



Support for English, maths and ESOL

Module 11: Developing creative and holistic approaches to teaching English at Entry level

Developing creative and holistic approaches to teaching literacy / English at Entry level



Discuss



What is a holistic approach to teaching English / literacy?

Features of a holistic approach to English / literacy teaching



- Integrating all four skill areas: reading, writing, speaking, listening
- Linking text, sentence and word
- Using digital and multimodal approaches alongside traditional methods of communication
- Using authentic real-life resources, approaches or situations
- Making links with literacy / language use outside the classroom
- Using diagnostic and formative assessment information to inform planning
- Possibly integrating maths and ICT
- Anything else?

Aim and intended outcomes



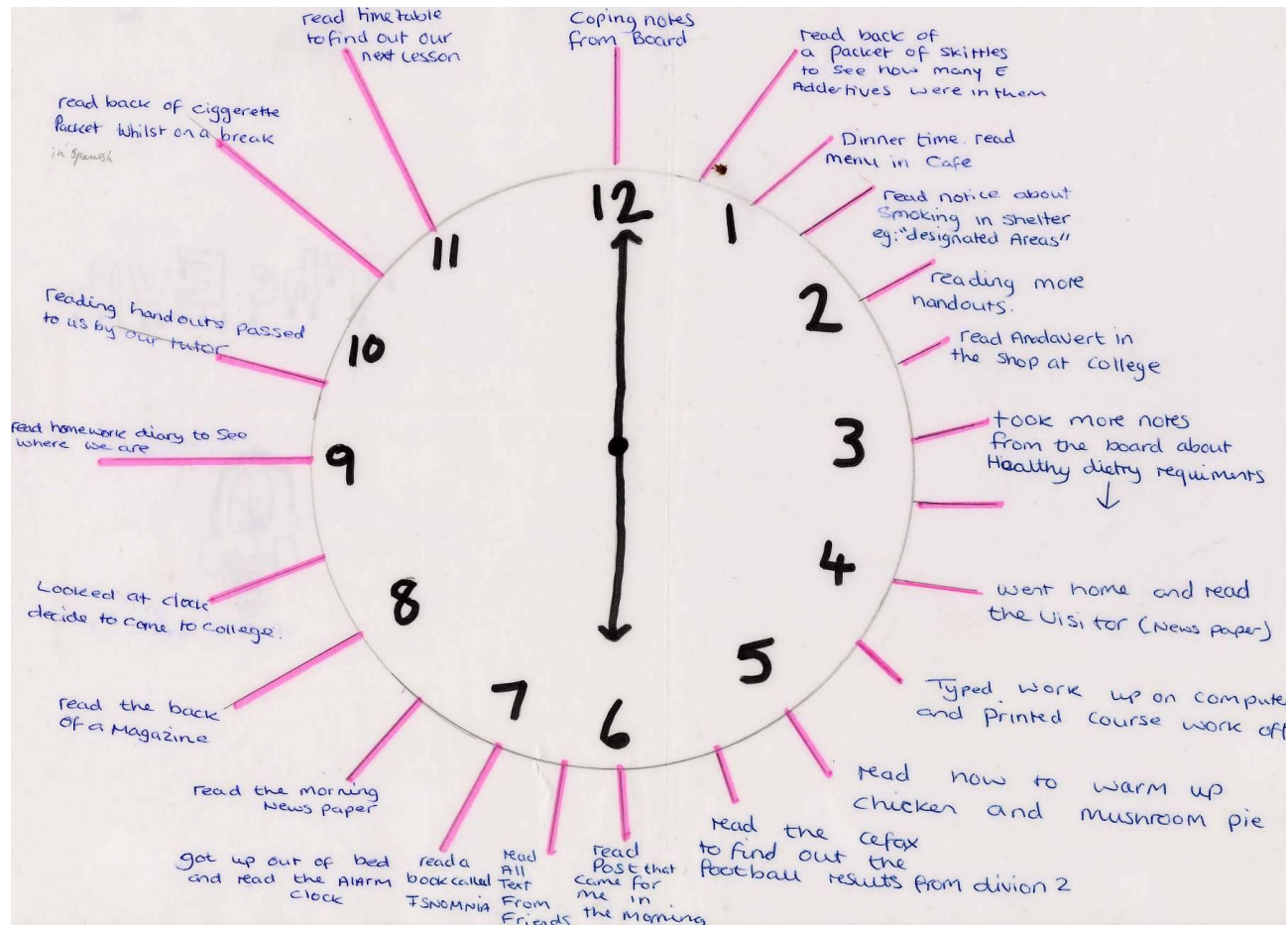
Aim

To develop a holistic approach to the development of English at Entry level using creative and learner-centred techniques

