

# Top 10 Tips for facilitating learning in English

*This training is based on 'top tips' developed by Teaching and Learning Mentors (TLMs) at Brooklands College.*

*Training materials and this pack have been written in collaboration with a consultant from the LSIS programme 'Support for English Maths and ESOL' 2012/13 using resources from the Excellence Gateway*

<http://www.excellencegateway.org.uk/sfl>

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## CPD Evaluation Form

Please complete the following questions about this event

Name (optional)	
Name of your organisation (optional)	
Date of CPD Event	
Venue of CPD Event	
Did this CPD event meet your expectations?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Overall how satisfied were you with this event?	Very satisfied <input type="checkbox"/> Satisfied <input type="checkbox"/> Neither satisfied nor dissatisfied <input type="checkbox"/> Dissatisfied <input type="checkbox"/>
How useful was the event?	Excellent <input type="checkbox"/> Satisfactory <input type="checkbox"/> Very good <input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Good <input type="checkbox"/>
What did you find most useful?	
What did you find least useful?	
How likely are you to apply your experience from the event in your day-to-day role? (Please tick one box only)	Very likely <input type="checkbox"/> Quite unlikely <input type="checkbox"/> Quite likely <input type="checkbox"/> Very unlikely <input type="checkbox"/> Neither likely nor unlikely <input type="checkbox"/> Do not know <input type="checkbox"/>
How soon do you expect to see these outcomes/outputs?	1 month <input type="checkbox"/> 1 year <input type="checkbox"/> 2 months <input type="checkbox"/> 1 year + <input type="checkbox"/> 6 months <input type="checkbox"/>
Do you need further support in this area? <i>Please comment below</i>	Yes <input type="checkbox"/> No <input type="checkbox"/>
How likely would you be to recommend this event to others in similar professional roles?	Likely <input type="checkbox"/> Neither likely nor unlikely <input type="checkbox"/> Unlikely <input type="checkbox"/>
How will you keep in touch with other attendees after the meeting?	Exchange emails <input type="checkbox"/> Meeting <input type="checkbox"/> Telephone <input type="checkbox"/> Moodle <input type="checkbox"/> Exchange visit <input type="checkbox"/> Other, please provide further details
Can we come back to you to discuss the impact of this programme on you and your organisation?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Any other comments:	

## Self Assessment

Ref	Your role	Knowledge, understanding and confidence rating at start of session (1 low; 10 high)	Knowledge, understanding and confidence rating at end of session (1 low; 10 high)	Difference + -
	Ideas and approaches for embedding and facilitating English learning across my area of the curriculum			

## Reflection on Activities

Activity	How could I apply this learning/activity to support my learners?
Skimming and Scanning (HO1)	
Modelling a process (HO2)	
Collaborative Writing – writing styles for different purposes (HO3)	
Active learning: Speed (dating) persuasion (HO4)	

## HO1: Skimming and scanning

**What are they?** They are like a fourth gear - or overdrive - in reading, in which you read only enough of the material to give you the ideas or information you want or need.

**You mean there are four ways of reading?** There are probably more than four, but reading authorities acknowledge four distinctly different types.

One type is *careful reading*. This is the kind of reading you use when you're studying or reading complex material. You also use this type of reading when you're reading intensively and/or making decisions about the material you're reading, the author's purpose, or his skill in putting his message across.

Then there is what is called *usual reading*. This is your most habitual manner of reading. It's what you do when you read newspapers, magazines, or novels. You might also call it casual reading, for you're not hurrying, and you're not concerned with great depth of understanding. Most people read casually at about 250 to 300 words per minute, though better-than-average readers may have a usual rate of 500 to 600 words per minute.

A third gear is *accelerated reading*, which many people call speed-reading. In certain situations, because of lack of time and great quantities of material to cover, you have to alert yourself, read aggressively, and try to maintain a much higher rate than your usual rate. This demands a greater expenditure of energy than most people can maintain for long periods of time, so you use this third gear only occasionally, when the situation demands.

And then there's the fourth gear - *skimming and scanning*. Skimming and scanning are the same as accelerated reading. In accelerated reading, you still try to read everything, but at a high rate. In skimming and scanning, you deliberately look for certain parts, and you skip over a great deal of the material.

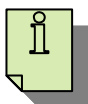
**Isn't it better to read fast than to skim and scan?** Not necessarily. Sometimes you don't have the time to read, even very quickly. At other times, the material isn't worth your time. In other situations, you don't need all of the information; you just need certain facts. For example, you wouldn't read a telephone directory to get one number or a dictionary to look up one word. You wouldn't read an entire text to find one idea, an entire book before deciding to take it out of the library, or a magazine before buying it. There are situations in which you'd be very likely to use skimming and scanning.

