and discuss how they could stimulate speaking and listening in their context. Are any inappropriate? If so, why? Use the envoy system, for a member of one group to summarise their group's discussion to another group. Purpose: Explore why speaking and listening skills matter in your context.	HO2	Handout	Ice-breakers, oral starters and plenaries
10.45	**Activity 2** **Reflective Practice** Short explanation of reflective practice using slides 9 & 10. Ask participants to look at the reflective log on page 9-13 of the generic pack and p58 for the session focus (They're very similar). Explain these are flexible and can be adapted to suit. Purpose: To identify stages of reflective practice	1.2.9, 1.2.10	OHT	Reflective Practice *Improving speaking and listening*
11.00	**Break**			
11.15	**Activity 3** **Questioning and checking understanding (module 1)** Briefly explain what's covered in this module using slides 11 and 12. Show slide 13, split group into 3. Assign 2 issues to each group and ask them to come up with solutions. Each group feeds back on one issue. Give out HO3 and compare. Play card matching activity in pairs. One person has the questions cards and one person has the answer cards. First person reads out each question in turn and the other person has to find the matching answer. Compare answers.	1.3.11 1.3.12 1.3.13 HO3 HO4	Slide Handout Handout	 Issues & solutions Laminated cards 1 Effective Questions

	Give out HO4, discuss. Complete pink and yellow sticky note exercise. Purpose: Explore effective questioning			
12.00	**Activity 4** **Providing oral feedback (modules 1 and 3)** Explain that research suggests oral feedback is more effective than written feedback. Oral feedback is also likely to be the most regular and interactive form of feedback. Reiterate importance of listening. **Advantages of oral feedback** Ask participants to work in small groups (with the people sitting next to them) to come up with some adjectives that describe the advantages of oral feedback. Give an example – oral feedback is immediate – to start them off. Allow 2 – 3 minutes then show Slide 14 and elicit any additional adjectives from the group. Acknowledge that immediate responses can often be unplanned and are not always as effective as they should be in helping learners to improve. **Overcoming pitfalls in giving oral feedback.** Allocate each participant a number from 1 – 6. Ask participants to go to the flip-chart with their number written on it. Give each group the numbered "pitfall" card that relates to their number. This should be stuck in the middle of the flip-chart, and solutions mapped around it (using sticky note notes or marker pens). Allow 2 minutes only, then ask participants to move on to another flip-chart. Once participants have visited 3 flip-charts, stop the activity, and give out handout as a summary of possible solutions. Allow 5 minutes for participants to review all the flip-charts, comparing their solutions to those on the handout. Summarise by reinforcing the importance of planning for feedback – although oral feedback may be	1.4.14 HO5	Slide Handout	Some advantages of providing oral feedback to learners 6 x Flipcharts Pitfall cards Marker pens Sticky notes Pitfalls of giving oral feedback

	immediate, it is also an important stage of the learning journey.		
	Giving praise and encouragement In the same groups, give each a sheet of flip chart paper and two coloured pens. Ask them to create two columns. Ask participants to spend a few minutes noting down in the left-hand column phrases that they often use when praising learners.		Flipchart paper Marker pens
	Read HO6 aloud to the group.	HO6	Handout	Learning orientation, performance orientation and motivation
	After reading the HO, ask participants to look back at the phrases they have written on the chart, and decide whether these phrases are likely to encourage 'performance orientation' (a desire to succeed, but a fear of failure and dislike of challenge) or 'learning orientation' (a recognition that hard work and effort are needed to succeed with challenging tasks, and a willingness to persist in overcoming setbacks).		
	They should underline all the phrases that encourage performance orientation in a different colour from that used on the flip chart. Using the same colour, they should write alternative phrases in the right-hand column that would encourage learning orientation.		
	When they have completed the task, suggest that they review the list of words generated and select phrases to use with learners to encourage learning orientation.		
	Remind participants that this research was based on children learning, and allow a few minutes for discussion about how these results might apply to adults.		
	Reflection Ask each participant to reflect on this morning's session and make a note of one useful thing they will take away from today or one thing that will change in their practice.		
	Complete pink and yellow sticky note exercise.		
	Purpose: Explore the importance oral feedback in formative assessment.		