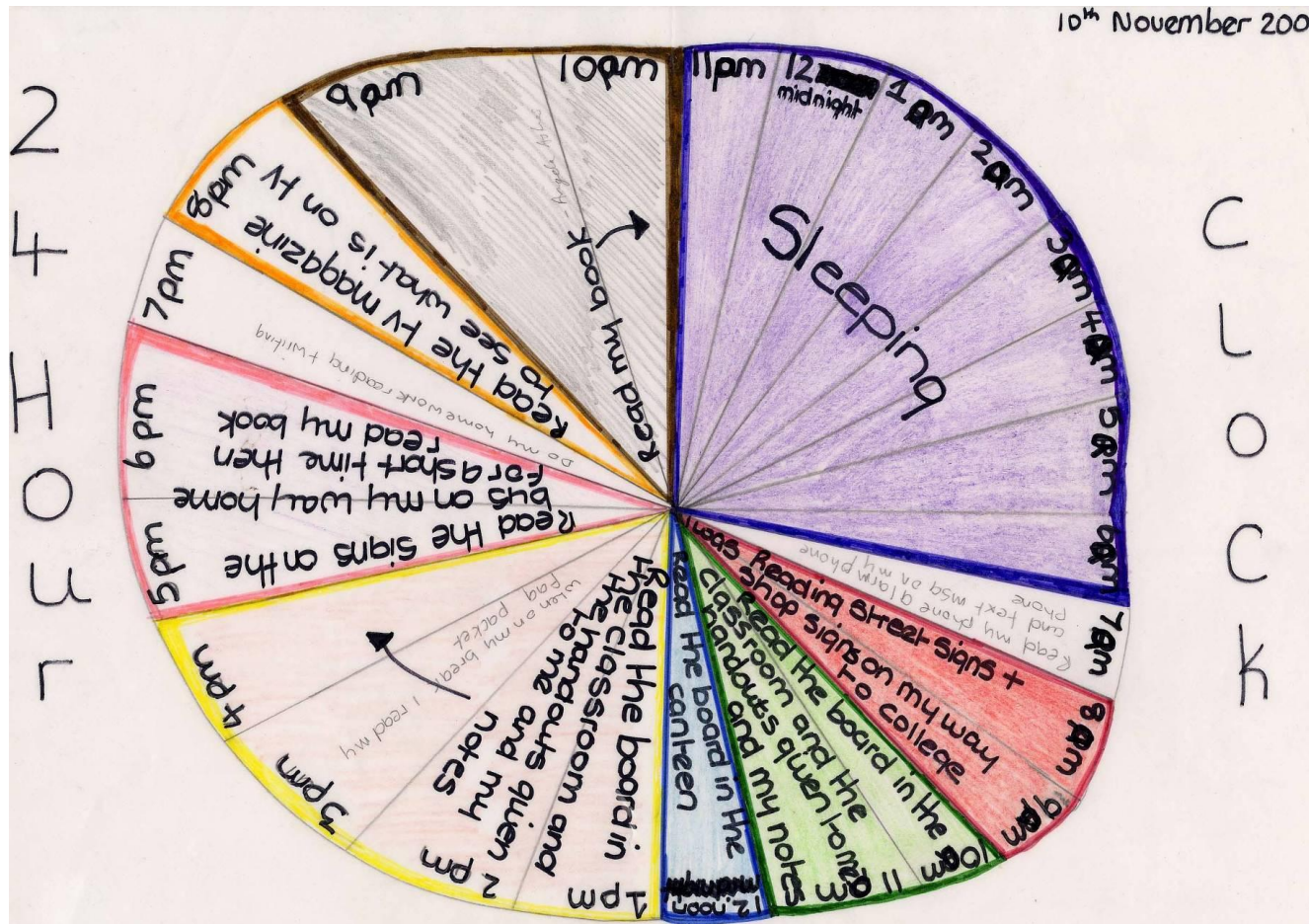
Outcomes

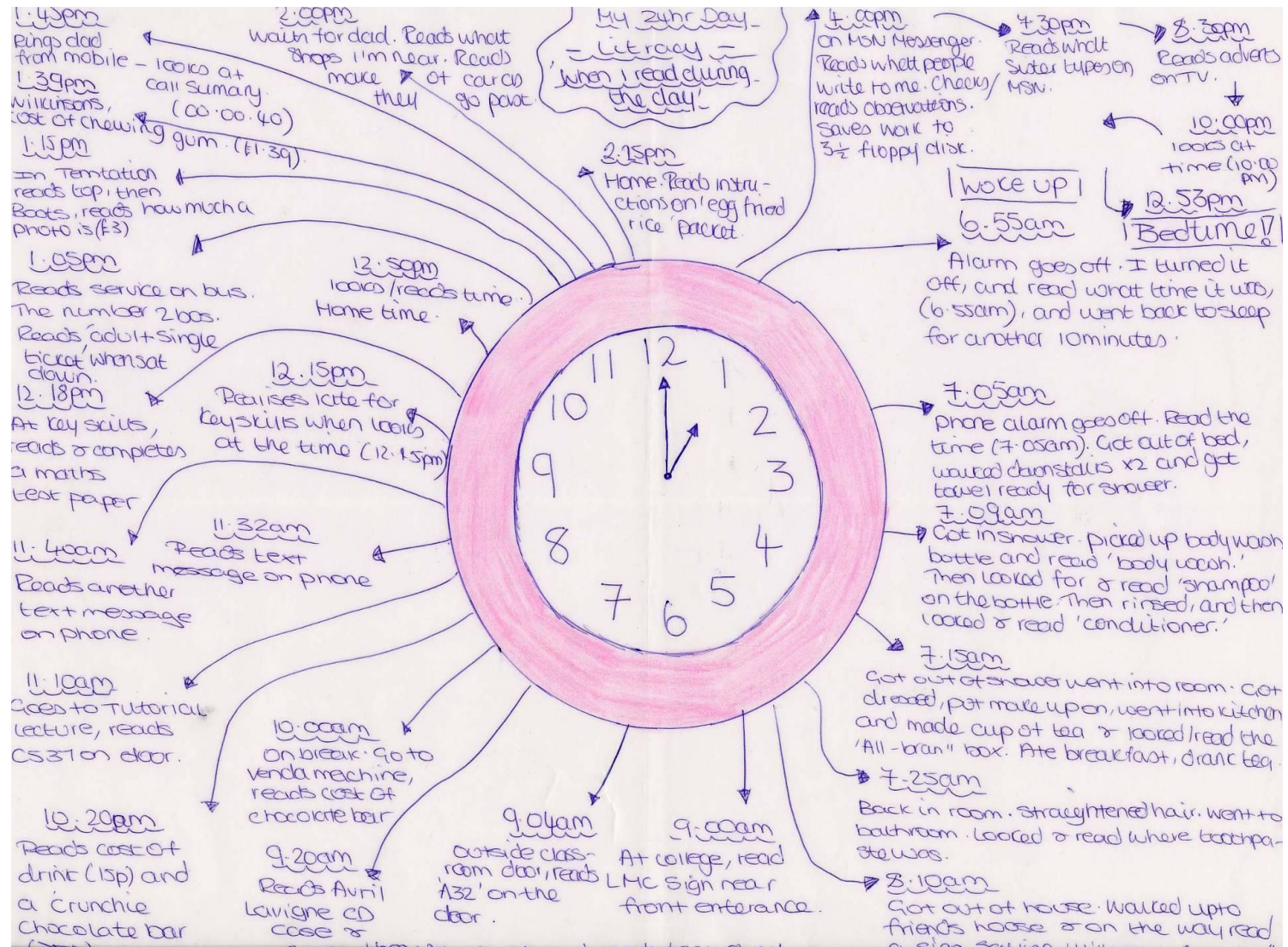
By the end of the session participants will have:

- identified some strategies for eliciting learners' literacy practices in different domains of their lives
- discussed teaching and learning strategies which promote creative and holistic approaches, including strategies for speaking and listening, reading and writing
- developed criteria for assessing creative approaches to teaching and learning
- developed ideas for using a range of resources, including digital literacies



10th November 2004





What are creative approaches to literacy teaching?



