ESOL Access for All

Guidance on making the adult ESOL curriculum accessible

Part 2

read·write·plus

Contents

4 The adult ESOL core curriculum and barriers to learning

Index of additional information boxes on issues relating to learners with learning difficulties and disabilities

ENTRY 1

ENTRY 1

At this level, adults can

speak to communicate basic information, feelings and opinions on familiar topics

Speak to communicate Sc/E1

Component skill and knowledge and understanding

Adults should learn to

1a Use stress and intonation to make speech comprehensible to a sympathetic native speaker
– develop awareness of word stress and place stress on the correct syllable in familiar words
– develop ability to place stress on key words in utterances
– understand that English has many unstressed vowels and be able to approximate the sound of the *schwa*

– be able to approximate appropriate intonation patterns, for example to indicate politeness

Areas of difficulty which may be experienced by particular learners

As learners who are **deaf** may not be producing spoken English, all aspects of English grammar in relation to learners who are deaf are addressed in the sections on reading and writing.

Some learners, in particular those who are **blind or visually impaired**, are likely to be particularly sensitive to the aural structure of language and the cadence of sentences within extended spoken text. These learners may need to develop a feel for the rhythm and pattern of spoken English to compensate for the lack of a visual sense.

Some learners including those with **autistic spectrum disorders** may be sensitive to tone of voice. They may not be able to recognise where tone influences meaning.

Sensitivity to changes of tone or register, for example to indicate politeness, will vary between different learners. Those who are **deaf** will not be able to hear changes of tone at all.

Teaching approaches and alternative strategies

- English intonation patterns and aspects of sentence stress may need to be made overt so that learners with visual impairments recognise the usual range of meaning that these paralinguistic features convey in English. They may be very different to those of their first language or not exist in the same way.

- Use beating sounds and rhythm to help explain stress.

- Be explicit about the influence of intonation on meaning. Use simple sentences where a change in stress carries meaning. Use visual as well as audio methods to show stress and intonation, for example hand movements, facial expression, highlighting, colour of stressed words and syllables. Practise stress patterns but recognise when a learner is finding this too difficult and leave for a later stage.

- These conventions can be made explicit for deaf learners who are able to use a sign language through the use of interpreters.

At this level, adults can

speak to communicate
basic information, feelings and opinions on familiar topics

Speak to communicate   Sc/E1 *(continued)*

Component skill and knowledge and understanding

Adults should learn to

1b Articulate the sounds of English to be comprehensible to a sympathetic native speaker
– Pronounce phonemes adequately to be comprehensible and to make meaning clear

Areas of difficulty which may be experienced by particular learners

Some learners, including those with hearing impairments or learners with an auditory processing difficulty and dyslexia may have considerable difficulties discriminating and therefore producing particular sounds and words. This may also affect their ability to produce extended spoken text. These learners may have difficulties with multisyllabic words. They may have difficulties with flow.

Some learners will be able to speak more clearly than others. Certain learners, including those who have speech difficulties, i.e. learners who are deaf, learners with speech impairments, or learners with a stammer may find it extremely difficult to articulate clearly.

Teaching approaches and alternative strategies

- Use strategies to help learners feel/see how the sound is produced, for example:
  - by using mirrors to see the position of the lips;
  - demonstrating/describing the position of the tongue;
  - feeling aspiration or vibration with the hand;
  - holding their fingers in their ears to hear voiced sounds.

- If a volunteer or a classroom assistant supports you in class, consider setting up differential activities, using the strategies suggested above. These can be brief but focused. Consider using the volunteer or classroom assistant to work with either the main group or with individuals needing additional support.

- Compare sounds in the learner's first language.

- Back-chaining can help with multisyllabic words and in facilitating flow.

- Learners who stammer may find it difficult to articulate certain sounds, get blocked or stuck on some, and repeat others. Feeling stressed is a trigger – the harder a learner tries to prevent stammering, the more severe it becomes. The less bothered they are about speaking the more fluent they are likely to be. Always give learners time, indicate that there is no need to hurry. Finishing off sentences is usually unhelpful as it reduces self-confidence. Reduce the number of questions that you ask.

- Negotiate with the learner the means of communication they wish to use, for example a sign language interpreter, an assistant to communicate for them, handwritten notes, a communication board with letters and words on it, a computer with a speech synthesiser. Use first language interpreters where necessary.

- If the learner uses speech, allow them time to make their contribution.

- Work with all learners in the group to establish ground rules. Use first language interpreters where necessary.

- Talk to learners about how they feel when speaking and accommodate their needs, for example if talking in front of the group is stressful then avoid asking them do so until/unless the learner feels able to take part; perhaps agree a way of signalling. Use first language interpreters where necessary.

- When organising pair and small group activities be sensitive to the needs of learners with speech difficulties and consider the use of assistants.

- Although learners who are deaf may not need to produce spoken English, some may still want to be able to see clearly the lip definition of speakers in order to support their lip reading.

At this level, adults can

speak to communicate
basic information, feelings and
opinions on familiar topics

Speak to communicate   Sc/E1 *(continued)*

**Component skill and knowledge
and understanding**

Adults should learn to

1b Articulate the sounds of English to
be comprehensible to a
sympathetic native speaker *(cont'd)*

2a Make requests: ask for things or
action
– make requests, with or without use of
modal verbs

– be aware of intonation patterns for
politeness and be able to approximate
them
– be able to prepare the listener for a
request, for example saying *excuse me*

**Areas of difficulty which may be
experienced by particular learners**

Users of a sign language may not
be aware of the importance of modal
verbs to express a polite request.

Certain learners may find this difficult,
including learners with **speech
difficulties** and learners with
autistic spectrum disorders.

Some learners will find it harder than
others to appreciate/recognise the use
of intonation in expressing politeness.
Learners with **autistic spectrum
disorders** may find this particularly
hard.

Learners will vary in their facility with
social interaction and communication.
Some learners, including learners with
autistic spectrum disorders and
some learners with **mental health
difficulties**, may find social
interaction considerably more difficult
than others.

Teaching approaches and alternative strategies

- Be realistic about the amount of accuracy individual learners can achieve in terms of pronunciation. It is important you strike a balance between confidence building and correction.

- Learners with cleft palates which have not been properly repaired or who use a badly fitting bridge may have problems with intelligibility. They may produce sounds that are muffled and nasal. Consonant production can be compromised. Try and encourage learners to take their time and slow down, so that sounds are more distinct. Make contact with a speech therapist to get advice. See section on 'Speech impairments', Part 1, p. 31 and the case study of Kai, Part 1, p. 66.

- Though learners who are deaf will not be making requests in spoken English it's important to be explicit about grammatical structures so that learners will be able to understand and use these when speech occurs in written forms, i.e. subtitles and narratives (see reading and writing sections).

- Learners who stammer may find it difficult to initiate interactions.

- Recognise that for some learners intonation is an area where it may be difficult to make significant changes to their speech patterns, so alternative communication strategies need to be explored, for example the use of polite formulaic expressions, 'please', 'thanks a lot' and, where possible, friendly gestures.

- Encourage participation but recognise that some learners may not feel able to participate fully in all tasks. See the case study of Shaheed, Part 1, p. 69.

- Be aware of learner sensitivities and alert to signs of stress.

- Create an atmosphere of safety and respect and give learners the opportunity to discuss how they feel about particular activities one to one in tutorials.

- Choose topics that help learners rehearse language within the context of a supportive language group that they may well need in other situations.

- See sections on 'Addiction and dependency' (p. 202), 'Anxiety' (p. 132), 'Asylum seekers, refugees and mental health' (p. 146), 'Bereavement' (p. 378), 'Depression' (p. 288), 'Handling crisis situations' (p. 216), 'Obsessive compulsive disorder' (p. 363), 'Post-traumatic stress disorder' (p. 276) and 'Schizophrenia' (p. 226).

- See information on Asperger syndrome, p. 370.

At this level, adults can

speak to communicate
basic information, feelings and
opinions on familiar topics

Speak to communicate   Sc/E1 *(continued)*

Component skill and knowledge and understanding

Adults should learn to

Areas of difficulty which may be experienced by particular learners

2b Make requests: ask permission

See 2a above.

3a Ask for personal details
– form questions of the *wh* type and the *yes/no* type, approximating a falling intonation in *wh* questions and a rising intonation in *yes/no* questions.

– use the question form of the simple present tense of common verbs, verb *to be* and *have got*, using contractions where appropriate, for example *what is* becomes *what's*

Some learners will find it harder to remember than others. Learners with difficulties with short-term memory, learners with dyslexia and some learners with learning difficulties may find it hard to remember and apply grammatical rules. Learners who are on medication because of a mental health difficulty might also find that the medication can affect their short-term memory.

– form questions, using common modal verbs, esp. *can.*

– understand and be able to use a range of question words: *who, what, where, how much/many*

It is always important to remember that many of these learners, for example learners with dyslexia, are often 'quick forgetters'.

Teaching approaches and alternative strategies

See 2a.

- Grammar needs to be taught explicitly through meaningful contexts. Learners will need lots of practice and repetition.
- Use a range of methods – kinaesthetic, visual and auditory.
- Use music, songs and chants for presentation and practice of language patterns. Useful resources are *Jazz Chants* and *English through Song* (for more information go to www.onestopenglish.com). Music can help learners remember.

- Use images – for presentation, in drills, on worksheets and on reference sheets. They will help jog the memory and make connections.
- Use colour – on the board and on materials. Encourage learners to bring highlighters so that they can use colour as an independent strategy.
- Use drama – encourage learners to act out stories and scenarios, prior to or in addition to role play. Encourage learners to use mime and gesture, as these kinaesthetic strategies can help internalise patterns and structures.
- Use inductive rather than deductive methods for teaching grammar (as appropriate to the spoken level of the learners).
- Avoid the use of substitution tables as they can cause difficulties because of visual tracking. Instead, copy out whole sentences, showing patterns and highlight key aspects of the pattern in different colours:

I	come	from	the	Ukraine
She	comes	from	the	UK
We	come	from		Iraq
They	come	from		Manchester

- Encourage overlearning, i.e. continuing to practise something in different contexts once it has been learned.

Speak to communicate   **Sc/E1** *(continued)*

Component skill and knowledge and understanding	**Areas of difficulty which may be experienced by particular learners**
Adults should learn to	
3b Ask for information	See 3a.
3c Ask for directions and location – ask questions, with *where* – be able to pronounce place names clearly, when asking for directions to them – understand the importance of checking back	Place names can often be hard to pronounce and some learners, including learners with **speech difficulties** (see 1a) may be unable to pronounce some place names clearly.
	Directions involve abstract concepts, such as the concept of left and right. Some learners, including some learners who have **dyslexia** and **learners** with **learning difficulties**, may have difficulty with abstract directions.
	Accessing directions that rely on visual cues can be harder for some learners than others. **Blind learners** and those with **visual impairments** may have difficulty with this.
	Some learners will find it harder than others to adapt to the need for alternative strategies, in particular learners with an **autistic spectrum disorder** and some **learners with learning difficulties**.

Teaching approaches and alternative strategies

- See 3a.

- Where possible avoid place names with sounds that learners find difficult to pronounce. Have a number of place names that learners can select from. Suggest alternative strategies, for example writing down a difficult to pronounce place name to show to the interlocutor.

- Where possible identify strategies that learners have developed for getting to unknown places and make use of these.

- Ensure that you support learners with a lot of visual material – wall posters, maps and photos. Use images on worksheets to aid comprehension and memory. See the case study of Sarwan, Part 1, p. 68.

- Ask learners to suggest the cues that are useful when getting around. See the sections on 'Spatial representation and blind and visually impaired learners', p. 486, and 'Concepts and vocabulary of blind and visually impaired learners', p. 433.

- Demonstrate the need for checking back and that without it a person can come away without the correct information. Build a checking back stage into dialogues used as models and for practice.

Literacy through Total Communication

Literacy through Total Communication is a scheme designed to support learners with learning difficulties in developing literacy and communication skills. It involves a complementary use of signs, symbols and text, and supports learners in acquiring a core vocabulary from which sentences can be constructed, understood and read. Learners actively build and own a personalised portfolio of word cards with both symbols and text.

These cards are used in conjunction with signing to ensure a combined kinaesthetic, auditory and visual approach. In a highly structured 'scaffolded learning' environment, the learner is encouraged to sign, speak, listen, sequence, draw and write before finally writing and reading short sentences.

For some learners with severe learning difficulties, literacy may be an unrealistic goal. Literacy through Total Communication empowers learners through an alternative means of literacy. There is evidence that it can lead to the support and acquisition of literacy itself.

At this level, adults can

speak to communicate
basic information, feelings and
opinions on familiar topics

Speak to communicate   Sc/E1 *(continued)*

**Component skill and knowledge
and understanding**

Adults should learn to

3d Ask for clarification
– have strategies for dealing with lack of
understanding, for example by asking
for repetition

4a Make simple statements of fact
– use verb forms suitable for the level,
such as present tense and modal *can*

– use grammar suitable for the level, to
express:
  • possession (for example *my, mine,
    your*)
  • quantity (for example *some, any,
    many*)
  • number (regular/irregular plurals
    and count/non-count nouns)
  • location (prepositions of place)
– understand that statements of fact are
usually spoken with falling intonation

– be able to make statements of fact
within an interaction

**Areas of difficulty which may be
experienced by particular learners**

Certain activities, for example role play
and pair work, can be particularly
stressful for a range of learners
including some of those who
experience **mental health difficulties**.

Some learners, for example those with
an **autistic spectrum disorder**, may
have difficulties understanding that
there is a need to have strategies to
deal with communication breakdown.

Most learners remember better when
learning is contextualised. Some
learners, including learners who have
dyslexia, learners with **learning
difficulties** and learners with **mental
health difficulties**, who are on
medication, may have difficulty
memorising lists of vocabulary, but
remember well when language is
contextualised and is personalised.
These learners may also find word
retrieval difficult.

Teaching approaches and alternative strategies

- Allow learners to learn from watching others.

- Be sensitive to the strengths and difficulties of your learners. Do not force participation. (See information 'Addiction and dependency' (p. 202), 'Anxiety' (p. 132), 'Asylum seekers, refugees and mental health' (p. 146), 'Bereavement' (p. 378), 'Depression' (p. 288), 'Handling crisis situations' (p. 216), 'Obsessive compulsive disorder' (p. 363), 'Post-traumatic stress disorder' (p. 276) and 'Schizophrenia' (p. 226).

- At the end of a speaking activity give learners the opportunity to feed back on how they felt, what they did well or anything they were unsure about.

- Demonstrate that strategies can solve problems of not understanding. Use social stories (see p. 302).

- Focus on the understanding of dialogues to develop familiarity with language used for asking for repetition, and so on, without having to produce the language, i.e. through observing role plays that other learners participate in or through audio/video/text material.

- Give learners the opportunity to practice or have another go at anything they find difficult.

- See the information on 'Asperger syndrome', p. 370.

- Always contextualise new language. Choose contexts that are interesting and motivating to the learners. Learners who have dyslexia and those with learning difficulties are more likely to remember vocabulary when the words have some importance to them. Set the context using pictures or videos. If possible, involve learners in making their own visuals for setting the context and promoting speaking, for example photographing food in the canteen they would like to order, the rooms they would like to describe; looking on the computer for pictures of countries they would like to tell the group about.

- Use activities to review/reinforce new vocabulary. There are a number of useful published resources, for example the Cambridge University Press series *English Vocabulary in Use* (visit www.cambridge.org to see all titles in this series). They provide good ideas that can be adapted and personalised to suit the learners.

- When giving information, learners can be encouraged to use alternatives/ description/pictures or actions or sounds when particular words prove hard to 'remember'.

- Build in additional time for learners to think about what they want to say.

- Prepare learners for the context. Pre-teach vocabulary, set the scene, establish interest using a range of multisensory approaches.

Speak to communicate	**Sc/E1 *(continued)***
Component skill and knowledge and understanding	**Areas of difficulty which may be experienced by particular learners**

Adults should learn to

4b Give personal information

   – recognise requests for personal information and understand that there are different ways to respond, for example minimal answer, short form of the verb, fuller answer

   – be able to use contracted forms

   – be able to spell words out loud, and know when it is necessary to do so (for example spell name of the street, but not the word *street)*

   – be able to give information within an interaction, for example when introducing self

See 3a and 4a.

Some learners, including those with **mental health difficulties**, may feel sensitive about giving personal information.

Certain learners, in particular some with **dyslexia** may have difficulty remembering the names of letters of the alphabet.

4c Give directions and instructions

See 3c.

4d Give a description
   – use grammar suitable for the level, such as:
     • *there is/are*
     • prepositional phrases
     • indefinite article

   – know and be able to use some common adjectives to describe people, places and things

Learners will vary in their capacity to describe people, places and things. The concepts and vocabulary of learners who are **blind or visually impaired** will be influenced by whether they have ever been able to see. The majority of blind people have at some time had some sight, so will have some visual memory and will have developed language with visual references. However, concepts of space and colour may be completely lacking.

4e Deal with another person's misunderstanding

See 3d.

Teaching approaches and alternative strategies

- See 3a and 4a.

- Be aware of learners' sensitivities. Discuss what information is acceptable to ask for/give. See information on 'Addiction and dependency' (p. 202), 'Anxiety' (p. 132), 'Asylum seekers, refugees and mental health' (p. 146), 'Bereavement' (p. 378), 'Depression' (p. 288), 'Handling crisis situations' (p. 216), 'Obsessive compulsive disorder' (p. 363), 'Post-traumatic stress disorder' (p. 276) and 'Schizophrenia' (p. 226).

- Use multisensory approaches and personalised strategies to help learners remember (see sections in Entry 1 reading and writing).

- One possible strategy is to use a set of pictures with the letters in a person's name (or their children's, for example) and to gradually build up knowledge of the names of the letters by playing matching and sorting games. The key to success is the dictum 'little and often.'

- Use a map of the local area, rather than one from a text book, to support giving directions. This will personalise the work and make it less abstract.

- Check with the learner and find out their way of describing things (see information on 'Concepts and vocabulary of blind and visually impaired learners', p. 433).

- Use learners' other senses, such as touch, sense of heat, smell, and sound, to build up mental images of new vocabulary items. Descriptions will need to be based on information learners can access.

At this level, adults can

speak to communicate basic information, feelings and opinions on familiar topics

Engage in discussion   **Sd/E1**

Component skill and knowledge and understanding

Adults should learn to

1a Take part in social interaction
  – be able to:
  - greet
  - respond to a greeting
  - introduce others
  - invite and offer (for example using *would like*)
  - accept and decline invitations and offers
  - express thanks
  - take leave

  – be able to express all of the above, using intonation patterns appropriate for friendly social interaction

  – be aware that gesture (for example indicating agreement) can vary across cultures

Areas of difficulty which may be experienced by particular learners

Different learners will have different conventions with which to express turn taking; for example, learners who are **deaf** may not have learnt oral conventions for turn taking and may use strategies that are unfamiliar to non-deaf people, for example waving their arms. Learners who are **blind** or **visually impaired** may not be aware of turn-taking conventions and may appear rude in interactions. They may also not realise when listeners have lost interest and want to change the subject, and so on.

Background noise can be more distracting for some learners than others and may be particularly distracting for some learners who have **dyslexia** and for learners with **autistic spectrum disorders**.

Learners who are **blind** and some who have **visual impairments** may be unable to see non-verbal signals and may have difficulty locating other people.

Some learners, in particular learners with **autistic spectrum disorders**, are likely to find social interaction, non-verbal communication and eye contact particularly difficult.

Some learners may feel more vulnerable than others when speaking in a group, for example some of those with **learning difficulties**.

Teaching approaches and alternative strategies

- Set clear group ground rules that will be necessary to ensure no one is at a disadvantage, for example saying your name before speaking (to include blind learners), waving your hand (to include learners who are deaf), not interrupting, allowing time for people to contribute or for a BSL interpreter to finish.

- Introduce cultural issues of appropriateness in terms of turn taking and interruption, such as with video clips (audio description for visually impaired learners).

- Speak clearly and provide good light and acoustics for learners to lip-read. See information on 'Lip-reading and learners who are deaf or partially hearing' (p. 446).

- Limit any background/distracting noise for learners who are blind, have visual impairments or have dyslexia, and who are concentrating on following oral communication. Perhaps not sitting near the door to a hallway or next to a window would limit background noise.

- Be aware of learners' sensitivities and discuss with learners whether or how much they wish to participate.

- Encourage learners to learn from observation of others.

Engage in discussion   Sd/E1 *(continued)*

Component skill and knowledge and understanding	**Areas of difficulty which may be experienced by particular learners**
Adults should learn to	
1a Take part in social interaction *(cont'd)*	Some learners, including some of those with **mental health difficulties**, may find social interaction and discussion in groups stressful.
	Learners with speech difficulties may also find interacting in social contexts stressful.
1b Take part in more formal interaction	See 1a.
1c Express likes and dislikes, feelings, and so on.	See 1a.

Teaching approaches and alternative strategies

- See information on 'Discussion', p. 200; "Addiction and dependency' (p. 202), 'Anxiety' (p. 132), 'Asylum seekers, refugees and mental health' (p. 146), 'Bereavement' (p. 378), 'Depression' (p. 288), 'Handling crisis situations' (p. 216), 'Obsessive compulsive disorder' (p. 363), 'Post-traumatic stress disorder' (p. 276) and 'Schizophrenia' (p. 226).

- Sharing information in the group can be an incredibly rich experience. The most important factor is the learning environment and the attitude of the teacher.

- Create an atmosphere of safety and respect. Give learners the opportunity to discuss how they feel about particular activities in tutorial.

- Praise a learner's effort, and always feed back on achievements; this may help them to take more risks.

- Learners with speech difficulties, such as a stammer, need to develop confidence, so it is important that they are encouraged to interact and convey meaning.

- There are some speaking situations that facilitate fluency for people who stammer – for example speaking on a one-to-one basis, reciting familiar lists like days of the week or counting, singing, speaking familiar words with a strong rhythm, poetry, speaking with actions, and acting. Some of the above could be explored prior to asking learners to take part in social interaction. It may help them to relax and prepare them for more stressful communicative situations. See 'Speech impairments', Part 1, p. 31.

Coloured acetate overlays

Smaller pieces of coloured acetate attached to stiff card can be moved across and down text to focus attention more specifically on a paragraph. Sometimes large pieces of acetate can be unwieldy to use, can become distracting and slip about.

card

overlay
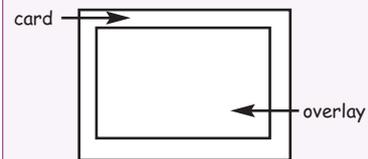
Card photograph frames 6" by 4" or 7" by 5" can work well. They have the advantage of slipping into books easily and of being less obtrusive than large pieces of acetate.

At this level, adults can

listen and respond
to spoken language, including simple narratives, statements, questions and single-step instructions

speak to communicate
basic information, feelings and opinions on familiar topics

engage in discussion
with another person in a familiar situation about familiar topics in simple and familiar formal exchanges connected with education, training, work and social roles

Listen and respond	**Lr/E1**

Component skill and knowledge and understanding	**Areas of difficulty which may be experienced by particular learners**
Adults should learn to	
1a recognise context and predict general meaning – be able to identify the speaker, the situation and the topic of conversation in a variety of simple, everyday exchanges	Visual cues, for example context cues to do with location, body language, and so on, will be difficult or impossible for some learners to receive, such as learners who are blind or visually impaired.
– be aware that it is not always necessary to understand every word in order to get the general meaning of a spoken text – understand that it is often possible to predict the pattern of an interaction	In contrast, other learners, for example learners who are deaf, may be particularly adept at recognising visual cues, for example from body language. However, they will need alternative access to audio and spoken information.
1b listen for gist in short explanations and narratives	See 1a.
1c listen for gist in a conversation	See 1a.

Working with support staff: sign language interpreters, communication support workers or other support staff

Some disabled learners will be accompanied by support workers. The roles of support workers differ. Learners with a physical impairment or learning difficulty may have an individual support worker to help them with personal care needs or with the journey to and from the class. Deaf learners could have the support of a sign language interpreter, a note-taker, a communicator or a lip-speaker.

Remember that the support worker is not there to teach and that it is the teacher who is responsible for the learning and progression of the learner. However, do not expect the support worker to be completely detached from the lesson. Even when they are not there to act in a more narrowly

(Continued)

Teaching approaches and alternative strategies

- Provide verbal descriptions/explanation in preparation for listening.

- Provide alternative access to audio information, for example through an interpreter.

- Focus on learners' strengths.

- Make use of support staff (see information, p. 118).

- See case study of Fahim in *It's Not as Simple as You Think* (Department for Education and Skills, 2006).

prescribed way (for example as an interpreter), they are there to facilitate the learner's access to the class. There needs to be a balance to ensure that the support worker is supporting the learner's access but not doing the work for the learner.

This needs to be reflected in the planning and delivery of learning.

In addition, it is important to:

- ensure that you always address the learner and not the support worker;

- be clear about the specific role of the support worker;

- remember that the support worker is there for that learner and not as a general class assistant;

- recognise that in some cases, particularly with interpreters, the interpreter will need to have notes and handouts in advance;

- remember that interpreting is very tiring, and interpreters will need regular breaks (every 20 minutes at least. Plan lessons to alternate between activities which require an interpreter, and those which do not. If continuous interpreting is required, there should be two interpreters, taking turns);

- make sure you leave enough time for the interpreter to translate for the student.

Please see guidance in Part 1, Section 2 on:

- Learners who are deaf or hearing impaired, p. 19.

- Learners who are blind or visually impaired, p. 25.

- Learners who are physically impaired, p. 30.

ENTRY 1

At this level, adults can

listen and respond
to spoken language, including simple narratives, statements, questions and single-step instructions

speak to communicate
basic information, feelings and opinions on familiar topics

engage in discussion
with another person in a familiar situation about familiar topics in simple and familiar formal exchanges connected with education, training, work and social roles

Listen and respond — Lr/E1 *(continued)*

Component skill and knowledge and understanding

Adults should learn to

1d listen for gist and respond, in a face-to-face situation

– understand that much of the gist can be understood from context and non-verbal signals by the speaker
– be able to signal they are listening, by using markers, such as *yes, OK*
– be able to ask for clarification and repetition

2a listen for detail in short narratives and explanations

– understand and identify key words and phrases in a given context
– understand the importance of listening for stressed words

– identify familiar grammatical features, such as possessives and prepositions, and note details that depend on understanding of these features, for example, *She's wearing his glasses*

Areas of difficulty which may be experienced by particular learners

Individual learners, including some with **mental health difficulties**, may find interaction in face-to-face situations difficult.

Eye contact and reception of non-verbal signals will be difficult for some learners. This may include some who are **blind or visually impaired** and some of those with **autistic spectrum disorders**.

Learners who are **deaf** will use non-verbal signals to show they are listening.

Not all learners will find it easy to pick up non-verbal signals and to enter into exchanges that involve asking for clarification and repetition. For learners with an **autistic spectrum disorder** this may be particularly difficult.

Separating the main point from the detail may be difficult for a number of learners including some of those with **learning difficulties** or with **autistic spectrum disorders**.

Teaching approaches and alternative strategies

- Do not force participation where learners feel uncomfortable.

- See Entry 1, 'Speaking' section and information on 'Addiction and dependency' (p. 202), 'Anxiety' (p. 132), 'Asylum seekers, refugees and mental health' (p. 146), 'Bereavement' (p. 378), 'Depression' (p. 288), 'Handling crisis situations' (p. 216), 'Obsessive compulsive disorder' (p. 363), 'Post-traumatic stress disorder' (p. 276) and 'Schizophrenia' (p. 226).

- See case study of Ali, Part 1, p. 61.

- Use alternatives to visual cues, for example say the blind person's name when you want to communicate with them.

- Limit distracting noise for blind learners concentrating on following the communication – perhaps not sitting near the door to a hallway or a window.

- Use alternatives to verbal signals. Compare sign and English and identify signals used to show attention, obtain attention, and so on.

- Video, drama, and role play can help to raise awareness of non-verbal signals (see the case study of Shaheed in Part 1, p. 69).

- Provide opportunities for learners to listen in different ways and give tasks for learners to do while listening.

- Pre-teach vocabulary and prepare learners for the context of the discourse.

- Provide pre-listening activities to help learners make their own questions/predictions about the listening text.

- Provide a framework with structured questions to separate and prioritise main points.

- Colour code key words on cards and withdraw the cards as learners gain confidence.

- Give learners a Dictaphone to record and play back instructions (see Part 1, p. 15, 'Technology for learners with learning difficulties or disabilities').

ENTRY 1

At this level, adults can

listen and respond
to spoken language, including simple narratives, statements, questions and single-step instructions

speak to communicate
basic information, feelings and opinions on familiar topics

engage in discussion
with another person in a familiar situation about familiar topics in simple and familiar formal exchanges connected with education, training, work and social roles

Listen and respond　　　Lr/E1 *(continued)*

Component skill and knowledge and understanding

Adults should learn to

2a listen for detail in short narratives and explanations *(cont'd)*

2b listen for detail and respond, in a face-to-face situation
– make use of gesture and eye contact to aid understanding

– be able to signal they are listening, by using markers, such as *I see*
– understand the importance of checking back when listening for detail and be able to do so
– be able to signal lack of understanding/ask for clarification

Areas of difficulty which may be experienced by particular learners

The opportunity to hear short narratives on repeated occasions may be beneficial for certain learners including some learners who are **hearing impaired**.

See 1d and 2a.

Some learners, including **blind** learners, some **visually impaired** learners and some learners on the **autistic spectrum**, will find gesture and eye contact difficult.

There may be learners, including those who are **deaf**, who will use non-verbal signals to show they are listening.

Picking up non-verbal signals and initiating exchanges which involve asking for clarification and repetition will be difficult for certain learners including some of those with **learning difficulties** or with **autistic spectrum disorders**.

Teaching approaches and alternative strategies

- Break instructions and explanations into small steps, provide demonstrations or other visual prompts and check understanding at each stage.

- Avoid using written worksheets for listening tasks.

- See *Making it Happen: An Inclusive Approach to Working with People with Learning Difficulties who have ESOL Needs* (Department for Education and Skills, 2006), section 2, 'Developing listening skills'.

- Record short narratives for learners with hearing impairments to take home on tape. Check they have access to a tape recorder. See the case study of Fahim in *It's Not as Simple as You Think: Cultural Viewpoints around Disability* (Department for Education and Skills, 2006).

- See information on 'Audio tapes', p. 180.

- See 1d.

- Use alternatives to verbal signals. Compare sign and English and identify signals used to show attention, obtain attention and so on.

- Encourage lip-readers to use check-back skills. See information on 'Lip-reading and learners who are deaf or hearing impaired', p. 446.

- See 3a.

ENTRY 1

At this level, adults can

listen and respond
to spoken language, including simple narratives, statements, questions and single-step instructions

speak to communicate
basic information, feelings and opinions on familiar topics

engage in discussion
with another person in a familiar situation about familiar topics in simple and familiar formal exchanges connected with education, training, work and social roles

Listen and respond — Lr/E1 *(continued)*

Component skill and knowledge and understanding

Adults should learn to

2d listen for phonological detail
– understand that identifying stress within a word can aid recognition and understanding of that word, and that identifying stress within a sentence can help overall understanding
– recognise intonation patterns, understand that they can indicate politeness and attitude, and that they can vary across cultures
– recognise and discriminate between individual sounds
– understand that listening in detail to how speakers pronounce English can be a useful way to improve their own pronunciation

3a follow single-step instructions
– understand key grammatical forms, such as prepositions of place and deictic markers *this, that, here, there*

– be able to ask for repetition or clarification, and confirm understanding

Areas of difficulty which may be experienced by particular learners

Learners will vary in their sensitivity to stress, changes of tone or register, for example sarcasm or irony, where tone alters or reverses meaning. Learners who are **deaf** may not be able to recognise modulations while some other learners including those with **autistic spectrum disorders** may be sensitive to tone of voice.

Some learners will find it more difficult than others to discriminate between and recognise particular sounds. Learners who are **deaf** and also learners who have **dyslexia** and **auditory processing difficulties** may have considerable problems with this.

All learners' concepts and vocabulary will be influenced by their past experience. **Blind or visually impaired** learners' concepts will be influenced by whether they have had vision in the past.

Face-to-face interaction and exchanges which involve asking for clarification and repetition may be difficult for a range of learners, including some of those with **autistic spectrum disorders** and those with **mental health difficulties**.

Teaching approaches and alternative strategies

- These conventions can be made explicit for learners who are deaf who are able to use a sign language through the use of interpreters, or by facial expression and gesture.

- Be explicit about the influence of intonation on meaning. Use simple sentences where a change in stress carries meaning. Use visual as well as audio methods to show stress and intonation, such as hand movements, facial expression, highlighting, colour of stressed words and syllables. Practise identifying stress patterns but recognise when a learner is finding this difficult and leave for a later stage.

- Recognise when a learner is finding this difficult.

- See Entry 1, 'Speaking' (Sc/E1/1b) for strategies of how to improve pronunciation.

- Use contexts and instructions that learners can relate to (see sections on 'Concepts and vocabulary of blind and visually impaired learners', p. 433, and 'Spatial representation and blind and visually impaired learners', p. 486).

- Allow learners to learn from watching others.

- Focus on the understanding of dialogues to develop familiarity with the language for asking for clarification and repetition without having to produce the language, i.e. through observing role plays or through video material.

- See information on 'Asperger syndrome', p. 370.

- See information on "Addiction and dependency' (p. 202), 'Anxiety' (p. 132), 'Asylum seekers, refugees and mental health' (p. 146), 'Bereavement' (p. 378), 'Depression' (p. 288), 'Handling crisis situations' (p. 216), 'Obsessive compulsive disorder' (p. 363), 'Post-traumatic stress disorder' (p. 276) and 'Schizophrenia' (p. 226).

At this level, adults can

listen and respond
to spoken language, including simple narratives, statements, questions and single-step instructions

speak to communicate
basic information, feelings and opinions on familiar topics

engage in discussion
with another person in a familiar situation about familiar topics in simple and familiar formal exchanges connected with education, training, work and social roles

Listen and respond   Lr/E1 *(continued)*

Component skill and knowledge and understanding

Adults should learn to

3b follow directions

– understand key grammatical forms, for example ordinal numbers: *the first street*
– be able to check back

4b listen and respond to requests for personal information
– recognise and discriminate between different *wh–* question words, such as *when, where*

– recognise and discriminate between *wh–* questions and *yes/no* questions

– be able to answer either type of question with minimal response, short form of the verb or fuller answers.

5a recognise a speaker's feeling and attitude
– recognise how intonation can carry meaning and identify feeling and attitude expressed mainly through intonation

Areas of difficulty which may be experienced by particular learners

Accessing directions that rely on visual cues may be difficult for certain learners including those who are blind or visually impaired.

