

Participant pack

Developing creative and holistic approaches to teaching English at Entry level

Module 11

Handouts

- HO 1: Reflective log
- HO 2: Literacies inside and outside the classroom
- HO 3: Promoting creativity in the classroom
- HO 4: What did the teacher do?

PowerPoint slide notes

HO 1: Reflective log

This log is a working document to record your thoughts, ideas and actions as you go through the session.

Reflections and observations
Personal action points
Actions for the organisation

HO 2: Literacies inside and outside the classroom

Points for discussion

Watch the extract from the film 'Literacies for learning in further education: literacies around the clock' or the YouTube clip with the same information. You can jot down some notes while you are watching if you like.

After you have seen the extract, consider the following questions and discuss with others within your group.

1. How much of what these learners recorded as literacy events would be seen as valuable by:
 - them
 - their teacher
 - society as a whole?

2. Think about the discrepancy between learners' everyday reading and writing and the kinds they need to do for college or training other programmes. How might you use this information for:
 - programme planning
 - choice of activities in lessons
 - choice of materials and resources
 - other aspects of learning?

HO 3: Promoting creativity in the classroom

The following strategies are not specific to teaching literacy / English but they are particularly effective for functional skills as they reflect the collaborative working and problem-solving approaches needed.

- Use a wide range of teaching and learning approaches, including as wide a range of ICT-based approaches as is possible in local circumstances.
- Offer regular opportunities for problem-solving, experimenting, collaborative work and discussion, including using ICT.
- Share objectives with learners, encourage learners' ownership of objectives and give them opportunities to choose ways of working.
- Create opportunities for active learning and for learners to question what is going on.
- Use creative thinking techniques such as mind mapping.
- Actively encourage learners to question, to make connections, to explore ideas and to think about possibilities.
- Encourage learners to improvise and think 'outside the box'.
- Ask open-ended questions, such as 'How might you...?' and 'What if...?'
- Model creative thinking and behaviour by joining in with activities, e.g. writing.
- Encourage learners to share ideas with others and to talk about their own progress; encourage file-sharing, the use of social media where appropriate and other digital media.
- Encourage learners to develop criteria so they can judge their own work, in particular its value and originality.
- Facilitate open discussion of the learning problems learners are facing and how they can solve them.
- Use failures or setback as opportunities to learn.
- Make good use of praise, encouragement and positive language.
- Create safe opportunities to learn through imagined experience, e.g. exploring ideas through drama techniques such as role-play.

- Give learners responsibility to think for and organise themselves.
- Check that formative assessment procedures reflect and reward creativity.

These ideas have been taken and adapted from Education Scotland's 'The Journey to Excellence' website:

<http://www.journeytoexcellence.org.uk/resourcesandcpd/research/summaries/rsfosteringcreativity.asp>

HO 4: What did the teacher do?

Before reading

Activity	Purpose...	Which of the Four Resources?
Elicited reading strategies from learners	to remind learners that different types of reading require different strategies	
Used dictionaries to look up key words which appear in later reading (in pairs)	to understand vocabulary that would occur in later reading to develop a strategy for dealing with unfamiliar words	
In pairs matched cut-up versions of words	to see how words can be broken down / built up from smaller 'chunks' (syllables; morphological elements)	
Feedback in pairs to whole group (one to write word on board and one to explain the meaning)	to check learning of vocabulary to share learning of new words (and promote peer learning techniques)	
Elicited what they know about the topic from an image projected on board	to activate schema of topic to introduce relevant vocabulary	
Elicited from learners what they might want to find out about Kew from the website and what information they might expect to find there	prediction strategies to relate reading to purpose	

During reading

Activity	Purpose...	Which of the Four Resources?
Asked learners to tell her how to find the Kew Gardens website (using a search engine)	to skim read to draw attention to particular strategies needed to locate an online text	
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)	to scan read to draw attention to particular strategies needed to read and find information from an online text to use images / icons to find information	
Clicked on <i>Garden Attractions</i> and noted those listed	to make links between online and print-based texts to demonstrate how more detail can be found by clicking on links	
Handed out (simplified) hard copies of each attraction to read in more detail (paired reading)	to read for detail to search for information within a text to practise paired reading for fluency	
Handed out word bank for learners to use to support their reading	to use strategies to find the meaning of unfamiliar words	