**What is the difference between skimming and scanning?** They're alike in that you don't read all of the material. They're different in the way you go about each.

In scanning, you usually have a question to, or something specific to look for. It might be a telephone number, a particular quotation in a book, or supporting facts to use in a discussion you're having. When you scan, your goal is to find just the information you want. When you've found it, you're finished reading.

In skimming, your purpose is quite different. You may be interested in the "gist" of an article, or you may want to sample a book in the library before deciding to take it out.

When you skim, you alternate read and glance, and your goal is to obtain an impression of the whole.



### Skim for the whole, scan for specifics

**Who might have difficulty with skimming or scanning?** Skimming and scanning are strategies which rely on the ability to process visual-verbal information rapidly. Some learners may be unable to skim or scan:

- *Dyslexic learners and others with visual processing difficulties* will not be able to read quickly or fluently. They process print more slowly and have problems recognising words and generally taking in information from print, so it is harder for them to identify the information they are seeking. They often have to 'sound out' words in order to recognise them. Some have difficulty perceiving print as stable, which also impedes rapid reading. They also frequently lose their place.
- *Partially sighted learners* may need large print or may only be able to see a small portion of the page, which minimises the amount they can take in at any one time. Small blocks of large print are easier to read than large paragraphs of large print, where learners can easily lose their place and lose track of the content.

Skimming and scanning activities may reinforce failure for these learners, who should be allowed plenty of time to find information in texts. As many will never be able to use skimming or scanning as strategies to find information, they should be helped to use organisational features as much as possible, such as contents pages, glossaries and headings in texts, and guide words in dictionaries and resources such as Yellow Pages. It is also helpful to explore other resources, such as the internet, talking or electronic dictionaries and thesauruses, Talking Yellow Pages, talking local newspapers and free access to directory enquiries.

#### Activity

1. List three different occasions when your learners might need to use skimming and scanning within their learning or work setting
2. How and when might you support them to develop their skimming and scanning skills?
3. What questions might you ask learners in order to develop these reading skills?
4. How might you measure learning and progress in skimming and scanning?

Find out more about skimming and scanning or refer your learners for e-learning:

<http://www.bbc.co.uk/skillswise/topic/skimming-and-scanning>

Additional Ref: <https://www.stmartin.edu/learningcenter/studyskills/handouts/SkimmingAndScanning.pdf>

## HO2: Modelling a process

### Activity



Your learner has to write a letter to their new boss Mr Hew asking for details about their first day at work/placement.

The last letter written by this learner was of poor quality in terms of content, layout and language. You have decided that you will use modelling as a strategy to demonstrate the process of how to plan and write this letter.

### Work in pairs:

1. Role play the modelling of the letter writing process. One person is teacher, the other is the learner
  - Remember to talk through not only what you are doing, but also your thought processes whilst you are doing it
  - Consider using mind maps, lists/bullet points, highlighter, underlining, visuals etc
  - The learner must just listen and watch (do not ask questions) and reflect on the experience
2. At the end, the learner provides feedback - What was good about the modelling? What else would have been useful to see/hear? What did you (as a learner) learn about the process of writing a letter?
3. Consider together:
  - The benefits of this activity as a teaching/support strategy
  - How this strategy could be applied within your own teaching/support work

### HO3: Collaborative Writing – writing styles for different purposes

#### Activity



1. Read the example of circular writing  
<http://www.skillsworkshop.org/resources/text-types-circular-writing-activity>
2. Work in groups to produce the same for a subject directed by the trainer. Try to get ideas and input from all members of your group

3. Reflect on the activity:

English learning:

- What English learning does this activity promote?
- What questions might you ask during and after this activity in order to extend learning further?
- How might a person use this knowledge/these skills in their lives and at work?
- How could you extend/apply this activity for your learners?

Collaborative writing:

- How might you use collaborative writing one to one with a learner?
- What collaborative writing tasks could you plan for learners working in pairs?
- What might be the advantages and disadvantages of collaborative writing?



## HO4: Active learning: Speed (dating) persuasion



### The power of persuasion

The ability to persuade is extremely important in everyday life and work. For example, this skill can put you at a huge advantage when negotiating and it can also help you to persuade others to do things which are good for themselves and others.

#### Activity: Speed persuasion (speed dating style)

Who	Persuasive rating (1 low; 10 high)	Comments (What made them persuasive/ not?)