Remembering more than one of two directions in sequence may be difficult for certain learners including some learners who have dyslexia.

Communication that involves asking and answering direct questions can be intimidating or difficult for certain learners including some learners with autistic spectrum disorders and some learners with learning difficulties.

In addition some learners, including certain learners with mental health difficulties may find face-to-face interaction difficult and may feel sensitive about giving personal information.

Some learners are more or less sensitive than others to modulations in tone. Some learners with autistic spectrum disorders may be sensitive to tone of voice and may find it hard to recognise the use of intonation to express feelings and attitudes.

Teaching approaches and alternative strategies

- See 3a.

- Discuss with learners the strategies they use to get about. See section on 'Spatial representation and blind and visually impaired learners', p. 486, and 'Concepts and vocabulary of blind and visually impaired learners', p. 433.

- Encourage learners to check back directions.

- Use multisensory approaches.

- Provide learners with alternative strategies they might use, for example asking people to write instructions down for them, or using an interpreter.

- See the 'Speaking' section.

- See information on 'Addiction and dependency' (p. 202), 'Anxiety' (p. 132), 'Asylum seekers, refugees and mental health' (p. 146), 'Bereavement' (p. 378), 'Depression' (p. 288), 'Handling crisis situations' (p. 216), 'Obsessive compulsive disorder' (p. 363), 'Post-traumatic stress disorder' (p. 276) and 'Schizophrenia' (p. 226). See the case study of Emilia in *It's Not as Simple as You Think: Cultural Viewpoints around Disability* (Department for Education and Skills, 2006).

- See also Sc/E1 and 4b.

- Be explicit about the influence of intonation on meaning. Use visual as well as audio methods to show intonation, for example hand movements, facial expression. Provide opportunities for practise but recognise when a learner is finding this difficult.

ENTRY 1

At this level, adults can

listen and respond
to spoken language, including simple narratives, statements, questions and single-step instructions

speak to communicate
basic information, feelings and opinions on familiar topics

engage in discussion
with another person in a familiar situation about familiar topics in simple and familiar formal exchanges connected with education, training, work and social roles

Listen and respond   Lr/E1 *(continued)*

Component skill and knowledge and understanding

Adults should learn to

5b take part in social conversation
– recognise and respond to, for example:
  - greetings
  - introductions
  - offers and invitations

– recognise intonation patterns indicating friendliness

Areas of difficulty which may be experienced by particular learners

Different learners will have experienced different conventions for turn taking. For example, learners who are **deaf** may not have learnt oral conventions for turn taking and may use strategies that are unfamiliar to non-deaf learners, for example waving their arms.

In contrast to this, other learners, for example those who are **blind** and some who are **visually impaired**, will be unable to see non-verbal signals and may have difficulty locating other individuals.

Two-way communication, eye contact and discussion in groups can pose difficulties for certain learners including some learners with **autistic spectrum disorders** and some with **learning difficulties**.

Group discussion and social interaction may be difficult and extremely intimidating for certain individual learners, including some learners with **mental health difficulties**.

Teaching approaches and alternative strategies

- Set clear group ground rules that will be necessary to ensure no one is at a disadvantage, for example saying your name before speaking (to include blind learners), waving your hand (to include learners who are deaf), not interrupting, allowing time for people to contribute, or for a BSL interpreter to finish.

- Be aware of learners' sensitivities and discuss with learners whether or how much they wish to participate.

- Encourage learners to learn from observation of others.

- See Entry 1, 'Speaking'.

- See information on 'Addiction and dependency' (p. 202), 'Anxiety' (p. 132), 'Asylum seekers, refugees and mental health' (p. 146), 'Bereavement' (p. 378), 'Depression' (p. 288), 'Handling crisis situations' (p. 216), 'Obsessive compulsive disorder' (p. 363), 'Post-traumatic stress disorder' (p. 276) and 'Schizophrenia' (p. 226), and 'Discussion', p. 200.

- Use mental health support workers, if available, to facilitate group discussion and in creating a supportive atmosphere.

- Use topics that really interest the learners.

- Use topics that might be helpful to learners, for example ways of relaxing, dealing with stress, fitness opportunities in the institution or local area, help lines and support groups.

- An ESOL class can have beneficial aspects for those with mental health difficulties apart from language learning. Learners can build up confidence, develop skills to deal with problems, develop friendships, and feel accepted. It is important that the atmosphere is one that is supportive and respectful and enables learners to feel successful.

At this level, adults can

listen and respond
to spoken language, including simple narratives, statements, questions and single-step instructions

speak to communicate
basic information, feelings and opinions on familiar topics

engage in discussion
with another person in a familiar situation about familiar topics in simple and familiar formal exchanges connected with education, training, work and social roles

Listen and respond　　　Lr/E1 *(continued)*

Component skill and knowledge and understanding	**Areas of difficulty which may be experienced by particular learners**
Adults should learn to	
5c take part in more formal exchanges	See 5b.
	Learners who are **deaf** may benefit from developing formal communication skills in a BSL class and transferring these skills to English.

Finger spelling chart
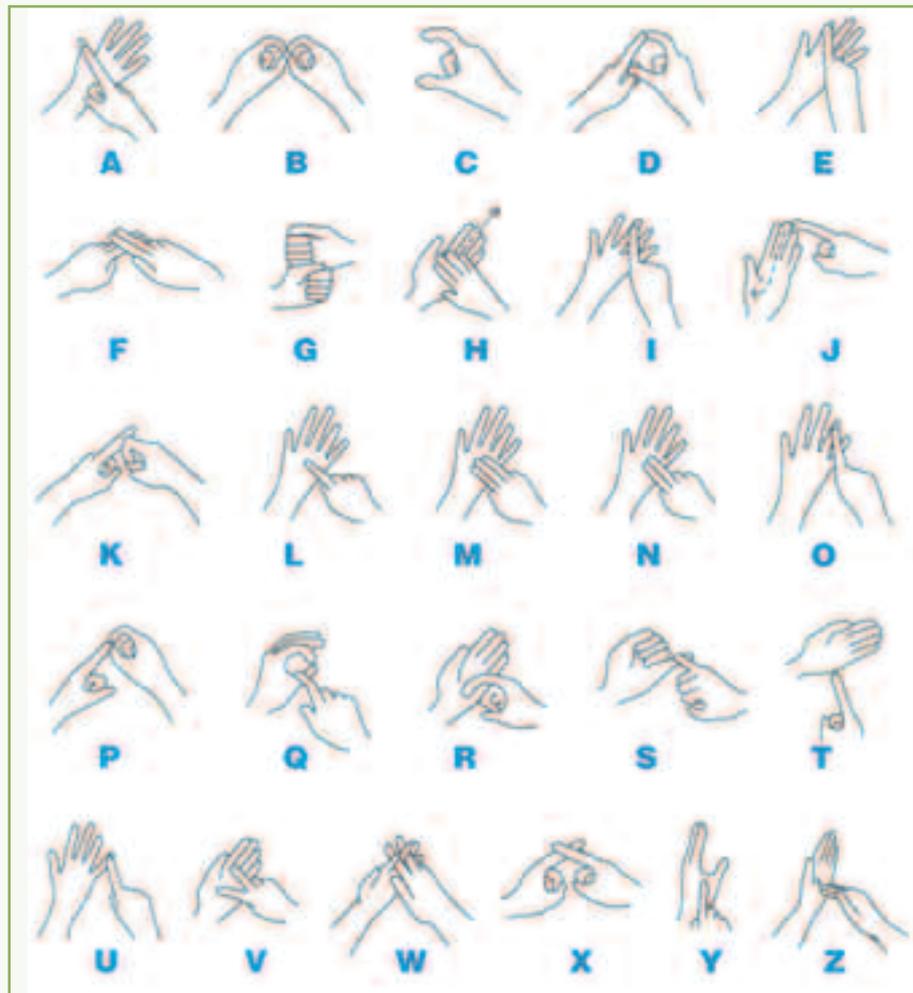
Teaching approaches and alternative strategies

- and information on 'BSL in relation to ESOL' , . See the case study of Fahim in *It's Not as Simple as You Think: Cultural Viewpoints around Disability* (Department for Education and Skills, 2006).

Assessing: good practice

Principles of good practice remain the same regardless of the level of the learning or the learner. The assessment/diagnosis must be done with the learner, rather than to them. The purpose of the diagnostic process must be clear and owned by the learner. Learning styles, strengths and weaknesses need to be identified as part of a person-centred holistic process. The literacy/learning performance needs to be analysed so that the diagnostic process identifies the underlying processing difficulties that can explain specific difficulties the learner is experiencing. This analysis must be based on the evidence. The problem is, it is difficult in these cases to know what the evidence means. It is open to a wide range of interpretation.

At this level, the learning performance, language, literacy and numeracy skills may all be very weak for a variety of reasons, and these need to be separated out from underlying processing difficulties (which themselves cannot be measured separately from the learning performance). This is not an easy process, since a particular learning performance can be virtually indistinguishable at first sight from that caused by processing difficulties. This is precisely why any 'snap-shot' approach would be advised against. In most cases, the process inevitably takes time.

The number of factors involved requires a range of expertise beyond that of most dyslexia specialists. To provide some very brief examples, many students at this level may be bilingual. If they are not literate in their own language, it is unlikely that they will have the prerequisite skills we might assume from their spoken language. This can be misinterpreted as evidence of dyslexia. Different languages have different literacies. English requires greater visual memory, tracking and recognition skills than languages with phonetic spelling. This means that such learners are likely to have comparatively weak visual skills compared to others, and this can be misinterpreted as evidence of visual processing difficulties. Similarly, language-specific difficulties with particular phonic blends can be misinterpreted as auditory processing difficulties.

Other factors include weak language skills or, indeed, non-standard language. Many students may have missed crucial elements of schooling. Many learners may have 'general learning difficulties' (although this has little diagnostic value). An adequate response to these diverse factors must be multidisciplinary. One of the problems is that very few individual staff have the range of professional skills required. One of the worst consequences of this is the tendency to pass students between groups with different expertise (dyslexia, ESOL, skills for life and learning difficulties).

Good practice requires time and a coordinated approach. In our view it makes most sense if small teams of teachers teach initial diagnostic groups of skills for life learners so that expertise in skills for life, ESOL, dyslexia and learning difficulties can be brought to bear on the diagnostic process. The diagnostic process can be expected to continue for at least six weeks. Certainly, in terms of dyslexia, more can be understood from observing how learners respond to learning activities over time than from any single assessment. This is a good method for distinguishing between lack of education and underlying processing difficulties, although it is hoped that a learning history would be discussed with the learners. Increasingly, it will become more important for individual staff to acquire multidisciplinary expertise. Until they do, a team approach can serve this purpose.

ENTRY 1

At this level, adults can

listen and respond
to spoken language, including simple narratives, statements, questions and single-step instructions

speak to communicate
basic information, feelings and opinions on familiar topics

engage in discussion
with another person in a familiar situation about familiar topics in simple and familiar formal exchanges connected with education, training, work and social roles

Listen and respond — Lr/E2 *(continued)*

Component skill and knowledge and understanding

Adults should learn to

5d follow a simple discussion on a familiar topic

Areas of difficulty which may be experienced by particular learners

See 5b.

Anxiety

Everyone experiences anxiety from time to time, for example when taking an exam or going for an interview. We can all relate to the feelings of discomfort, tension, irritability, feeling on edge and uncertainty that it produces and are familiar with the physical changes (sweating, racing heart, palpitations, rapid breathing, nausea, headaches, and butterflies in the stomach) that are caused by the increase in adrenaline and changes to blood supply. Sometimes anxiety can prevent people sleeping, eating properly or concentrating.

Feelings of anxiety can be severe and overwhelming and can continue for long periods of time. This creates problems for the individuals concerned. Levels of anxiety can become so heightened that the person begins to find ways of avoiding the situation or event that causes the anxiety, and this can limit what they feel able to do. In almost all cases this avoidance increases the level of anxiety further, therefore leading to greater difficulties.

What causes anxiety?

Anxiety can be triggered by a number of different factors. It can result from a distressing or traumatic experience. It may result when a person feels that they have no control over different aspects of their lives and this leads to worry and anxiety about the future. It can be due to stressful living conditions or adverse life events. Individuals are more likely to experience anxiety when they are under stress and pressure.

Anxiety is common among asylum seekers and refugees (Burnett and Fassil, 2004). It may result from atrocities and multiple losses that people have experienced. Or it may be due to their present situation; isolation, poverty, hostility, the uncertainty of their life in the UK and the fear of being sent back.

Kinds of anxiety

Anxiety disorders take different forms. All include conditions of fear and panic.

Phobias

This involves a fear of particular object, place or situation, such as heights, dogs, or enclosed spaces. Avoidance of these situations and objects can impair someone's normal routine. Agoraphobia is when a person becomes frightened to leave their house. People can find crowds and busy environments such as enrolment periods and reception areas in large educational institutions and public places difficult. Social phobia affects people who become highly anxious of what others think of them and this can affect their ability to speak up in class and ask questions. They may find it difficult to make eye contact, to take part in activities where they are the focus of attention or to eat or drink in front of others.

Panic attacks/panic disorder

Although panic disorder is quite rare, the experience of panic attacks is common (Atkinson and Hornby, 2002). A panic attack is a sudden, intense sense of anxiety and fear and may occur for no apparent reason.

(Continued)

Teaching approaches and alternative strategies

People often experience fast breathing or feeling unable to breathe, a racing heart, pains in the chest, hot or cold flushes, trembling and shaking. They may have feelings of terror and can feel that they are about to collapse or faint. Some people, though not all who experience panic attacks, may be highly aware of changes in their bodies and worry about losing control. For some people panic attacks can last up to 20 minutes. However, it is important to appreciate that some people have different experiences during panic attacks, and not everyone goes through the same process. (You may find it useful to look at the suggestions in 'Handling crisis situations', p. 216.)

Generalised anxiety disorder

Some people with generalised anxiety disorder tend to experience widespread anxiety about everyday events, and each individual's experience is different. There is also no fixed timescale to the frequency of these experiences and their occurrence is therefore quite random. The individual may feel tense or restless and unable to relax. The physical symptoms can include muscle tension, headaches, lack of energy and sleep problems. The worry may be about the future, past behaviour or their competence.

See also sections on 'Obsessive-compulsive disorder (OCD)', p. 363, and 'Post-traumatic stress disorder (PTSD)', p. 276.

Strategies to enhance learning

- Provide a calm, safe learning environment.
- Where feasible, allow the learner to join the class with a friend.
- Where changes need to be implemented, for example, to the location, prepare learners in advance.
- Ensure the learner is aware of pastoral support and services available in the institution.
- Where possible, provide a place where learners can go and calm down if they are beginning to feel anxious.
- Use contexts that interest the learner and may be helpful for coping with anxiety, for example relaxation techniques, opportunities for exercise in the institution and local area.
- Where available, make use of mental health support workers to assist with one-to-one and creating a supportive classroom atmosphere.
- Be alert to the possibility of stress and avoid undue pressure.
- Provide *real* breaks in lessons to help avoid build up of stress.
- Provide additional time when you can see the learner on an individual basis.
- If you are worried about the learner, let your line manager know and discuss a course of action.

Further reading
See 'Anxiety' in Appendix A (p. 509).

Useful organisations
See 'Anxiety' in Appendix C (p. 537).

Software packages
Fear Fighter for Phobias – self-care clinic, Maudsley hospital, Tel: 020 7919 2484.

Restoring the Balance: A Self-help Program for Managing Anxiety and Depression, Mental Helath Foundation (July 2000).

ENTRY 1

At this level, adults can

read and understand short texts with repeated language patterns on familiar topics

read and obtain information from common signs and symbols

in texts such as public signs and notices, lists, forms, notes, records, simple narratives

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Text focus **Reading comprehension** **Rt/E1**

Component skill and knowledge and understanding

Adults should learn to

1a follow a short narrative on a familiar topic or experience
- understand that print carries meaning and that words on the page represent words that can be spoken
- understand that texts can be sources of information and enjoyment

Areas of difficulty which may be experienced by particular learners

Not all learners easily understand the basic conventions of print and text. Some learners with **learning difficulties** may find them particularly hard to grasp.

Some learners, for example **those with physical impairments**, may have impairments that mean they have difficulty in manipulating paper.

Blind learners will need to access texts through alternative media/formats.

Using a word processor

In addition to useful points made in the **Adult Literacy Core Curriculum** document p127, it is important to recognise that some learners with physical disability/motor co-ordination difficulties/severe dyslexia will find a keyboard significantly easier to use than forming letters. In these cases, a word processor is an invaluable, sometimes essential, tool for gaining writing skills. For others, speech-recognition software may be the best or only way into writing. For these learners, technology can help overcome the enormous frustration caused by the discrepancy between their ideas and spoken language and their limited ability to put pen to paper.

For dyslexic learners or others with learning difficulties whose poor educational experience has inhibited their writing, the use of a word processor lifts the fear of failure and allows them to express themselves more freely and to use a far wider range of vocabulary and sentence structure.

(Continued)
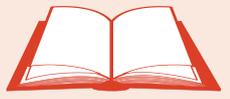
Teaching approaches and alternative strategies

- See *Making it Happen: An Inclusive Approach to Working with People with Learning Difficulties who have ESOL Needs* (Department for Education and Skills, 2006), section 2, 'Developing reading skills'.

- Allow learners to make choices about what they want to read.

- Use texts which interest learners, are relevant and in familiar contexts so they can use their own knowledge and bring their own questions to a text to help them read.

- Use language experience activities in order to see the link between spoken and written words (see information on 'Language experience' p. 172).

- Use the same context for developing reading skills as for speaking and listening skills so that learners are more likely to know the vocabulary and content.

- Use information and learning technology (ILT) materials or aids such as page-turners (see 'Technology for learners with learning difficulties or disabilities' in Part 1, p. 15).

- Use alternative sources of access to text, such as audio tapes, reading machines or software, Braille or Moon (see information on 'Reading and access to text for blind and visually impaired learners', p. 412, and also on 'Braille for bilingual learners', p. 470).

- See the case study of Ali, Part 1, p. 61.

In some cases, they will go on to writing by hand or on the keyboard once they have 'found a voice' and experienced 'writing'.

Speech-feedback software helps to improve both the quality and accuracy of writing. Learners often become more sensitive to the functions of punctuation, for instance when hearing their writing read back by the computer. Learners with difficulties or disabilities are also often more able and willing to edit work when using voice recognition and speech technology.

ENTRY 1

At this level, adults can

read and understand short texts with repeated language patterns on familiar topics

read and obtain information from common signs and symbols

in texts such as public signs and notices, lists, forms, notes, records, simple narratives

Text focus   **Reading comprehension Rt/E1** *(continued)*

Component skill and knowledge and understanding

Adults should learn to

1a follow a short narrative on a familiar topic or experience *(cont'd)*
  – track texts in the right order, left to right, top to bottom

Areas of difficulty which may be experienced by particular learners

The convention of reading from left to right and doing a return 'sweep' to the beginning of the next line may be problematic for certain learners including some learners who have **dyslexia** or those with a **neurological impairment**.

Some learners with dyslexia, especially those with **visual processing difficulties**, for example Meares-Irlen Syndrome may experience print as 'jumpy' or 'blurred', may see the holes in a letter rather that the letter (e.g. in *p* or *b*), may not see the spaces between words, i.e. words run together.

Other learners, for example learners with a **visual impairment** may not see the print and text clearly. Some, for example those with tunnel vision or peripheral difficulties, may only see part of the text.
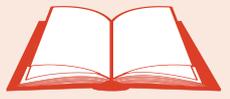
Teaching approaches and alternative strategies

- Reading on screen with an automatic cursor can help learners follow the text.

- Coloured acetate overlays may help (see information on 'Coloured acetate overlays', p. 117).

- Listening to a tape while reading may help.

- Suggesting learners put their finger under the words as they read (some adults may think it is childish and may need an explanation).

- 'Spell read' and 'sweep sweep spell' may help (see information on 'Multisensory approaches to teaching', p. 384).

- A piece of card placed under or above the line of text can help readers stay on the line.

- See the case study of Jalal, Part 1, p. 64.

- See the case study of Sarwan, Part 1, p. 68.

- Coloured acetate overlays may help and/or refer to a specialist ophthalmologist or Irlen Centre assessment. (see information on 'Coloured acetate overlays', p. 117).

- Use masking to prevent visual distraction. Block off all text but a word, phrase or line.

- A visual tracking magnifier may help with some aspects of visual dyslexia.

- Use cut up card for words or phrases or lines.

- Try different colour paper.

- A thick margin and line on the left-hand side may help some visually impaired learners. Some learners may need wide margins on the right-hand side of the page or on both sides, allowing text to be clear in the middle of the page.

- Some learners who are visually impaired may wish to use low-vision aids such as magnifiers or CCTV to enlarge text (see 'Technology for learners with learning difficulties or disabilities' in Part 1, p. 15).

- Use alternative sources of access to text, such as reading machines or software. See 'Reading and access to text for blind and visually impaired learners', p. 412; 'Screen reader', p. 398; 'Speech/voice recognition software', p. 156.

- Discuss with learners what colour, type and size of font are best for them.

- Ensure appropriate lighting level. Daylight may be better for some learners, while others may prefer darker areas.

At this level, adults can

read and understand short texts with repeated language patterns on familiar topics

read and obtain information from common signs and symbols

in texts such as public signs and notices, lists, forms, notes, records, simple narratives

Text focus **Reading comprehension Rt/E1** *(continued)*

## Component skill and knowledge and understanding

Adults should learn to

1a follow a short narrative on a familiar topic or experience *(cont'd)*
  – use a range of text-level strategies to get meaning from text, learners' own knowledge of content and context of the text as a whole

Areas of difficulty which may be experienced by particular learners

That a learner can 'read' text does not necessarily denote comprehension. Some learners with **learning difficulties** may not understand the words they are reading even though they are able to decode them. Consequently, they will not be able to use context to get meaning.

Different learners will bring different strategies for decoding text, for example **prelingually deaf** learners will make much greater use of semantics than syntax to aid understanding information.

Other learners, especially some of those with **visual processing difficulties** or those with **learning difficulties** may not be able to use context effectively to help their reading, as they have to put so much effort into working out all the words.
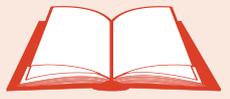
Teaching approaches and alternative strategies

- This is true of all ESOL learners and techniques to pre-teach vocabulary and prepare for texts and contexts are applicable, for example using learners' own knowledge of content, predicting what texts may be about and identifying the relevant vocabulary.

- Work explicitly on text-level strategies.

- Present reading in sense groups and ensure the layout is clear and uncluttered. This helps to clarify meaning, for example:

  – 'My friend and I/
  – went shopping/
  – for new clothes'.

- It can help to read the text aloud to the learners before asking them to read.

- Help learners build up a bank of meaningful words in contexts that are familiar, for example foods in the canteen.

- Provide activities to build word recognition. See Rw/E1/1a.

- Format presentation to maximise value of semantics, for example presenting words in phrase groups as above.

- See the case study of Sarwan, Part 1, p. 68.

- Using materials written by deaf people, reflecting deaf culture, may help to involve learners.

- Build in more time.

- Choose material of high interest to learners.

- Ensure good layout and quality of print of materials.

At this level, adults can

read and understand short texts with repeated language patterns on familiar topics

read and obtain information from common signs and symbols

in texts such as public signs and notices, lists, forms, notes, records, simple narratives

Text focus   **Reading comprehension Rt/E1 *(continued)***

Component skill and knowledge and understanding

Adults should learn to

1a follow a short narrative on a familiar topic or experience *(cont'd)*
– use reading skills in other languages to help them read in English

1b obtain information from texts
– be aware that it is not always necessary to read every word in order to comprehend or gain information from text

– be aware that reading a table involves looking horizontally and vertically to obtain information

Areas of difficulty which may be experienced by particular learners

Prelingually deaf learners may not have a first language fluency.

Some learners will take far longer to read texts than others. In particular, some of those with **learning difficulties**, learners who have **dyslexia** and those with **visual processing difficulties** may process print more slowly and have difficulty using context (see 1a above).

Visually impaired learners may also take longer to read texts.

The convention of using tables may be particularly hard for a range of different learners. Some learners will have impairments that make reading a table very difficult, for example learners who are **blind** and some with **visual impairments** may have difficulty accessing tables.

Learners who have **dyslexia** may have difficulty tracking along and down tables.
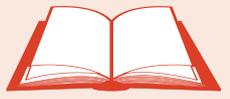
Teaching approaches and alternative strategies

- Use language experience (see information on 'Language experience', p. 172) to build a simple narrative reading text. Use photos or visuals to help illustrate a simple reading text. Match the visuals to the text as a way of clarifying meaning. Use mime and gesture to clarify meaning.

- Allow learners more time to find information.

- Ensure all material sources are visually clear.

- Use the most appropriate format for the learner, such as raised image, model, or verbal description. Tables need careful transcribing into Braille. Any additional comments or points at the end of the table need to come at the top of a table, at the left-hand margin, or they can be missed. See 'Braille for bilingual learners', p. 470.

- Be aware that the use of CCTVs for reading text can be a slow process and if a learner has nystagmus (a condition that results in spasmodic movements of the eye) moving from CCTV to paper or computer screen is difficult and requires additional time.

- A ruler or piece of card can help learners keep on line.

At this level, adults can

read and understand short texts with repeated language patterns on familiar topics

read and obtain information from common signs and symbols

in texts such as public signs and notices, lists, forms, notes, records, simple narratives

Text focus   **Reading comprehension Rt/E1 *(continued)***

Component skill and knowledge and understanding

Adults should learn to

2a recognise that the way a text looks can help predict its purpose
– develop awareness of the different purposes of texts at this level, for example to inform, to sell, to send good wishes

– recognise that different types of text (for example a very simple letter, sign or symbol, a very simple form or appointment card) will look different from each other

– know that symbols without words have meaning and understand the meaning of common signs and symbols

– understand that layout and presentational features of simple texts can help readers predict purpose and aid understanding

– understand that cultural conventions affect even simple texts and that it is useful to know this in order to understand their purpose
– recognise conventional phrases used in particular contexts

Areas of difficulty which may be experienced by particular learners

Learners who are **blind**, particularly those born blind, will have difficulty using layout and presentation features of texts to predict purpose.

The use of visual signs and symbols may be difficult for **learners** who are **blind or visually impaired**.

Some learners will rely more on visual features than others, for example, **prelingually deaf** learners will often rely on visual features to understand meaning, while those who are **blind or visually impaired** may have difficulty using presentational features of text.

An understanding of the conventions of print will to a large extent be dependent on a learner's exposure to it. Some learners, for example **learners** who are **blind or visually impaired** do not have experience of an abundance of print and visual stimuli around them, so they do not 'pick up' conventions of written language.
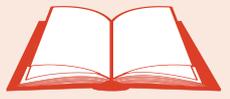
Teaching approaches and alternative strategies

- Use activities that offer alternative forms of presentation such as sandpaper for tactile recognition of layout features, access technology and verbal description. See 'Reading and access to text for blind and visually impaired learners', p. 412; 'Screen reader', p. 398; 'Speech/voice recognition software', p. 156.
- Make use of non-visual text features.

- Use alternative formats, such as taped or spoken explanations.
- See the case study of Ali, Part 1, p. 61.

- Use headings, sub-headings, numbering and bullet points to help learners who are deaf find their way through texts.
- Use illustrations and diagrams to reinforce text.
- Ensure all materials are visually clear.
- Provide verbal descriptions/explanations of illustrations and presentational features.

- Use tactile resources and raised images to raise awareness of layout.
- Avoid indenting paragraphs and hanging paragraphs as they are harder to follow in Braille. See 'Braille for bilingual learners', p. 470.

At this level, adults can

read and understand short texts with repeated language patterns on familiar topics

read and obtain information from common signs and symbols

in texts such as public signs and notices, lists, forms, notes, records, simple narratives

| Sentence focus | Grammar and punctuation | Rs/E1 | |

Component skill and knowledge and understanding

Adults should learn to

1a read and recognise simple sentence structures
– develop awareness of the concept of a sentence

– recognise common patterns of simple sentences for statements *subject, verb, object* and *subject verb, prepositional phrase*

– recognise the importance of word order in simple sentences in English, and its effect on the meaning

Areas of difficulty which may be experienced by particular learners

Understanding the rules and conventions of written language may be difficult for some learners including some learners who have **dyslexia** and those with **learning difficulties.** Learners with **autistic spectrum disorders** may well respond positively to the notion of fixed rules but have difficulties when these rules are varied.

It is important to remember that different learners will be used to different kinds of word ordering, for example learners who are **deaf** who use a sign language as their first language may need to have the grammatical differences between the two languages made explicit, just as they would if they were able to use a spoken language, especially with regard to the use and position of the main verb.

Learners who are **deaf** who use sign as their first language may need to learn these patterns specifically (see above).

Some learners with **learning difficulties** or who are **dysphasic** or **aphasic** may also find word order difficult.
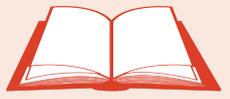
Teaching approaches and alternative strategies

- Start from concrete reading experience rather than abstract analysis of sentence.

- Use learners' own words through language experience work (see p. 172) to focus on word order and punctuation.

- Use contexts of interest to the learner. Avoid decontextualised exercises.

- Use colour to identify parts of a sentence. BROGY (see Resources, p. 519) is a multisensory resource for learning sentence structure. The colours Blue, Red, Orange, Green, and Yellow are used to teach the basic parts of speech. Nouns, verbs, and so on are each in a different colour. Colour-coded cards with words that are subjects, objects or verbs can also be made and used with individuals or groups. Practitioners may want to make up their own 'kit' using laminated cards. Cuisenaire rods can also be used. Learners can go on to practise identifying the verb/verb phrase using highlighters, working from models and then their own texts.

- Identify differences between standard English and sign. Compare word order and the parts of sentences used. See information on 'BSL in relation to ESOL', p. 499.

- Grammatical differences between English and sign language may need to be taught explicitly using similar strategies to those used by ESOL teachers with hearing bilinguals.

- See 'Literacy through Total Communication', p. 109.

ENTRY 1

At this level, adults can

read and understand
short texts with repeated language patterns on familiar topics

read and obtain information
from common signs and symbols

in texts such as public signs and notices, lists, forms, notes, records, simple narratives

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Sentence focus   **Grammar and punctuation Rs/E1** *(continued)*

Component skill and knowledge and understanding

Adults should learn to

1b use punctuation and capitalisation to aid understanding
– know the name and develop understanding of the function of a full stop and initial capital letter in a sentence, and apply this knowledge to help with reading

– recognise that full stops mark grammatical boundaries

Areas of difficulty which may be experienced by particular learners

As the concept of a sentence is abstract and based on structure rather than meaning, some learners, including some learners who have **dyslexia** and some with **learning difficulties**, may find punctuation difficult to grasp.

Punctuation marks are often indistinct and are hence easily overlooked by certain learners, including learners with **visual impairments**.

Sign language users will have experience of 'seeing' natural pauses in their sign language.

Asylum seekers, refugees and mental health

Refugees and asylum seekers have varying needs, experiences and aspirations. Their status as a refugee or asylum seeker is a situation rather than an identity, and it is important not to make assumptions about their needs.

Mental distress is common amongst asylum seekers and refugees but there has been very little research in this area and it is not known whether the incidence of mental health difficulties is higher among refugees and asylum seekers. Many ESOL practitioners will have come across learners experiencing bereavement, grief, anxiety, depression, fear, hopelessness, loss of self-esteem and problems with concentration and sleeping. However, few learners are likely to have declared a mental health difficulty or be receiving medical or psychiatric treatment.

These difficulties may result from atrocities and losses that learners have experienced in their own countries. Some may have been imprisoned, tortured, exposed to sexual violence or persecuted because of political or religious beliefs and activities. Estimates of the proportion of asylum seekers who have been tortured vary from 5–30 per cent, depending on the definition of torture used and their country of origin (Burnett and Fassil, 2004). It is inevitable that individuals experiencing such events will be changed by their experience. Some individuals may not develop any serious psychological symptoms, while others will show more marked signs of anxiety, depression, guilt and shame, and some torture survivors may be sensitive about being touched.

Most refugees and asylum seekers may have experienced multiple losses: family, friends, wider community, home, job, as well as less tangible aspects of their life, such as status, life style, cultural context, perhaps dignity and hope. Further, many may have lost their usual support network that they would ordinarily rely on to help cope with stress. Some of these losses can never be regained; yet, many refugees and asylum seekers continue to function and to live with such loss.

For some refugees and asylum seekers mental health difficulties only emerge as a result of factors to do with the experience of living in the UK. Many feel extreme isolation, particularly when dispersal results in

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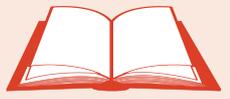
Teaching approaches and alternative strategies

- Highlight, enlarge or colour punctuation marks.

- Use the symbol mastering approach of Ron Davis (1997), by using clay or plasticine to make letters, punctuation marks, and so on. It helps to make punctuation more concrete.

- Use tactile resources such as textured, brightly coloured full-stop markers with language experience, for example when rearranging words into new sentences. This will also help some blind and visually impaired learners.

- 'Bump ons' and 'hi mark' can be used to highlight punctuation in texts.

- It may be possible for sign language users to show how they would convey pauses in sign and relate this to the use of full stops.

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separation from potential support networks. Asylum seekers may be housed in temporary or substandard accommodation in settings that are already socially disadvantaged. They are liable to frequent changes in accommodation and even homelessness. Many experience poverty, hostility and racism. All refugees have to learn to function in a culture different from the one they were born and raised in, and language difficulties can compound their sense of unhappiness and isolation. Further, especially for asylum seekers, there is the uncertainty about the future and the fear of being deported.

Changes in family structure and roles for both men and women can create further stresses. For example, women may have to take on unfamiliar roles and responsibilities as head of household and breadwinner. Men may find their changed, usually lower, status hard to deal with. Unaccompanied young people are particularly vulnerable, especially those aged 16 and 17 who do not have allocated social workers.

It is important to remember, however, that refugees and asylum seekers have often survived against huge odds. Mental health difficulties are not an inevitable consequence of trauma, and for many individuals re-establishing a normal life and developing social networks can help relieve feelings of depression and anxiety. Access to language, education and employment is a key factor in helping to maintain mental health in the face of massive losses and grief (Migrant and Refugee Communities Forum and CVS consultants, 2002).

Strategies to enhance learning
- Provide a welcoming, safe learning environment where learners are accepted and valued.
- Use topics and contexts relevant to the learner's particular situation and needs to help them cope with the new environment and to increase their resources to deal with the challenges involved in establishing a life in the UK, such as the education system, seeking advice, employment.
- Provide information about organisations and helplines that specialise in supporting refugees and asylum seekers.

Further reading
See 'Asylum seekers, refugees and mental health' in Appendix, A p. 509.