12.45	**Lunch**			
13.30	**Activity 5** **Non verbal communication (module 2)** Briefly introduce the module referring to page 66 of the pack. In pairs, discuss how NVC is different in an offender context where personal protection and power relationships may impact on body language. Also, highlight cross-cultural differences of NVC. Trainer takes some key points from the group. Watch Clip 1 on DVD2 from the pack (approx 2mins long) and identify the various types of NVC. Refer to page 96 for some suggestions. Purpose: Explore NVC in the offender setting in aspects of speaking and listening		DVD	*Developing Speaking and Listening Skills for staff working with offenders* DVD2
14.00	**Activity 6** **Active listening (module 3)** Briefly introduce the module referring to page 98 of the pack. Read through p99 & 100. Identify what sort of listener you mainly identify with. **Your Number's Up.** Give one numbered card to each group member, and keep the other set. Lay your set face down on the table. The trainer turns up one card, and the person holding the card with the same number is the first speaker. "I think I'm a selective listener because…" When they have made their contribution, another card is turned over and the person with that number must sum up what the previous speaker has said before making their own contribution. When all the cards have been used, the pack can be shuffled again so that the process can continue. Participants group themselves according to style of listener e.g. arguer, interrupter. Make notes on a flipchart on what they need to do to be an active listener Complete pink and yellow sticky note exercise. Purpose: Identify active listening skills		Laminated cards 3	*Developing Speaking and Listening Skills for staff working with offenders*

14.30	**Activity 7** **Managing group discussions (module 4)** Briefly introduce the module referring to page 130 of the pack. Card exercise. Divide into 4 groups, each group picks a question from the bag to discuss and share examples from their own practice. Feedback to the main group and give out HO7. Complete pink and yellow sticky note exercise. Purpose: Explore a range of ideas for facilitating group discussion	HO7	Laminated cards 2 Handout	Both packs Reflective log (p9 in pack) Ideas for Facilitating Group Discussions
15.00 15.25	**Activity 8** **Using technical language (module 5)** Briefly introduce the module referring to page 166 of the pack. Divide into 4 groups by going round the room giving each person a label - Leisure interests, Home, Work, Sports and then ask all the Leisure interests to work together and so on (this gets people up and moving). Refer to page 167 of the pack and ask them to list some technical language for their topic. Briefly share examples with the main group. In the same groups, come up with a technical term from the 5 categories listed. Swap terms with another group who have to come up with an explanation for each one (suitable for a learner at or below Level 1) being careful not to be patronising and to keep the meaning clear. Purpose: to provide an opportunity to reflect on the use of technical language in the offender setting. Complete pink and yellow sticky note exercise.			*Developing Speaking and Listening Skills for staff working with offenders*
15.45	**Evaluation and close** Summarise the day using slide 4 Look at coloured sticky notes on wall and for individuals, discuss implications of this. **Reflection** Ask each participant to reflect on this	1.0.4 HO8 HO9	Slide Handout	Evaluation forms Aims of the session Further ideas to develop speaking and listening

afternoon's session and make a note of one useful thing they will take away from today or one thing that will change in their practice. Give out evaluation forms and explain that we will be asking for their help to evaluate the effectiveness of the materials. We would like people to keep a note of their comments and feedback using the form. Give out evaluation form. Draw participants' attention to page 28 to find out about more resources and show slide 15.			

Rules for speed dating discussion

Work in a group with an even number of people.

1. Place chairs in an inner circle, facing outwards, and place the same number of chairs in an outer circle, facing inwards.