#### Extend learning:

- What techniques and language did the most persuasive people use?
- How might you change your approach if you were persuading a boss/friend/stranger...
- Where might you see persuasive text written down?

Persuasion cards resource: <http://www.skillsworkshop.org/resources/persuasion-cards>

## HO5:Resources and support strategies for the learner

### 1. Websites

#### BBC RaW

<http://www.bbc.co.uk/raw/>

Skills for everyday life, including money and numbers

#### BBC Skillswise

<http://www.bbc.co.uk/skillswise/>

Online and paper-based resources for learners

#### BBC Webwise

<http://www.bbc.co.uk/webwise/>

A beginner's guide to using the internet

#### Brain Games

[www.braingames.org.uk/](http://www.braingames.org.uk/)

English and maths games that function as a large sporting competition. You are able to compete against the clock or each other in events designed to test your English and Maths skills. All progress is saved and you can check your score, performance over time and ranking, as well as compare performances in head to head challenges against your 'training buddies': friends that you have invited to compete against you within the resource.

#### Edmodo

[www.edmodo.com/](http://www.edmodo.com/)

A secure networking website with a wealth of resources. Click on: *I'm a student*.

#### Embedded learning materials

<http://rwp.excellencegateway.org.uk/Embedded%20Learning/>

Embedded learning materials supporting more than 25 vocational, community, employability and health-related topic areas. Full teacher notes and resources for learners

### **LSIS Excellence Gateway**

<http://www.excellencegateway.org.uk/>

This is the leading online service for the FE and skills sector in England. It offers resources, support and advice. Look especially for online materials:

- Resources including the online versions of the Skills for Life teaching and learning materials and the materials for embedded learning  
<http://rwp.excellencegateway.org.uk/>
- Resources for functional skills <http://tlp.excellencegateway.org.uk/tlp/fs/fs-resources/index.php> and foundation learning  
<http://www.excellencegateway.org.uk/node/475>
- A range of interactive resources, including the 'Gold Dust' resources  
<http://tlp.excellencegateway.org.uk/tlp/cetts/goldust/index.html>
- The literacy, language and numeracy starter kits  
<http://www.excellencegateway.org.uk/node/1150>
- The English, maths and ESOL main menu page  
<http://www.excellencegateway.org.uk/node/18272>

### **Move On**

<http://www.move-on.org.uk/>

English and Maths resources for teachers, learners and providers

### **National Learning Network**

<http://www.nln.ac.uk/support/help.asp?p=Start>

Free downloadable materials

### **Key Skills 4 U**

<http://www.excellencegateway.org.uk/keyskills4u>

e-learning resources and practice tests

### **Skills for Families**

<http://skillsforfamilies.excellencegateway.org.uk/>

Schemes of work, lesson plans and resources

### **Skilled to Go Toolkit webpage**

[http://www.oft.gov.uk/oft\\_at\\_work/partnership\\_working/consumer-alliance/resources/toolkitfront/toolkittitle/table1](http://www.oft.gov.uk/oft_at_work/partnership_working/consumer-alliance/resources/toolkitfront/toolkittitle/table1)

A range of every day life scenarios that enhance literacy and numeracy skills

### **Skills workshop**

<http://www.skillsworkshop.org/numeracy>

Online resources, developed by teachers

### **Wedigtv**

<http://www.wedigtv.com/>

Interactive website for fun with words and numbers. You have to log in.

## 2. Teaching and learning methods to support and develop learner English and maths skills

- **Learning and study centres**  
Access banks of materials and support in your own learning centre or that of a partner organisation
- **Coaching and mentoring partnerships with other learners**  
Enable pairs of learners to support and help each other acquire skills
- **Peer working groups**  
Learners work in groups to access skills - online or in real time and space
- **Teacher-led learning support - face to face**  
Timetabled teacher-led support sessions for English, maths, ICT
- **Resources available in workshops and teaching rooms**  
Learning materials, games, quizzes, visual displays, posters
- **Self-help tools supplied by teacher**  
Memory aids, crib sheets, handbooks, emails, texts
- **Online and electronic resources and support**  
Social networking online, virtual learning environment (VLE), e.g. Moodle, Blackboard, smart phone communication and apps
- **The learning journey**  
Initial and diagnostic assessment, individual learning plan with SMART targets, formative assessment and review, summative assessment and qualification achievement
- **Events**  
Competitions, 'test your skill' events, dramatic presentations, public forum meetings, learner meetings and debates, focused one-off training events, visiting speakers, spelling games, number games, ICT games, writing projects, English and maths fun days, local radio events, film and audio recording projects