Useful organisations
For details see 'Asylum seekers, refugees and mental health' in Appendix, C p. 538.

ENTRY 1

At this level, adults can

read and understand short texts with repeated language patterns on familiar topics

read and obtain information from common signs and symbols

in texts such as public signs and notices, lists, forms, notes, records, simple narratives

Component skill and knowledge and understanding

Adults should learn to

1a recognise a limited number of words, signs and symbols
  – understand that some words are key personal words for them and their situation

  – understand that some words and symbols occur in texts more frequently than others, such as articles – *a, the, an*, forms of verb *to be*, *to have*; prepositions – *in, at, on, with, by*; negatives – *no, not*

  – apply strategies that help in the recognition of high-frequency whole words, including: the space between words; the length and shape of words; initial letter recognition; association with words in English and other languages; association with signs and symbols used in other languages and cultures

Areas of difficulty which may be experienced by particular learners

Recognising words, which can come easily to some learners, can be very hard for others, in particular for some learners with learning difficulties.

Developing a sight vocabulary, especially of words that have little concrete meaning including these high-frequency words, will pose difficulties for some learners, particularly learners with visual processing difficulties and a poor visual memory for words, including learners with dyslexia.

Some learners, including learners who have dyslexia or others with visual processing difficulties, as well as those with a visual impairment, may not see words clearly or perceive letters in a clear sequence, or may find it difficult to identify significant letter features. Letters may appear to jump around, blur together or readers may see the white spaces instead of the print.
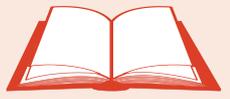
Teaching approaches and alternative strategies

- Offer learners lots of different activities to consolidate word recognition, such as matching pictures and words, labelling objects with word cards, drawing pictures to match the word, highlighting words, making picture dictionaries, finding words in word squares.

- The 'sweep, sweep, spell' approach may be useful (see information on 'Multisensory approaches to teaching', p. 384).

- Some learners may find it useful to use symbols alongside or over the word. Software packages with symbol supported language, such as *Widget*, can do this (see example, p. 174).

- It is important to teach sight vocabulary in contexts which are of relevance and interest to the learner – never out of context.

- Combine word recognition work with spelling as this can help develop word recognition (see information on 'Spelling: individualised programme', p. 326).

- Tactile activities may help – physically putting the words in cut-up sentences.

- Use of software that reads simple text on screen. See 'Screen reader', p. 398.

- See the case study of Jalal, Part 1, p. 64.

- See the case study of Sarwan, Part 1, p. 68.

- Check for visual disturbances such as blurring or jumpy print; if there are signs, refer to specialist ophthalmologists or a local Irlen centre for tests for Meares–Irlen Syndrome. (See information on 'Comprehension and visual processing difficulties', p. 162.)

- Try coloured acetate overlays and/or large print. The preferred colour will vary from individual to individual. See 'Coloured acetate overlays', p. 117.

- Try different coloured paper.

- Use text-to-speech software with texts. Highlight words within texts. See 'Screen reader', p. 398.

At this level, adults can

read and understand short texts with repeated language patterns on familiar topics

read and obtain information from common signs and symbols

in texts such as public signs and notices, lists, forms, notes, records, simple narratives

Word focus   **Vocabulary, word recognition and phonics   Rw/E1**

Component skill and knowledge and understanding

Adults should learn to

2a use knowledge of basic sound–letter correspondence to help sound out unfamiliar words

– recognise the basic correspondence between sounds (phonemes) and letters (graphemes)

– understand that these sounds and letters may be different from sounds and letters in other alphabetic languages

– be aware that certain common graphemes are used at the beginning, middle and end of words

3a identify the letters of the alphabet in both upper and lower case

– recognise that the letters of the alphabet occur in a particular sequence, and begin to be able to sequence them

Areas of difficulty which may be experienced by particular learners

Some learners will respond more easily to sound–symbol approaches than others. Learners who are **deaf** or **hearing impaired** or have **dyslexia** and **auditory processing difficulties**, some with **learning difficulties** and many with **speech difficulties** will be unable to use sound–symbol approaches effectively.

There will be some learners who will find both learning the alphabet and also retaining the correct sequence of letters very difficult. This may be a particular difficulty for some learners with **learning difficulties** and also for some learners who have **dyslexia** who will understand that the alphabet is in order but will have particular difficulties remembering the sequence of letters. Some learners may never learn the alphabet in sequence and will have difficulty with activities on sorting into alphabetical order.
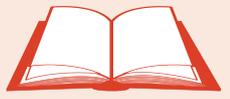
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Teaching approaches and alternative strategies

- Work with learners' processing strengths.

- Use multisensory approaches such as the Fernald method and Edith Norrie letter case (see 'Multisensory approaches to teaching', p. 384).

- Use visual-based approaches. Help learners devise and draw their own images to remember the look and sound of letters, through making pictograms or using clip art (see 'Multisensory approaches to teaching', p. 384).

- Encourage learners who are deaf to see the visual patterns and word families.

- Learners who are hearing impaired and learners who lip-read can use lip patterns to help with reading.

- Break words into visual/tactile patterns rather than sounds.

- When teaching letter sounds, emphasise initial sounds, as these are often easier than middle and final sounds. Include sound discrimination activities to check the learner can hear the initial sound (see *Making it Happen: An Inclusive Approach to Working with People with Learning Difficulties* who have ESOL Needs (Department for Education and Skills, 2006), section 2, 'Developing understanding of phonics'.

- Also teach in sound units rather than separate sounds, for example *j-elly/t-elly* (see guidance on 'Phonics', p. 298).

- Do not persevere with teaching phonics if progress is negligible.

- Use multisensory approaches such as the Edith Norrie letter case (see 'Multisensory approaches to teaching', p. 384).

- Develop and use alternative strategies for tasks involving alphabetical order, such as keeping a notebook with the alphabet to refer to. Having developed alternative strategies, it is advisable to avoid the sample activities that focus on alphabetical order.

- Spatial and motor memory can be used to compensate for difficulties sequencing and short-term memory by using computer and mobile phone keypads.

At this level, adults can

read and understand short texts with repeated language patterns on familiar topics

read and obtain information from common signs and symbols

in texts such as public signs and notices, lists, forms, notes, records, simple narratives

Word focus **Vocabulary, word recognition and phonics** **Rw/E1**

Component skill and knowledge and understanding

Adults should learn to

3a identify the letters of the alphabet in both upper and lower case *(cont'd)*
  – recognise that the letters of the alphabet can be represented in different ways, for instance in different type styles or handwritten, in upper or lower case

  – be aware that in English the names of the letters and sounds are different
  – recognise the sound and name of the letters of the alphabet

  – understand and use the words *vowel* and *consonant*

3b recognise digits
  – understand words and abbreviations used in combination with other symbols and digits

Areas of difficulty which may be experienced by particular learners

All readers will find some fonts more legible than others, for example, learners who have **visual impairments** may find fonts with serifs very difficult and may experience difficulties with handwriting and upper case.

This will be largely meaningless for learners who are **deaf** or **hearing impaired**.

Understanding the rules and structure of language, especially abstract concepts, will not come easily to all learners. Learners who have difficulty in grasping the concepts of *vowel* and *consonant* may include those who have **dyslexia**, are **deaf** or some with **learning difficulties**.

Blind learners rely on sound and have no visual reinforcement.

The concept of number and remembering number can be extremely difficult for some learners. This may be true for some learners with **dyslexia**, those with **dyscalculia** and some learners with **learning difficulties**.
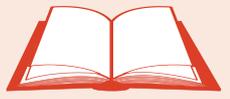
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Teaching approaches and alternative strategies

- Use sans serif fonts such as Arial, wherever possible.

- Use alternative formats such as access technology, Braille or Moon, as appropriate for the learner.

- Use finger spelling to help memorise spellings. See 'Finger spelling chart', p. 130.

- In BSL finger spelling the five vowels are the letters on the five fingers of one hand.

- Use plastic letters where vowels are in a different colour. If this causes difficulty, do not persevere – teach it at a later stage.

- Use Edith Norrie letter case (see 'Multisensory approaches to teaching' p. 384).

- Blind learners may need to use reading machines or software. See 'Screen reader', p. 398 and 'Speech/voice recognition software', p. 156.

- See the case study of Ali, Part 1, p. 61.

- Give explicit teaching or practice in recognising and forming numerals.

- Put numbers onto cards with arrows showing starting point and direction.

- Use tactile methods. For example, write numerals in crayon, on sandpaper, which will give them a rough surface; learners trace over these. Make numerals out of clay. Trace numerals in the air for others to recognise. Arrange and match number cards, touch numbers on familiar objects such as an analogue clock, calendar, telephone and say the number words at the same time.

ENTRY 1

At this level, adults can

write to communicate information to an intended audience in documents such as forms, lists, messages, notes, records

Text focus **Writing comprehension** **Wt/E1**

Component skill and knowledge and understanding

Adults should learn to

1a compose very simple text to communicate ideas or basic information

– become aware that words on the page are a way of representing ideas and information by writing or copying with understanding a very simple text

– decide what to include in very simple texts

– communicate ideas and basic information in very simple texts

– identify possible readers: self, teacher, official bodies

– be aware of the basic conventions and layout of different kinds of simple written texts, such as: using a simple sentence in a narrative; filling in details on a form as short answers, not full sentences; layout of a list; layout of an envelope

Areas of difficulty which may be experienced by particular learners

In general, many learners (whether in ESOL provision or other) have spiky profiles. For learners with **physical impairments affecting the hand, dysgraphia, dyspraxia, fine motor coordination skills and severe dyslexia**, the disparity between their ability to write and compose and their ability to communicate in spoken English may be particularly acute. This may be due to the actual physical and motor coordination aspects of writing, or be related to cognitive ability or processing issues.

Teaching approaches and alternative strategies

- Create an environment where learners feel safe to take risks without worrying about criticism.

- Give learners the opportunity to generate ideas and express their ideas orally before writing.

- Help the learners by working with them to discuss ideas they have.

- Learners with dyslexia and learning difficulties may find authoring programmes useful for writing simple stories, short instructions and sequencing activities. These programmes allow the learner to select images from a resource bank, place them in sequence and add their own commentary. This commentary can be either typed underneath the image and/or recorded orally, to be played when the image is shown on screen.

- Learners can also use downloaded images taken by digital cameras to create a personalised story or sequence a set of instructions numerically for a specific task. Cambridge Training and Development produce a version of this kind of software called *Slideshow Builder*.

- Where appropriate make use of a scribe.

- Use language experience (see p. 172), combined with an individualised spelling programme based on the learners 'own' words, to work on both spelling and handwriting (see 'Spelling: individualised programme', p. 326). Language experience is a highly effective approach for most beginner writers. It can be used in this more structured way to develop and build on all writing skills, including those at text, sentence and word level. For instance, learners can develop written expression, grammatical accuracy, editing skills and vocabulary through having their 'writing' read back to them and discussed.

- For those whose handwriting and/or spelling difficulties are severe and who are frustrated by their inability to write their ideas, develop all their skills on the computer. *Dragon Naturally Speaking* used with *Keystone* (to read all the text back) is an example of software which may be useful for learners at entry level rather than programs using continuous speech. Remember that this software requires training (see 'Screen reader', p. 398; 'Speech/voice recognition software', p. 156).

- Explore learners' specific needs to determine words they need to learn, simple messages they may need or want to write, and develop these through language experience and a spelling programme as above.

- Symbol software such as *Widgit* may be useful for learners with learning difficulties (see 'Symbol software', p. 174).

- See *Making it Happen: An Inclusive Approach to Working with People with Learning Difficulties who have ESOL Needs* (Department for Education and Skills, 2006), section 2, 'Developing writing skills'.

ENTRY 1

At this level, adults can

write to communicate
information to an intended
audience in documents such as
forms, lists, messages, notes,
records

| Sentence focus | Grammar and punctuation | Ws/E1 |

Component skill and knowledge and understanding

Adults should learn to

1a construct a simple sentence, using basic word order and verb form

Areas of difficulty which may be experienced by particular learners

Many learners experience a wide discrepancy between their cognitive ability and/or oral expression and their writing ability. This is particularly true for some learners who have dyslexia or dyspraxia, or some learners with learning difficulties who may have great difficulty in attempting to write. The difficulties they encounter and their frustration affects their ability to write even to the extent of their not being able to make an attempt at writing.

Speech/voice recognition software

Speech recognition software converts spoken language into text. It enables learners to dictate to their computer so that they can, for example:

- produce a piece of text such as a letter, a description, some notes;
- activate computer commands and basic functions.

Most packages use 'continuous' recognition, which allows the user to speak relatively freely; the software recognises words from the context.

Examples

Dragon Naturally Speaking, ViaVoice

Why is it useful?
Speech recognition enables text to be produced quickly and easily by learners who find traditional input devices (keyboard, mouse, and so on) difficult to use. It can be particularly useful for students with mobility problems and manual dexterity difficulties (such as RSI), but it can also be extremely useful for some students with specific learning difficulties, such as dyslexia. For learners who are blind, speech recognition software can be used in conjunction with a screen reader, though there can be a number of logistical and technical issues to overcome. It can also be used by some learners with speech impairments or those whose first language is not English, provided the software is 'trained' sufficiently – it is best to seek further advice on this.

How is it used?
Once the software is installed and correctly set up (see overleaf), the learner speaks into a microphone; as the learner dictates, the text comes up on screen. Using speech recognition software can require a slightly different approach to conventional word processing: a learner needs to think about what they are going to say before they say it, so some oral preparation is useful. On the other hand, if a tutor wants to use the learner's natural flow and words for 'language experience' purposes, there is less need for preparation. In either case, the text can subsequently be edited and moved around using the software.

(Continued)

Teaching approaches and alternative strategies

- These learners may experience great frustration in being encouraged to write only simple sentences. It is better to avoid getting them to simplify their sentences. Instead, help them develop well-formed complex sentences that express what they want to say within the context of language experience. Scaffolding different syntax can help them express their ideas, which may not be adequately expressed in simple sentences.

- Give learners key words on cards so they can build up a sentence.

- Teach sentence structure and grammar in context rather than separately. At the early stages teach through text focus work, for example language experience. This is especially helpful when oral language is at a much higher level. Use writing frames at later stages. Remember that they may be at a higher level in text focus than in sentence or word focus.

- Grammar and punctuation can be taught using 'kernel sentences', which can be used to build up complex sentences (see information on p. 244). Some learners, particularly those who have dyslexia, will often work from complex to simple and not the other way around. If they write (or dictate) complex or confused sentences, help them find the 'kernel' sentence in it, then rebuild it. At Entry 1 a kernel sentence might build as follows:

    – The man studies English.
    – The tall, dark haired man studies English.
    – The tall, dark haired man studies English with me.

- Try using BROGY (see Resources, p. 519). The colours Blue, Red, Orange, Green, and Yellow are used to teach the basic parts of speech. Nouns, verbs, and so on are each in a different colour. Colour-coded cards with words that are subjects, objects or verbs can also be made and used with individuals or groups. Learners choose one of each type at random to construct a sentence. Combine this with expanding kernel sentences.

How do you set it up?
All packages have a structured induction – this is an essential first stage and goes through the process of training the software to recognise an individual's voice. It involves the learner in reading a number of prescribed texts aloud, and submitting a piece of writing. The program then analyses these and produces a profile of the learner's voice patterns and writing style. It is important to spend adequate time at this stage 'training' the software to ensure that it works accurately once the learner starts to use it to produce text. A good-quality microphone and a suitably quiet environment are also required.

Further information about assistive technologies is available on the Internet; for example AbilityNet have a series of factsheets (www.abilitynet.org).

Sentence focus   **Grammar and punctuation Ws/E1 *(continued)***

Component skill and knowledge and understanding

Adults should learn to

1a construct a simple sentence, using basic word order and verb form *(cont'd)*
  – show understanding of:
  • the concept of a sentence and that sentences can be put together to make texts

  • common patterns for simple statements and that this may differ from the word order in their other languages, for example in Turkish the common word order is subject–object–verb
  • how to use word order and auxiliary verbs to form simple questions
  • appropriate verb form to use for commands/ instructions, such as *Come tomorrow*

Areas of difficulty which may be experienced by particular learners

Learners, including those with **learning difficulties** and those who are **prelingually deaf** learners may have greater difficulties with sentence structure and grammar than in generating ideas for text.

BSL and other sign languages are structurally very different from spoken English.

Learners who are **deaf** who are able to use a sign language, for example Spanish Sign Language, may need to have grammatical differences between the two languages made explicit, just as they would if they were able to use a spoken language. In particular, differences in word order, verb forms, the use of articles and prepositions. For this reason subject–verb–object in statements and simple sentences needs to be taught explicitly, with an emphasis on the importance of the verb.

Teaching approaches and alternative strategies

- Aspects of grammar that are different from BSL and other sign languages need to be taught explicitly, using similar strategies to those used by ESOL teachers with hearing bilingual learners. See also 'BSL in relation to ESOL', p. 499.

- Reading texts is vital to aid understanding of English grammar and sentence structure for all learners, particularly those who are deaf.

- A grid could be used for simple sentences (see samples below).

6	1	2	3	4	5	6
When	Who What	Verb	Who What	How	Where	When
This morning	the dog	bit	the paper girl		in the leg	
	Pat	came		by bus		this morning

Although limited in its use, a grid can make clear the need for a verb, its position in the sentence, and the way in which the rest of the sentence revolves around it. Remember to put sample sentences back into context.

ENTRY 1

At this level, adults can

write to communicate information to an intended audience in documents such as forms, lists, messages, notes, records

Sentence focus   **Grammar and punctuation Ws/E1 *(continued)***

Component skill and knowledge and understanding

Adults should learn to

1a construct a simple sentence, using basic word order and verb form *(cont'd)*

– show understanding that simple sentences have different functions: to make statements (positive and negative), to ask questions, to give a command or instruction

Areas of difficulty which may be experienced by particular learners

For **those who lip-read**, some common elements of grammar are invisible on the lips – for example prepositions such as *in, on, at*. As these are often idiomatic in usage, they would need to be taught overtly.

Learners who use telegraphic speech in both English and their first language, such as learners with **learning difficulties** or with **aphasia** or **dysphasia** may find it hard to write grammatical sentences. It is important for teachers to be informed about the learners' first language use so as not to confuse their English usage as a problem related to fossilisation.

Some learners, including those with **autistic spectrum disorders**, may have language impairment, which affects their ability to express themselves in meaningful, spoken language. These learners may have difficulty understanding modality and the fact that in English there is often no single relationship between function and form, for example, a simple request can be made in many ways. They would need to have these aspects of language made overt.

Teaching approaches and alternative strategies

- Elements of English such as pronouns and grammatical endings that are not visible on lips need to be made explicit. Write them up on the white board and hand out reference sheets.

- Learners may learn grammar and sentence structure more easily through reading.

- 'Total Communication' is useful for some learners with learning difficulties because it is a multisensory approach to sentence structure (see 'Literacy through Total Communication', p. 109).

- Be aware of the need for all writing development activities to be within the learner's understanding and experience. Recognise that progress may be slow.

ENTRY 1

At this level, adults can

write to communicate information to an intended audience in documents such as forms, lists, messages, notes, records

Component skill and knowledge and understanding

Adults should learn to

2a use basic punctuation to aid understanding of where sentences begin and end

– use capital letters at the start of sentences and full stops at the end, and understand that writers use these rules to mark off one sentence 'block' from another, which helps the reader follow the text

Areas of difficulty which may be experienced by particular learners

As the concept of a sentence is abstract and based on structure rather than meaning those learners who have difficulty with abstract concepts, including some learners who have **dyslexia** or those with **learning difficulties** may find punctuation difficult to grasp.

Although **deaf** people will not have had the experience of hearing natural pauses, sign language users will have had the experience of 'seeing' natural pauses in their sign language.

For a **visually impaired learner** familiar only with Braille, using a capital letter at the beginning of a sentence may not be natural, as Braille produced in the UK does not include upper case letters.

Comprehension and visual processing difficulties

Learners with poor word recognition may use phonics more or less effectively and be able to read the words, but not to access meaning from written text. As they do not recognise familiar words, they continually need to work out those words that interfere with comprehension. They may function cognitively at a high level but they will always have these difficulties. The more complex the text, the more there is to 'hold' in the short-term memory while working out the words, so the greater the comprehension problems. Often these readers will need a strategy, such as reading onto tape and then listening back to gain meaning. This works because they can take in meaning while listening; gaining meaning from written text is the difficulty. Learners with other learning difficulties may also experience these problems.

All these learners need structured comprehension strategies such as PQ4R (Preview, Question, Read, Reflect, Recite, Review) and DARTs (Directed Activities for Reading Texts) to help them with comprehension (for explanations of both of these strategies see guidance on 'Comprehension strategies', p. 312). However, if problems are severe, they should be helped to access information through other means than reading, for example tapes and videos, and they may benefit from text-to-speech software. They may need a reader in examinations to ensure they understand the questions.

(Continued)

Teaching approaches and alternative strategies

- With all learners, when working on any punctuation it is important to use learners' own writing. They will find it hard to punctuate in worksheet exercises or other people's writing and to transfer this to their own writing. They may also find such exercises meaningless, which will affect motivation.

- Explain how capital letters and full stops mark the beginning and end of a unit of meaning when written down.

- Approach punctuation through the context of discussing the differences between spoken and written language. It is also best taught along with grammar using the kernel sentence approach (see 'Kernel sentences', p. 244).

- Using a screen reader (see 'Screen reader', p. 398) and moving full stops around can give learners the feel of punctuation.

- See 'Grammar and punctuation', p. 283.

- Sign language users may be able to show how they convey pauses in sign, and relate this to the use of full stops.

- Stress the importance of the convention of capital letters; writing on a computer can help reinforce this convention.

They often read at a higher level and can deal with complex reading tasks in a subject of great interest to them. It is therefore helpful to work on higher-level skills in an appropriate context, where the reader has a familiarity with the subject and vocabulary and a driving motivation.

They get very tired reading, are slow readers and usually have to read something over several times before they get the meaning. They will not be able to skim and scan. These difficulties may be compounded by Meares–Irlen syndrome or other visual–motor problems, which may result in losing their place or skipping lines. Consequently, they find reading an arduous task. Coloured overlays or tinted glasses may help here.

As those with visual processing difficulties are always likely to misread, they will need someone else to check, where accuracy is important, and they will need a reader in any external examinations.

*Meares–Irlen syndrome, sometimes known as scotopic sensitivity syndrome, is a condition characterised by symptoms of visual distress and visual perceptual distortion. (See *A Framework for Understanding Dyslexia*, Department for Education and Skills, 2004.)

ENTRY 1

At this level, adults can

write to communicate information to an intended audience in documents such as forms, lists, messages, notes, records

Word focus **Spelling and handwriting Ww/E1**

Component skill and knowledge and understanding

Adults should learn to

1a use and spell correctly some personal key words, and familiar words
– develop knowledge of context-based personal vocabulary

– develop knowledge of structural words and key verbs in simple texts

1b use knowledge of basic sound–letter correspondence and letter patterns to aid spelling

– understand that letters (graphemes) or letter combinations represent certain sounds (phonemes), and that in English this relationship is complex

– understand that there are more sounds than letters in English and that these may not correspond to sounds in learners' other languages

– use basic sound–symbol correspondence to help spell words learners want to write, as appropriate to individuals
– start to use knowledge of common letter patterns in English to help spell words learners want to write

Areas of difficulty which may be experienced by particular learners

Learners who rely on visual memory, for example some who are **deaf**, may transpose or omit letters as they are using visual memory, not auditory memory.

Some learners may, for a variety of reasons, find sound–letter correspondence very hard. These will include **deaf and hearing impaired learners** and learners who have **dyslexia** and an **auditory processing difficulty**; also **learners with speech and language difficulties and/or learning difficulties** will be unable to use or have considerable difficulty with sound–symbol associations to help with spelling.

Some **learners who are deaf** with a small degree of hearing may rely on incomplete auditory information rather than learning the spelling. Compounding this is the fact that they may be using the spelling conventions or the phonemic renditions of another language.

Those with **hearing impairments** may have special difficulties that come from relying on incomplete auditory information.

Teaching approaches and alternative strategies

- Use finger spelling and copy practice to aid memory (see information on 'Spelling and deaf learners', p. 248; 'Finger spelling chart', p. 130).

- These learners may be very successful in using visual approaches, as spelling is primarily a visual–motor skill. They may also have fewer difficulties with homonyms and irregular words.

- Sign language users will find finger spelling helpful (see 'Spelling and deaf learners', p. 248).

- Learners with hearing impairments may use lip pattern to help them spell. Some lip shapes are easier to read than others (see 'Lip-reading and learners who are deaf or hearing impaired', p. 446).

  – Easy: *w, v, f, th, sh, ch, p, m, b.*

  – More difficult: *s, n, t, d, k, g, ng, l, r, z.*

At this level, adults can

write to communicate information to an intended audience in documents such as forms, lists, messages, notes, records

Word focus **Spelling and handwriting** *(continued)* **Ww/E1**

Component skill and knowledge and understanding

Adults should learn to

1b use knowledge of basic sound–letter correspondence and letter patterns to aid spelling *(cont'd)*
– learn the terms *vowel* and *consonant* and start to apply them to spelling

Areas of difficulty which may be experienced by particular learners

These difficulties are not confined to learners who are **deaf**. Others, including learners with **dyslexia** who can discriminate sounds may still experience difficulties 'holding' and manipulating sounds. Middle sounds and endings may be most difficult, but some learners may be unable to use rhyme.

Learners who have had considerable experience of failure in using a phonic approach to spelling will need alternative approaches.

Learners who are **blind** and use Braille may need help to spell words that are contracted or abbreviated in Braille in full on the keyboard. They will also divide many single syllable words into two 'parts' (for example, *plain* would be *pla in*).

Teaching approaches and alternative strategies

- Kinaesthetic approaches, such as tracing, may work well. Use the forefinger of the writing hand. The Fernald method is especially helpful for those needing more reinforcement than the 'look, say, cover, write, check' (LSCWC) method.

- Encourage use of visual and lexical (word-based) strategies, such as words within words: be *lie* ve, w *hen*.

- Start with familiar/important words (such as person's name, address, names of family members, words related to individual interests), then link with words with similar patterns, for example S *all* y, c *all*, t *all*.

- Be explicit: point out that the same letter combinations can have different sounds.

- Help the learner find mnemonics that are personal and create mental 'pictures'.

- Use colour, visual spacing between 'bits', drawings/cartoon/clip-art images for letters, words or parts of words.

- Use colour to highlight the difficult part of words, for example Wednesday, February.

- Group words according to: visual patterns, for example *pain, gain, again*; meaning, for example *sign, signal, signature*; and word families, for example *cook, cooker, cooking*. Practise with LSCWC in conjunction with language experience.

- Group key words in word families, on different-coloured cards. The learners can discard the cards once they gain confidence in spelling them.

- Encourage learners to find their own preferred way of remembering how to spell.

- An awareness of Braille rules is very useful. Grade 2 Braille contractions and words used within words can impact on spelling and sounding out words. See 'Braille for bilingual learners', p. 470.

At this level, adults can

write to communicate
information to an intended
audience in documents such as
forms, lists, messages, notes,
records

Word focus   **Spelling and handwriting *(continued)*   Ww/E1**

Component skill and knowledge and understanding	**Areas of difficulty which may be experienced by particular learners**

Adults should learn to

1c develop strategies to aid spelling

– understand and apply some strategies for remembering words they want to spell, for example use simple mnemonic, highlight common letter combinations in colour

– understand the value of using visual memory to learn English spellings

– sound letters out and segment a word into syllables as a spelling strategy

See 1b.

2a form the letters of the alphabet using upper and lower case
– form the letters of the alphabet with some accuracy in upper and lower case, developing knowledge of where to start and the way in which the letter is usually formed

The physical act of forming letters will be challenging for a range of learners, including those whose impairment causes difficulties in coordination. Those with motor coordination or motor integration difficulties (some learners with dyslexia, those with dyspraxia and dysgraphia) may have any or all of the following difficulties:

– controlling the pen/pencil;
– hanging direction and sequencing when forming letters;
– moving across the page.

These all make writing slow and often arduous.

Learners with a physical impairment affecting fine motor coordination may be severely affected by difficulties in forming letters and/or in spelling.

– understand when lower and upper case are generally used, for example lower case is normally used for text, capital letters for the first letter of names, places and dates, but upper case may be used for emphasis or effect as in an advert

Some learners with mental health difficulties may shake when holding a pen/pencil. This may be as a result of medication.

Teaching approaches and alternative strategies

- See 1b.
- See 'Spelling: individualised programme', p. 326.

- Have learners practise handwriting on large paper (such as newsprint or flipchart paper) using large wax crayons or felt tips to encourage full arm movement. This reduces tension and aids motor memory. Ensure learners understand why they are using these materials.

- Have learners practise forming letters in the air. This allows movement without the tension of writing.

- Learners can practise the movement of writing without the need to produce by using the wrong side of a pencil or pen.

- Teach learners explicitly both how to form the letters and move across the page, and also to hold the paper with one hand as they write with the other, or to use Blu-Tack to hold the paper in place.

- Ensure that learners are sitting comfortably at the right height/use a hand rest.

- Strengthen fingers by squeezing rubber ball/clay or similar.

- Teach activities for developing handwriting skills separately from activities concerned with developing grammatical skills.

- See information on 'Switch access', p. 323.

ENTRY 1

At this level, adults can

write to communicate information to an intended audience in documents such as forms, lists, messages, notes, records

Word focus   **Spelling and handwriting** *(continued)*   **Ww/E1**

Component skill and knowledge and understanding

Adults should learn to

2a form the letters of the alphabet using upper and lower case *(cont'd)*
   – hold and control pen effectively
   – write from left to right, and develop awareness of how the hand moves in order to do this
   – space letters and words appropriately and proportion letters in relation to the line
   – name some of the letters of the alphabet

Areas of difficulty which may be experienced by particular learners

Upper case is much more difficult to read for any learner, because it does not differentiate the shapes of words. Writing in upper case inhibits the natural rhythm and flow of handwriting. Using only upper case may be difficult for anyone who has difficulty with vision or visual perception, also for learners who rely on word shape or use movement and flowing patterns to assist with writing.

Remembering the alphabet (both upper and lower cases) and keeping the cases separate, may be challenging for some learners. These may include learners who have dyslexia and some with learning difficulties.

These learners may also use a mixture of upper and lower case, particularly with letters where they may be uncertain of the correct written form, for example *B* and *D* instead of *b* and *d*.

Some learners may have difficulty with coordinating left and right in cross lateral movements. This can be particularly difficult for those with visual–motor difficulties.

Other learners, including those with spatial–perceptual difficulties, may be unable to copy or reproduce letters or find the appropriate place on the page.

Teaching approaches and alternative strategies

- Encourage learners to use both upper and lower cases wherever possible. Limit activities such as filling in forms, which need to be filled in with capitals, until learners can write easily.

- Use multisensory methods to teach the alphabet, such as making own letters in clay/plasticine, the Edith Norrie letter case, the Fernald method (see 'Multisensory approaches to teaching', p. 384).

- Use tactile/kinaesthetic reinforcement approaches such as tracing the word written in crayon or sandpaper (to give a rough texture). Feeling wooden letters can also be useful.

- Teach correct letter formation and case within the context of teaching handwriting and spelling. Teaching joined-up letters may make it easier for the learner not to confuse letters. Lower-case *b, d, p, q* look very different when they are joined and are formed differently (see below). Joined-up writing also helps to develop a motor muscle memory for words.

- Although it is important to learn the correct form, it is also important not to inhibit writing flow by continually pointing out mistakes.

- Use both upper and lower cases, but avoid upper case only.

- Writing (as well as reading) may be easier if learners hold the paper to one side rather than in the middle.

- Encourage learners to use alternatives to express themselves fully. For many of these learners, a word processor is an essential tool in developing writing skills, as tapping keys is much easier than forming letters.

- Those with severe difficulties may find using voice recognition technology is the only 'way in' to writing. See 'Speech/voice recognition software', p. 156.

ENTRY 1

At this level, adults can

write to communicate information to an intended audience in documents such as forms, lists, messages, notes, records

Word focus   **Spelling and handwriting** *(continued)*   **Ww/E1**

Component skill and knowledge and understanding

Adults should learn to

2a form the letters of the alphabet using upper and lower case *(cont'd)*

Areas of difficulty which may be experienced by particular learners

Some learners, in particular learners with **visual impairments**, may have difficulties with small writing. They may also have difficulty differentiating between certain letters when used consecutively, such as *l/t, n/m/e/o.*

Learners who have **visual impairments** may need to present information in alternative media.

Language experience

Language experience is highly effective with a wide range of adult learners. It is a method of teaching reading and writing skills using the learner's own words. The teacher scribes stories, descriptions, factual accounts and instructions which the learner then reads. Any genre can be used. The teacher helps learners develop their language through suggestions and asking questions, and encouraging self-editing skills. The sentences and/or words can be put on pieces of card so learners can work on sequencing, sentence structure, awareness of full stops and word recognition. For an example of using the language experience approach with a bilingual learner see *Teaching Basic Literacy for ESOL Learners*, video 1.

Language experience can also be used with a whole group. When it follows on from oral work, learners will already be familiar with the context and vocabulary. The group agree a topic for their text, for example:
· rules for the teacher and learners;
· a complaint letter about the price of food in the canteen;
· a description of the local area.

The teacher acts as scribe for the group and writes the text. The text is copied on card. Learners read the text individually and as a group. The card can be cut up into sentences and words so that learners can read, jumble, reorder the cards and finally rebuild the text. This can be done individually, in pairs or as a whole group.

See also *Making it Happen: An Inclusive Approach to Working with People with Learning Difficulties who have ESOL needs* (Department for Education and Skills, 2006), section 2 for examples of language experience activities, and 'A multimedia approach to language experience', *BSA Magazine*, February 2002.

Teaching approaches and alternative strategies

- For those with physical impairments, investigate specially designed keyboards and tracker balls, which may be a better alternative than a mouse. See 'Switch access', p. 323.

- Make use of either a scribe or computer with appropriate access technology for Braille/Moon users via Braille or Moon production methods.

- Experiment with different types of paper and size of lines and always ask learners what they find is best (see information on 'Reading and access to text for blind and visually impaired learners', p. 412).

- For example, try:
  - writing grids, one box per word (or symbol if using a rebus);
  - lined paper with large spaces between lines;
  - lined paper with bold, clearly visible lines;
  - large sheets of paper with thick felt-tipped pens;
  - a wide black line down the left- hand margin to give clear guidance on where to begin;
  - different-coloured paper or coloured overlays with space underneath for writing.

- Some learners may prefer only to use a keyboard. Keyboards can be adapted with caps over the letters that are big, bold and much easier to see. Large-key keyboards may also be purchased.

- Devise strategies for alerting learners to difficulty, and practise writing words containing these letter combinations.