2. Sit in pairs, facing each other, and discuss a current topic.

3. Discuss the topic for 3 minutes, making sure each person has a chance to speak.

4. When the time is up, the outer circle stands up and moves one place to the right.

5. Before the new pair starts their conversation, each person has to summarise their previous partner's contribution.

6. Continue circulating, summarising previous partners' points until they get back to their first 'date'.

Icebreakers/Oral starters and plenaries

Three Questions Game

Everyone in the group writes down 3 provoking questions they would like to ask others in the group (not the normal "what's you name" type questions but something like, "Where is the most interesting place you have ever been?" or "who would you most like to be stuck in a lift with?" Give them time to mingle, and to ask three different people in the group one of their three questions.

Get back together and have each person must stand and give their name. As they say their name, ask the group to tell what they know about this person.

The Artist Game

Give everyone a piece of paper and a pencil. In 5 minutes they must draw a picture that conveys who they are with out writing any words or numbers. At the end of 5 minutes the host collects the pictures. Show the pictures to the group one at a time and have them try to guess who drew it. After this allow each of the artists to introduce themselves and explain how their work clearly conveys who they are.

Three in Common Game

Break the group into groups of three. Their objective is for each group to find 3 things they have in common. But not normal things like age, sex or hair colour. It must be three uncommon things. After letting the groups converse for 10 - 15 minutes, they (as a group) must tell the rest of the groups the 3 things they have in common.

Marooned Game

You are marooned on an island. What five (you can use a different number, such as seven, depending upon the size of each team) items would you have brought with you if you knew there was a chance that you might be stranded. Note that they are only allowed five items per team, not per person. You can have them write their items on a flip chart and discuss and defend their choices with the whole group. This activity helps them to learn about other's values and problem solving styles and promotes teamwork.

Story Time Game

The facilitator starts a story by saying a sentence. It then goes in a circle, each person adding a sentence onto the story-after repeating each sentence that's already been added.

Ball Toss Game

This is a semi-review and wake-up exercise when covering material that requires heavy concentration. Have everyone stand up and form a resemblance of a circle. It does not have to be perfect, but they should all be facing in, looking at each other. Toss a ball or bean bag to a person and have to tell what they thought was the most important learning concept was. They then toss the ball to someone and that person explains what they though was the most important concept. Continue the exercise until everyone has caught the ball at least once and explained an important concept of the material just covered.

Four Facts Game

Each person writes down four facts about themselves, one of which is a lie. Each person takes turns reading their list aloud and the rest of the team writes down the one they think is the lie. When all are done reading the lists aloud, the first person reads their list again and identifies the lie. The team sees how well they did.

A to Z Freeze Game

Ask participants to recite the alphabet in unison. Let them go on for a while until you yell "Stop!" At that point, identify the letter they stopped on and ask everyone to share something they are looking forward to that begins with that letter. Stop them on a different letter and ask participants to share a personality trait they possess that begins with that letter. Come up with different questions to ask for each letter and repeat the process.

Acrostics

Come up with a rhyme for your name, e.g. **S**ophisticated, **U**nusual and **E**legant = Sue

Resources for starter activities could include:

❖ images or photos
❖ a video clip
❖ a collection of artefacts, like a story box
❖ an audio clip, e.g. a radio article, a story, music
❖ movement – demonstrating angles with an arm or a leg, and shapes such as circles with the hands
❖ a quiz or setting a quick challenge
❖ 'odd one out' – looking for characteristics or classifications
❖ '5W' – learners devise their own questions in response to a stimulus (e.g. quotation, cartoon, graph, object, photo, content from previous lesson) using who, what, when, where and why as prompts.

Activities for plenaries could include:

❖ **Golden Rules:** Learners work in pairs to devise one or two golden rules for the activity they have carried out, that is, something they feel they have learnt from the lesson and want to remember for future use. This can be written on a sticky note. Then they snowball to fours to gather and discuss all the suggestions. Groups can gather all the 'rules' together on a flip chart or whiteboard for review. This also helps the teacher to review the learning against the lesson objectives.

