

Guidance notes for facilitators of group sessions

1. Share the objectives of the session with participants.
2. Divide participants into small groups.
3. Decide which of the main language skills of listening, speaking, reading and writing you would like each group to discuss.
4. Give each group: a skills template board, a set of activity cards, including some blank ones, and some participant's recording sheets.
5. Either designate a particular skill to a particular group or let each group select one.
6. Ask groups to discuss which activities would be most effective for initially assessing the identified skill at each level and to place each activity card in an appropriate place on the template board.
7. Ask groups to use the overlapping spaces to show where an activity can be used at more than one level.
8. Ask groups to record any additional ideas of their own on the blank cards and place them on appropriate places on the template.
9. If it is helpful, participants can record their findings on their participant's recording sheets – adapting the recording sheets if they wish.

Variations

10. Ask participants, in groups, to discuss and plan an initial assessment session for any group they teach or train, taking into account the cultural context of the taught language and ways of meeting the diverse needs of all learners.
11. Ask groups to use flipcharts to summarise their findings and share with all participants.
12. Ask groups to discuss the use of the **Sample Proforma C** for language learners and make any adaptations to customise it.
13. At the end of the session refer participants to the Learner activities toolkit for ongoing discussion.