- Size of font is important and small may be better for some learners. Talk to the learner to understand the conditions that cause their sight to fluctuate so that they may see one size one day or during the day, and not be able to use that size later in the day or the next day. Night blindness can impact on sight considerably.

Word focus   **Spelling and handwriting *(continued)*   Ww/E1**

Component skill and knowledge and understanding

Adults should learn to

2b Form digits
  – form digits 1 to 9 with some accuracy, developing knowledge of where to start and the way in which the number is usually formed

Areas of difficulty which may be experienced by particular learners

Some learners, particularly those who are **visually impaired**, and some with **fine motor coordination or perceptual difficulties** and **dyspraxia** may have difficulty forming clear numerals.

Directional difficulties and the confusion of certain numbers, such as 2 and 5, can be a difficulty for certain learners, including learners who have **dyslexia** and those who have **dyscalculia**.

Symbol software

Sokol   works   at   the   park.

He   likes   his   job.

He   writes   about   his   work   in   his   diary.

(Continued)

Teaching approaches and alternative strategies

- Establish the learner's preferred 'writing' medium: for some visually impaired learners, this may exclude handwriting.

- Give explicit teaching or practice in forming numerals.

- Put numbers onto cards with arrows showing starting point and direction.

- Use tactile methods. For example, write numerals in crayon, on sandpaper, which will give them a rough surface; learners trace over these. Make numerals out of clay. Trace numerals in the air for others to recognise.

- Arrange and match number cards, then copy them, touch numbers on familiar objects such as an analogue clock, calendar, or telephone and say the number words at the same time.

Inayat goes to the mosque.

He sees his friends (there)
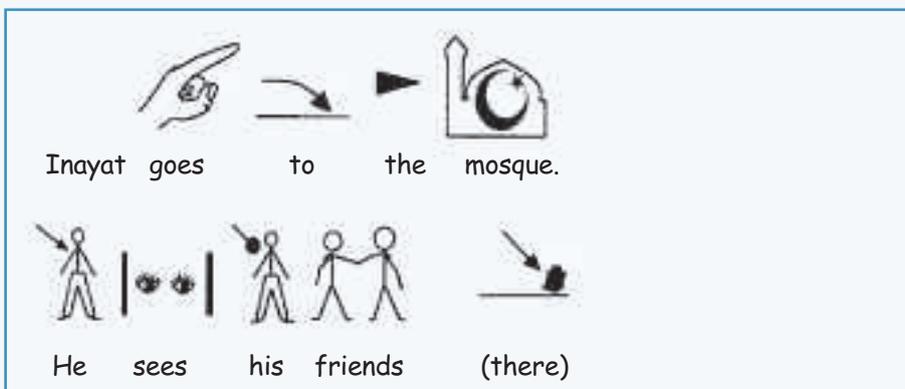
This is an example of symbol-supported language. There are different software packages and symbol systems available.

Learners in ESOL provision are unlikely to have come across symbol software unless they have completed part of their secondary education in the UK. Some learners may feel the approach is childish and the use of symbol software may be more suitable for one-to-one teaching rather than in a class. Seek further guidance and training on how to use symbol software.

ENTRY 2

ENTRY 2

At this level, adults can

listen and respond
to spoken language, including straightforward information, short narratives, explanations and instructions

speak to communicate
information, feelings and opinions on familiar topics

engage in discussion
with one or more people in a familiar situation, to establish shared understanding about familiar topics

in straightforward, familiar formal exchanges connected with education, training, work and social roles

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Speak to communicate — Sc/E2

Component skill and knowledge and understanding

Adults should learn to

1a use stress and intonation adequately to make speech comprehensible and meaning understood

– know where the stress falls in familiar words, and place stress appropriately
– understand that, in sentences, the most important content words are often stressed, and place stress appropriately
– develop awareness that English has a stress-timed rhythm, which alternates stressed and unstressed syllables, and make a distinction between stressed and unstressed syllables in their own words

– use intonation appropriately in statements and questions and to indicate attitude, for example politeness

Areas of difficulty which may be experienced by particular learners

As learners who are **deaf** may not be producing spoken English, all aspects of English grammar in relation to deaf learners are addressed in the sections on reading and writing.

Some learners, in particular those who are **blind or have visual impairments**, are likely to be particularly sensitive to the aural structure of language and the cadence of sentences. These learners may need to develop a feel for the rhythm and pattern of spoken English to compensate for the lack of a visual sense.

The use of tone and intonation to affect meaning will not be accessible to all learners. Learners who are **deaf** will not be able to hear where tone changes meaning. Some learners with **autistic spectrum disorders** may not be able to recognise where intonation indicates attitude.

Intonation, as an indicator of attitude or feeling, may need to be explained overtly to learners who have **dyslexia** and **auditory processing difficulties**.

Teaching approaches and alternative strategies

- English intonation patterns and aspects of sentence stress may need to be made overt so that learners with partial sight recognise the usual range of meaning that these paralinguistic features convey in English. They may be very different to those of their first language or not exist in the same way.

- Use visual as well as audio methods to show stress and intonation, for example hand movements, facial expression, highlighting, colour of stressed words and syllables.

- Other strategies to use in relation to intonation with learners with auditory processing difficulties include: writing words on cards, and moving the words up and down according to the intonation patterns. Relate these movements to possible attitudes and feelings. Contextualise the work in situations that are familiar to learners.

- Another strategy is the use of Cuisenaire rods to provide graphic illustrations of how words and phrases are stressed. Practise stress patterns but recognise when a learner is finding this too difficult.

- Though learners who are deaf will not be producing spoken language, these conventions can be made explicit for those able to use a sign language through the use of interpreters.

At this level, adults can

listen and respond
to spoken language, including straightforward information, short narratives, explanations and instructions

speak to communicate
information, feelings and opinions on familiar topics

engage in discussion
with one or more people in a familiar situation, to establish shared understanding about familiar topics

in straightforward, familiar formal exchanges connected with education, training, work and social roles

Speak to communicate   Sc/E2 *(continued)*

Component skill and knowledge and understanding

Adults should learn to

1b articulate the sounds of English to make meaning understood
– distinguish between similar-sounding phonemes, to make meaning clear

Areas of difficulty which may be experienced by particular learners

Some learners will be able to speak more clearly than others. Certain learners, including those who have speech difficulties, i.e. learners who are deaf or have speech impairments, may be unable to speak clearly.

It will be easier for some learners than others to distinguish and/or produce particular sounds. Learners who have dyslexia, an auditory processing difficulty, or hearing impairments may find this particularly difficult.

Audio tapes

Recordings are often used to provide listening opportunities but it is important to take care when using recordings, as the tapes can be difficult to understand if the quality of the recording is not good or because the situation is abstract.

To make the listening activity meaningful, learners need to know what the situation is and who the speakers are. For some learners it is helpful to use recordings of people that learners know, for instance staff in the institution, the security guard, and other learners. The use of visuals can help learners with learning difficulties to understand the context for the listening activity, to identify who the speakers are in a dialogue, to distinguish between speakers and to understand the process of turn-taking. Using video for listening activities can be less abstract as it also shows non-verbal features of communication, for example nodding or using eye contact.

Teaching approaches and alternative strategies

- Learners who stammer may find it difficult to articulate certain sounds, may get blocked or stuck on some, and repeat others. Feeling stressed is a trigger – the harder a learner tries to prevent stammering, the more severe it becomes. The less worried they are about speaking the more fluent they are likely to be. Always give learners time, indicate that there is no need to hurry. Finishing off sentences is usually unhelpful as it reduces self-confidence. Reduce the number of questions that you ask.

- Learners with cleft palates which have not been properly repaired, or who have a badly fitting bridge may have problems with intelligibility. They may produce sounds that are muffled and nasal (see 'Speech impairments', Part 1, p. 31, and the case study of Kai, Part 1, p. 66). They may have a hearing loss that affects their ability to discriminate between sounds. Encourage learners to slow down their speech. Make contact with a speech therapist and seek advice.

- Negotiate with the learner the means of communication they wish to use, such as a sign language interpreter, an assistant to communicate for them, handwritten notes, a communication board with letters and words on it, or a computer with speech synthesiser.

- If the learner uses speech, allow them time to make their contribution.

- Work with all learners in the group to agree ground rules.

- Talk to learners about how they feel when speaking and accommodate their needs, for example if talking in front of the group is stressful then avoid asking them do so until/unless the learner feels able to take part; perhaps agree a way of signalling.

- When organising pair and small group activities be sensitive to the needs of learners with speech difficulties and consider the use of differentiated activities. Use classroom assistants to work with the main group of learners while you work specifically with the learners needing additional support. This will give you an opportunity to make diagnostic judgments and monitor process.

- Although learners who are deaf may not need to produce spoken English, some may still want to be able to see clearly the lip definition of speakers in order to support their lip reading.

- Use strategies to help learners feel/see how the sound is produced, for example by:
  - using mirrors to see the position of the lips
  - demonstrating/describing the position of the tongue
  - feeling aspiration or vibration with the hand
  - holding learners' fingers in their ears to hear voiced sounds

At this level, adults can

listen and respond
to spoken language, including straightforward information, short narratives, explanations and instructions

speak to communicate
information, feelings and opinions on familiar topics

engage in discussion
with one or more people in a familiar situation, to establish shared understanding about familiar topics

in straightforward, familiar formal exchanges connected with education, training, work and social roles

Speak to communicate   Sc/E2 *(continued)*

Component skill and knowledge and understanding

Adults should learn to

1b articulate the sounds of English to make meaning understood *(cont'd)*

2a make requests: ask for things or action

– be able to use modal verbs and other forms in order to make a polite request, for example:
  • modals *can* and *could*
  • *I'd like…*
– be aware that the form chosen can depend on the relationship between people and the nature of the request
– be aware of the role of intonation in distinguishing between a polite request and a demand, and be able to apply this
– be able to incorporate a request in a longer interaction
– understand the role of intonation in indicating politeness or rudeness and be able to make requests with appropriate intonation

Areas of difficulty which may be experienced by particular learners

Due to differences in sign languages, including BSL and English, many learners who are **deaf** may have difficulty appreciating the use of modal verbs to alter register or express nuance.

Some learners will find it difficult to distinguish and apply intonation patterns to indicate politeness. These will include some learners with **autistic spectrum disorders**.

Making requests with appropriate intonation will be especially hard for some learners, including learners with **speech impairments** and learners with a **stammer**.

Teaching approaches and alternative strategies

- Compare sounds in the learner's first language.

- Back-chaining can help with multisyllabic words and in facilitating flow.

- Encourage learners who have dyslexia to beat out rhythms, for instance click fingers or clap, to support accurate pronunciation.

- Though learners who are deaf will not be making requests in spoken English it's important to be explicit about grammatical structures so that learners will be able to understand and use these when speech occurs in written forms, i.e. subtitles and narratives (see reading and writing sections).

- Recognise that for some learners this is an area where it may be difficult to make significant changes to their speech patterns, so alternative communication strategies need to be discussed overtly, for example saying please and thank you consistently, and making sure greetings are exchanged. These can be taught as formulaic expressions and practised in role plays. Ensure learners are taught to produce and respond to colloquial expressions.

- Learners who stammer may have difficulty initiating interactions. Practise using visual cues in role plays. See 'Speech impairments', Part 1, p. 31.

At this level, adults can

listen and respond
to spoken language, including straightforward information, short narratives, explanations and instructions

speak to communicate
information, feelings and opinions on familiar topics

engage in discussion
with one or more people in a familiar situation, to establish shared understanding about familiar topics

in straightforward, familiar formal exchanges connected with education, training, work and social roles

Speak to communicate   Sc/E2 *(continued)*

Component skill and knowledge and understanding

Adults should learn to

2b make requests: ask for permission
  – be able to ask for permission in a formal situation, with appropriate use of modal verbs
  – be able to preface the request with a 'warning' that a request is coming and to follow up with an explanation
  – have strategies for dealing with a possible negative response

Areas of difficulty which may be experienced by particular learners

See 2a.

For some, activities that focus on dealing with negative responses will be stressful. These learners will include some with autistic spectrum disorders and with mental health difficulties.

2c ask for personal details
  – form questions of the *wh–* type and the *yes/no* type, with appropriate intonation
  – use question form of simple present and simple past of common verbs and verbs *be, do, have*

  – have strategies for showing interest in the response given and be able to follow up on the response

Communication which involves asking and answering direct questions and using direct eye contact will be intimidating for some learners, including some learners with autistic spectrum disorders, mental health difficulties and learning difficulties. These learners may feel threatened by this directness and consequently find it hard to access meaning or only grasp the surface meaning of a question.

Teaching approaches and alternative strategies

- Create a safe and supportive learning environment.

- Encourage participation but recognise that some learners may not feel able to participate fully in all activities.

- Be aware of learner sensitivities. Use tutorial time to ask learners how they feel about particular activities.

- Provide a model using a video tape, audio tape recording or teacher so that learners have the opportunity to hear new language and increase awareness of how to deal with negative responses.

- Give learners the opportunity to practise or to have another go at things they find difficult.

- Give learners time.

- Praise efforts that learners make and always recognise achievements. This will help build confidence and enable learners to take more risks.

- Use contexts and situations that are relevant to the learners' particular situation and needs.

- See information on "Addiction and dependency' (p. 202), 'Anxiety' (p. 132), 'Asylum seekers, refugees and mental health' (p. 146), 'Bereavement' (p. 378), 'Depression' (p. 288), 'Handling crisis situations' (p. 216), 'Obsessive compulsive disorder' (p. 363), 'Post-traumatic stress disorder' (p. 276) and 'Schizophrenia' (p. 226) and 'Asperger syndrome', p. 370.

- Use contexts relevant to the learners' situation. Learners are often asked for personal information outside of class. Some learners benefit from being able to practice in a supportive environment.

- Recognise efforts learners make and praise achievement.

- Check that requests for information in classroom activities are acceptable to the learner.

- Recognise that some learners may not feel able to participate fully in all activities.

- Be alert to signs of stress.

- See section on 'Addiction and dependency' (p. 202), 'Anxiety' (p. 132), 'Asylum seekers, refugees and mental health' (p. 146), 'Bereavement' (p. 378), 'Depression' (p. 288), 'Handling crisis situations' (p. 216), 'Obsessive compulsive disorder' (p. 363), 'Post-traumatic stress disorder' (p. 276) and 'Schizophrenia' (p. 226).

At this level, adults can

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Speak to communicate   Sc/E2 *(continued)*

Component skill and knowledge and understanding

Adults should learn to

2d ask for factual information (present, past, future)

– form questions accurately, using appropriate verb forms and time markers to refer to past, present and future time, for example:
  - present simple and adverbs of frequency to refer to regular or daily routines
  - past simple of *be, do, have* and regular and irregular verbs, to refer to past events
  - present continuous and *going to* to refer to future time
– understand the importance of following up the other person's response to a question

2e ask for directions and instructions

2f ask for description of people, places and things

Areas of difficulty which may be experienced by particular learners

See 2c.

Some learners will find it harder to remember than others. Learners with short-term memory or **dyslexia** and learners with **learning difficulties** may find it difficult to remember and apply grammatical rules. Learners who are on medication because of a **mental health difficulty** might also find that medication can affect short-term memory.

It is always important to remember that these learners are often 'quick forgetters'.

See 3e.

See 3f.

Teaching approaches and alternative strategies

- They will need lots of practice in meaningful contexts. Grammar needs to be taught explicitly but inductively, rather than deductively.

- Some learners will benefit from activities to develop memory, such as Kim's game, repetitive rhymes, for example *I went to the shop and bought…*

- Encourage over-learning, i.e. continuing to practice something in different contexts once it has been learned.

- Use music, songs and chants for presentation and practice of language patterns. Useful resources are *Jazz Chants* and *English Through Song*. Music can help learners remember.

- Use images – for presentation, in drills, on worksheets and on reference sheets. They will help jog the memory and make connections.

- Use colour – on the board and on materials. Encourage learners to bring highlighters so that they can use colour as an independent strategy.

- Use drama – encourage learners to act out stories and scenarios, prior to or in addition to role play. Encourage learners to use mime and gesture, as these kinaesthetic strategies can help internalise patterns and structures.

- Avoid the use of substitution tables as they can cause difficulties because of visual tracking. Instead copy out whole sentences, showing patterns. Highlight key aspects of the pattern in different colours:

I	come	from	the Ukraine
She	comes	from	the UK
We	come	from	Iraq
They	come	from	Manchester

ENTRY 2

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speak to communicate
information, feelings and opinions on familiar topics

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in straightforward, familiar formal exchanges connected with education, training, work and social roles

Speak to communicate   Sc/E2 *(continued)*

Component skill and knowledge and understanding

Adults should learn to

3a express statements of fact
  – use with some accuracy grammatical forms suitable for the level, for example:
    • present simple and past simple
    • present continuous (for future)
    • prepositions of place and time
    • indefinite and definite article
    • possessive *s* and possessive pronouns

  – know that, in speech, the contracted form of the verb is normally used, and be able to pronounce these forms
  – know that intonation usually falls on a statement of fact
  – be able to incorporate statements of fact in a range of oral interactions, for example narrative, social conversation, discussion, formal interview

Areas of difficulty which may be experienced by particular learners

Learners with short-term memory difficulties, learners who have dyslexia and learners with learning difficulties may find it difficult to remember and apply grammatical rules. Learners who are on medication because of a mental health difficulty might also find that medication can affect short-term memory.

It is always important to remember that these learners are often 'quick forgetters'.

Teaching approaches and alternative strategies

- They will need lots of practice in meaningful contexts. Grammar needs to be taught explicitly but inductively rather than deductively. Teach 'patterns' rather than 'rules' that are too abstract. In this way, move from the particular to the general rather than vice versa.

- Encourage over-learning, i.e. continuing to practice something in different contexts once it has been learned.

- Recycle and reinforce learning by 'giving personal homework' that involves learners returning to work covered earlier in the learning programme and is particular to their interests and needs.

- Encourage the learning of lexical chunks that reflect individual goals and aspirations. So, if the learner is aiming to study or work in health and social care she/he could be learning a personalised set of 'lexical phrases' – collocations, idioms, fixed and semi-fixed phrases – relating to this vocational area.

At this level, adults can

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Speak to communicate   Sc/E2 *(continued)*

Component skill and knowledge and understanding

Adults should learn to

3b give personal information

– recognise direct requests for information, for example *wh–* and *yes/no* questions, as well as less direct requests, such as *Tell me about,* and be able to respond with:

  • minimal response

  • short form of the verb

  • longer answer

  and judge which is appropriate

– know and use discourse markers to introduce a response, especially in informal situations, for example *well*

– use grammatical forms suitable for the level to, for example:

  • talk about daily routines and habits

  • talk about past events

  • talk about future plans, arrangements and intentions

  • express ability, need and want

– be able to link giving personal information with asking for information, for example *What about you? Where do you live?,* and recognise when this is appropriate

Areas of difficulty which may be experienced by particular learners

Some learners, including some learners with **mental health difficulties**, may find requests for personal information intrusive.

Others including those with **autistic spectrum disorders** and **learning difficulties** often find communication that involves asking and answering direct questions stressful.

Learners **who are deaf** may have difficulties with *wh* and *how* questions. In BSL, the question sign comes at the end.

Teaching approaches and alternative strategies

- Create a supportive and accepting learning environment. Use tutorials to give learners the opportunity to say how they feel about activities in the class.

- Most learners have to give personal information or talk about events in the past. Discuss the situations that learners would like to work on.

- Discuss with learners what might legitimately be asked in terms of personal information in a range of everyday situations.

- Check that requests for information used in classroom activities are acceptable to the learner.

- Encourage participation but recognise that some learners may not feel able to participate fully in all tasks.

- Create a safe and supportive environment.

- Use contexts that learners are likely to encounter and need/practice in.

- Prepare for the task and give learners time and lots of opportunity to practise.

- Give learners the chance to have another go if they find activities difficult.

- Give learners the opportunity to feedback once a speaking activity is finished so that they can say how they feel, what they feel worked well and anything they were unsure of.

- See guidance on 'Addiction and dependency' (p. 202), 'Anxiety' (p. 132), 'Asylum seekers, refugees and mental health' (p. 146), 'Bereavement' (p. 378), 'Depression' (p. 288), 'Handling crisis situations' (p. 216), 'Obsessive compulsive disorder' (p. 363), 'Post-traumatic stress disorder' (p. 276) and 'Schizophrenia' (p. 226), and 'Asperger syndrome', p. 370.

- For learners who are hearing impaired and lip-readers, it may be worth repeating the question word at the end.

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Speak to communicate   Sc/E2 *(continued)*

Component skill and knowledge and understanding	**Areas of difficulty which may be experienced by particular learners**
Adults should learn to	
3c give a short account – be able to sequence the account, to make the meaning clear, and use time markers, such as *ago, next week, every day, in the morning*, to help in structuring the account – make use of stress and intonation to emphasise the main point and to create interest	Sequencing and the use of time markers are activities that can pose particular difficulties for some learners including those who have: **dyslexia, learning difficulties, dyspraxia, acquired brain injury** or other **neurological impairments.**
3d give an explanation	See 3c and also 3a.

3e give directions and instructions
– recognise request for directions or instructions and respond appropriately
– use grammatical forms suitable for the level, for example:
  • present simple
  • imperatives and negative imperatives
  • prepositional phrases for direction and location
	Learners' capacity to express certain concepts related to visual stimuli will depend on their own past experience. For example, the ability of learners with **visual impairments** to grasp some concepts will be greatly influenced by whether they have had direct visual experience in the past.

– sequence the information clearly, for example with markers such as *firstly, next* – understand the importance of stressing key words and repeating key information	Sequencing and the use of time markers are activities that can pose particular difficulties for some learners, including some learners with **dyslexia, learning difficulties, dyspraxia, acquired brain injury** or other **neurological impairments**. All learners are likely to benefit from concrete and personalised work in relation to directions. This is likely to be particularly true for learners with

Teaching approaches and alternative strategies

- Give learners time to prepare/think about what they want to say.

- Suggest drawing the short account first, or support preparation through questions such as 'What did you do first?, What came next?'.

- Use visual prompts or use cards to help learners structure an amount.

- Use tactile approaches, putting conjunctions and time makers on coloured card. Work with the learner to add conjunctions and time markers to his/her spoken discourse by asking the learner to point to/pick up and use the appropriate words and phrases as s/he speaks; this can be reinforced in writing.

- Directions could be related directly to mobility and orientation skills.

- See informrmation on 'Concepts and vocabulary of blind and visually impaired learners', (p. 433), and 'Spatial representation and blind and visually impaired learners', (p. 486).

- Help learners to make 'help sheets' for themselves with lists of sequence markers and examples of when to use them.

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Speak to communicate   Sc/E2 *(continued)*

Component skill and knowledge and understanding	**Areas of difficulty which may be experienced by particular learners**
Adults should learn to	
3e give directions and instructions *(cont'd)*	dyslexia and learners with learning difficulties.
	See above regarding learners who are blind or visually impaired.
3f give a short description – know a number of descriptive adjectives, to add interest to a description	
4a ask for clarification and explanation – be able to signal misunderstanding and ask for explanation – be able to use different question types, including alternative questions, to deal with uncertainty or lack of understanding – know that, in alternative questions, intonation often rises on the first alternative and falls on the second	Asking for clarification or signalling misunderstanding may be difficult for a range of learners including learners with impairments. They may fear being seen as stupid, they may have had negative experiences in the past when they said they did not understand something and so may have learnt to be passive.

Teaching approaches and alternative strategies

- Use multisensory approaches, for example cards with instructions or pictures and sequencing words on separate cards.

- Use visual prompts and demonstration to help learners give instructions.

- In drills and role plays use a map of the local area rather than one from a textbook. This will make the activity concrete and personalised.

- Check back that learners have understood instructions.

- Create a safe and supportive environment that promotes learners' self-esteem.

- Demonstrate the need to ask questions for clarification. Show how you can go away without the information you need if you don't ask for clarification.

- Build in opportunities for learners to ask questions to enable learners to become more confident. Always value and affirm learners' questions.

- Create an environment where learners asking questions is a part of the session.

- Be sensitive about the needs of individual learners when setting up pairs and small groups.

- Encourage lip-readers to practice check-back skills.

- Use situations where learners are likely to need to ask for clarification and explanation.

- Provide a model and give learners lots of opportunity to practise.

- Many learners have experienced negative feedback. It is important to encourage and praise the efforts they make and to give positive feedback on their achievements. See *Making it Happen* (Department for Education and Skills, 2006), section 2, 'Key issues in ESOL practice'.

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Engage in discussion   Sd/E2

Component skill and knowledge and understanding

Adults should learn to

1a take part in social interaction

  – know different ways of opening and closing a social conversation, by:

- greeting
- responding to greeting
- leave taking

  – be able to insist politely, if necessary, when ready to take leave

  – offer, giving alternatives, and invite, giving more information, and respond to offers and invitations

  – be aware of how gestures, for example indicating that something should be kept secret, can vary across cultures

  – know in which situations a conversation is likely to be protracted and when it is likely to be brief, and that this can vary across cultures

Areas of difficulty which may be experienced by particular learners

Several learners may have difficulties with group discussion, face-to-face interaction and eye contact, including learners with **autistic spectrum disorders** and **some learners** with **mental health difficulties**.

Some learners are far more sensitive to a noisy environment than others; these may include those who have **dyslexia** or **autistic spectrum disorders**.

Many learners may feel vulnerable speaking in a group, including some learners with **learning difficulties**, learners with **mental health difficulties** and learners with **autistic spectrum disorders**.

Interacting in social contexts can be stressful for many learners, in particular some learners who have **speech difficulties**.

1b take part in more formal interaction

See 1a.

Teaching approaches and alternative strategies

- Discuss how much learners feel able to participate. Encourage participation but respect learners' right not to participate fully or at all.

- Use real-life contexts that are relevant and of interest to the learners. Be aware of learner sensitivities.

- See also information on 'Discussion', p. 200.

- See information on 'Addiction and dependency' (p. 202), 'Anxiety' (p. 132), 'Asylum seekers, refugees and mental health' (p. 146), 'Bereavement' (p. 378), 'Depression' (p. 288), 'Handling crisis situations' (p. 216), 'Obsessive compulsive disorder' (p. 363), 'Post-traumatic stress disorder' (p. 276) and 'Schizophrenia' (p. 226).

- Limit background/distracting noise. Move learners or re-group them as appropriate.

- Create an environment where the learner feels safe and respected. Recognise efforts learners make and praise achievements. Give learners the opportunity to talk about how they feel about different activities in tutorials.

- Learners with speech difficulties such as a stammer need to develop confidence, so it is important that they are encouraged to interact and convey meaning.

- There are some speaking situations that facilitate fluency for people who stammer – for example speaking on a one-to-one basis, reciting familiar lists like days of the week or counting, singing, speaking familiar words with a strong rhythm, poetry, speaking with actions, and acting. Some of the above could be explored prior to asking learners to take part in social interaction. It may help them to relax and prepare them for more stressful communicative situations.

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Engage in discussion   Sd/E2 *(continued)*

Component skill and knowledge and understanding

Adults should learn to

1c express likes and dislikes, feelings, wishes and hopes
  – be able to express degrees of liking/disliking, such as *I hate, I quite like*, and use intonation to reflect the feeling expressed
  – be able to use a range of adjectives to express feelings, using appropriate intonation
  – be able to express personal wishes and hopes for the future, using forms such as *would like* and time markers with future reference
  – be able to elaborate by expressing reason or result

1e relate to other speakers
  – understand the main point(s) made by other speakers and make contributions relevant to the discussion topic and the points made by other speakers
  – be able to indicate agreement or disagreement with other speakers

  – be able to contribute to a discussion by inviting contributions from other speakers, using appropriate phrases with appropriate non-verbal signalling
  – be able to introduce a new topic of discussion, for example by asking for opinion, likes and dislikes

Areas of difficulty which may be experienced by particular learners

Some learners may take longer than others to absorb and process the content of a discussion, including some **learners who are deaf** or **hearing impaired**, have **dyslexia** or who have **learning difficulties**.

Word retrieval or remembering what they wanted to say can be particularly difficult for some learners, including some learners with **dyslexia** and those with **short-term memory difficulties** including those with **mental health difficulties** who are on medication that affects their memory.

Not all learners will find it easy to identify the main points or to relate responses to the topic. Those who find this difficult may include some learners with **dyslexia, learning difficulties**, or **autistic spectrum disorders**.

Contributing to discussion will be easier for some learners than others and may be particularly hard for **learners with speech difficulties** or **learners who are deaf** who have little or no formal speech.

Group discussion in general will be stressful for some learners' including those with **mental health difficulties**.

See also 1c.

Teaching approaches and alternative strategies

- Allow sufficient time.
- Repeat back what learners say and have short, regular recaps/summaries to support learners in contributing to group discussions.
- Organise groups so that learners can see each other clearly and start with small groups.
- Practise with topics that are of real interest to learners.

- Allow sufficient time; build in preparation time. Help learners use visuals to remind them of what they want to say. Have key words on cards to support them.
- See also 1d and 1e.
- See information on 'Discussion', p. 200.
- See section on 'Speech impairments', Part 1, p. 31.
- Use published resources such as the Cambridge University Press materials *English Vocabulary in Use* (visit www.cambridge.org to see all titles in the series) to obtain ideas and possible practice activities. Most published materials will need adapting.

- Practise with topics that are of real interest to learners.
- Provide short, regular recaps/summaries to support learners to contribute in group discussions.

- Discuss and agree with learners how they wish to make their contributions. Allow learners time if vocalisation is hard. Avoid finishing statements for learners (see 'Speech impairments', Part 1, p. 31).

- Teach learners who are deaf techniques of interruption and contribution, using an interpreter or communication support worker where appropriate. Ensure that the deaf learner initiates the contribution, not the interpreter or communication support worker.

- Encourage users of sign languages to sign their contributions so that the communication support worker/interpreter can voice over.

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Engage in discussion   Sd/E2 *(continued)*

Component skill and knowledge and understanding

Adults should learn to

1e relate to other speakers *(cont'd)*

Areas of difficulty which may be experienced by particular learners

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Discussion

Discussion is a very important mode of learning for all learners. However, traditional conventions of discussion can exclude certain disabled people. When organising discussion with a group of learners that includes members who might have a disability and/or learning difficulty, it is important to look closely at the conventions that are being used and to consider whether these include or exclude these members.

Difficulties in discussion that might be experienced by certain disabled learners:

- Learners who are blind will not be able to see who is speaking, nor will they be able to use facial expression and body language as additional means of interpreting what other people are saying.

- Deaf learners who use BSL will not be able to follow discussion by looking at their sign language interpreter. This will inevitably slow down the speed with which they can receive inputs, and also means that they cannot always focus on the facial expressions of the speaker.

- Learners who are deaf or hearing impaired may find it hard to catch everything that is being said, particularly when the pace of discussion is fast. Learners who lip-read will find it hard to follow discussion unless seating enables all participants to see each other, lighting and acoustics are good and a formal discussion is effectively chaired.

- Some learners with autistic spectrum disorders may find it very hard to communicate directly with other people. Their disability makes aspects of social communication, for example eye contact, particularly difficult.

- Some (but certainly not all) learners with mental health difficulties may find social interaction, pair and group work successful. However, people with mental health difficulties may have fluctuating conditions that mean they very much want to participate some of the time but not at other times.

- Some learners with learning difficulties may find two-way communication hard for a variety of reasons:
  - they may feel very inhibited in entering a discussion;
  - they may find certain aspects of discussion, for example any contribution that they might perceive as being critical of them, threatening;
  - they may become very enthusiastic about a particular subject and reluctant to allow it to move on to other areas.

- Learners with speech difficulties will often find it more difficult when communicating in a large group than in a small group or one to one. (see section on 'Speech impairments', Part 1, p. 31).

(Continued)

Teaching approaches and alternative strategies

- See information on 'Discussion', p. 200.

- Find topics that really interest the learners.

- Use positive topics that help enhance self-esteem, such as 'Things I'm good at', 'Things I enjoy'.

- Find topics which might be helpful, for example ways of relaxing, fitness and exercise in the institution.

- Use mental health support workers, if available, to facilitate group discussion and creating supportive environments.

- See information on 'Addiction and dependency' (p. 202), 'Anxiety' (p. 132), 'Asylum seekers, refugees and mental health' (p. 146), 'Bereavement' (p. 378), 'Depression' (p. 288), 'Handling crisis situations' (p. 216), 'Obsessive compulsive disorder' (p. 363), 'Post-traumatic stress disorder' (p. 276) and 'Schizophrenia' (p. 226).

Some strategies for discussions:

- Discuss with the group different cultural conventions of discussion and agree on ground rules that ensure that no one is at a disadvantage. Certain conventions, such as your name before speaking even when voice recognition is clear (in order to include learners who are blind or visually impaired) or waving your hand or holding up a coloured card if you wish to contribute (in order to include deaf learners), may seem odd at first but are much easier to accept when learners realise that they are essential if learners with disabilities are going to have equal participation. It is important to raise awareness in the group that inappropriate 'butting in' may occur as learners who are blind may not pick up on non-verbal cues when a speaker is planning to continue or wishes to contribute.

- When working with interpreters, ensure that all group members address the deaf person directly and not the interpreter. Also allow time for the interpreter to translate speech.

- Discuss how far individual learners feel able to participate in discussion. Respect an individual's right to stay silent or to opt out of the discussion altogether.

- Ensure that there is good light and good acoustics so that all learners can clearly see and hear each other.

- When using visual aids, either pictures/slides/video or text, make sure that what these visual aids show is explained verbally to include learners who are blind or visually impaired.

- Consider organising discussion in small groups (three/four) so that quieter learners can take part.

- Some learners may prefer to contribute when the pressure of eye-to-eye contact is removed.

ENTRY 2

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listen and respond
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Listen and respond   Lr/E2

Component skill and knowledge and understanding

Adults should learn to

1a recognise context and predict general meaning
  – be able to identify a situation and/or speakers, for example in a personal narrative, informal conversation

  – be aware that it is not always necessary to understand all of the interaction to recognise context
  – be aware that oral interactions often follow predictable patterns, and that this can help in recognising context and predicting meaning

Areas of difficulty which may be experienced by particular learners

Visual cues, such as context cues to do with location and situation, body language, and so on, may be difficult or impossible for some learners to receive, such as those who are **blind or visually impaired**.

In contrast, other learners such as learners who are **deaf**, may be particularly adept at recognising visual clues, for example from body language. However, they will need alternatives to audio and spoken information.

Addiction and dependency

What is addiction?

Addiction[1] problems often start when a person cannot cope with difficult situations and unbearable feelings. The person turns to the habit as a way of dealing with or escaping from these events and emotions.