❖ **Phone a friend:** Learners devise questions they would like to ask as a result of their lesson, using whatever communication method is appropriate for them. This could be written or they could create sound files using speech or a speaking device. Alternatively, questions can be typed into a computer fitted with a 'text to voice' program. The questions could be gathered together and used as a prompt to start the next session.

❖ **Digital portfolio:** A digital camera can be used to capture an image for the learner's log. A sound file comment or written caption can be added to it.

❖ **Traffic lights:** Teachers could use this kind of activity in groups or in a one-to-one session by providing three cards, one each of red, amber and green, for each learner. If the teacher is leading a review against the learning objective, learners can hold up or point to the relevant card to show:
   - what they understand and feel they can do well
   - what they are not 100% sure of
   - what needs further explanation.
   -

Resources for starter activities and plenaries are taken from the Better Teaching Partnership, Module 2

Issue: asking too many questions at once. Complex questions can confuse learners

Solutions:
- Separate out complex questions – ask questions that focus on one idea only
- Structure questions so they increase in complexity
- Wait for responses before asking another question
- Use direct language and keep question short.

Issue: asking difficult questions without leading up to them

Solutions:
- Plan a sequence of questions of increasing difficulty.
- Sequence questions to help learners move on to higher levels of thinking.
- Use scaffolded prompts to support shared understanding between teacher and learner about what they are learning in the session.

Issue: asking a question and then answering it yourself

Solutions:
- Give learners enough time to think about the question. Research has shown that where teachers build in 'wait time' of 3 to 5 seconds, they get a better quality learner response in terms of longer and more thoughtful and creative answers.
- Use 'talk partners' to allow learners to discuss their responses with a partner before giving a reply.
- Use small prompts like 'I see..' or 'OK' to encourage further thinking.
- Give verbal encouragement, check understanding and give opportunities for rethinking and restating an idea…'Can you explain?' or 'Why do you think that?'
- Give positive feedback 'That's an interesting answer', 'I like the way you….'
- Allow enough response time for learners who have speech or hearing difficulties.

Issue: asking superficial questions, which don't help learners to understand the learning objective

Solutions:
- Plan probing questions in advance, to move learners' thinking on.
- Use questions such as 'Can you tell me more about that?' and 'What do you think your next step would be?' as probes.

Issue: focusing on a small number of learners and not involving them all

Solutions:
- Use small white-boards for getting whole-class responses to closed questions (good for checking recall facts – spelling, calculations, vocabulary)
- Use a range of groupings and re-group regularly .
- Use strategies to increase discussion and questioning between learner – paired talk which is then shared with the next pair; colour or number groups.
- When taking group feedback, set group rules such as saying 'pass' if a learner does not want to carry on with the response or 'phone a friend' /'ask the audience' to involve someone else in the group for support.

.

Issue: dealing ineffectively with wrong answers or misconceptions

Solutions: Teachers often worry that they will damage learners' self-esteem by correcting them.
- Aim to support the learner in identifying where he/she has made the error.
- In numeracy, use stems like 'Let's see where the process let you down…' which some learners like as it externalises any feelings of 'blame'.
- If an answer is partly correct, the teacher should acknowledge the parts that are correct and use scaffolded prompts to deal with the incorrect parts.

Taken from The Better Teaching Partnership, Module 2

Effective questioning

It is worth examining why teachers use questioning techniques. As practitioners, what do we want learners to do? Are we trying to jog their memories? Do we want to stimulate their thinking? Do the questions below tell you something about the learner's thinking process? If so, how could you pursue the answer to help them to identify errors and explain misconceptions?