- We all have creative capacities.
- Creativity can be about finding practical solutions to everyday problems.
- Learners need to reinterpret and transfer their learning to new contexts, consider different points of view and experiment with different ways of solving problems.
- As teachers, we need to encourage learners to use initiative, to make decisions and to think differently.

How can we promote creativity in the literacy classroom?

Teaching and learning approaches

Instructions



1. Work in small groups of 3-4 and look at the approaches on the cards.
2. Discard any methods / approaches you would never use.
3. Place each card in one of the following categories assuming the approach is used in isolation:
 - A. Is an approach that can be used creatively
 - B. May (with some adaptation) be used creatively
 - C. Is unlikely to lend itself to creative use
4. Look at the cards you have placed in category B. Is there anything you could do to them to use them more creatively, e.g. turn them into more collaborative activities? Could some approaches become more creative if they were used in combination, rather than in isolation?

Aim

To enable learners to prepare an information sheet for use on Kew Gardens visit

Outcomes

By the end of the session learners will:

- Use a dictionary to find the meanings of key text words
Rw/E2.3
- Navigate Kew Gardens website Rt/E1.2
- Use paired reading to gather information about Kew Gardens
Rw/E2.2; Rs/E2.2
- Produce group writing Kew Information sheet Wt/E2.1

Reading as a holistic activity

The Four Resources model

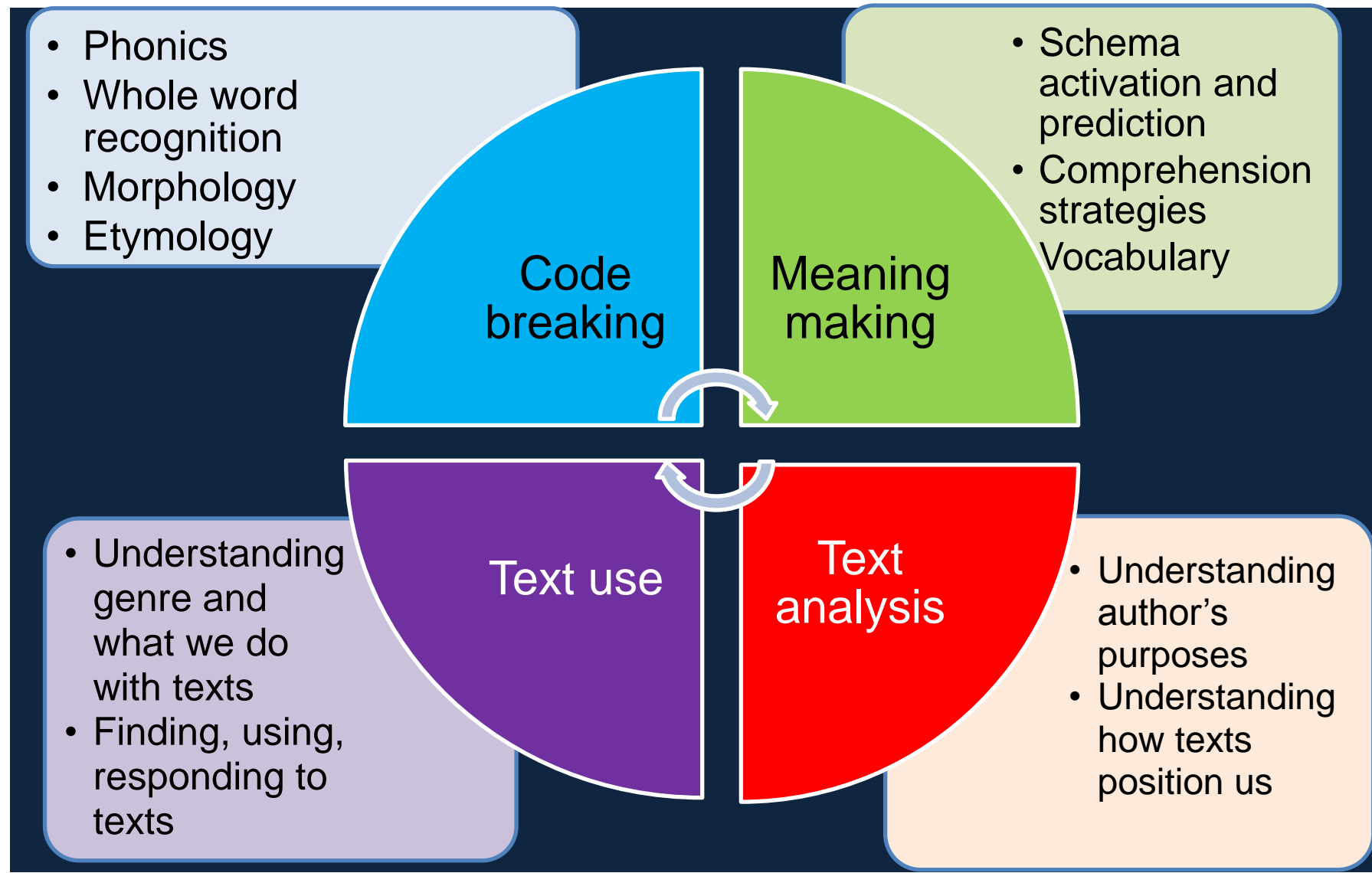
- **Code breaking**
- **Meaning making**
- **Text use**
- **Text analysis**