It is believed by some people who work with individuals with addictions (though it is not a universally held view) that those who are physically addicted to a substance (for example, alcohol, prescribed or illegal drugs, tobacco) or who display a particular behaviour (gambling, workaholism) may not recognise that they have a problem and be in denial about their situation. The addict may become so dependent that it takes over their life. Without it, they experience cravings and withdrawal symptoms. Some addicts and people who work with them believe that dependency can be overcome, though some would say otherwise. Here is an account by someone who did manage to overcome his dependency:

> "People thought I would be in and out of prison all my life. So did I. I couldn't see any other option. But when I was in HMP Downview, it had a drugs-treatment programme and I got onto it. I have been clean and sober for eight years now and have even trained and qualified as a counsellor, so I can help other prisoners to get out of the system and lead rewarding lives. Before, I never dreamed it was possible to change."[2]

What are the causes of addiction?

There is as yet no consensus on the causes of addiction, but research points to childhood experience and abuse, social and peer pressure, genetic predisposition and lack of coping strategies as key aspects. Some professionals believe there may be other causes and triggers.

(Continued)

Teaching approaches and alternative strategies

- Provide verbal descriptions/explanation in preparation for listening.

- Use sound pictures and tactile objects to reinforce learning.

- Provide alternative access to audio information, for example through an interpreter or simple written transcriptions. See 'Learners who are deaf,' 'Ways of communicating,' Part 1, p. 20.

- Focus on learners' strengths.

- Make use of support workers. (See 'Working with support staff: sign language interpreters, communication support workers or other support staff', p. 118.)

Stopping and withdrawal

Many people with addictions experience withdrawal symptoms, both physical and emotional, when they begin the process of trying to stop. It is important that they have considerable support as they go through the withdrawal process.

Dual diagnosis and complex needs

Addiction may be accompanied by mental health difficulties and it is vital that the dependency is treated. For instance, a person may be showing signs of depression, which may disappear once the dependency is tackled. In other instances, the signs of depression only become apparent when the dependency masking them disappears. Addiction may be one of a range of interconnected difficulties. A doctor may refer an individual to a social care organisation.

Further reading

See 'Addiction and dependency' in Appendix A (p. 508).

Useful organisations and Websites

See 'Addiction and dependency' in Appendix C (p. 536).

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[1] The terms 'addiction', 'dependency' and 'dependence' are used interchangeably by a range of health practitioners (though the European diagnostic manual uses the word 'dependency' and the one from the USA uses 'dependence').

[2] *Understanding Addiction and Dependency* – MIND information sheet: www.mind.org.uk

At this level, adults can

listen and respond
to spoken language, including straightforward information, short narratives, explanations and instructions

speak to communicate
information, feelings and opinions on familiar topics

engage in discussion
with one or more people in a familiar situation, to establish shared understanding about familiar topics

in straightforward familiar formal exchanges connected with education, training, work and social roles

Listen and respond — Lr/E2 *(continued)*

Component skill and knowledge and understanding

Adults should learn to

1b listen for gist in a short passage, on TV or radio
  – be able to identify key words in a given context
  – be aware that it is not always necessary to understand every word in order to get the general meaning of a spoken text
  – be able to guess the meaning of unknown words, by using clues of context and other words in the text
  – be able to respond to listening, for example by clarifying meaning with another listener

1c listen for gist in a conversation

Areas of difficulty which may be experienced by particular learners

See 1a.

Inferring meaning and recognising subtleties of language are not easy for all learners. Some learners with **autistic spectrum disorders** or with **learning difficulties** may find this particularly challenging.

Some learners, including some learners who have **dyslexia** and **auditory processing difficulties** and learners who are **hearing impaired**, may not be able to discriminate between words that are similar.

See 1a and b.

Teaching approaches and alternative strategies

- Encourage learners to use context to check meaning.

- Stage listening skills activities by including pre-listening tasks to help learners make their own questions/predictions about the listening task.

- Avoid using written worksheets for listening tasks. This can confuse learners who are not confident readers.

- See *Making it Happen: An Inclusive Approach to Working with People with Learning Difficulties who have ESOL Needs* (Department for Education and Skills, 2006), section 2, 'Developing listening skills'.

- Ensure that context has been clearly understood prior to asking learners to discriminate between words that are similar in sound but different in meaning (*their* and *there, red* and *read*).

At this level, adults can

listen and respond
to spoken language, including straightforward information, short narratives, explanations and instructions

speak to communicate
information, feelings and opinions on familiar topics

engage in discussion
with one or more people in a familiar situation, to establish shared understanding about familiar topics

in straightforward familiar formal exchanges connected with education, training, work and social roles

Listen and respond   **Lr/E2** *(continued)*

Component skill and knowledge and understanding

Adults should learn to

1d listen for gist and respond, in face-to-face situations

– understand that non-linguistic clues, such as the immediate environment or the speaker's gestures and facial expression, can be used to help get the gist

– understand the need to notice which words the speaker stresses, in order to understand key words and important points

– be able to indicate they are listening, through use of responses, for example *mm, yeah*

– be able to ask for clarification, with appropriate use of intonation

2a listen for detail in short narratives and explanations

– understand and identify key words and phrases in a given context

– be able to listen for and identify stress within words, and use this as an aid to recognising words

– understand key grammatical structures for the level:
  – present simple, for example with adverbs of frequency
  – past simple with time markers, for example *ago*
  – present continuous with future meaning
  – *have got* and possessives

Areas of difficulty which may be experienced by particular learners

Non-linguistic clues will not be accessible to all learners, for example those who are **blind** and some who are **visually impaired**.

Separating the main point from the details will be difficult for some learners including some of those with **autistic spectrum disorders or** with **learning difficulties**. These learners may also find it difficult to pick up non- linguistic clues.

See also 1b.

Some learners, including some who have **dyslexia** and **auditory processing difficulties** and learners who are **hearing impaired**, may not be able to discriminate between words that are similar.

Separating the main point from the detail may be difficult for a number of learners including some of those with **autistic spectrum disorders** or with **learning difficulties**.

Teaching approaches and alternative strategies

- Prepare learners prior to listening activities.

- It is important to develop listening skills so that learners 'hear the gesture'. Learners may well have an 'acute ear' for picking up non-verbal communication and gestures. Listening skills may be strength.

- Provide a framework with structured questions to separate and prioritise main points.

- See 1b.

- See 1b.

- Provide activities to prepare learners for the listening, for example predicting language of the context/situation and identifying key words.

- Break down listening activities into small stages and provide a framework to help learners identify the details given.

ENTRY 2

At this level, adults can

listen and respond
to spoken language, including straightforward information, short narratives, explanations and instructions

speak to communicate
information, feelings and opinions on familiar topics

engage in discussion
with one or more people in a familiar situation, to establish shared understanding about familiar topics

in straightforward familiar formal exchanges connected with education, training, work and social roles

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Listen and respond   **Lr/E2** *(continued)*

Component skill and knowledge and understanding	**Areas of difficulty which may be experienced by particular learners**
Adults should learn to	
2a listen for detail in short narratives and explanations *(cont'd)* – be able to respond appropriately to explanations, for example by taking action	The opportunity to hear short narratives on repeated occasions may be beneficial for certain learners including some learners with hearing impairments.
2b listen for detail and respond, in face-to-face situations – understand that a speaker often repeats and/or stresses important details – understand the importance of maintaining eye contact and signalling understanding, for example *I see, yes* – understand the importance of checking back and confirming understanding	See 2a. Making direct eye contact can be extremely difficult for certain learners, including some of those with autistic spectrum disorders, learning difficulties and mental health difficulties.
2c listen for grammatical detail – understand that listening and guessing the meaning of grammatical forms from context can be a useful way to increase knowledge of grammar as it is used in spoken English	It is important to remember that many learners may be anxious about making mistakes. These may include learners with impairments who feel they have failed in the past because their access requirements have not been properly understood and met.

Teaching approaches and alternative strategies

- Record short narratives for learners with hearing impairments to take home on tape. Check they have access to a tape recorder.

- See guidance on 'Audio tapes', p. 180.

- See 1b.

- Some learners' ability to maintain eye contact may be erratic. Be aware of learners' difficulties and be careful not to put learners under pressure. Ensure your own eye contact is consistent.

- See information on 'Addiction and dependency' (p. 202), 'Anxiety' (p. 132), 'Asylum seekers, refugees and mental health' (p. 146), 'Bereavement' (p. 378), 'Depression' (p. 288), 'Handling crisis situations' (p. 216), 'Obsessive compulsive disorder' (p. 363), 'Post-traumatic stress disorder' (p. 276) and 'Schizophrenia' (p. 226), and 'Asperger syndrome', p. 370.

- Encourage and support risk taking to overcome fear of making mistakes.

- See *Making it Happen* (Department for Education and Skills, 2006), section 2, 'Key issues in ESOL practice'.

ENTRY 2

At this level, adults can

listen and respond
to spoken language, including
straightforward information,
short narratives, explanations
and instructions

speak to communicate
information, feelings and
opinions on familiar topics

engage in discussion
with one or more people in a
familiar situation, to establish
shared understanding about
familiar topics

in straightforward familiar
formal exchanges connected
with education, training, work
and social roles

Component skill and knowledge and understanding

Adults should learn to

2d listen for phonological detail
– understand that English has a stress-
timed rhythm and that many syllables
include an unstressed vowel, such as
the schwa
– be aware that stress within a sentence
can influence the meaning of that
sentence
– identify information or content words
and understand that they are stressed in
sentences
– recognise and discriminate between
specific sounds
– understand that listening in detail to the
way speakers pronounce English can
be a useful way to improve their own
pronunciation

3a extract the main points, when
listening to presentations
– be aware that it is not necessary to
understand and remember every word
to extract main points
– understand the need to know what
information one wants from a
presentation and be able to focus
listening in relation to this

– understand that significant points are
often summarised at the end of a
presentation

Areas of difficulty which may be experienced by particular learners

Recognising how stress influences
meaning will be difficult for some
learners, for example learners who are
deaf cannot hear where stress
influences meaning and learners with
autistic spectrum disorders may
also find it difficult to recognise
changes of emphasis.

Some learners will find it more
difficult than others to discriminate
between and recognise certain
sounds. Learners with **hearing
impairments** and also learners who
have **dyslexia** and an **auditory
processing difficulty** may find this
particularly difficult.

Processing sounds and words quickly
will be easier for some learners than
others. Some learners, including
learners who have **dyslexia** and an
auditory processing difficulty,
those with **learning difficulties** or
autistic spectrum disorders, may
have difficulty processing sounds and
words quickly.

They may also have difficulty
extracting main points from detail.

Teaching approaches and alternative strategies

- These conventions can be made explicit for learners who are deaf who are able to use a sign language through the use of interpreters or in writing where learners are working on speech in written forms, such as subtitles.

- Be explicit about the influence of intonation on meaning. Use simple sentences where a change in stress carries meaning. Use visual as well as audio methods to show stress and intonation, for example hand movements, facial expression, highlighting, colour of stressed words and syllables. Practise identifying stress patterns but recognise when a learner is finding this too difficult.

- See Entry 1, Speaking (Sc/E1/1b) for strategies of how to improve pronunciation.

- Recognise when a learner is finding this too difficult.

- Provide sufficient time.
- Prepare learners for the listening, predicting content and key language.
- Provide learners with a framework to help them identify main points.
- Provide learners with a tape, so that they can go back and listen to spoken texts at their own pace.

- See also information on 'Audio tapes' (see p. 180).
- See also 1b.

At this level, adults can

listen and respond
to spoken language, including straightforward information, short narratives, explanations and instructions

speak to communicate
information, feelings and opinions on familiar topics

engage in discussion
with one or more people in a familiar situation, to establish shared understanding about familiar topics

in straightforward familiar formal exchanges connected with education, training, work and social roles

Listen and respond   Lr/E2 *(continued)*

Component skill and knowledge and understanding

Adults should learn to

4a listen to, follow and respond to explanations, directions and instructions

– understand key grammatical forms, for example *imperative, negative imperative* and *must*, in instructions

– understand some deictic markers, for example *this, that, here, there*

– recognise the order of events in an explanation

– recognise and respond to sequence markers, such as *first, then, finally,* to understand the order of a set of instructions

– recognise discourse markers, especially those indicating cause and effect and result, such as *because of, so, as a result*

– demonstrate understanding by taking appropriate action

Areas of difficulty which may be experienced by particular learners

Accessing directions or instructions that rely on visual cues will be difficult or impossible for certain learners, for example blind learners and those with visual impairments.

Both sequencing and remembering oral instructions are activities which some learners will find very difficult. This may be particularly the case for learners who have learning difficulties, acquired brain injury or dyslexia.

Teaching approaches and alternative strategies

- Sound pictures, tactile diagrams and clear audio examples of instructions will build up these skills.

- Use contexts and instructions that learners can relate to (see section on 'Concepts and vocabulary of blind and visually impaired learners', p. 433).

- Use contexts of interest to the learner. The more familiar and motivating the context the better the learner will understand.

- Stage listening activities to include pre-listening activities to help learners make their own questions/predictions about the text.

- Give an overview for instructions and explanations.

- Recognise that some learners may not be able to remember more than one or two instructions. Explore alternative strategies, such as writing or drawing instructions, visualisation.

- Allow sufficient time to process the sequence and break instructions, directions and explanations into small steps.

- Use visual representations and demonstrations. Provide learners with a list of sequence markers with examples of use.

- See *Making it Happen: An Inclusive Approach to Working with People with Learning Difficulties who have ESOL Needs* (Department for Education and Skills, 2006), section 2, 'Developing listening skills'.

ENTRY 2

At this level, adults can

listen and respond
to spoken language, including straightforward information, short narratives, explanations and instructions

speak to communicate
information, feelings and opinions on familiar topics

engage in discussion
with one or more people in a familiar situation, to establish shared understanding about familiar topics

in straightforward familiar formal exchanges connected with education, training, work and social roles

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Listen and respond **Lr/E2** *(continued)*

Component skill and knowledge and understanding

Adults should learn to

5b respond to requests for information
– recognise questions of the *wh–* type and the *yes/no* type and be able to respond with short answers and with more information
– recognise when a short answer is appropriate and when a longer answer is expected
– recognise verb forms and time markers to understand the time to which a speaker is referring and respond appropriately, for example:
  • present simple and frequency adverbs
  • simple past
  • *going to*
– be able to recognise and respond to comparative questions

6a listen to and identify simply expressed feelings and opinions
– identify common structures and vocabulary used in expressing different feelings and emotions
– identify common structures and vocabulary used in expressing different opinions
– recognise how intonation and pitch carry meaning; identify feelings expressed through intonation and words and feelings expressed mainly through intonation

Areas of difficulty which may be experienced by particular learners

Communication that involves asking and answering direct questions can be intimidating or difficult for certain learners including some learners with autistic spectrum disorders and some with learning difficulties or mental health difficulties.

Recognising that feelings can be expressed through intonation will not be easy for all learners, including some learners with autistic spectrum disorders.

Teaching approaches and alternative strategies

- Encourage participation but respect the learner's right not to participate fully or at all in activities that they find uncomfortable.

- See Entry 2, Speaking.

- See information on 'Addiction and dependency' (p. 202), 'Anxiety' (p. 132), 'Asylum seekers, refugees and mental health' (p. 146), 'Bereavement' (p. 378), 'Depression' (p. 288), 'Handling crisis situations' (p. 216), 'Obsessive compulsive disorder' (p. 363), 'Post-traumatic stress disorder' (p. 276) and 'Schizophrenia' (p. 226), and 'Asperger syndrome', p. 370.

- Be explicit about the influence of intonation on meaning. Practise identifying these patterns but recognise when a learner is finding this too difficult.

At this level, adults can

listen and respond
to spoken language, including straightforward information, short narratives, explanations and instructions

speak to communicate
information, feelings and opinions on familiar topics

engage in discussion
with one or more people in a familiar situation, to establish shared understanding about familiar topics

in straightforward familiar formal exchanges connected with education, training, work and social roles

Listen and respond   Lr/E2 *(continued)*

Component skill and knowledge and understanding	**Areas of difficulty which may be experienced by particular learners**
Adults should learn to	
6b take part in social interaction – recognise and respond appropriately to enquiries and to offers and invitations – recognise speaker's mood and attitude, expressed through intonation	Face-to-face interaction, making direct eye contact, and social interaction in general may be much easier for some learners than others. Those for whom it might pose difficulties will include learners with autistic spectrum disorders and some learners with mental health difficulties.
6c take part in more formal interaction	See 6b.
7a follow the gist of discussions – recognise the topic and purpose of a discussion and understand that discussions can serve different purposes, for example to make plans, solve a problem, air views	See 8a.

Handling crisis situations

A crisis situation occurs when an individual feels out of control, feels threatened or feels that they can't cope. This might be expressed in a number of ways, for example, self-harming, talking about suicide, having persistent suicidal thoughts, having no sense of reality or exhibiting behaviour that is out of character.

However, it is important to emphasise two points:
- Crisis situations are extremely rare and usually occur in private rather than public.
- In all crisis situations assuring your safety and that of others, including the individual involved, is paramount. (From Lancaster University, 2002)

Your organisation may have its own policies and guidelines on dealing with crisis situations, and where this is the case, you should follow them.

Where this is not the case, you may find the following information helpful, remembering that these points are not universally applicable to all situations and each situation must be considered individually.

(Continued)

Teaching approaches and alternative strategies

- Discuss how much learners feel able to participate. Encourage participation but respect learners' right not to participate fully or at all.

- Use real-life contexts that are relevant and or interest to the learners. Be aware of learner sensitivities.

- See also information on 'Discussion', p. 200.

- Use topics that really interest the learners.

- Use topics that help enhance self-esteem, such as things learners are good at.

- Create a supportive, accepting learning environment so that learners can develop in confidence and feel safe enough to take risks.

- See information on 'Addiction and dependency' (p. 202), 'Anxiety' (p. 132), 'Asylum seekers, refugees and mental health' (p. 146), 'Bereavement' (p. 378), 'Depression' (p. 288), 'Handling crisis situations' (p. 216), 'Obsessive compulsive disorder' (p. 363), 'Post-traumatic stress disorder' (p. 276) and 'Schizophrenia' (p. 226), and 'Asperger syndrome', p. 370 .

Things to consider
- Suggesting a break may defuse a potentially disruptive emotional situation.
- Explain your actions before you act and continue to reassure the learner, without being patronising, about what is happening.
- Some situations can be very frightening and distressing, so try to remain calm and adopt a non-threatening approach.
- If a learner becomes severely disorientated or dangerous to themselves or others it may be necessary to get help.
- Ensure appropriate people are contacted – refer to the learner's enrolment form for contact details.
- It may be necessary to contact an independent and trained interpreter to support the learner.

Further reading
See 'Handling crisis situations' in Appendix A (p. 511).

ENTRY 2

At this level, adults can

listen and respond
to spoken language, including straightforward information, short narratives, explanations and instructions

speak to communicate
information, feelings and opinions on familiar topics

engage in discussion
with one or more people in a familiar situation, to establish shared understanding about familiar topics

in straightforward familiar formal exchanges connected with education, training, work and social roles

Listen and respond   Lr/E2 *(continued)*

Component skill and knowledge and understanding

Adults should learn to

8a follow the main points of discussions
- be able to pick out the main points made by one or more speakers and make contributions relevant to the discussion in general
- be able to link their own contribution to that of other speakers, by using discourse markers, such as *you're right; maybe, but… ; I'm not sure*

Areas of difficulty which may be experienced by particular learners

Following a discussion may not be easy for all learners, in particular identifying the main points of a discussion, relating responses to the topic, and following a discussion where there is more than one speaker. Learners who might find this difficult may include some who have **dyslexia**, or **learning difficulties** or **autistic spectrum disorders**.

Group discussion in general can be stressful for certain learners, including some learners with **mental health difficulties**.

Scaffolding approach

The notion of scaffolding has been around for a long time. It is based on Vygotsky's concept of the zone of proximal development and his emphasis on providing assistance to enable a learner to reach beyond what they are able to achieve alone. The zone of proximal development is the gap between what a learner can do unaided and what they can do with help. The idea is that as a learner learns something new they begin by needing support and guidance, and as they develop the amount of help they need becomes less until they are finally able to perform the activity themselves unaided.

The concept of scaffolding in teaching serves a similar purpose to the scaffolding constructed around a building to make it safe and accessible. When the job has been done, the scaffolding is removed and the new or reconstructed building stands in its own right. To be of benefit, scaffolding must be temporary. When the learner shows signs of handling the task, the 'scaffolding' can be removed gradually until it is no longer needed. Scaffolding enables learners to reach beyond their current competencies. Teachers can use scaffolding techniques to teach all four language skills.

For example, when teaching writing, the teacher might want to work on a staged approach:
- building knowledge of the topic
- modelling the genre or text type
- joint construction of a text, and
- independent writing.

The first stage involves the development of background knowledge and vocabulary. A number of activities can be used, for example constructing a web of learners' current knowledge, developing a word bank, jigsaw reading or listening about the topic. Activities could also be carried out in learners' first language.

Modelling involves developing learners' understandings of the purpose, structure and language features of the genre. The type of activities that can be used are: reading examples of the genre drawing attention to the structure, text reconstruction, and cloze exercises that makes gaps according to the grammatical features or vocabulary being focused on.

(Continued)

Teaching approaches and alternative strategies

- Practice with topics that are of real interest to learners.

- Provide short, regular recaps/summaries to support learners to contribute in group discussions.

- Use contexts of interest to the learners.

- When using listening activities prepare learners for the topic, predicting key words. Break down the listening into stages and provide learners with a framework to help them identify main points. Use visual cues, such as video and images, for these learners.

- See information on 'Audio tapes', p. 180, and 'Discussion', p. 200.

- See information on 'Addiction and dependency' (p. 202), 'Anxiety' (p. 132), 'Asylum seekers, refugees and mental health' (p. 146), 'Bereavement' (p. 378), 'Depression' (p. 288), 'Handling crisis situations' (p. 216), 'Obsessive compulsive disorder' (p. 363), 'Post-traumatic stress disorder' (p. 276) and 'Schizophrenia' (p. 226).

The next stage involves the teacher and learners constructing a text together. This will include discussing the topic, organising the structure of the text, considering alternative phrases, correcting grammatical errors, spelling and punctuation. Though this stage is teacher guided, it should not be teacher dominated.

Learners may then work together to jointly construct another text. They can use a writing frame to help them.

In the final stage of independent construction, the learners construct their own independent texts.

When teaching reading there a number of ways teachers scaffold learning; first by providing before-reading activities, for example predicting possible topics from particular words or phrases from the text; predicting from the title, first sentence or illustrations, sequencing illustrations, encouraging learners to pose questions they would like answered.

During-reading activities could include:
- the teacher reading the text for the learners first;
- reading the text with the learners so that they join in as they remember words or phrases;
- word masking on a large text so that learners predict what the word might be, pausing and predicting what is going to happen or discussing what the learner might do in that situation;
- learners following the text on tape.

After-reading activities allow learners to use texts they have read and understood for specific language study, to give them an opportunity to respond creatively to what they have read, for example through drama or writing, or to get learners to focus more deeply on the information in the text through information transfer activities. Examples of after-reading activities are: writing a new ending, text reconstruction, time lines, questioning the text.

For more information about the scaffolding approach see Gibbons (2002), Resources, p. 505.

At this level, adults can

read and understand
short, straightforward texts on familiar topics

read and obtain information
from short documents, familiar sources and signs and symbols

in texts such as public signs and notices, lists, forms, notes, records, e-mails, simple narratives, letters and diagrams

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Text focus   **Reading comprehension   Rt/E2**

Component skill and knowledge and understanding	**Areas of difficulty which may be experienced by particular learners**
Adults should learn to	

1a use a range of strategies and knowledge about texts to trace and understand the main events of chronological and instructional texts

– recognise the key features of format, layout, grammar and discourse in chronological texts, for example that they:
  - recount events in time order
  - are usually written as continuous text and usually have titles
  - use past tenses
  - mark the sequence of events through the use of discourse markers
  - achieve cohesion through pronoun referencing

Sequencing can be difficult for a range of learners, including **learners with learning difficulties**, learners with **acquired brain injury** and **learners with dyslexia**. Even when learners can follow a sequence they may have difficulty in doing sequencing activities such as putting sentences in the correct order.

The conventions of format and layout will not be familiar or accessible to all learners, including those who are **blind** or **visually impaired**.

– recognise the key features of format, layout, grammar and discourse in instructional texts, for example that they:
  - must be read in sequence
  - use numbering and/or bullet points to indicate order and to separate instructions
  - sometimes mark the sequence of actions through the use of discourse markers
  - use the imperative for the main action and adverbs of manner, phrases of time or place and/or infinitives to express purpose

Sequencing can be difficult for a range of learners including **learners with learning difficulties**, or **acquired brain injury** or **dyslexia**. Even when learners can follow a sequence they may have difficulty in doing sequencing activities such as putting sentences in the correct order.

The conventions of format and layout will not be familiar or accessible to all learners, including those who are **blind** or **visually impaired**.

  - often have illustrations and graphics to show how an action is to be carried out

These learners will also have difficulties with information presented in illustrations.
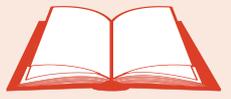
Teaching approaches and alternative strategies

- Put sequences in context. Approach sequences holistically by giving an overview or framework for the sequence, then picking out the sequence last.

- Avoid exercises in sequencing that have no personal relevance. Use texts that are personally relevant to the learner, such as recounts of trips, events that relate to a learner's country or biographies of people they are interested in.

- If putting things into sequence, use tactile/kinaesthetic approaches, such as sentences on cards that can be moved around and discussed, to help learners get a sense of the sequence.

- Ensure all material sources used are visually clear and take account of print contrast, print style and size, layout in terms of margins and line length.

- Put instructions in context. Take a holistic approach by giving an overview or framework for the set of instructions and then pick out the sequence last.

- Recognise that some learners may always have problems with sequencing and look for alternatives such as a tick list when they need to follow instructions.

- Use instructions for tasks that are relevant to the learner, for example instructions for equipment they use, recipes for a familiar dish or instructions for games they play.

- If putting things into sequence, use tactile/kinaesthetic approaches such as sentences on cards that can be moved around and discussed, to help learners get a sense of the sequence.

- Ensure all material sources used are visually clear and take account of print contrast, print style and size, layout in terms of margins and line length.

- Use tactile templates, colour contrasts, computerised examples and verbal descriptions of illustrations.

Text focus   **Reading comprehension Rt/E2** *(continued)*

Component skill and knowledge and understanding	**Areas of difficulty which may be experienced by particular learners**
Adults should learn to	
1b obtain information from texts – understand that it is possible to use different strategies to get meaning from text: a) scan for specific information or main events b) skim to get the gist by quickly reading titles or sub-headings, the beginning and end of a paragraph	Scanning and skimming strategies will be unfamiliar to many learners and very difficult for some, in particular learners with dyslexia and those with visual processing difficulties. These learners will not be able to read quickly as the print may appear unstable, they may easily lose their place and find it difficult to recognise familiar words. They also process print more slowly.
c) read thoroughly where detailed reading is necessary	These learners and others, including those with visual impairments, will need more time to read texts.
2a understand and identify the different purposes of texts at this level – recognise that texts that share a common purpose will share common features and use these features to predict meaning and aid understanding, for example the layout of a form or letter, a headline in a newspaper	Learners for whom layout and presentation feature of text is less easily accessible, for example learners who are visually impaired or blind, particularly those born blind, will have difficulty using layout and presentation features of texts to predict purpose.
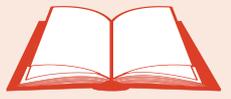
Teaching approaches and alternative strategies

- Use knowledge of genre to anticipate where information might be, for example headings, summaries.

- Allow learners more time to find information and accept that some learners may not be able to use these strategies (see information on 'Skimming and scanning', p. 229).

- There are a number of commercial products available to help access information in a more tactile way, such as sticky sticks and German film, plus everyday material such as sandpaper, string, clay, velvet, and so on.

- Recognise that learners will take longer to read texts because of technical difficulties with reading, not because of a lack of understanding.

- Using CCTVs is slow and laborious; Braille displays on computers take time to read and Braille diagrams and/or tables are difficult even for proficient Braillists to access speedily. See 'Braille for bilingual learners', p. 470.

- Nystagmus (a condition which results in spasmodic, sideways movement of the eyes) will impact on focusing between texts and other materials.

- See 'Reading and access to text for blind and visually impaired learners', p. 412.

- Use alternative formats, such as verbal description, tactile resources (for example sandpaper, access software). See 'Reading and access to text for blind and visually impaired learners', p. 412.

- See the case study of Ali, Part 1, p. 61.

At this level, adults can

read and understand
short, straightforward texts on familiar topics

read and obtain information
from short documents, familiar sources and signs and symbols

in texts such as public signs and notices, lists, forms, notes, records, e-mails, simple narratives, letters and diagrams

Text focus   **Reading comprehension Rt/E2 *(continued)***

Component skill and knowledge and understanding

Adults should learn to

3a identify a range of common sources of information where everyday information can be found

– know where to find everyday information, for example small ads, yellow pages, reference books
– know that similar information can be presented in different ways, for example listings on teletext or in a newspaper

– be aware of electronic sources of information
– know that reading for information involves locating specific details rather than reading through a whole text
– know how to use key features to access simple reference tools
– use alphabetical order to find information where appropriate

– be aware of the conventions of simple tabular formats

Areas of difficulty which may be experienced by particular learners

Information that is presented visually, for example with tabular formats and sources of information that are presented visually, such as Websites, will be less accessible to some learners than others.

Learners who are **blind** or **visually impaired** will not be familiar with the range and conventions of different sources of information and how they are presented. These learners will be slower in locating specific details which rely on visual 'scanning'.

See 1b regarding learners with difficulty in scanning.

There will be some learners who will find both learning the alphabet and also retaining the correct sequence of letters very difficult. This may be a particular difficulty for some learners with **learning difficulties** and also for some learners who have **dyslexia** who will understand that the alphabet is in order but will have particular difficulty remembering the sequence of letters. Some learners may never learn the alphabet in sequence and will have difficulty with using alphabetical order to find information.
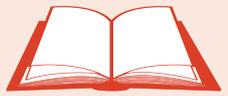
Teaching approaches and alternative strategies

- Pay attention to presentational factors such as print contrast, print style and size, and layout in terms of margins and line length.

- Refer to section on 'Internet accessibility' (see Part 1, p. 16). Advice on Website design is available on the RNIB Website. Website access is improving with screen readers and organisations conforming to the 'Bobby' guidelines.

- Ensure all material sources used are visually clear.

- Develop and use alternative strategies for tasks involving alphabetical order, such as keeping a notebook with the alphabet to refer to. Having developed alternative strategies, it is advisable to avoid the activities that focus on alphabetical order.

- See *Making it Happen: An Inclusive Approach to Working with People with Learning Difficulties who have ESOL Needs* (Department for Education and Skills, 2006), section 2, 'Developing reading skills'.

Text focus   **Reading comprehension Rt/E2 *(continued)***

Component skill and knowledge and understanding

Adults should learn to

4a obtain information from illustrations, simple maps and diagrams and captions

– understand that illustrations can contribute to meaning and help locate and interpret information

Areas of difficulty which may be experienced by particular learners

Information presented in illustrations will not be accessible to all learners including those who are **blind** or **visually impaired**.

Schizophrenia

Despite considerable disagreements among health professionals on the diagnosis and treatment of schizophrenia, it is often described in the literature as a psychotic disorder. This means that a person experiencing schizophrenia can't distinguish their own intense thoughts, ideas, perceptions and imaginings from reality (Mather and Atkinson, 2003).

Individuals with schizophrenia may experience some of the following:
· feelings of being controlled by outside forces (i.e. having one's thought and actions taken over);
· hearing, seeing, smelling or feeling things which are not there (hallucinations);
· distorted thoughts and perceptions (delusions). (Mather and Atkinson, 2003)

They may also feel tired; lose concentration, energy and motivation; and all of these may be exacerbated by the side effects of their medication. This may lead to: "decreased attention, poor abstract thinking, poor planning and problem solving, poor memory, decreased verbal skills, poor organizational skills" (Davidson, 1998)

However, some health professionals look at schizophrenia 'holistically', and argue that these symptoms are logical or natural reactions to adverse life events. In other words, they are an extreme form of distress.

All health professionals emphasise the need to think about individual experience, and the importance of understanding what the experiences mean to the individual. Hearing voices, for instance, holds a different significance within different cultures and spiritual belief systems.

There is also no general consensus on the causes or triggers of schizophrenia. Some research into its causes point to a combination of factors, including genetic predisposition, changes in brain chemicals and environmental triggers (such as life-changing events), but research is ongoing. Very stressful or life-changing events may be triggers, for example being homeless, living in poverty, having no job, losing someone close, or being abused or harassed may be factors (Mather and Atkinson, 2003).

Most individuals who are diagnosed with schizophrenia recover. A third of those diagnosed only ever have one experience of it and then go on to make a full recovery, and a further third will have occasional episodes. Others experience schizophrenia as an ongoing problem. Over 50% of people with schizophrenia require two or more hospitalization periods (Hill, 1995).

"There is more media misinformation about schizophrenia than about any other psychiatric diagnosis. It's not true that schizophrenia means 'split personality' or that someone with this problem will swing wildly from being calm to being out of control. Sensational stories tend to depict 'schizophrenics' as dangerous unless drugged and kept in institutions. The facts speak otherwise" (Woods, 2001). People with schizophrenia are rarely violent.

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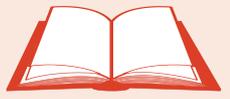
Teaching approaches and alternative strategies

- Ensure that you give a verbal description of all illustrations.

Strategies to enhance learning

A learner with schizophrenia faces numerous barriers to learning but there are a number of strategies that you can use with learners to try to overcome some of these.

- Discuss strategies with the learner in question. Schizophrenic learners are likely to be aware of some of the strategies which work best for them. For example, some schizophrenic learners may prefer to leave if hearing voices during the class.
- If you are concerned about the learner, discuss your concerns with your line manager, and if appropriate, the learner's key worker.
- Use the beginning of the sessions when the learner is most able to concentrate, to do activities which they find most difficult, for example writing and spelling.
- Structure short activities rather than one long activity.
- Ask questions concretely to refocus the learner.
- Use multisensory methods – tactile, visual and auditory styles of learning simultaneously. For example, if the learner is a beginner reader, cut up the individual words of the learner's address on coloured card. Ask the learner to:
  - rearrange the words, saying them aloud, following a model;
  - do the same without the model and then check their work;
  - copy the text;
  - try writing the text without support.

(Other learners who have additional literacy needs may also find this very helpful)

- Working with the learner, identify how other professionals and carers can collaborate to deliver effective services.
- Keep the learning environment uncluttered and free of distracting stimuli.
- Employ overlearning and repetition.
- Avoid emotionally charged situations to help prevent the triggering of delusions. Learners are more likely to learn factual rather than emotional information.
- Keep a positive attitude: not withdrawing from the student is important.