Question	Learner response
What number bus goes to your home?	Recall a fact
You measured a right angle when you drew that diagram. When might this skill be useful to you?	Broaden thinking to transfer a skill to a new situation
How did you measure the sand and cement for the mixture?	Explain a method in sequence
What do you notice about this stitching?	Critically appraise
What would have happened if you had done those things the other way round?	Hypothesise possibilities
What could be the reason for the cake sinking?	Analyse for a possible explanation
Why did you do it like that?	Explain the reasoning behind their method
Where do you put a full stop in a sentence?	Know a fact
Which of these poems do you like best?	Express an opinion

Effective questioning to extend a learners' thinking

If you ask questions, remember to put up with the silence that is necessary for thinking. Don't leap in too soon.

At the start of an activity

How are you going to tackle this?

What information do you have? What do you need to find out?

What equipment will you need?

What questions will you need to ask?

How are you going to record what you are doing?

What do you think the result might be?

Questions to check progress

Can you explain what you have done so far?

What else is there to do?

Why did you decide to do it that way?

Could there be a quicker way of doing this?

What do you mean by…….?

What did you notice when……?

Have you thought of all the possibilities?

How can you be sure?

Questions for learners who are stuck

Can you describe the problem in your own words?

Can you talk me through what you have done so far?

What did you do last time? What is different this time?

Is there something that you already know that might help?

What about putting things in order?

Would a table /picture /diagram help?

Why not make a guess and see if it works?

Have you compared your work with anyone else's?

Once the learner has completed a task

How did you get your answer?

Why did that happen?

What would happen if…….?

Why did you do it that way?

Can you explain why it works?

Can you describe the way you did it?

What could you do next?

What have you learned/found out today?

If you were doing it again, what would you do differently?

Having done this, when could you use this information /idea again?

Did you use any new words today? What do they mean?

Prompts to promote further responses (from BTP, Module 5, Unit 2)

Learners can feel that they are playing a game of "guess what's in the teacher's head" – especially if their response to a question leads to the teacher repeating the original question to someone else. Prompt further responses by:

· responding in a non-evaluative fashion

· prompting others to respond

· accepting a range of responses

· using alternatives to questions as suggested below.

Invite the learner to elaborate	· 'Say more about……………'
Cue alternative responses	· 'There's no right answer.' · 'What are the alternatives?' · 'Who's got a different point of view?'
Challenge learners to provide reasons	· 'Give reasons why….'
Make a challenging statement	· 'Supposing someone said……….'
Contribute your own thoughts or experience	· 'I think that….' · 'Remember when…'
Use 'think-pair-share'	· Allow more thinking time · Discuss with a talk partner, then in a group with another pair · Pair learners with others who speak the same home or community language so that they can share a discussion in their home language
Allow rehearsal of responses	· 'Try out the answer in your head…' · 'Try out the answer on your partner….....'
Invite learners' questions to other learners	· 'Would anyone like to ask _____ a question about that?'
Use thinking aloud	· Model questions · 'I don't quite understand……….' · 'I wonder if………..'
Ask a learner to invite a response	· Dara, would you ask someone else what they think?

Pitfalls of giving feedback

1. Instant feedback from the teacher may not be sufficiently focused on learning objectives

- The objectives need to be explored at the start and feedback should always be clearly related to them.
- 'Wait time' before and after questions or required responses allows learners to consider responses carefully. Other learners can be asked to reflect or comment on the responses before the teacher responds.
- Using prompts such as, 'would you like to say a bit more about that?' gives the teacher the opportunity to see what stage of thinking the learner has reached
- Teachers should try to use pre-emptive strategies e.g. discuss possible pitfalls, misconceptions and success criteria when setting tasks.
- Teachers need to consider the style of feedback given as well as the content e.g. the choice between simple acknowledgement of a correct answer or a response that urges further exploration etc.

2. Unplanned responses can become random and fail to develop learning in a structured way

- Questions and activities need to be planned and structured incrementally so that feedback also moves learning on.
- Make sure that time is built in for more extended or structured feedback at an appropriate time.