Luke A & Freebody P (1999)

<http://www.readingonline.org/research/lukefreebody.html>

What might the 'Four Resources' involve?



What did the teacher do?



Before reading

- Elicited reading strategies from learners
- Used dictionaries to look up key words which appear in later reading (in pairs)
- In pairs matched cut-up versions of words
- Feedback in pairs to whole group (one to write word on board and one to explain the meaning)
- Elicited what they know about the topic from an image projected on board
- Elicited from learners what they might want to find out about Kew from the website and what information they might expect to find there

What did the teacher do?



During reading

- Asked learners to tell her how to find the Kew Gardens website (using a search engine)
- On Kew homepage, elicited from learners how they can check their predictions (how to use the menu; what icons to click on; how to scroll down; how to use hyperlinks)
- Clicked on *Garden Attractions* and noted those listed
- Handed out (simplified) hard copies of each attraction to read in more detail (paired reading)
- Handed out word bank for students to use to support their reading

What did the teacher do?



After reading

- Each pair of learners filled in a short question sheet based on their text
- Using highlighters, each pair marked up 1 or 2 interesting points in their text they would like included in the group information sheet
- Learners read out to whole group the key facts they found
- Group decided and ordered what they wanted to go on the Kew info sheet
- Teacher wrote info sheet on board as scribe for learners' input
- Teacher printed out copy of the sheet for each learner to take on group trip to Kew

How the teacher used the Four Resources

Code breaking

- Focus on pre-reading at word level
- Focus on conventions of online texts

Meaning making

- Focus on comprehension of online text (how to find the information needed)
- Focus on detailed reading of important aspects of text

Text use

- Focus on reading (and writing) for a specific purpose
- Focus on audience (who needed to read the leaflet)

Text analysis

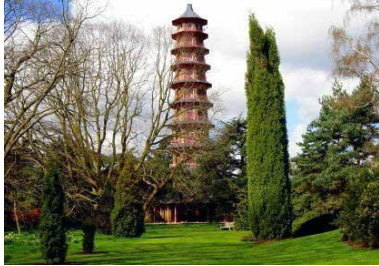
- Focus on aspects of the text that were important and relevant
- Focus on features of text that imparted relevant information

How was this a holistic session?

- **Activities at text, sentence and word level**
- **Reading a variety of texts (including multimodal ones)**
- **Speaking and listening integrated (collaborative and whole group work)**
- **Writing for a clear purpose**



Why / how was it a creative session?



- Purpose of the session was to provide something of use to the learners (motivating)
- Ideas for content came from the learners
- Paired reading and collaborative writing activities – bounce ideas off each other (rather than teacher)
- Learners developed strategies they could use in other contexts (how to navigate to and within a website; how to use a dictionary; how to use different reading skills for different purposes)

Where do I go from here?



Reflect on this session with a colleague:

- What have you learnt from colleagues or the trainer?
- What have you shared with colleagues?
- What further professional development is most useful for you?