Further reading

See 'Schizophrenia' in Appendix A (p. 510).

Useful organisations

See 'Schizophrenia' in Appendix C (p. 543).

ENTRY 2

At this level, adults can

read and understand
short, straightforward texts on familiar topics

read and obtain information
from short documents, familiar sources and signs and symbols

in texts such as public signs and notices, lists, forms, notes, records, e-mails, simple narratives, letters and diagrams

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Sentence focus   **Grammar and punctuation**   **Rs/E2**

Component skill and knowledge and understanding

Adults should learn to

1a use grammatical structures that link clauses and help identify sequence

– know that discourse markers and conjunctions in instructions and directions help identify sequence and show how the different steps link together, for example *first, then, next, finally*

– recognise conjunctions that introduce clauses of time, for example *before, after, when, until*

– recognise simple prepositional phrases of time and place

Areas of difficulty which may be experienced by particular learners

Discourse markers can be difficult for some learners, including some of those with learning difficulties and dyslexia, as these have no concrete image with which they can be associated. These learners and those with some forms of dysphasia may find words that indicate direction or order particularly difficult.

This will also be a problem for some learners with neurological impairments who have difficulty with spatial and/or temporal awareness.

Context: its role

Efficient readers can recognise words extremely rapidly on the basis of their visual features, so they use context mainly to monitor their reading. However, poorer readers, especially those unable to use a phonic approach, may need to rely more on context to compensate for their inability to decode words.

Where possible it is important to help these learners maximise their use of context and their visual/lexical knowledge of words as a compensatory strategy. Many learners will also be able to use initial sounds to assist word recognition.

However, it is equally important to know when context is not a reliable strategy, for instance when accuracy is important and/or context gives inadequate information, as in a recipe – where it is important to differentiate between a teaspoon or tablespoon – or when words are out of context, as in a multiple-choice test. In these cases, use of a dictionary may be helpful.

Those with visual processing difficulties will often be unable to use context effectively to help their reading, as they have to put so much effort into working out all the words.

Context has another important role for learners. Research has shown that dyslexic people may read at a much higher level when reading texts in an area of great interest than when reading general texts such as newspapers. Material of high interest to learners may therefore be easier for them to read and more beneficial in developing skills than simpler texts of less interest.
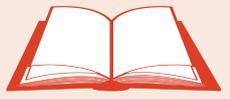
Teaching approaches and alternative strategies

- Use visual/tactile cues wherever possible, such as a map, diagram or drawing with accompanying instructions.

- See strategies in Rt/E2/1a.

- Have learners make 'help' sheets or cards for difficult words, with a little drawing or piece of clip art to remind them of the meaning. If learners choose their own images they are more likely to learn the word.

- Use spell–read and sweep–sweep–spell approaches (see 'Multisensory approaches to teaching', p. 384).

Skimming and 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 often 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.

- Visually impaired 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. Highlighters can also be helpful.

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 for blind and visually impaired people.

At this level, adults can

read and understand
short, straightforward texts on familiar topics

read and obtain information
from short documents, familiar sources and signs and symbols

in texts such as public signs and notices, lists, forms, notes, records, e-mails, simple narratives, letters and diagrams

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Sentence focus   **Grammar and punctuation Rs/E2** *(continued)*

Component skill and knowledge and understanding

Adults should learn to

1b use knowledge of simple and compound sentence structure to work out meaning
  – recognise that word order in English may be different from word order in their languages
  – use knowledge of the word order of simple and compound sentence patterns to work out meaning and to confirm understanding

  – understand that sentences follow grammatical patterns and that certain types of word are more likely to recur in some places than others:
    • know that the subject of a sentence is placed before the main verb
    • know that prepositional phrases of time can come at the beginning or end of sentences
    • know that the object of the verb follows the verb
    • develop awareness that the main clause or most important action usually precedes subordinate clauses
  – understand the use of common conjunctions such as *and*, *but*, *or* to join clauses in compound sentences with the same or a different subject
  – use knowledge of simple present and past tenses and future forms to work out meaning and aid understanding
  – recognise the use of pronoun referencing to items already introduced

Areas of difficulty which may be experienced by particular learners

Learners who are **deaf** who use a sign language as their first language may need to have the grammatical differences between the two languages made explicit, just as they would if they were able to use a spoken language.

Different learners will make use of different strategies. Some may need to rely much more on semantic cues than syntactic ones when reading. This is likely to be particularly true for **prelingually deaf learners** as well as some who have **dyslexia** (particularly those with **auditory processing problems**).

Understanding the rules and conventions of written language may be difficult for some learners including those who have **dyslexia** or **learning difficulties**. Learners with **autistic spectrum disorders** may well respond positively to the notion of fixed rules but have difficulties when these rules are varied.
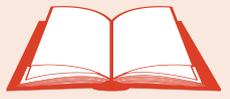
Teaching approaches and alternative strategies

- Identify differences between standard English and Sign. Compare word order and the parts of sentences used. See Entry 1. Be aware that many learners who are deaf find IT and the Internet highly motivating. Where appropriate, set activities that involve IT. See information on 'BSL in relation to ESOL', p. 499.

- Teach use of semantic cues to compensate for difficulties with grammar.

- Start from concrete reading experience rather than abstract analysis of a sentence.

- Use learners' own words through language experience (see p. 172) work to focus on sentence structure.

- Use contexts of interest to the learner. Avoid decontextualised exercises.

- See *Making it Happen: An Inclusive Approach to Working with People with Learning Difficulties who have ESOL Needs* (Department for Education and Skills, 2006), section 2, 'Developing reading skills'.

At this level, adults can

read and understand
short, straightforward texts on familiar topics

read and obtain information
from short documents, familiar sources and signs and symbols

in texts such as public signs and notices, lists, forms, notes, records, e-mails, simple narratives, letters and diagrams

---

Sentence focus   **Grammar and punctuation Rs/E2** *(continued)*

Component skill and knowledge and understanding

Adults should learn to

1c apply own life experience and knowledge to monitor the meaning of sentences as a whole when decoding unknown words

– understand that unknown or miscued words must make sense in the context of the complete sentence

Areas of difficulty which may be experienced by particular learners

Many learners may find it hard to use context effectively as the meaning gets lost because of the effort they have had to put into working out individual words. This might be particularly true for learners with learning difficulties and those with visual processing difficulties.

1d use punctuation and capitalisation to aid understanding

– understand that different punctuation marks are used for different purposes and know the names, such as *comma, question* and *exclamation mark*

– understand some common rules, for example:
  - capital letters for proper nouns
  - full stops, question marks and exclamation marks for end of sentences
  - commas to separate items in a list
  - all end-of-sentence markers are followed by an initial capital letter in continuous text written in whole sentences

Understanding the rules and conventions of written language, including the rules of punctuation, may be difficult for some learners including learners who have dyslexia or those with learning difficulties. Learners with autistic spectrum disorders may well respond positively to the notion of fixed rules but have difficulties when these rules are varied.

Intonation as a way of understanding punctuation will not be accessible for all learners, for instance for learners who are deaf or hearing impaired. It is important to remember that tactile systems such as Braille or Moon have different punctuation conventions.
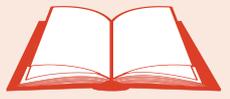
Teaching approaches and alternative strategies

- Allow learners sufficient time.
- Organise texts into smaller chunks.
- Use contexts of interest to the learner.
- See information on 'Comprehension and visual processing difficulties', p. 162, and also 'Context: its role', p. 228.

- Highlight, enlarge or colour punctuation marks or use tactile resources such as textured, brightly coloured punctuation marks. This may also help some learners who have visual impairments.
- Use the symbol mastering approach of Ron Davis (1997). It may help to make punctuation more concrete (see 'Multisensory approaches to teaching', p. 384).
- Explain use of punctuation explicitly.

- Check that Braille/Moon users understand conventions/short forms relating to Braille and Moon.
- Where appropriate provide computer-based activities using appropriate access technology.
- Braille programs are available for computers but staff are needed to ensure the transcription is correct and an embosser is required to print out Braille copies of the computer-produced text. See 'Braille for bilingual learners', p. 470.

At this level, adults can

read and understand
short, straightforward texts on familiar topics

read and obtain information
from short documents, familiar sources and signs and symbols

in texts such as public signs and notices, lists, forms, notes, records, e-mails, simple narratives, letters and diagrams

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Word focus   **Vocabulary, word recognition and phonics   Rw/E2**

Component skill and knowledge and understanding

Adults should learn to

1a recognise words on forms related to personal information and understand explicit and implicit instructions

– understand words on forms and know how to respond, for example *surname, postcode, initials*

– recognise some common abbreviations on a form, such as *d.o.b., Mr/Mrs/Ms*

– recognise and understand instructions on forms and know how to respond, for example *BLOCK CAPITALS, tick, delete*

2a recognise a range of familiar words and words with common spelling patterns

– read on sight, for example personal key words and high-frequency words, such as *thing*, *should*, *tell*, *because*

– know and use different strategies for reading words on sight, for example association, visual shape and letter combinations

Areas of difficulty which may be experienced by particular learners

The layout of forms will be less accessible to some learners than others, including learners who have **visual impairments**, learners with **perceptual difficulties** and learners who have **dyslexia** and **visual processing difficulties**, who can have difficulty following the layout of a form; for example, they may miss out lines.

The language used on forms may not be accessible for all learners. Some learners may be confused by the tone of instructions such as *delete, tick, BLOCK CAPITALS*.

See also Rw/E1 for difficulties in developing a sight vocabulary.

Developing a sight vocabulary is a method that will not be easily accessible for all learners, particularly **learners with visual processing difficulties** and 'poor visual memory' for words, including learners with **dyslexia**. They may experience difficulty with developing a sight vocabulary, especially of words that have little concrete meaning. It is important to teach these, but remember that these learners will always have difficulties with these words.
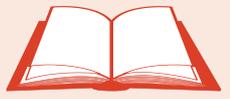
Teaching approaches and alternative strategies

- Ensure print clarity when selecting materials and enlarge forms if appropriate for individuals (see information on 'Reading and access to text for blind and visually impaired learners', p. 412).

- Help learners explicitly navigate forms by explaining layout and conventions of text.

- Help learners to follow line by line, by using a line marker or card.

- Provide forms on screen with suitable access technology.

- Reading frames are available to help learners, as are a number of low-tech reading bars and magnifiers that enable learners to access the text and follow the lines more effectively.

- Learners will learn common spelling patterns more easily through words that are meaningful to them.

- When learning high-frequency words, these will be best learned in relevant and interesting contexts, for example through learners' own writing or language experience.

- Link with spelling practice to reinforce word recognition (see information on 'Spelling: individualised programme', p. 326).

- See the case study of Sarwan, Part 1, p. 68.

At this level, adults can

read and understand
short, straightforward texts on
familiar topics

**read and obtain
information**
from short documents, familiar
sources and signs and symbols

in texts such as public signs
and notices, lists, forms, notes,
records, e-mails, simple
narratives, letters and diagrams

Word focus **Vocabulary, word recognition and phonics   Rw/E2**

**Component skill and knowledge
and understanding**

Adults should learn to

3a use context and a range of phonic
and graphic knowledge to decode
words
– understand that the same sound
(phoneme) can be spelt in more than
one way and that the same spelling
(grapheme) can represent more than
one sound

**Areas of difficulty which may be
experienced by particular learners**

Some learners will respond well to a
phonic approach. Others will find it far
less accessible. Learners who are
deaf or hearing impaired and those
who have dyslexia and auditory
processing difficulties, as well as
some with learning difficulties, may
have great difficulty using phonics
because they cannot hear, discriminate
or process sounds. They may have
fewer or no difficulties with
homonyms because these learners do
not rely on sound.

In contrast, other learners, including
some who have dyslexia and visual
processing difficulties, may have
difficulty using graphic knowledge as
they will confuse some letters,
particularly those which are mirror
images such as *b* and *d, g* and *q.*

– begin to recognise how words can be
broken down into parts, for example:
common prefixes and suffixes such as
un–; units of meaning (morphemes)
such as –*ing* or –*ed* endings;
compound words such as *playground*
– use developing knowledge of word
structure to work out the meaning of
unfamiliar words, for example that the
adverb *quickly* is related to the
adjective *quick*, and *happily* to *happy*

Holding a sequence of sounds as
syllables may be hard for some
learners, including learners with
auditory processing difficulties.
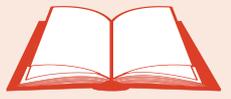
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Teaching approaches and alternative strategies

- Use learners' processing strengths. Do not persist when phonics are not useful but look for alternative approaches such as:

  – emphasising visual patterns

  – words within words

  – units of meaning, such as root words/suffixes/prefixes

  – find mnemonics that are personal and create mental pictures

  – multisensory approaches

- See information on 'Multisensory approaches to teaching', p. 384.

- Remember that deaf people can learn to read extremely well, so although phonics are useful for some learners, they are not essential in learning to read (see information on 'Phonics', p. 298).

- Use visual/auditory/tactile methods and kinaesthetic methods, such as clapping or tapping the chin or table for each syllable.

- Look for alternatives for breaking up words, such as words within words, strong visual patterns and lexical (i.e. structural) parts such as roots, prefixes and suffixes to help word recognition.

Word focus   **Vocabulary, word recognition and phonics   Rw/E2**

Component skill and knowledge and understanding

Adults should learn to

4a obtain information from a simplified dictionary to find the meaning of unfamiliar words
  – understand the function of dictionaries
  – understand that dictionaries are generally organised alphabetically, but that some language learners' dictionaries are organised by topic
  – understand the concept of a headword and how to know which page to look on for a word

5a sequence words using basic alphabetical ordering skills
  – use initial letter to locate the starting point quickly
  – understand that you do not have to start at the beginning of a list/dictionary

Areas of difficulty which may be experienced by particular learners

Some learners, including those with **dyslexia,** and others with sequencing difficulties, such as those with **learning difficulties** or **acquired brain injury**, may have persistent difficulty with remembering alphabetical order.

Reading unfamiliar words will be particularly difficult for some learners, including learners who are **deaf** who will not have had prior experience of hearing the word.

Some learners, including those with **dyslexia**, and others with sequencing difficulties, such as those with **learning difficulties** or **acquired brain injury**, may have persistent difficulty with remembering alphabetical order.
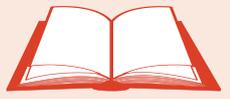
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Teaching approaches and alternative strategies

- Recognise that some learners will be slower when using dictionaries. Encourage learners to try different types, such as picture versions, or those organised in topics.

- Use software programs like textHELP that give the meaning of words. Use other technological aids, like the Franklin Language Master, or talking dictionaries and aids.

- Dictionaries of BSL–English and photo dictionaries can be a useful reference for learners and teachers. See the 'Technology for learners with learning difficulties or disabilities' section, Part 1, p. 15.

- Learners who have visual impairments may prefer talking dictionaries.

- Avoid decontextualised exercises in using alphabetical order. When selecting activities involving alphabetical order, look for contexts where learners are already using alphabetical order, or might want to, such as storing names on a mobile phone.

- Do not over-emphasise the importance of alphabetical order. Learners can often find individual alternative strategies for finding and ordering information.

At this level, adults can

write to communicate information with some awareness of the intended audience

in documents such as forms, lists, messages, notes, records, emails, simple narratives

| Text focus | Writing composition | Wt/E2 |

Component skill and knowledge and understanding

Adults should learn to

Areas of difficulty which may be experienced by particular learners

1a compose simple text, selecting appropriate format for the purpose

Many learners experience a wide discrepancy between their cognitive ability and/or oral expression and their writing ability. This is particularly true for some learners who have dyslexia, dyspraxia, or learning difficulties, all of whom may have great difficulty in attempting to write. The difficulties they encounter and their frustration can affect their ability to write, even to the extent of their not being able to make any attempt at writing.

– generate ideas for writing, deciding what to include as appropriate to the purpose and audience

Many learners, including those who have dyslexia or visual impairments, physical impairments, fine motor coordination difficulties or dyspraxia, may find that their ideas outpace their ability to write.

– develop understanding that texts that share a common purpose usually share common features of layout, format, structure and language, for example that a letter is laid out differently from an e-mail, and that the latter may not require complete sentences

Chart forms will be inaccessible to certain learners including those who are blind and some with visual impairments, such as those with tunnel vision.

– understand that basic proofreading, checking through what has been written for errors, is part of the process of writing

Learners who experience difficulty with word or letter recognition, for example those who have dyslexia or learning difficulties will have some difficulties with proofreading.

Teaching approaches and alternative strategies

- Learners need to feel safe to take risks and not worry about criticism. They also need the opportunity to generate ideas and express their ideas orally before writing. See *Making it Happen: An Inclusive Approach to Working with People with Learning Difficulties who have ESOL Needs (Department for Education and Skills, 2006)*, section 2, 'Developing writing skills'.

- Encourage learners to generate ideas and use a scribe or speech-based software, tape recorder, pocket memo or dictaphone to record them.

- Use ideas recorded for subsequent recall and writing down.

- Use mind maps to allow the free generation of ideas that can be reorganised, edited and sequenced later. (See 'Mind maps for planning and organising', p. 268.

- Handwriting may not be an appropriate medium and other alternatives should be available alongside print options. See 'Screen reader', p. 398; 'Speech/voice recognition software', p. 156; 'Switch access', p. 323.

- See the case study of Ali, Part 1, p. 61.

- Use activities that offer alternative forms of presentation for these learners, such as tactile maps. Charts and graphs can, however, be particularly helpful for others, particularly those with visual learning styles (see section on 'Spatial representation and blind and visually impaired learners', p. 486).

- Use sandpaper for tactile recognition of layout features.

- Use authoring software to help learners write simple information (see 'Technology for learners with learning difficulties or disabilities', Part 1, p. 15).

- Scaffold proofreading with techniques such as error analysis marking (see information on p. 218).

- Peer editing can, if introduced carefully and sympathetically, improve proofreading skills, for example the teacher can introduce the idea of peer editing and model how to do this.

Sentence focus   **Grammar and punctuation**   **Ws/E2**

Component skill and knowledge and understanding

Areas of difficulty which may be experienced by particular learners

Adults should learn to

1a construct simple and compound sentences using common conjunctions to connect two clauses (for example *as*, *and*, *but*)

– combine simple sentences to make compound sentences by using conjunctions such as *and, but, or*

Some **prelingually deaf learners** from other countries may have a limited knowledge of sign language and may find it extremely difficult to develop syntactical skills beyond a simple sentence.

– use simple tenses appropriately to signify past or present time and simple structures to express the future and adverbial time-references, for example *I'm seeing my sister next week*; *we're going to play football on Saturday*

Some learners may use BSL or other sign languages. It is important to remember that these have a different syntax and structure from English. Sign order is often quite different from word order. Signing does not use articles or auxiliary verbs. (See information on 'BSL in relation to ESOL', p. 499.)

3a use punctuation correctly (for example capital letters, full stops and question marks)

– understand that capital letters and full stops are sentence boundary markers
– use commas correctly in a list

As the concept of a sentence is abstract and based on structure rather than meaning, those learners who have difficulty with abstract concepts, including some **learners** with **dyslexia** or **those with learning difficulties**, may find punctuation difficult to grasp.

■ ■ ■ ■ ■ ■ ■ ■

Teaching approaches and alternative strategies

- Use the kernel sentence approach (see p. 244) to help learners to build their sentences. At Entry 2 a kernel sentence might build as follows:

  – My friend studied medicine but left his country.
  – My friend Krishan studied medicine in India but left his country.
  – My friend Krishan studied medicine in India but left his country in July.

- Use learners' own simple, single-clause sentences. Write these sentences out on card and get learners to combine them using common conjunctions.

- See information on 'Text messaging', p. 245.

- Encourage learners who are deaf to make use of their linguistic knowledge by comparing their sign language (or any other first language) with English. Explore with them where sign language and standard English differ. Also consider word usage and appropriate vocabulary as it comes up in the context of the learners' writing.

- Teach unknown grammar explicitly.

- With all learners, when working on any punctuation, it is important to use learners' own writing. They will find it hard to punctuate in worksheet exercises or other people's writing and to transfer this to their own writing. They may also find such exercises meaningless, which will affect motivation.

- Explain how capital letters and full stops mark the beginning and end of a unit of meaning when written down.

- Approach punctuation through the context of discussing the differences between spoken and written language. It is also best taught along with grammar using the kernel sentence approach. See 1a and information on p. 244.

- Using a screen reader can make this activity more meaningful (and fun) (see information, p. 398).

- See 'Grammar and punctuation', p. 283.

At this level, adults can

write to communicate information with some awareness of the intended audience

in documents such as forms, lists, messages, notes, records, emails, simple narratives

Sentence focus | **Grammar and punctuation Ws/E2 *(continued)***

Component skill and knowledge and understanding

Adults should learn to

4a use a capital letter for proper nouns
– understand when capital letters are used, for example for days, months, names of people and places

Areas of difficulty which may be experienced by particular learners

The concept of proper nouns is also an abstract concept, so some learners, including those who have **dyslexia** or **learning difficulties**, may have difficulty with the concept of proper nouns and/or identifying them.

Capitals will be difficult for **Braille users**, as Braille does not distinguish between upper and lower case.

Kernel sentences

Deaf learners who use sign, dyslexic learners, and many with learning difficulties will find complex grammatical forms and sentence structure, as well as punctuation, difficult. The kernel sentence approach (adapted from Shaughnessy [1977], see Resources, p. 505) is useful for teaching grammar and punctuation to learners who find a traditional analytic approach unsuccessful, or who have problems using written language flexibly.

Starting from simple or 'kernel' sentences, learners identify the subject, verb and object, then practise expanding the sentences systematically, by adding adjectives, then adverbs, preposition phrases and, finally, clauses. Punctuation can then be introduced in a contextualised way in relation to sentence structure and meaning. Terminology can also be introduced as sentences are expanded.

Example

Kernel sentence:	The man left his country.
Then:	The tall, dark-haired man left his country.
	The tall, dark-haired man left his country because of the war.
	The tall, dark-haired man from Afghanistan left his country, last year, because of the war.
	The tall, dark-haired man from Afghanistan, who started class yesterday, left his country, last year, because of the war.

Practice at building sentences gives learners the confidence to manipulate and extend their range of complex sentence structures. It can also be a lot of fun, as learners can build extremely long, yet well-formed sentences.

Some dyslexic learners and other learners who tend to write long and confused or run-on sentences can be helped to identify the kernel sentence within the muddled one. They can then often tease out the meaning from the confusion and rewrite what they want to say in a more clearly structured way.

This is especially helpful for those learners who wish to express complex relationships between ideas and who find that simple sentences are inadequate, but have difficulties structuring complex ones.

Teaching approaches and alternative strategies

- Remember that it is not always easy to determine whether something is a proper noun, especially names or places that are unfamiliar. Always teach using the learners' own writing, using proper nouns that are familiar to them. Using capital letters for names of people and places is a good start.

- Teach the use of capitals explicitly for these learners. See 'Braille for bilingual learners', p. 470.

Text messaging

The last few years have seen a rapid increase in text-messaging systems, which deaf people have taken to most enthusiastically! The telephone has long been an instrument of discrimination at work but modern communication systems are a lot more deaf-friendly.

- E-mail – now used extensively by many learners. At work e-mail often uses a less formal register than the traditional written memo. This more colloquial language may be less familiar to profoundly deaf learners, who have learned their English from the written word.
- Mobiles/SMS – the ubiquitous mobile was embraced immediately by deaf young people for text messaging. It is an essential tool in deaf–hearing communication.
- Communicator – used as a mobile Minicom, it looks like a cross between a mobile and a palmtop. It sends e-mails and texts, and can send a fax to a landline phone. It is much used by deaf workers on the move.
- Pagers – spoken messages are relayed as text, so they are useful for deaf people. They were commonly used by deaf employees for health and safety purposes in the workplace, but have been largely superseded by text messages.

Many learners, particularly older learners may rely on older forms of technology such as:

- Minicom – the text telephone with a keyboard. Slower and therefore more expensive than the voice phone, although users can get a 60 per cent rebate on telephone bills. Good English is needed to use it effectively, and it can be used to access the relay service, Typetalk.
- Typetalk – a service operated by BT and RNID, which relays Minicom messages in speech, and voice messages in text, via an operator, to facilitate deaf–hearing telecommunication.
- Fax – quicker and cheaper for messages than a Minicom. Users can think about phrasing their message before they send it, and can send sketches and diagrams as well as text.

ENTRY 2

At this level, adults can

write to communicate information with some awareness of the intended audience

in documents such as forms, lists, messages, notes, records, emails, simple narratives

Word focus   **Spelling and handwriting Ww/E2**

Component skill and knowledge and understanding

Adults should learn to

1a spell correctly the majority of personal details and familiar common words

– develop knowledge of and spell correctly vocabulary related to learner's context and need to write

Areas of difficulty which may be experienced by particular learners

Some learners have a 'poor visual memory' for words and also can have difficulties with sequencing. These learners will include some who have **dyslexia** and **visual processing difficulties**. Common words with no concrete image or meaning, for example function words such as which, after, their, and so on will often be the most difficult. These learners will also tend to forget spellings easily.

They will also have particular difficulties with words they have been misspelling, as the wrong spelling will be reinforced both visually and through the motor (hand) memory.

1b use their knowledge of sound–symbol relationships and phonological patterns (for example consonant clusters and vowel phonemes) to help work out correct spellings, as appropriate for the needs of the learner

Some learners, including **learners with auditory processing difficulties**, may find a phonic approach very inaccessible. Past teaching methods may have meant that they have learned to rely on phonics when this may not be their most productive strategy.

Learners who have had considerable experience of failure in using a phonic approach to spelling will need alternative approaches.

Teaching approaches and alternative strategies

- See information on 'Spelling: individualised programme', p. 326.

- Emphasise other strategies, such as making up an exaggerated 'spelling pronunciation', or use mnemonics in conjunction with 'Look, Say, Cover, Write, Check'.

- Focus on important, meaningful words, always based on the learners' own writing (or language experience), and ensure words are used in learners' writing and reinforced by dictating sentences using learned words.

- Help learners understand that words they have misspelled over a long time will be especially difficult, as they will need to 'unlearn' the spelling.

- Help use the motor memory by ensuring that, if learners get words wrong when they are practising them, they cross out the word and write the whole word correctly, so that the hand 'remembers' the correct spelling.

- Use cursive script to aid motor memory.

- Teach learners how to learn to spell based on their processing strengths, for example using visual strategies, mnemonics, and so on.

- Help learners find mnemonics that are personal and create mental 'pictures'.

- Use colour, visual spacing between 'bits', drawings/cartoon/clip-art images for letters, words or parts of words.

At this level, adults can

write to communicate information with some awareness of the intended audience

in documents such as forms, lists, messages, notes, records, emails, simple narratives

Word focus **Spelling and handwriting Ww/E2 *(continued)***

Component skill and knowledge and understanding

Adults should learn to

1b use learners' knowledge of sound–symbol relationships and phonological patterns (for example consonant clusters and vowel phonemes) to help work out correct spellings, as appropriate for their needs *(cont'd)*

– understand that English is not always spelt as it sounds but that knowledge of the sound–symbol associations can be useful in spelling

Areas of difficulty which may be experienced by particular learners

Sound–symbol associations will not be apparent to all learners. Learners who are **deaf or hearing impaired** will be unable to use or have considerable difficulty with sound–symbol associations to help with spelling.

Learners who have **dyslexia** and an **auditory processing difficulty**, or learners with **speech and language difficulties and/or learning difficulties** may have considerable difficulty with sound–symbol associations to help with spelling.

Spelling and deaf learners

Deaf learners are often very successful spellers, as they are more likely to rely on visual and tactile approaches to spelling rather than sound. They are unlikely to have problems with homophones (*cite, sight, site / their, they're, there*) as there is no relationship in meaning and deaf learners may be unaware of the similarity in sound.

Where there are difficulties, a spelling programme for deaf learners needs to make use of a visual approach to memorising and the motor aspect of spelling. Practice in reinforcing spellings has to be based on visual patterns and muscle memory. Muscle memory can apply to both handwriting and finger spelling. To support the learner in this it is useful if the teacher is able to finger spell.

Typical patterns of error for deaf learners are:
- transposition of letters or syllables (for example, *gril* for *girl*);
- omission of letters or syllables (for example, *reption* for *repetition*).

A useful way to proceed is through a 'Look, Copy, Cover, Write, Check' method:
- Look at the word. Say it aloud and/or finger spell it.
- Copy the word. Write it and/or finger spell it over and over again, aiming at a rhythm.
- Cover the word. Visualise it. Say it aloud and/or finger spell it.

(Continued)

Teaching approaches and alternative strategies

- These learners may be very successful in using visual approaches, as spelling is primarily a visual–motor skill. They will also have fewer problems with homonyms and irregular words.

- Sign language users will find finger-spelling helpful (see information on 'Spelling and deaf learners', p. 248).

- Kinaesthetic approaches, such as tracing, may work well. Use the forefinger of the writing hand. The Fernald method is especially helpful for those needing more reinforcement than the Look, Say, Cover, Write, Check method. See 'Multisensory approaches to teaching', p. 384.

- Encourage use of visual and lexical (word-based) strategies, such as words within words: be *lie* ve, w *hen*.

- Start with familiar/important words (such as. person's name, address, names of family members, words related to individual interests), then link with words with similar patterns.

- Electronic spell checkers such as the Franklin Spellmaster and spelling dictionaries organised by sound, such as ACE, are especially helpful for those who spell 'as it sounds' (see Resources, p. 516).

- Write the word.
- Check the spelling.

This is a variation of 'Look, Say, Cover, Write, Check' (see 'Multisensory approaches to teaching' p. 384).

If the spelling is wrong, it is important to write the whole word again, as the act of writing it and/or finger spelling it aids memory.

After a week, try again. Does the learner still remember? It takes a long time to commit spellings to long-term memory.

To test spellings, the teacher could use pictures, although it can be difficult to find a picture to cover all spellings, or multiple choice.

At this level, adults can

write to communicate information with some awareness of the intended audience

in documents such as forms, lists, messages, notes, records, emails, simple narratives

Word focus   **Spelling and handwriting Ww/E2** *(continued)*

Component skill and knowledge and understanding

Adults should learn to

1b use learners' knowledge of sound–symbol relationships and phonological patterns (for example consonant clusters and vowel phonemes) to help work out correct spellings, as appropriate for their needs *(cont'd)*

– be aware that the *–ed* past simple ending (*washed, wanted*) and the plural ending *–s (boys, cats)* have more than one phoneme, but have the same spelling

– understand that for some learners knowledge of basic spelling rules can be useful in spelling

Areas of difficulty which may be experienced by particular learners

Learners who are **deaf** or **hearing impaired** whose first language is BSL may have particular difficulty with grammatical endings (such as *–s, –ed*, and *–ing*) and with prefixes that are not used in BSL (see information on 'BSL in relation to ESOL', p. 499).

Learners may also find some grammatical endings difficult to lip-read (see 'Lip-reading and learners who are deaf or hearing impaired', p. 446).

Generalising, remembering and/or applying spelling rules will be far harder for some learners than others, including learners with **learning difficulties or dyslexia**.

Teaching approaches and alternative strategies

- Teach explicitly how these endings are used, and where. ESOL approaches to teaching verb–noun agreements and tenses are helpful for learners who are deaf.

- Introduce grammatical endings as they occur in learners' own writing as part of an individualised spelling programme.

- Teach in context.

- Teach 'patterns' rather than 'rules' which are too abstract. Select words from learners' own writing, linking these with one or two similar words in their individual spelling programme, drawing attention to the pattern. Each time a similar word comes up subsequently, draw attention to it and link it with words already learned. In this way, move from the particular to the general rather than vice versa.

- Reinforce through getting learners to self-correct learned patterns in their own writing.

ENTRY 2

At this level, adults can

write to communicate information with some awareness of the intended audience

in documents such as forms, lists, messages, notes, records, emails, simple narratives

Component skill and knowledge and understanding

Adults should learn to

1c develop strategies to aid spelling
   – understand the need to join up handwriting in order to use motor memory and to practise regularly in order to get spellings into long-term memory

2a produce legible text
   – identify situations where legible, correctly formed handwriting is important

Areas of difficulty which may be experienced by particular learners

Cursive handwriting is not necessarily a method that is appropriate for all learners. Some learners with **dyslexia** and **dyspraxia** may find cursive handwriting very difficult to acquire and get lost in the loops.

The physical act of forming letters and producing legible handwriting will be challenging for a range of learners including learners with **physical impairments, poor motor coordination, dyslexia, dyspraxia, dysgraphia and integration difficulties**. Their efforts may be so strenuous and slow as to defeat the purpose, i.e. to put ideas or information on paper.

Some learners, including learners with **learning difficulties or dyslexia** who have **visual processing difficulties,** will easily miss out lines in forms. Others, for example those with **visual impairments or spatial–perceptual difficulties,** will have difficulties with finding their way around documents. This may affect their ability to produce legible text.

Teaching approaches and alternative strategies

- Keyboarding or voice recognition is often a more practical strategy for writing.

- Cross-lateral exercises may prove helpful before writing (see information on 'Brain Gym activities', p. 452).

- Stress fluency and ease of writing; if legibility is difficult to acquire, develop writing on a keyboard or using voice-recognition technology.

- Use the methods suggested in Ww/E1/2a.

- Handwriting practice is best done as part of an individualised spelling and writing programme. Keep handwriting practice separate from activities designed to develop other skills, such as sentence construction.

- Make sure forms are clear: marking in colour may help. Help learners develop self-checking skills using a personal checklist, for example name, address, sex, age, and so on.

- Copy forms onto coloured paper, which is often easier to read (check colours with individuals).

- Forms may need to be enlarged.

- Use forms on the computer.

- Encouraging these learners to explore which fonts and size of print are easiest for them to use is especially helpful. Avoid the use of italics (see 'Reading and access to text for blind and visually impaired learners', p. 412).

ENTRY 3

At this level, adults can

listen and respond
to spoken language, including straightforward information and narratives, and follow straightforward explanations and instructions, both face to face and on the telephone

speak to communicate
information, feelings and opinions on familiar topics, using appropriate formality, both face to face and on the telephone

engage in discussion
with one or more people in a familiar situation, making relevant points and responding to what others say to reach a shared understanding about familiar topics

in familiar formal exchanges connected with education, training, work and social roles

Speak to communicate   Sc/E3

Component skill and knowledge and understanding

Adults should learn to

1a use stress, intonation and pronunciation to be understood and to make meaning clear
   – develop awareness of where stress falls in multisyllable words, and place stress appropriately
   – develop awareness that there may be a choice of where to place stress in sentences and that a change in stress can indicate a change in meaning
   – be able to select appropriate words to carry the stress in a sentence and be able to utter the sentence, making the stress clear

   – be aware that English has a stress-timed rhythm and that rapid speech is unlikely to be comprehensible, unless the appropriate rhythm is achieved
   – recognise unstressed vowels, such as the schwa, and be able to produce the schwa sound
   – be aware of the role of intonation in indicating feeling and attitude and in helping to make meaning clear within discourse
   – be aware of the need to pause between sense groups and to use intonation to indicate a change of topic

Areas of difficulty which may be experienced by particular learners

Different learners will have different patterns of speech. Some learners, including some of those with **speech difficulties**, **learning difficulties**, **autistic spectrum disorders**, **mental health difficulties** and some learners with a **stammer**, may find varying the pace of speech particularly difficult (for example some speak very fast and others hesitate a lot). They may have difficulty formulating sounds, words and ideas.