3. Oral feedback is transient and 'of the moment'. Learners do not have time to reflect on the feedback and respond to it

- Learners could be encouraged to reflect on the feedback and write their next steps or targets on their ILP. Not all responses will require reflection; some may simply confirm, acknowledge or encourage.

4. Individuals dominate question and answer sessions and can slow down learning for others in the lesson/session/group

- Offer more extended feedback in small groups
- Involve all learners in thinking, and target and support individuals
- Be prepared to say when an answer is wrong in order to avoid confusion or reinforce misconceptions
- Give learners practice in the ground rules of speaking and listening
- Feed back to the whole group when it is relevant, using methods other than questioning e.g. demonstration

5.   Time for individual feedback is limited

- Try to offer collective feedback to the whole group where there are shared learning tasks

- Use small group or guided work on a regular basis to offer feedback to learners with similar needs

6.   Learners may feel exposed by feedback in front of others

- Establish a supportive environment in which learners are happy to contribute
- Provide opportunities for individual or small group feedback
- Be willing to acknowledge your own errors or lack of specific knowledge
- Always reinforce the value of each learner's contribution

- Create a 'challenge' culture over time where genuine errors are seen as positive learning opportunities and where challenge is welcomed

Taken from the Better Teaching Partnership, Module 2, Unit 2

Learning orientation, performance orientation and motivation

American psychologists Carol Dweck and Claudia Mueller carried out studies of the effects of different types of praise on motivation, with schoolchildren working on a given task. Initially, the children were set a fairly easy task on which they succeeded and they all received praise. However, some received praise for their intelligence but others received praise for their effort. Receiving praise for their intelligence made learners feel good in the short term, but later proved to have significant negative effects. However, praising learners for their efforts proved to have many positive effects.

The second task set was harder, and the learners found it challenging. The learners who had been praised for their intelligence reported that they now felt stupid and they no longer enjoyed the task. However, the learners who had been praised for their effort did not see the harder task as reflecting badly on their intelligence but as a signal for more effort. They realised that facing a more difficult task meant that they had to work harder to succeed. These learners enjoyed the task just as much as before. As a result, the learners who had initially been praised for their intelligence but now felt that they were failures, didn't want to take problems home to practise, while those who had been praised for their effort were just as keen to take problems home to practise as they had been before. Some even liked the task better when it became more difficult, and were more determined to master it.

The researchers then gave the learners a third set of problems, similar to the original set on which they had all done well. However, the students who had initially been praised for their intelligence now performed significantly *worse* than they had the first time around, while in contrast those who had initially been praised for their effort performed significantly *better* than they had done in the first place. So two groups of learners who had started off with similar levels of performance were now performing very differently.   After completing all the tasks, the learners were given the opportunity to write to a student in another school about the tasks they had completed. When they did so, 40 per cent of the learners who had initially been praised for their intelligence lied about the scores they had achieved. They revised them upwards. Very few of the learners who had been praised for their effort did this.

The psychologists concluded that being praised for their intelligence made learners feel good for the moment, but it made them afraid of challenges and they found it hard to cope with setbacks. Being praised for effort gave learners more resilience, a healthy desire for challenge and the skills to cope effectively with setbacks and eventually achieve success.

Dweck, C. (2000) *Self-theories: Their role in motivation, personality and development,* Routledge/Taylor and Francis Books Inc., London

Ideas for Facilitating Group Discussions

'Conch': This term is taken from the novel *Lord of the Flies*, where a large shell (conch) is passed from person to person, and only the person holding the conch is able to speak.

Choose an object that you will pass around the group, to indicate which person has a right to speak at any one time. The object does not need to be passed in any particular direction. The person who wants to speak next can indicate that they want the object to be passed to them. You may also want to set a limit for the length of time a speaker may hold the object.

Take It in Turns (Circle Time): This is an opportunity to listen to each other without judging each other's comments, by taking turns.