After reading

Activity	Purpose...	Which of the Four Resources?
Each pair filled in a short question sheet based on their text	to check understanding to revise and reuse new vocabulary	
Using highlighters, each pair marked up 1 or 2 interesting points in their text they would like included in the group information sheet	to select key points from a text to make a critical judgment of what is key information	
Learners read out to whole group the key facts they found	to share information selected to make joint decision about what to include in information sheet	
Group decided and ordered what they wanted to go on the Kew info sheet	to make a collaborative response to text to prepare for collaborative writing	
Teacher wrote info sheet on board as scribe for learners' input	to write collaboratively	
Teacher printed out copy of the sheet for each learner to take on group trip to Kew	to make use of collaboratively produced text	

PowerPoint slide notes






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



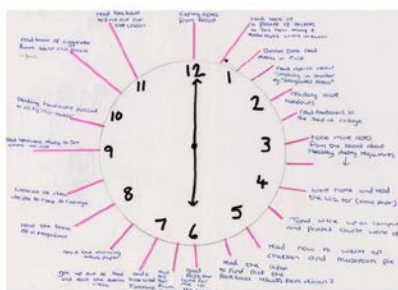
Aim

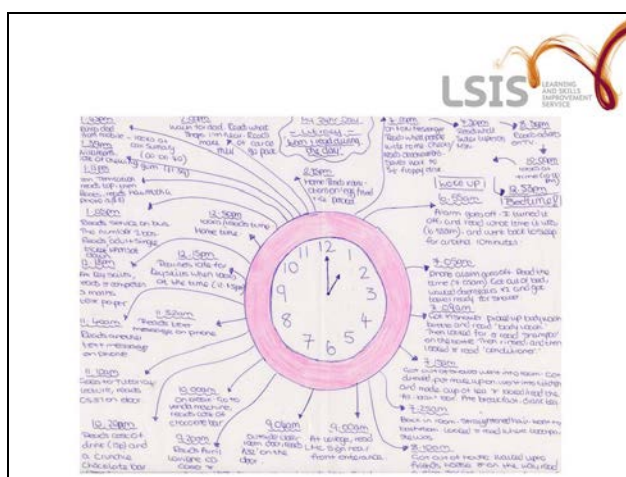
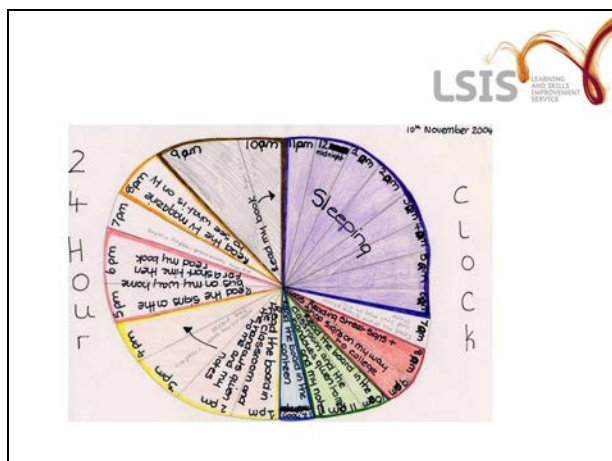
To develop a holistic approach to the development of English at Entry level using creative and learner-centred techniques

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





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?

Judith's lesson



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

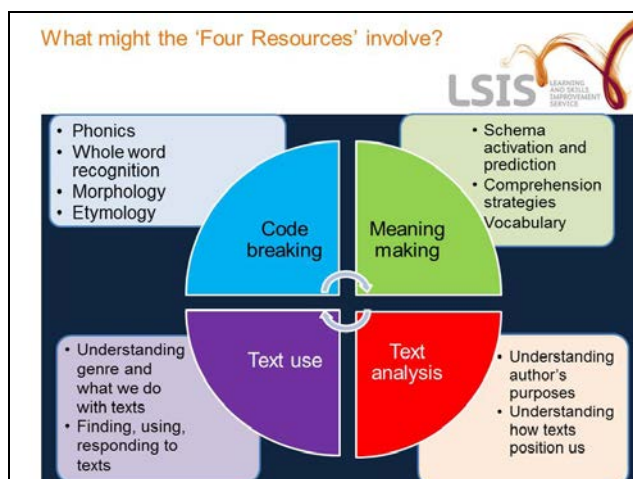
- Code breaking
- Meaning making
- Text use
- Text analysis



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?