Word retrieval and 'holding' what is intended in the short-term memory while speaking, for example remembering what they want to say next, can be hard for some learners, including some of those who have **dyslexia** or **learning difficulties**, and learners with **mental health difficulties** who are taking prescribed medication which may affect their short-term memory.

Other learners may have difficulties in gauging the pace of speech, including learners who are **deaf**, particularly the **pre-lingually deaf** who have not had the experience of hearing speech.

Teaching approaches and alternative strategies

- Recognise individual patterns of speech and be aware that for some people this might be an area where they cannot make significant changes, or it is very difficult for them to do so.

- Remember that the audience has a role in this too; teaching people to listen to a range of speech patterns is an important skill. The more we get used to listening to a particular speech pattern, the easier it becomes.

- See section on 'Speech impairments', Part 1, p. 31, 'Addiction and dependency' (p. 202), 'Anxiety' (p. 132), 'Asylum seekers, refugees and mental health' (p. 146), 'Bereavement' (p. 378), 'Depression' (p. 288), 'Handling crisis situations' (p. 216), 'Obsessive compulsive disorder' (p. 363), 'Post-traumatic stress disorder' (p. 276) and 'Schizophrenia' (p. 226), and the case study of Kai, Part 1, p. 66.

- In some cases, context can affect speech. Beware of putting too much pressure on the learner or creating unnecessary anxiety. Feeling threatened or nervous can affect speech and word retrieval.

- Learners who stammer may find it difficult to articulate certain sounds, may get blocked or stuck on some, and repeat others. Feeling stressed is the trigger – the harder a learner tries to prevent stammering, the more severe it becomes. The less worried they are about speaking, the more fluent they are likely to be. Always give learners time, indicating that there is no need to hurry. Finishing off sentences is usually unhelpful as it reduces self-confidence. Reduce the number of questions that you ask.

- Give all learners the opportunity to take part in activities and set different goals for different learners.

- Allow learners sufficient time.

- Use videos with subtitles if possible or an on-screen interpreter instead of audio tapes, to allow use of visual cues. Ensure that audio description is provided for visually impaired learners.

At this level, adults can

listen and respond
to spoken language, including straightforward information and narratives, and follow straightforward explanations and instructions, both face to face and on the telephone

speak to communicate
information, feelings and opinions on familiar topics, using appropriate formality, both face to face and on the telephone

engage in discussion
with one or more people in a familiar situation, making relevant points and responding to what others say to reach a shared understanding about familiar topics

in familiar formal exchanges connected with education, training, work and social roles

Speak to communicate   Sc/E3 *(continued)*

Component skill and knowledge and understanding

Adults should learn to

1b articulate the sounds of English to make meaning clear
  – distinguish between phonemes to avoid ambiguity

2a use formal language and register where appropriate
  – be aware of the need to adapt register according to the formality of the situation and use appropriate forms of address when:
    • greeting
    • introducing self and others
    • leave-taking
  – be aware of the need to adapt register according to the relationship between speakers, for example when inviting or offering
  – be aware of the need to adapt register according to the seriousness of the situation, for example when apologising

Areas of difficulty which may be experienced by particular learners

Some learners will find it more difficult than others to distinguish between and/or produce particular sounds, including those with dyslexia or an auditory processing difficulty, and hearing impaired learners.

Understanding and using more than one register is a strategy more accessible to some learners than others. Certain learners, including learners with autistic spectrum disorders or who have learning difficulties, might find this particularly hard.

Not all learners will be familiar with informal or colloquial styles. This is likely to be particularly true for prelingually deaf learners who have learnt their English through the written medium.

Teaching approaches and alternative strategies

- Use strategies to help learners feel/see how the sound is produced, for example by:
  - using mirrors to see the position of the lips
  - demonstrating/describing the position of the tongue
  - feeling aspiration or vibration with the hand
  - holding fingers in ears to hear voiced sounds
- Compare sounds in the learner's first language.
- Back-chaining can help with multisyllabic words and in facilitating flow.
- Encourage learners to beat out rhythms, for example by clicking their fingers or clapping. Play team games – divide the class into two teams and ask each team to copy the rhythm patterns of sentences you say aloud. Ask two students to judge the best team.
- Learners with cleft palates which have not been properly repaired or who use a badly fitted bridge may have problems with intelligibility. They may produce sounds that are muffled and nasal. Consonant production can be compromised. Encourage learners to take their time and slow down, so that sounds are more distinct. Make contact with a speech therapist to get advice. See the case study of Kai, Part 1, p. 66.

- Set up structured opportunities to use different registers in different contexts. Draw attention to and compare differences (for example informal, social settings, formal meetings or interviews).
- Use videos and film clips wherever possible. Ensure that audio description is provided for visually impaired learners.
- Use role play, drama and social stories to raise awareness of different registers. Use situations that are relevant and meaningful to the learner's particular situation. See 'Social Stories', p. 302.
- Use cartoons, TV subtitles, and so on to show the difference between formal and informal English.

At this level, adults can

listen and respond
to spoken language, including straightforward information and narratives, and follow straightforward explanations and instructions, both face to face and on the telephone

speak to communicate
information, feelings and opinions on familiar topics, using appropriate formality, both face to face and on the telephone

engage in discussion
with one or more people in a familiar situation, making relevant points and responding to what others say to reach a shared understanding about familiar topics

in familiar formal exchanges connected with education, training, work and social roles

Speak to communicate   Sc/E3 *(continued)*

Component skill and knowledge and understanding

Adults should learn to

Areas of difficulty which may be experienced by particular learners

3a make requests

See 2a.

3b ask questions to obtain personal or factual information
– use a range of question words, including *whose*
– form questions of both the open type and the *yes/no* type in a range of tenses, for example present perfect, present continuous
– form alternative questions, including comparative questions, with awareness of the tendency for intonation to rise on the first alternative and fall on the second

Communication that involves asking and answering direct questions can be intimidating or stressful for a range of learners, including some learners with **autistic spectrum disorders**, **speech impairments**, **learning difficulties** and **mental health difficulties**. These learners may feel threatened or may only access the surface meaning of a question. Eye contact may also be difficult.

– adapt register to suit the relationship between speakers, for example by using some indirect forms of questioning such as embedded question forms

Understanding and using more than one register is a strategy more accessible to some learners than others. Certain learners, including learners with **autistic spectrum disorders** or who have **learning difficulties**, might find this particularly difficult.

Error analysis marking

Error analysis marking is a very effective way of developing self-correcting skills. It is especially helpful for those who have difficulties 'seeing' their errors, such as those with visual processing difficulties, but it will help any learner because it can be used to focus on specific difficulties. It helps to structure work with the learner by giving selective practice, and it avoids red marks all over the page.

Instead of correcting errors, the teacher uses a code in the margin to indicate that there is an error in that line and to identify what type it is. If the learner has difficulties finding the error, the error can be underlined as well.

Any code can be used as long as the learner understands it. Some examples might be Sp for spelling, *P* for punctuation, *T* for tense, *E* for (grammatical) ending or *G* for grammar, *SS* for sentence structure, *V* for vocabulary, *WO* for word order, and *WW* for wrong word.   *(Continued)*

Teaching approaches and alternative strategies

- Encourage participation but respect the learners' right not to participate fully in tasks that may cause discomfort.

- Use situations and topics that help learners rehearse language within the context of a supportive language group that they may well need in other situations.

- Recognise learners' efforts and praise their achievements. See *Making it Happen* (Department for Education and Skills, 2006), section 2, 'Developing speaking skills'.

- Learners who stammer may have difficulty initiating interactions. Practise in role plays using visual cues.

- See information on 'Addiction and dependency' (p. 202), 'Anxiety' (p. 132), 'Asylum seekers, refugees and mental health' (p. 146), 'Bereavement' (p. 378), 'Depression' (p. 288), 'Handling crisis situations' (p. 216), 'Obsessive compulsive disorder' (p. 363), 'Post-traumatic stress disorder' (p. 276) and 'Schizophrenia' (p. 226).

- Set up structured opportunities to use different registers in different contexts. Draw attention to and compare differences (for example informal, social settings, formal meetings or interviews).

- Use videos and film clips to demonstrate different settings and registers. See the case study of Shaheed, Part 1, p. 69.

Spelling errors should only be selected if the learner has learned them as part of an individualised spelling programme or spelled them correctly elsewhere on the page; otherwise, he or she is unlikely to be able to correct them.

Error analysis marking can be used in a staged way to scaffold independent proofreading:

1. Put in margin; underline word in text.
2. Put in margin; let learner find error on that line.
3. Put at bottom of text (for example find five spelling errors).
4. Learners work in pairs to do error analysis of each learner's writing
5. Learner does own proofreading.

ENTRY 3

At this level, adults can

listen and respond
to spoken language, including straightforward information and narratives, and follow straightforward explanations and instructions, both face to face and on the telephone

speak to communicate
information, feelings and opinions on familiar topics, using appropriate formality, both face to face and on the telephone

engage in discussion
with one or more people in a familiar situation, making relevant points and responding to what others say to reach a shared understanding about familiar topics

in familiar formal exchanges connected with education, training, work and social roles

Speak to communicate   Sc/E3 *(continued)*

Component skill and knowledge and understanding

Adults should learn to

3c ask for directions, instructions or explanation
  – use a range of direct and indirect ways of asking, including embedded questions
  – adapt register to suit the situation

Areas of difficulty which may be experienced by particular learners

Learners who are **deaf** may need help to identify key words such as 'question' words, which come at the beginning of an English sentence and may be lost track of by the end of the sentence.

Abstract grammatical structures will be less accessible for some learners than others. Certain learners, including some who have **dyslexia**, those with **learning difficulties** and learners with **short-term memory difficulties**, as well as learners with **mental health difficulties** who are taking prescribed medication that affects their short-term memory, may find it hard to remember and apply grammatical rules.

Remember that many of these learners are 'quick forgetters'.

3d ask for descriptions of people, places and things
  – be able to request descriptions through direct questioning and more open ways of asking

Descriptions which focus on visual cues may be inaccessible to some learners, including those who are **blind** or have **visual impairments**.

All learners' concepts and vocabulary will be influenced by their past experience. The ability of **blind or visually impaired learners** to grasp some concepts will be greatly influenced by whether they have had direct visual experience in the past.

Teaching approaches and alternative strategies

- Ensure that learners who are deaf focus on the 'question' word, for example *Who? What? Where?* Repeating the 'question' word again at the end can be helpful.

- Use inductive rather than deductive methods for teaching grammar.

- Avoid the use of substitution tables as they can cause difficulties because of visual tracking. Instead copy out whole sentences, showing patterns: highlight key aspects of the pattern in different colours.

- Encourage overlearning, i.e. continuing to practise something in different contexts once it has been learned.

- Talk to learners about the kind of descriptions that are helpful to them.

- See information on 'Concepts and vocabulary of blind and visually impaired learners', p. 433.

ENTRY 3

At this level, adults can

listen and respond
to spoken language, including straightforward information and narratives, and follow straightforward explanations and instructions, both face to face and on the telephone

speak to communicate
information, feelings and opinions on familiar topics, using appropriate formality, both face to face and on the telephone

engage in discussion
with one or more people in a familiar situation, making relevant points and responding to what others say to reach a shared understanding about familiar topics

in familiar formal exchanges connected with education, training, work and social roles

Speak to communicate   Sc/E3 *(continued)*

Component skill and knowledge and understanding

Adults should learn to

4a express clearly statements of fact
– be able to form simple and compound sentences with appropriate word order
– use with some accuracy suitable verb forms (particularly contracted forms) to make clear the time to which the statement of fact refers, for example.:
  - present simple
  - past simple
  - present continuous
  - present perfect
  - future simple

  together with appropriate time markers
– use the above verb forms with *there*, for example *there has been*
– use with some accuracy other grammatical forms suitable for the level, such as definite and indefinite article, when mentioning an item for the first time, and on subsequent occasions
– know that intonation normally falls on a statement, and be able to produce this intonation pattern

4b give personal information
– recognise direct and indirect requests for personal information, and understand the type and amount of detail required
– use verb forms and time markers suitable for the level, to give information about past, present and future, for example:
  - present perfect with *for/since, ever/never*
  - present continuous: *used to*

Areas of difficulty which may be experienced by particular learners

Remembering and applying rules will be easier for some learners than others. Learners who have **dyslexia**, many with **learning difficulties** and others with **short-term memory difficulties** may find it difficult to remember and apply rules.

Remember that many of the learners are often 'quick forgetters'.

Requests for personal information can seem very intrusive to certain learners, including some learners with **mental health difficulties**.

Others, including those with **autistic spectrum disorders** and **learning difficulties**, often find communication that involves asking and answering direct questions stressful.

Teaching approaches and alternative strategies

- Learners will need lots of practise in meaningful contexts.

- Learners may respond better to inductive than deductive methods of teaching grammar, i.e. working out rules from examples rather than applying them from a general rule statement.

- Encourage overlearning, i.e. continuing to practise something in different contexts once it has been learned.

- Be flexible with time limits to allow for individual differences.

- Be realistic about the amount of accuracy individual learners can achieve in pronunciation and grammatical forms.

- Some learners may like to record their speaking on tape so that they can listen and practice at home. See *Making it Happen* (Department for Education and Skills, 2006), section 2, 'Developing speaking skills'.

- Use music, songs and chants for presentation and practice of language patterns. Useful resources are *Jazz Chants* and *English through Song* (for more information visit www.onestopenglish.com). Music can help learners remember.

- Use images for presentation in drills, on worksheets and on reference sheets. They will help jog the memory and make connections.

- Use colour on the board and on materials. Encourage learners to bring highlighters so that they can use colour as an independent strategy.

- Use drama – encourage learners to act out stories and scenarios, prior to or in addition to role play. Encourage learners to use mime and gesture, as these kinaesthetic strategies can help internalise patterns and structures.

- Discuss with learners what might legitimately be asked in terms of personal information in a range of everyday situations.

- Check that requests for information used in classroom activities are acceptable to the learner.

ENTRY 3

At this level, adults can

listen and respond
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speak to communicate
information, feelings and opinions on familiar topics, using appropriate formality, both face to face and on the telephone

engage in discussion
with one or more people in a familiar situation, making relevant points and responding to what others say to reach a shared understanding about familiar topics

in familiar formal exchanges connected with education, training, work and social roles

Speak to communicate   Sc/E3 *(continued)*

Component skill and knowledge and understanding

Adults should learn to

4b give personal information *(cont'd)*
  – be able to give specific information about time and place, using, for example:
    • *prepositional phrases*
    • *subordinate clauses*

  – be able to respond to a question and follow up the response with further relevant information or comment, or with a reciprocal question

4c give an account/narrate events in the past
  – use a range of verb forms suitable for the level, particularly those which refer to past time, together with appropriate time markers
  – use some subordinate clauses, especially clauses of time and relative clauses with *who, which, where*
  – develop an understanding of the way a narrative is normally structured, with introduction, development and conclusion, and be able to indicate sequence of events
  – develop understanding of the way that intonation can rise to indicate that a narrative continues, and fall to indicate that it is complete, and of the fact that intonation can start high when a new topic is introduced
  – be able to use varying intonation in a spoken account or narrative, to create interest and keep the listener's attention

Areas of difficulty which may be experienced by particular learners

Judging the level of detail required, sticking to the point and organising ideas can be particularly difficult for some learners including some who have dyslexia, those with learning difficulties, and those with autistic spectrum disorders.

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Teaching approaches and alternative strategies

- Learners are likely to be asked personal information by officials such as medical staff or housing officers. It is useful for some learners to be able to prepare for this in a supportive environment. Use contexts that are relevant to learners' situations and be sensitive to learners' responses and attitudes towards the activities.

- Encourage participation but recognise that some learners may not feel able to participate fully.

- Create an atmosphere of acceptance and support within the group. This can help learners take risks with tasks and activities they may find difficult. Give learners the opportunity to discuss how they feel about activities in tutorial.

- Recognise efforts learners make to participate and always praise achievements.

- See information on 'Addiction and dependency' (p. 202), 'Anxiety' (p. 132), 'Asylum seekers, refugees and mental health' (p. 146), 'Bereavement' (p. 378), 'Depression' (p. 288), 'Handling crisis situations' (p. 216), 'Obsessive compulsive disorder' (p. 363), 'Post-traumatic stress disorder' (p. 276) and 'Schizophrenia' (p. 226), and 'Asperger syndrome', p. 370.

- Show learners how to structure and plan speaking exercises.

- Use techniques such as idea storming and mind mapping to gather ideas and help decide what is important. Practise ordering and using material generated.

- See guidance on 'Mind maps for planning and organising', p. 268.

- Help learners to decide what is important by asking questions and encouraging them to focus on what is relevant.

- Encourage learners to reflect on their own and others' speaking and to consider what is and what is not relevant. Discuss issues of relevance and appropriateness from a cross-cultural perspective.

- Be flexible with time limits to allow for individual differences.

- Give learners visual prompts or cue cards to help structure an account.

- Give learners the opportunity to practise or to have another go if they find particular activities difficult.

- Be realistic about the goals you set for individual learners.

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Speak to communicate   Sc/E3 *(continued)*

Component skill and knowledge and understanding

Adults should learn to

4e give directions and instructions
– be able to use simple, compound and some complex sentences (for example with *when* or *if*)
– use grammatical forms suitable for the level, for example
  • modal verbs *should, shouldn't, must, mustn't* (to express obligation)
  • phrasal verbs with position of object
  • imperative and negative imperative forms
  • conditional (present and future)
– sequence the information comprehensibly, and know and be able to use appropriate sequencing markers, such as *first, then, after that*
– understand the importance of placing the stress on key words, and be able to do so

Areas of difficulty which may be experienced by particular learners

Descriptions which focus on visual cues will be inaccessible to some learners including those who are blind or visually impaired.

All learners' concepts and vocabulary will be influenced by their past experience. The ability of learners who are blind or visually impaired to grasp some concepts will be greatly influenced by whether they have had direct visual experience in the past.

Sequencing ideas and using markers may pose a barrier for some learners including some who have dyslexia and those with learning difficulties, dyspraxia, acquired brain injury and other neurological impairments.

Learners' ability to grasp some concepts will be greatly influenced by whether they have had direct visual experience in the past.

Mind maps for planning and organising

A mind map is a visual–spatial form of representing ideas or information. Mind maps can be simple 'spidergrams' or more complex, personal and freely drawn 'maps'. They are usually a mixture of key words and drawings, but drawings or symbols can be used on their own for those who cannot read. Mind maps postpone the need to sequence ideas or connect them logically until a later stage. Connections can be made by lines or arrows, and by colour coding. The advantages of mind maps are that a great deal of information can be put on one page, they use a minimal amount of words and they appeal to 'right-brained' or global learners through the use of colour and pattern. More information on mind maps can be found in Buzan (1982) and Buzan and Buzan (1995) (see Resources, p. 504).

Mind maps are very helpful for a range of learners and purposes. For example, a mind map created by the teacher can help learners follow a discussion; this is especially useful for those with poor short-term memory or those who have difficulties remembering order.

Mind maps can be used with blind and visually impaired learners but they need to be more structured: bullet points, linear or agreed tactile design. Prepared templates can be used with the key words Brailled and stuck on to the map during the discussions. (There are a variety of sticky-backed Braille materials available.)

(Continued)

Teaching approaches and alternative strategies

- Where possible, identify strategies that learners have developed for getting to unknown places, and make use of these.

- Ask learners to suggest the cues that are useful when getting around or giving instructions.

- See information on 'Concepts and vocabulary of blind and visually impaired learners', p. 433, and 'Spatial representation and blind and visually impaired learners', p. 486.

- Show learners how to structure speaking exercises. See 'Talking frame', p. 440.

- Use techniques such as idea storming and mind mapping to gather ideas and help decide what is important. Use this material to practise ordering and sequencing.

- See information on 'Mind maps for planning and organising', p. 268, and 'Concept mapping software', p. 339).

- Use visual prompts and cue cards to help with sequencing.

- Use tactile approaches, such as writing conjunctions and time markers on coloured card. Work with the learner to add conjunctions and time markers to his/her spoken discourse by asking the learner to pick up cards and use the appropriate words and phrases as he/she speaks. This can be reinforced in writing.

Mind maps can also be used to organise a 'thought shower' by grouping ideas from the mind map. These can later be put in a linear, sequential form.

Learners can also use them to take notes so they remember what was said, or for planning what to say. Some learners find it a helpful way to 'think on paper'.

It is important both to model the process for learners and to give them practice if they are to be confident in using mind maps. However, for many learners, mind maps will also help them with reading and writing.

'Inspirations' is a good example of a user-friendly mind-mapping software package. It contains a selection of clip art and a spell check, and will automatically put the completed mind map into linear form (see Resources, p. 526).

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Engage in discussion — Sd/E3

Component skill and knowledge and understanding

Adults should learn to

1a take part in social interaction
– be able to vary ways of greeting, leave-taking, offering, inviting, and so on, according to the relationship between speakers
– be able to vary intonation to indicate different attitudes

Areas of difficulty which may be experienced by particular learners

Group discussion, face-to-face interaction, eye contact and varying intonation, all of which form part of general social interaction, can be extremely difficult for some learners, in particular learners with autistic spectrum disorders.

Interacting in social contexts can be stressful for a range of learners, including some learners with speech difficulties and some learners with mental health difficulties.

1b take part in more formal interaction
– develop ability to deal with the unpredictable in formal interactions

See 1a.
Some learners, in particular those with autistic spectrum disorders, may feel uneasy at a discussion which does not appear to keep to clear rules.

1d express views and opinions

See 1a.

Teaching approaches and alternative strategies

- Discuss how much learners feel able to participate. Learners may need support and encouragement to participate. Where possible, discuss with the learner what may help them take part. Be alert to signs of stress in the learner.

- Use real life contexts that are relevant and of interest to the learner. Be aware of learner sensitivities.

- See information on 'Discussion', p. 200.

- See information on 'Addiction and dependency' (p. 202), 'Anxiety' (p. 132), 'Asylum seekers, refugees and mental health' (p. 146), 'Bereavement' (p. 378), 'Depression' (p. 288), 'Handling crisis situations' (p. 216), 'Obsessive compulsive disorder' (p. 363), 'Post-traumatic stress disorder' (p. 276) and 'Schizophrenia' (p. 226).

- It is important that teachers strike a balance between confidence building and correction. Learners with speech difficulties such as a stammer need to develop confidence, so it is important that they are encouraged to interact. Teachers should avoid correcting learners if they are managing to interact and convey meaning.

- There are some speaking situations that facilitate fluency for people who stammer, for example: speaking on a one-to-one basis; reciting familiar lists like days of the week or counting; singing; speaking familiar words with a strong rhythm; poetry; speaking with actions; and acting. Some of these could be explored before asking learners to take part in social interaction. It may help them to relax and prepare them for more stressful communicative situations.

- Explain links that may not be obvious.

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Engage in discussion	**Sd/E3** *(continued)*
Component skill and knowledge and understanding	**Areas of difficulty which may be experienced by particular learners**

Adults should learn to

1e make suggestions/give advice

See 1a.

1f make arrangements/make plans with other people

See 1a.

1g relate to other speakers
– recognise the main points made by other speakers and make relevant responses
– be able to use non-verbal signalling to acknowledge other speakers' contributions and join in discussion
– be able to express agreement, partial agreement, disagreement or uncertainty

Learners will vary in the speed with which they can absorb and process the content of a discussion. Some learners, including some of those who are deaf or hearing impaired, or have dyslexia or learning difficulties, may take longer than others to absorb and process the content of a discussion.

Sustaining concentration and memorising points will be far harder for some learners than others, in particular for some learners with learning difficulties, some with acquired brain injury or mental health difficulties (especially if they are taking some kinds of medication), and some learners who are deaf (whether they are lip readers or use an interpreter).

Teaching approaches and alternative strategies

- Allow sufficient time and structure discussion by asking for contributions.
- Give preparation time.
- Ensure learners are interested in the discussion topics.

- Structure learning with breaks and check understanding.
- Limit distractions, for example noise levels.
- Break tasks into smaller steps.
- Provide regular breaks and let learners know they can take a short break when they need to.
- Provide a quiet corner where learners can go it feeling overwhelmed. This can help avoid stress.

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Engage in discussion   Sd/E3 *(continued)*

Component skill and knowledge and understanding

Adults should learn to

2a ask about people's feelings and opinions

2b understand the turn-taking process
– use appropriate language for offering a turn to another speaker
– be able to recognise suitable points for interruption and use appropriate language for interrupting politely

Areas of difficulty which may be experienced by particular learners

See 1a.

Some learners, including some of those with **learning difficulties** and **autistic spectrum disorders**, may find it difficult to acknowledge turn-taking rights.

Different learners will have experienced different conventions for turn-taking. For example, learners who are **deaf** may not have learnt oral conventions and may use strategies that are unfamiliar to hearing individuals, such as waving their arms. In contrast to this, other learners, for example **blind learners** and some who are **visually impaired**, may find it hard to enter into discussion because they are unable to see non-verbal signals such as body language and may have difficulty knowing who is speaking.

Teaching approaches and alternative strategies

- Create ground rules as a group, for example one person speaking at a time, and limited speaking time. Start with small group discussion. Chair class discussions or arrange for different learners to chair.

- Provide feedback and comment on achievements in interaction as well as on language used.

- Examine the different conventions and agree the ground rules for the group (see information on 'Discussion', p. 200).

- When working with someone with a visual impairment in the group, ensure that group members say their names.

- As above, agree ground rules.

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Listen and respond	**Lr/E3**

Component skill and knowledge and understanding	**Areas of difficulty which may be experienced by particular learners**
Adults should learn to	
1a recognise context and predict meaning in a range of listening texts and oral interactions	
– be able to identify spoken genre, situation and/or speakers	Visual cues will not be accessible to all learners, including those who are **blind** or **visually impaired**.
– be aware that it is not always necessary to understand all of the interaction to recognise the context	
– understand the importance of activating their own background knowledge in order to predict meaning	Learners who are **deaf** will need alternative access to audio and spoken information.
– be aware that listening texts, for example on radio and TV, as well as oral interactions, often follow predictable patterns	
1b listen for the gist of information or narrative on radio or TV	See 1a.

Post-traumatic stress disorder (PTSD)

What is post-traumatic stress disorder?
In recent years, post-traumatic stress disorder (PTSD) has been adopted to "describe a range of psychological symptoms people may experience following a traumatic event, which is outside the normal human experience" (Mind, 2003). There is no time limit on distress, and some people may not develop post-traumatic symptoms until many years after the event.

The World Health Organization has defined PTSD as: "A delayed or protracted response to a stressful event or situation (either short or long-lasting) of an exceptionally threatening or long-lasting nature, which is likely to cause pervasive distress in almost anyone (Mind, 2003)"

Clearly, large numbers of asylum seekers and refugees are likely to suffer from PTSD. Man-made disasters, particularly those involving deliberate acts of violence or aggression, seem to cause longer-lasting and more painful emotional consequences than natural disasters. The crucial factor may be that it destroys people's trust in others.

What are the symptoms?
At first people may simply feel emotionally numb, and feelings of distress may not emerge straight away. However, sooner or later they are likely to develop emotional and physical reactions, and changes in behaviour. This may include:
· reliving aspects of the trauma (vivid flashbacks, intrusive thoughts and images , nightmares, intense distress at real or symbolic reminders of the trauma);
· avoiding memories (keeping busy, avoiding situations that bring back the trauma;
· repressing memories;
· feeling detached;
· being unable to express affection;
· feeling there's no point in planning for the future;

(Continued)

Teaching approaches and alternative strategies

- Provide verbal descriptions/explanations in preparation for listening.

- Provide subtitled videos, transcripts or interpreter support. Make use of Ceefax 888 for subtitles when using TV.

- Make use of support workers (see 'Working with support staff: sign language interpreters, communication support workers or other support staff', p. 118).

- Use learners' strengths.

- being easily aroused and experiencing difficulties such as disturbed sleep patterns,
- irritability and aggressive behaviour, lack of concentration, extreme alertness, and being
- easily startled.

You may find it useful to look at the suggestions in the additional information on 'Handling crisis situations', p. 216.

Survivors of a trauma often feel extremely guilty, as though they were responsible for the event, or could have done more to save themselves or others. One study showed that those who blamed themselves in some way for the outcome of the disaster were more at risk of severe and long-term distress.

What's the best way to support individuals experiencing PTSD?
Many survivors have said that what they found most useful, to begin with, was practical advice, information and support with day-to-day tasks. Many cannot face talking about the traumatic events they have recently experienced. They often feel numb, dazed and disorientated. Everyone has their own response and should be given space to proceed at their own pace.

Survivors may turn to friends, relatives and colleagues when they decide they do want to talk about what they've been through. It is important that there should be an opportunity to talk to someone about their distress when they are ready to do so.

Sometimes people turn to alcohol or drugs in an attempt to blot out painful feelings and memories. Individuals may remain in a state of extreme tension long after the trauma has passed. They may find themselves avoiding situations in case they remind them of their trauma, so that life becomes increasingly restricted.

It can be very helpful for people to share their experiences with others who have been through something similar. This can be an extremely important step in moving away from isolation, from the role of victim and passive recipient of professional help, and towards regaining control of their lives. There are organisations and helplines that specialise in supporting particular groups of people, including people who have been tortured or who are refugees.

Further reading
See 'Post-traumatic stress disorder' in Appendix A (p. 512).

Useful organisations
See 'Post-traumatic stress disorder' in Appendix C (p. 542).

For an index of further information see p. 97

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Listen and respond   Lr/E3 *(continued)*

Component skill and knowledge and understanding

Adults should learn to

1c listen for the gist of explanations, instructions or narrative in face-to-face interaction or on the phone
– understand that non-linguistic clues, such as the immediate environment or the speaker's body language, can be used to help get the gist or to guess the meaning of unknown words

– understand the need to listen to the speaker's use of stress and intonation, in order to note what the speaker considers important or how the speaker feels about the topic
– be able to use appropriate ways of asking for clarification, with intonation to indicate politeness
– understand that listening on the phone can be more demanding than face-to-face listening (usually less knowledge of context, no visual clues)

Areas of difficulty which may be experienced by particular learners

The use of non-linguistic clues to get the gist of meaning is a strategy that will not be available to all learners, including those who are **blind or visually impaired**.

Separating the main point from the detail and also picking up non-linguistic clues and using intonation to identify speakers' feelings will be hard for some learners, including those with **autistic spectrum disorders** and **learning difficulties**.

Some learners, including those who are **deaf** and some who are **hearing impaired,** will be unable to use a standard telephone.

The restricted frequency range transmitted by phones and the lack of visual cues can make telephone conversations very difficult for some learners including learners with **auditory processing difficulties**.

Teaching approaches and alternative strategies

- Prepare learners prior to listening activities.

- Learners may well have an 'acute ear' for picking up non-verbal communication. Listening skills may be a strength.

- Provide a framework with structured questions to separate and prioritise main points.

- Recognise where learners find this too difficult. See information on 'Asperger syndrome', p. 370.

- Use Minicom, e-mail or text messaging.

- Use conversation frames (similar to writing frames), particularly when first using a Minicom. Remember that the context or subject of a message needs to come at the beginning of the message. See 'Talking frame', p. 440.

- See information on 'Text messaging', p. 245.

- Recognise when a learner is finding this difficult.

- Work on spoken genres and the kinds of scripts that many transactions conform to. Practise listening to these 'scripts' and the accompanying formulaic expressions, such as 'Good morning, Rowse & Co., Lucy speaking, how can I help you?' Discuss Lucy's expectations and possible response to work up as role plays. Practise phone transactions with sympathetic interlocutors (for example, other teachers at your place of work).

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Listen and respond   **Lr/E3** *(continued)*

Component skill and knowledge and understanding

Adults should learn to

2c listen for detailed instructions

– recognise sequence markers such as *firstly, finally* (formal), *to start with*, (informal), and use them to aid understanding of instructions
– in face-to-face interaction, recognise deictic markers, for example *this, that, here, there*, and understand what they refer to
– be able to respond to detailed instructions by taking appropriate action and respond in face-to-face interaction by asking for clarification

Areas of difficulty which may be experienced by particular learners

The 'official' language of instructions, such as a fire drill, will be difficult for some learners, including those who are **prelingually deaf** or some of those who have **learning difficulties**.

Sequencing and using discourse markers can be difficult for a range of learners, including learners with **learning difficulties**, learners with **acquired brain injury** and those who have **dyslexia**. Some learners with short-term memory difficulties, including some who have **dyslexia** or those who have **mental health difficulties** and are on prescribed medication that affects their memory, may also have difficulty remembering what has been said.

Teaching approaches and alternative strategies

- Discuss the 'official' language of instructions, emphasising the need to listen for detail. Use visual reinforcement.

- Use contexts of relevance/interest to the learner.

- Give an overview for instructions and explanations.

- Allow sufficient time to process the sequence and break instructions into small steps.

- Use visual representations and demonstrations.

- Provide learners with a list of sequence markers and examples of use.

- Explore alternative strategies, such as recording instructions on audio tape, or writing.

- See information on 'Audio tapes', p. 180, and *Making it Happen* (Department for Education and Skills, 2006), section 2, 'Developing listening skills'.

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Listen and respond   Lr/E3 *(continued)*

Component skill and knowledge and understanding

Adults should learn to

2e listen for phonological detail
 – understand that English has a stress-timed rhythm and that many syllables include an unstressed vowel, such as the schwa

 – understand that identifying stress within a word can aid recognition and understanding of that word, and that identifying stress within a sentence can help overall understanding

 – recognise and discriminate between specific individual sounds spoken in isolation and recognise how they might change in connected speech
 – understand that listening in detail to how speakers pronounce English can be a useful way to improve their own pronunciation

5b respond to requests for information
 – recognise a number of question types, for example embedded questions, and understand the type and amount of detail required

Areas of difficulty which may be experienced by particular learners

Hearing where stress influences meaning is a strategy that will not be available to all learners, for example learners who are **deaf**.

Other learners, including those with **autistic spectrum disorders**, may also find it difficult to recognise how stress influences meaning.

Learners will vary in the extent to which they can discriminate between and recognise particular sounds. Learners who have **dyslexia** and an **auditory processing difficulty** as well as learners with **hearing impairments** may find this particularly hard.