Sit in a circle, and follow these rules:

Anyone may start. After that, each person will have the opportunity to speak in turn, going round the circle in a clockwise direction. If anyone doesn't want to speak. they only need say 'pass' when it's their turn. No one may comment, and no one may interrupt. Go round the circle as many times as it takes for people to have their say, or set a time limit.

Matchsticks: Each person in the group is given at least three matchsticks, or other tokens. Sit around a table. Every time somebody wants to contribute to the discussion with a comment or a question, they need to put one of their matchsticks down on the centre of the table. Once they have relinquished all their matchsticks, they are unable to contribute further.

(Variation: You can allow people to 'buy back' one matchstick, and gain one more chance to contribute, by summarising the main points of the discussion so far.)

Your Number's Up: Prepare two identical sets of cards, each card bearing a number. For example, if you have seven people in the group, you need cards numbered 1 to 7. The teacher gives one numbered card to each group member, and keeps the other set. One group member shuffles the teacher's set and lays the pack face down on the table. The teacher turns up one card, and the person holding the card with the same number is the first speaker. When they have made their contribution, another card is turned over and the person with that number must sum up what the previous speaker has said before making their own contribution. When all the cards have been used, the pack can be shuffled again so that the process can continue.

Taken from the Better Teaching Partnership, Module 4, Unit 2

Further ideas to develop speaking and listening activities

1. Posh talk – discuss formal and informal versions of the same thing. Learners to match the pairs. Can be done as a card activity, where learners match the cards.

   Some examples are:

Dear Sir	*Hi mate*
I wish to speak to the manager please	*Where's the boss?*
I do not agree with your decision	*How much! You're having a laugh*
Please resolve this matter	*Get it sorted*

2. Read a sentence to the group. They then throw dice to move round a board marked with where, how, when, what and why. Each has to ask a question of the type indicated. If the next person answers with a complete sentence, he/she takes the next turn. You will need laminated copies of the game board, a different coloured counter for each play and some dice.

Start	When?	Why?	How?	Where?	What?
How?	Why?	Where?	What?	When?	End?

3. The communication game. Make a board with symbols or pictures to indicate topics (sport, favourite food, TV programme etc). The players throw dice to move around the board. They must say something about the topic they land on.

4. Pre-record a series of telephone messages at different levels. Play them all to the group, giving each learner a particular one to remember. Later ask them to recall the message. Other telephone games involving the giving and taking of messages.

5. What's in the bag? Write several different objects on cards eg purse, Ipod, CD, pair of shoes. One person has to describe the object written on a card to his/her partner, who has to guess what it is. They see how many they can get in a minute.

6. Case study dilemmas. Small groups to decide what they would do if

   - Asked/asking directions

   - Making a 999 call – what information would be essential

   - A person has had an accident in the street

   - Any dilemma connected to the learning context

7. Chinese whispers. Start normally, then each time change one word in the sentence.

8. Show the team a range of objects. Take them away. The team must remember them all. (They can confer as part of the process).

9. A version of Pictionary. In turn, each person is given a word to draw for the team. (This works best if you use categories).

10. Quiz game – a version of Connect 4. Draw a grid on the whiteboard, with a category assigned to each line. Learners are in teams, each team with a symbol (star, circle). If a member of the team gets a question right, their symbol is put in the square. The next player in the team chooses the box he/she wants next to complete a line, and so on. If an answer is wrong, the other team take a turn.

Category				
Sport	◆	◆	◆	●
Music	◆	●	◆	
TV/Film	●	●		
History	●	◆		

Turning Talk into Learning: Principles for ESOL classrooms

The following are guidelines we developed for this project which you could follow if you wish to work with real learner talk:

- If a student comes to class with a real need to communicate, allow space for the story, problem, anecdote, request or query; in other words respond contingently to learners' real-life experiences as and when they bring them to the ESOL classroom. This will open up unexpected and valuable learning opportunities.

- As the EEPP report pointed out, 'talk is work' in the ESOL classroom. Much talk is conversation, so it is essential for learners to gain conversational competence. 'Conversationalise' your pedagogy where possible / appropriate by building in time for talk, encouraging learners to respond to and comment on classroom activities and make links with their knowledge and experience.

- Stretch learners beyond their prescribed linguistic level. Learners at Entry 1 need to 'speak from within' and express the same things as higher-level learners and should not be held back from doing so until they have acquired certain grammatical forms (see Section 3 for more on this).

- Don't focus only on the most noticeable errors in learner talk, such as missing 'ed' endings, which rarely impede communication. In many cases a look at a transcript will show that it is something else that is causing problems for the listener, such as how the learner organises a standard western narrative (see Sections 3 and 4 for more on this).

- Make judicious decisions about when to correct a learner. It is often inappropriate to correct when someone has an urgent need to express themselves.

- One finding from this project was that learners tend to listen to each other more if they are focussing on each others' meanings. If their talk is valued and used as pedagogic material, learners will get into the habit of listening more in class.

- Encourage learners to set the agenda in speaking activities e.g. picking the topic. Research has shown that when a topic is brought up by a learner it is more memorable than if it is 'imposed' by the teacher or teaching materials.

- Be willing to let go of your lesson plan when necessary, at least for parts of your lesson. Build in some unstructured time in your plan in which you encourage and respond to learner talk.

- Be prepared to do some work outside the classroom when you come to analyse your learners' talk. You will need to transcribe stretches of talk, and consult books or other professionals about your findings and how to analyse them. This might appear onerous if you have a heavy workload but the benefit for you will be to re-invigorate your teaching and enhance your motivation.

- Discuss your work as often as possible with people who are doing the same thing. **Taken from 'ESOL – Developing adult teaching and learning: Practitioner Guides' by Melanie Cooke and Celia Roberts**

Activity 7: Laminated cards 2

How much learner talk is there in comparison to practitioner talk?	Do you give learners opportunities to discuss in pairs, small groups and as a whole group?
How do you ensure that learners respect each other's contributions to a discussion?	How do you enable learners to talk about things they are not sure about, to explore and develop their thinking?

Activity 3: Laminated cards 1

You measured a right angle when you drew that diagram. When might this skill be useful to you?

How did you measure the sand and cement for the mixture?

What do you notice about this stitching?

What would have happened if you had done those things the other way round?

What could be the reason for the cake sinking?

Why did you do it like that?

Where do you put a full stop in a sentence?

Which of these poems do you like best?

What number bus goes to your home?

The Skills for Life Improvement
Programme is delivered on behalf of the
Learning and Skills Improvement Service
by CfBT Education Trust and partners

CfBT Education Trust
60 Queens Road
Reading
RG1 4BS

T: 0118 902 1920
F: 0845 838 1207
E: sflipinfo@cfbt.com
W: www.sflip.org.uk

Activity 3: Laminated cards 1

Recall a fact
Broaden thinking to transfer a skill to a new situation
Explain a method in sequence
Critically appraise
Hypothesise possibilities
Analyse for a possible explanation
Explain the reasoning behind their method
Know a fact
Express an opinion

Activity 6: Laminated cards 3 (Your Number's up)

1	**1**
2	**2**
3	**3**
4	**4**
5	**5**
6	**6**
7	**7**

8	8
9	9
10	10
11	11
12	12
13	13
14	14

Developing Speaking and Listening Skills
A support pack for staff working with offenders
Trainer Pack

Activity 4: Pitfall Cards for flipcharts

1. Instant feedback from the teacher may not be sufficiently focused on learning objectives

2. Unplanned responses can become random and fail to develop learning in a structured way

3. Oral feedback is transient and 'of the moment'. Learners do not have time to reflect on the feedback and respond to it

4. Individuals dominate question and answer sessions and can slow down learning for others in the lesson/session/group

5. Time for individual feedback is limited

6. Learners may feel exposed by feedback in front of others