Extracting meaning from complex grammatical structures, for example embedded questions, can present a barrier for some learners, including learners with **dyslexia** and those with **learning difficulties**. These learners and others, including those with **autistic spectrum disorders**, may also have difficulty judging the amount of detail required.

Teaching approaches and alternative strategies

- These conventions can be made explicit for learners who are deaf who are able to use a sign language through the use of interpreters, or in writing where learners are working on speech in written forms, such as subtitles.

- Be explicit about the influence of intonation on meaning. Use simple sentences where a change in stress carries meaning. Use visual as well as audio methods to show stress and intonation, such as hand movements, facial expression, highlighting, colour of stressed words and syllables. Practise identifying stress patterns but recognise when a learner is finding this too difficult.

- See also speaking (Sc/E2/1b) for strategies for improving pronunciation.

- Recognise when a learner is finding this too difficult.

- These structures need to be taught explicitly. Work with learners discussing different situations and contexts (for example, a busy bank or a quiet tea break in a factory). Explore with learners what is appropriate in terms of the situation, the relationship between the speakers, and so on, in terms of amount of detail required. See information on 'Grammar and punctuation', p. 283.

Grammar and punctuation

Some aspects of grammar and punctuation may always be difficult for some learners. Do not pay attention to every detail of these aspects at the expense of learners writing what they want to write.

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Listen and respond   Lr/E3 *(continued)*

Component skill and knowledge and understanding

Adults should learn to

6a recognise a variety of feelings expressed by another speaker
– recognise the role of intonation, stress and pitch in indicating feeling
– be able to identify feelings expressed through intonation and corresponding words, and feelings expressed mainly through intonation
– understand the tendency to exaggerate in informal situations and the intonation patterns accompanying exaggeration
– be able to respond appropriately to a range of feelings in the other person

6b listen to and respond appropriately to other points of view
– be able to pick out the main point(s) made by another speaker and recognise his or her opinion
– understand the tendency for people to listen less carefully to points of view different from their own
– know how to indicate agreement, disagreement, and so on, and be able to add comment to another person's point.

Areas of difficulty which may be experienced by particular learners

Learners will vary in how easy or difficult they find it to recognise how intonation is used for expressing feelings. This can be particularly hard for some learners with learning difficulties or autistic spectrum disorders. These learners may also have difficulties responding appropriately.

Individual learners' sensitivity to appreciating other points of view will vary. Some learners, including some of those with autistic spectrum disorders and with learning difficulties, may find this difficult.

Group discussions and dealing with disagreements can be extremely stressful for a range of learners, including some of those with mental health difficulties.

Teaching approaches and alternative strategies

- Use activities to focus on feelings and emotions and make clues explicit. Reinforce with visual cues, video, pictures and demonstrations.

- Help learners to recognise the effects of different responses to a range of feelings in the other person. See information on 'Social Stories', p. 302 and 'Asperger syndrome', p. 370.

- See Entry 3 'Speaking' and *Making it Happen* (Department for Education and Skills, 2006), section 2, 'Developing speaking skills'.

- Model the different ways in which you can respond to differing points of view, using the sample activities.

- Help learners to recognise the effects of different responses.

- Provide opportunities to practise disagreeing in a supportive context. For example, take it in turns to present opinions for and then against issues such as extended family systems and nuclear families.

- See information on 'Addiction and dependency' (p. 202), 'Anxiety' (p. 132), 'Asylum seekers, refugees and mental health' (p. 146), 'Bereavement' (p. 378), 'Depression' (p. 288), 'Handling crisis situations' (p. 216), 'Obsessive compulsive disorder' (p. 363), 'Post-traumatic stress disorder' (p. 276) and 'Schizophrenia' (p. 226) and 'Discussion', p. 200.

ENTRY 3

At this level, adults can

listen and respond
to spoken language, including straightforward information and narratives, and follow straightforward explanations and instructions, both face to face and on the telephone

speak to communicate
information, feelings and opinions on familiar topics, using appropriate formality, both face to face and on the telephone

engage in discussion
with one or more people in a familiar situation, making relevant points and responding to what others say to reach a shared understanding about familiar topics

in familiar formal exchanges connected with education, training, work and social roles

Listen and respond — Lr/E3 *(continued)*

Component skill and knowledge and understanding

Adults should learn to

7a listen for the gist of a discussion

7b follow a discussion without actively participating, for example on TV
  – identify where statements include opinions and/or factual information and identify common structures used in expressing opinions and facts
  – understand the vocabulary for expressing the key idea(s) associated with the topic and know words and phrases (for example adjectives) for giving an opinion about the topic
  – follow the interactive nature of the discussion
  – recognise discourse markers indicating contrast, cause and effect, exemplification, and so on
  – understand how speakers use intonation and pitch to indicate their attitude to other speakers and to the topic
  – recognise the level of formality of the discussion and identify differences in register through sentence structure, phrasing and use of vocabulary

  – respond appropriately, for example by continuing the discussion with another listener, or by summarising the main points to someone

Areas of difficulty which may be experienced by particular learners

See 7b.

Some learners, including some of those who have dyslexia, are deaf or hearing impaired, or who have learning difficulties, may take longer to absorb and process the content of a discussion than others. These learners, along with learners with an autistic spectrum disorder, may also have difficulty identifying the main points of a discussion.

Teaching approaches and alternative strategies

- See Entry 3, 'Speaking'.
- Allow sufficient time and break up the task/listening text into stages.

- Use topics that are of real interest to learners.
- Use videos with subtitles or an on-screen interpreter for sign language users. Use programmes aimed specifically at a deaf audience such as *See Hear* and *VTV*.

- Encourage learners who have hearing impairments to watch certain TV programmes using Ceefax, for example *Question Time*. Set questions on the main points discussed.

- Prepare learners for listening. Use pre-listening activities to help learners make their own questions/predictions about the listening text. See *Making it Happen* (Department for Education and Skills, 2006), section 2, 'Developing listening skills'.
- The more familiar and motivating the context, the better learners understand.

At this level, adults can

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speak to communicate
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engage in discussion
with one or more people in a familiar situation, making relevant points and responding to what others say to reach a shared understanding about familiar topics

in familiar formal exchanges connected with education, training, work and social roles

Listen and respond   Lr/E3 *(continued)*

Component skill and knowledge and understanding

Adults should learn to

7c follow and participate in a discussion
– be able to pick out the main points made by one or more speakers and make contributions relevant to the discussion in general

Areas of difficulty which may be experienced by particular learners

See 7b. The learners identified may have difficulty relating their contributions/responses to that of other speakers.

Depression

Anyone can become depressed and at least one person in every six becomes depressed in the course of their lives. Depression is used to describe a wide range of moods: "In its mildest form depression can mean just being in low spirits. It doesn't stop you leading your normal life but makes everything harder to do and seem less worthwhile. At its most severe, major depression (also known as clinical depression) can be life threatening because it can make people suicidal or simply give up the will to live;" (Mind, 2004b). One person in 20 is clinically depressed. People with severe or clinical depression often experience a deep feeling of hopelessness which can make them feel unable to cope.

Figures suggest that in Western countries, more women are affected by depression than men though it may be that men may find it harder to admit to or seek help. Depression affects all age groups including children and older people (Mental Health Foundation, 2000a). The number of ESOL learners experiencing depression and anxiety is likely to be high, particularly among refugees and asylum seeker groups. Though there has been little research in this area, the studies that have been conducted confirm this (CVS Consultants and Migrant and Refugees Communities Forum, 2002).

Depression is common and can be a serious mental health issue. However, most people do recover and it is possible to overcome depression and take steps to help prevent the likelihood of recurrence.

Signs of depression might include:
- feeling low spirited for much of the time, every day
- being unusually irritable or impatient
- finding it hard to concentrate or make decisions
- blaming yourself and feeling unnecessarily guilty about things
- waking up early, having problems getting to sleep or wanting to sleep much more than usual
- getting no pleasure out of life or out of what you usually enjoy
- losing interest in your sex life
- feeling tired and lacking energy; doing less and less
- being restless and agitated
- feeling helpless and hopeless
- lacking self-confidence and self-esteem
- being preoccupied with negative thoughts
- feeling numb, empty and despairing

(Continued)

Teaching approaches and alternative strategies

- Structure and summarise discussions at regular points to support learners to contribute appropriately.

- not eating properly and losing or putting on weight
- using more tobacco, alcohol or other drugs than usual
- self-harming or thinking about suicide
- distancing yourself from other people instead of asking for help or support
- taking a bleak, pessimistic view of the future
- experiencing a sense of unreality
- physical aches and pains with no physical cause (From Mind, 2004b)

Are there different types of depression?

There is no universal consensus on the diagnosis of different types of depression amongst the medical profession. The following terms and descriptions are sometimes used.

Bipolar disorder (manic depression)

People described as having a bipolar disorder experience both high and low mood swings. Periods of depression alternate with periods of mania (usually a state of high excitement).

Postnatal depression

Postnatal depression can appear between two weeks and two years after a woman gives birth. It may be due to a mixture of biological, psychological and social factors.

Seasonal Affective Disorder (SAD)

Some people suffer from depression in autumn or winter when there is limited daylight. People experiencing this type of depression may be helped by special light boxes.

What causes depression?

There are different medical viewpoints on the causes of depression. Some say that it can result from a combination of factors that vary from person to person. Others believe that some people may be more prone to depression than others for genetic reasons or for reasons to do with family background. They believe that our past experiences influence how we feel about ourselves and, if negative, can create low self-esteem, which may be a major factor in depression.

In many cases, depression is triggered by a traumatic or stressful event or major loss. People have different experiences and how an individual deals with the experience and the level of support that is available are important factors. Some ESOL learners will have experienced particularly traumatic and stressful events, for example disasters, war, torture and violence. Further, many learners will have experienced multiple loss: family members (through separation or death), home, money, role and status, country and way of life, support systems when coping with life difficulties. Adjusting to life in the UK can be a further cause of stress. ESOL learners have to learn to function in a culture different from the one they are familiar with. They often have to cope with poverty, poor housing, unemployment and hostility from those around them.

The following may contribute to depression:
- poor diet;
- lack of physical fitness;
- illnesses;
- frequent use of some drugs.

(Continued)

ENTRY 3

At this level, adults can

listen and respond
to spoken language, including straightforward information and narratives, and follow straightforward explanations and instructions, both face to face and on the telephone

speak to communicate
information, feelings and opinions on familiar topics, using appropriate formality, both face to face and on the telephone

engage in discussion
with one or more people in a familiar situation, making relevant points and responding to what others say to reach a shared understanding about familiar topics

in familiar formal exchanges connected with education, training, work and social roles

Listen and respond   Lr/E3 *(continued)*

Component skill and knowledge and understanding

Adults should learn to

7c follow and participate in a discussion *(cont'd)*

– be able to link their own contribution to that of other speakers, either implicitly or explicitly, through the use of discourse markers, such as *even so, do you mean, certainly*

– be able to recognise the level of formality of the discussion and match their own contributions to the general register of the discussion

Areas of difficulty which may be experienced by particular learners

Making a contribution to a group discussion relies to a large extent on the confidence of the individual learner. Many learners, including some of those with **mental health difficulties, speech difficulties and learners who are deaf** who find formal speech difficult, may not feel confident enough to contribute to a discussion. In addition, some of these learners may find that the noise of several people talking at once is a barrier to their contributing to the discussion.

Strategies to enhance learning
- Practitioners may be the first to identify when learners are experiencing difficulties because of depression. They may recognise where there is a noticeable change in mood or behaviour that is out of character or where there are significant and persistent symptoms of depression, for example poor concentration, lethargy, limited motivation.
- Break activities into small steps that are challenging but not too difficult so learners feel a sense of achievement.
- Use positive topics that help to enhance the self-image, for example 'What I'm good at', 'Things I enjoy'.
- Find topics that may be helpful for coping with depression, ways of relaxing, fitness, helplines and advice lines, and so on.
- Focus on what learners have achieved and praise these achievements.
- Working with a learner with severe depression can be hard work. It is important that teachers get the support they need too.

Further reading
See 'Depression' in Appendix A (p. 510).

Useful organisations
See 'Depression in Appendix C (p. 541).

Teaching approaches and alternative strategies

- Practise with topics that are of real interest to learners.

- Be aware of learners' sensitivities and do not force participation.

- See information on 'Addiction and dependency' (p. 202), 'Anxiety' (p. 132), 'Asylum seekers, refugees and mental health' (p. 146), 'Bereavement' (p. 378), 'Depression' (p. 288), 'Handling crisis situations' (p. 216), 'Obsessive compulsive disorder' (p. 363), 'Post-traumatic stress disorder' (p. 276) and 'Schizophrenia' (p. 226), 'Speech impairments', Part 1, p. 31, and the case study of Kai, Part 1, p. 66.

- Discuss and agree with learners how they wish to make their contributions. Allow learners time if vocalisation is hard. Avoid finishing statements for learners.

- Teach learners who are deaf techniques of interruption and contribution, using an interpreter or communication support worker where appropriate. Ensure that it is the deaf learner who initiates the contribution, not the interpreter or communication support worker.

- Encourage sign language users to sign their contributions so that the communication support worker/interpreter can voice over.

ENTRY 3

At this level, adults can

read and understand
short, straightforward texts on familiar topics accurately and independently

read and obtain information
from everyday sources

in texts such as forms, notes, records, e-mails, narratives, letters, diagrams, simple instructions, short reports

Text focus   **Reading comprehension   Rt/E3**

Component skill and knowledge and understanding

Adults should learn to

1a understand and identify how meaning is built up in chronological, continuous descriptive and explanatory texts of more than one paragraph

– use a range of strategies to understand how meaning is built up in paragraphed text, for example use of context, knowledge of the subject, cultural understanding and knowledge of own world to help get meaning from text

– recognise the common structure of paragraphs, and how paragraphs link together to develop meaning through a text, for example how the final sentence in a paragraph may lead on to the subject of the next paragraph

– recognise the significance of organisational structure and the different uses of paragraphs to build up meaning in texts

Areas of difficulty which may be experienced by particular learners

Selecting important points from detail, organising main events sequentially or grouping details under general points will not be approaches which come easily to all learners. Learners who might have particular difficulty with these will include learners with learning difficulties and others who have dyslexia or autistic spectrum disorders. These learners may also have difficulty putting ideas from a text into their own words.

Getting meaning from a text is not straightforward. Some learners, including those who have dyslexia, learning difficulties, 'poor visual memory' for words or difficulty with short-term memory, may need to concentrate so hard on recognising the words that they 'lose' the meaning.
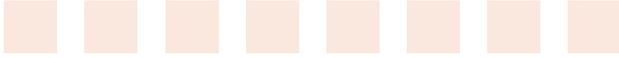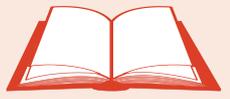
Teaching approaches and alternative strategies

- Practise in small steps (i.e. paragraph by paragraph) using high-interest material.

- Use comprehension strategies such as DARTs and PQ4R (see information on 'Comprehension strategies', p. 312) to help learners analyse the structure of paragraphs and identify main points.

- Remember that explanatory texts will be more difficult to summarise than chronological ones for many learners, so give more support in doing these.

- Ask learners to read in small chunks and check comprehension at each stage.

- Teach learners to highlight key words and words that connect one part to another (for example, in a passage about school, all the words that relate to school, learning, teaching and so on).

- If comprehension is a persistent difficulty, suggest learners read onto tape and listen back before reading again for meaning.

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read and obtain information
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Text focus   **Reading comprehension Rt/E3** *(continued)*

Component skill and knowledge and understanding	**Areas of difficulty which may be experienced by particular learners**
Adults should learn to	
2a understand and distinguish the different purposes of texts at this level	
– be aware that similar types of text can have different purposes, audience, and intended outcome, and that this may be indicated by features of register, for example use of third person and formulaic language in formal letters or colloquial expressions in posters and advertisements	Visual means of distinguishing between texts will not be accessible to all learners, including learners who are blind or visually impaired who do not have the experience of an abundance of print and visual stimuli around them, and therefore do not 'pick up' conventions of written language.
– understand that information or purpose may not always be stated overtly and that the reader needs to make the connections.	Inferring meaning can be difficult for certain learners, including learners who have dyslexia and those with autistic spectrum disorders.
3a identify the key organisational features of instructional texts	
– recognise typical layout used in instructional texts to aid understanding: use of lists, numbered points, bullets, diagrams, graphics along with text	Visual recognition of the conventions of instructional texts will be inaccessible to some learners, including learners who are blind or visually impaired.
– understand that instructions and the content of instructional texts may be laid out in different ways	Strategies that rely on organisational features will be difficult for some learners, including learners with visual processing difficulties.
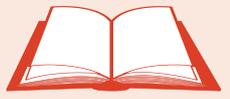
Teaching approaches and alternative strategies

- Reinforce and make non-visual features explicit.

- Encouraging use of audio books and CD-ROMs will help develop strong listening skills for reading.

- Use comprehension strategies such as DARTs and PQ4R to help learners. See information on 'Comprehension strategies', p. 312.

- Pay attention to presentational factors such as print contrast, style, size and layout.

- Use alternative formats, for example verbal description, tactile resources such as sandpaper, and access software (see information on 'Reading and access to text for blind and visually impaired learners', p. 412; 'Spatial representation and blind and visually impaired learners', p. 486; and 'Braille for bilingual learners', p. 470). Templates in various formats can demonstrate conventions clearly for the learner.

At this level, adults can

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read and obtain information
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Text focus   **Reading comprehension Rt/E3** *(continued)*

Component skill and knowledge and understanding

Adults should learn to

4a extract the main points and ideas, and predict words from context

– understand that some parts of texts may be more important to overall meaning than others

– develop awareness that the first sentence in a paragraph often introduces the main point or establishes a new idea, often referred to as the 'topic sentence'

– be aware that opinions and information are not always overtly stated in texts, but may be part of the main point

– recognise use of modals to express opinion and judgement

– develop awareness of how clichés and metaphoric language express opinion and ideas

5a locate organisational features, such as contents, index and menus, and understand their purpose

– understand that organisational features occur in different places within a text and that this helps to predict meaning and locate information. For example, memos have a particular layout; reports and articles often present information in simple charts; a description is often written in the present tense

– develop understanding of the purpose of different organisational features such as contents page, index, glossary, answer key and spell-check, and develop understanding of how they work at different levels of detail

Areas of difficulty which may be experienced by particular learners

See 1a.

The same difficulties will apply.

Tabular formats and sources of information that are presented visually, such as Websites, will not be accessible to all learners, including those who are **blind** or **visually impaired**, who will not be familiar with the range and conventions of different sources of information and how they are presented.

This is also difficult for learners with **visual processing difficulties**.

Teaching approaches and alternative strategies

- Use DARTS to help learners analyse the structure of a paragraph or text (see 'Comprehension strategies', p. 312).

- Use Talking Yellow Pages, and other alternative telephone sources, for information. Also, use Websites with a screen reader. Help learners find available support, for example those who are blind or visually impaired or have dyslexia can use directory enquiries free (see information on 'Reading and access to text for blind or visually impaired learners, p. 412, and 'Screen reader', p. 398).

- See the case study of Ali, Part 1, p. 61.

ENTRY 3

At this level, adults can

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Text focus   **Reading comprehension Rt/E3 *(continued)***

Component skill and knowledge and understanding

Adults should learn to

5b use organisational features in a range of reference sources

– use a range of basic reference tools and sources to get information from texts, such as dictionaries, grammar books, phone book, street atlas (A–Z), Internet, teletext, reference software

6a skim-read key textual features (title, heading and illustrations) for different purposes

– understand that we skim-read for different purposes (for example to decide whether something is of interest; to identify the source and subject, or the writer's tone; to get the main themes and ideas), and that not all texts need to be read in detail

– develop awareness of which textual features give clues to meaning, for example headlines in a newspaper, the sender's name in an e-mail, photos in a brochure, contents pages and indexes

Areas of difficulty which may be experienced by particular learners

See 5a.

Scanning as a strategy will not be easy for a range of learners, including learners with **dyslexia** and others with **visual processing difficulties** (see Rt/E2/1b). These learners will be slower in locating specific details which rely on visual 'scanning'.

The time taken to read texts will vary considerably between different learners. Some learners, including learners with **dyslexia** and others with **visual processing difficulties,** will not be able to read quickly, as the print may appear to be unstable and they may easily lose their place. They also process print more slowly.

Learners who are **visually impaired** may need additional time to read texts.

Phonics

Phonics is a useful tool for learning to read, as it helps readers to use the alphabetic system to work out new words. However, learners who are deaf or partially hearing, dyslexic learners, those with auditory processing problems and some learners with learning difficulties will be unable to use phonics successfully, but will rely on visual and lexical (word-based) approaches to work out words and develop a sight vocabulary. For profoundly deaf learners, this is obvious, but those with auditory processing difficulties and partial hearing may use phonics to some extent, though imperfectly. It is important that they do not rely on inaccurate hearing or perception, which will increase their difficulties. Many dyslexic learners will be able to perceive sounds, but not hold them or keep track of them while reading or spelling; in this case, they may appear to learn phonics but they will not be able to use them effectively. They will need to rely on visual and motor strategies, in addition to meaningful links (for example mnemonics) and units of meaning to develop reading skills at word level. However, they can develop good word-recognition skills. They will also rely on text-focus skills using context, to compensate for weak phonic skills.

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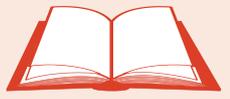
Teaching approaches and alternative strategies

- See information on 'Skimming and scanning', p. 229.

- Allow sufficient time.

- Use activities to help and encourage use of organisational features such as contents pages, headings, and so on.

- Use highlighters.

- Sample activities such as skimming a selection of texts may be difficult, so allow learners more time to find information and accept that some may never be able to use skimming as a strategy to find information (see information on 'Skimming and scanning', p. 229.

- Recognise that learners may take longer to read texts because of their technical difficulty with reading and not because of a lack of understanding.

It will help to remember the following when teaching phonics:

- Choose sounds that occur naturally in the context in which you are teaching from words learners can read, such as names of learners in class.

- Begin with single initial consonant sounds, for example 'S' in Samira. Include sound discrimination activities to check that learners can hear the initial sound.

- Teach sound units rather than individual sounds, for example '*m-an*', '*c-an*'; '*j-elly*', '*b-elly*', rather than '*m-a-n*', '*j-e-ll-y*', and so on.

- Use multisensory methods to reinforce visual and tactile patterns (see information on 'Multisensory approaches to teaching', p. 384).

In addition, help learners develop effective visual and lexical strategies for spelling and use spelling to develop strategies for working out words (see 'Spelling: individualised programme').

Develop sight vocabulary by using high-interest adult material at an easy level.

Phonic approaches may be of some use for partially hearing learners in good acoustic conditions. Deaf learners can become good readers without the use of sound.

Many learners with partial sight may respond more effectively to phonic than visual approaches.

If learners have had unsuccessful experiences of being taught phonics, it is best to take other approaches rather than reinforce failure.

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read and obtain information
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Text focus **Reading comprehension Rt/E3** *(continued)*

Component skill and knowledge and understanding

Adults should learn to

7a scan different parts of texts to locate information
   – understand that it is not always necessary to read every word or every word in a relevant section to understand a text
   – develop strategies for extracting information from various parts of text, and online, for example scan headings and sub-headings because they give clues to content, or type in a key word to search online and use hot links

8a read every word to obtain specific information
   – understand that it is sometimes necessary to read every word to understand a text
   – be able to judge when detailed reading is necessary and when skimming or scanning is more appropriate, and obtain appropriate information by reading in detail

Areas of difficulty which may be experienced by particular learners

See 6a.

Scanning as a strategy will not be easy for a range of learners, including learners who have **dyslexia** and others with **visual processing difficulties** (see Rt/E2/1b). These learners will be slower in locating specific details which rely on visual 'scanning'.

Detailed reading will be difficult for certain learners, including those learners who have difficulties decoding words, such as learners with **dyslexia** or others with **auditory processing difficulties** and those who do not recognise familiar words because of **visual processing difficulties**.
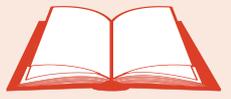
Teaching approaches and alternative strategies

- See 6a and information on 'Skimming and scanning', p. 229.

- Help learners use semantic cues to check meaning. Develop word focus strategies: for instance, working on spelling will improve reading for those with auditory processing difficulties. Focus on words that are important for the detailed reading learners need to do in their lives.

- An electronic reading pen, which will scan and 'read' individual words, is an excellent aid for any learner whose difficulties may interfere with accurate detailed reading. A scanner and text-to-speech facility on a computer may be useful. See section on 'Technology for learners with learning difficulties or disabilities', Part 1, p. 15, and 'Screen reader', p. 398.

ENTRY 3

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Text focus   **Reading comprehension Rt/E3 *(continued)***

Component skill and knowledge and understanding

Adults should learn to

9a relate an image to print and use it to obtain meaning
  – be aware that images are sometimes part of whole texts and provide meaning

Areas of difficulty which may be experienced by particular learners

Visual diagrams, symbols, maps, and so on may be inaccessible to some learners who are **blind** or **visually impaired**.

Other learners may have directional difficulties that affect their use of maps and some diagrams, including some learners with **dyslexia**, **dyspraxia**, **learning difficulties** and **acquired brain injury**.

Social Stories

Social Stories was developed in the USA by Carol Gray. It was developed originally for children with autism but has also been used with adolescents and adults with autism and related disabilities.

It is a technique that can be used to help individuals understand social situations. It involves writing a story about a situation the learner finds difficult and aims to help learners with autism increase their understanding of these social situations and the actions and assumptions of others. The underlying philosophy emphasises the importance of trying to understand the learner's perspective, sharing social information in a patient and reassuring way, making the information clear and accessible and giving praise and recognition for the skills and abilities that the learner has.

Writing a social story

A social story is written according to specific guidelines. It is usually written in the firstperson, presenttense. There are four types of sentences used in social stories:

· descriptive sentences, which address the questions such as where the situation takes place, who is involved, what they do and why;

· directive sentences, which give guidance on responses tailored to the individual learner. These statements are best phrased as advice and need to focus on the desired outcome for the learner and not limit the individual's choice;

· perspective sentences, which give other people's reactions to a situation, their emotions and thoughts, so that the learner can see how others perceive particular events;

· control sentences, added by the learner after using the story. These identify strategies the learner can use to remember the story or deal with the situation. They are not used in all stories.

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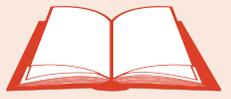
Teaching approaches and alternative strategies

- Enable readers to get meaning from the text without relying on images. Use spoken or taped explanations of images or raised images. See information on 'Spatial representation and blind and visually impaired learners', p. 486, 'Reading and access to text for blind and visually impaired learners', p. 412, and 'Braille for bilingual learners', p. 470.

- Provide examples in tactile format, sound pictures and audio description. Ensure tactile diagrams are clear and include only information essential to the text.

- Encourage learners who have strong visual–spatial skills and who are good at using diagrams to obtain information, to build on this strength.

- When using a map, encourage learners to hold the map up and walk in the direction of travel.

Carol Gray recommends that a ratio of at least three to five descriptive or perspective sentences for every directive sentence should be used for each story. The greater the number of descriptive statements, the more opportunity the learner has to give their own responses to the social situation, whereas the greater the number of directive statements, the more specific the advice regarding how an individual could respond. Stories can be written with no directive sentences, leaving it to the learner to determine an appropriate and successful response.

When writing a social story it is important to write with the learner in mind. You can try to obtain the perspective of the learner by observation, through discussion with the learner (if they have sufficient English) and by talking to others who know the learner, such as other teachers, family members, and so on. You also need to ensure that the language level is appropriate for the learner.

- Pictures or photos can add interest and give support, especially for beginner readers. However, it is important to keep visuals uncluttered; learners with autism may focus on items in the background rather than what we might assume is the main object.

- Audio recording. The story can be recorded to give learners support and enable them to practise individually or at home.

- Scenes from the story could be used for role play, to integrate work on speaking and listening as well as to provide support for the reading.

- Stories can be rewritten, removing directive sentences so that learners discuss their own responses.

For further information about social stories and guidelines for writing social stories see: www.thegraycenter.org

ENTRY 3

At this level, adults can

read and understand
short, straightforward texts on familiar topics accurately and independently

read and obtain information
from everyday sources

in texts such as forms, notes, records, e-mails, narratives, letters, diagrams, simple instructions, short reports

Sentence focus   **Grammar and punctuation**   **Rs/E3**

Component skill and knowledge and understanding

Adults should learn to

1a recognise the generic features of the language of instructional texts

– develop awareness of linguistic features of particular types of instructional texts and use knowledge to work out meaning and to confirm understanding, for example verb grammar, use of imperative and negative imperative, short sentences (for directness), key discourse markers that indicate order and sequence

– know the names and understand the use of key grammatical forms, such as tenses, conjunctions, articles, adverbs and adjectives at this level, and how they carry meaning. For example in the text *When she was twelve she used to help her brother and father in their shop, 'used to'* means she did it regularly

– understand that new information is often placed towards the end of the sentence, for example *In China, children go to school at 6 or 7 years old*

– recognise the main clause in straightforward texts, for example, *If you want your chosen items urgently, you can use our Next Day Delivery Service*

– use key discourse markers to help prediction and aid understanding, for example *Although you have worked hard this term, you need to read more widely. 'Although'* indicates the first clause will be followed by a contrasting one

– be aware that sentence grammar in poetry, in particular word order, may be different from that of prose

Areas of difficulty which may be experienced by particular learners

Learners will vary in the ease with which they can understand and use tenses. Those who may have difficulties with tenses are likely to include some learners with **learning difficulties** and those with expressive language difficulties (such as **dysphasic learners** and those who have **dyslexia**).

In particular, learners who are **deaf** whose first language is BSL or another sign language may not use verb endings to indicate tense, as in standard English.

Teaching approaches and alternative strategies

- Make the relationship between different types of text and grammatical features explicit.

- Grammar may be better taught through writing and speaking.

- Use texts of high interest to learners, and move from text focus to sentence focus.

- Tense endings need to be taught explicitly.

- Highlighting for different language features or tenses can be helpful. Use different colours for different language features or tenses. Keep to the same colours as BROGY (see Resources, p. 519).

- Be aware that many learners who are deaf find IT and the Internet highly motivating. Where appropriate, set activities which involve IT.

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Sentence focus   **Grammar and punctuation Rs/E3** *(continued)*

Component skill and knowledge and understanding

Adults should learn to

1b use knowledge of syntax and grammar to work out meaning and confirm understanding in other types of text at this level

Areas of difficulty which may be experienced by particular learners

Some learners who have difficulties with syntax and grammar including those who have dyslexia, are deaf or hearing impaired, or have learning difficulties may rely more on semantic cues.

Learners who have not had opportunities to expand their vocabulary through listening, for example prelingually deaf learners, will need specific work on this.

Learners vary considerably in their attitudes towards reading. Some may feel they must read every word, finding it hard to skip a word they cannot read or work out from sentence level. These will include some individuals with dyslexia and some with learning difficulties or autistic spectrum disorders.

2a recognise the role of certain punctuation in aiding understanding
– name and recognise the function of a variety of different punctuation symbols including: capital letters; full stops; commas to separate words in a list, or parts of a sentence; question marks and exclamation marks; bullet points; numbering
– understand that punctuation relates to sentence structure and text type to help the learner make sense of the written text and apply this understanding in their own reading

Understanding the abstract rules and the conventions of written language, including the rules of punctuation, will be difficult for some learners, including those who have dyslexia and those with learning difficulties. Learners with autistic spectrum disorders may well respond positively to the notion of fixed rules, but may have difficulties when these rules are varied.
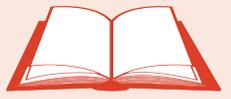
Teaching approaches and alternative strategies

- Emphasise use of semantic cues in cases where learners have problems with syntax.

- For users of BSL consider using a dictionary of BSL–English and provide illustrations or an illustrated/photo dictionary or BSL CD-ROMs.

- As learners who are deaf will not have an internal auditory channel to check meaning, they will need to perform an explicit check for sense. The PQ4R technique is good for this (see information on 'Comprehension strategies', p. 312).

- Highlight, enlarge or colour punctuation marks.

- Use the symbol mastering approach of Ron Davis (1997) by using clay or plasticine to make letters and punctuation marks. This helps to make punctuation more concrete (see p. 512).

- Use tactile resources such as textured, brightly coloured punctuation markers or 'clothes peg commas' – sentences requiring commas are written on long strips of card. Learners have clothes pegs on which commas are drawn and clip these to the sentences where they think punctuation should be. They can turn over the cards to check their answers.

- Use 'Kernel sentences' (see p. 244). These are an effective way of introducing punctuation through writing.

- Screen readers can help learners to get a feel for punctuation.

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Word focus   **Vocabulary, word recognition and phonics   Rw/E3**

Component skill and knowledge and understanding

Adults should learn to

1a recognise and understand relevant specialist key words

– develop awareness of the concept of key words, i.e. that some words are more important than others in particular contexts

– be aware of key words in learners' own contexts, for example in reading at work, education, home

– be aware that some words in learners' other languages will not have direct translations in English and vice versa, and that others may appear similar but have different meanings, for example *sympathique* in French means *agreeable* rather than *sympathetic*

– develop knowledge of word families, shared roots and prefixes and suffixes to help read and understand some key specialist words, for example *psychology, psychologist, psychological* all come from the Greek root *psukhe* meaning *breath, life, soul*

– understand that knowledge of prefixes and suffixes can be generalised to other vocabulary, for example *biology, biologist, biological*

2a read and understand words and phrases commonly used on forms

– read and respond to form-filling conventions and language commonly used on forms

– be aware of cultural conventions that underpin certain elements of some types of forms

– read and respond to stated and unstated instructions on forms

Areas of difficulty which may be experienced by particular learners

Word recognition may not be easy for a range of learners including those who have **dyslexia** and others with a '**poor visual memory**' for words. Though they will often learn and recognise specialist words more easily than function words, they may still have difficulties with these, especially when they can be easily confused visually.

Forms are not easily accessible to a range of learners, including those who are **visually impaired**, have **perceptual difficulties** and those with **dyslexia** and **visual processing difficulties**. These learners may lose their place on a form, which will affect their accuracy in completing forms and recognising words.

Teaching approaches and alternative strategies

- Link with spelling practice to reinforce word recognition (see information on 'Spelling: individualised programme', p. 326).

- A personal dictionary or small packs of word cards featuring important specialist words may be helpful, especially if they are portable and convenient.

- A reading pen, which will scan and 'read' individual words, is an invaluable technological tool for identifying individual words that cause trouble, or for use where accuracy is particularly important. See 'Technology for learners with learning difficulties or disabilities', Part 1, p. 15.

- Use clearly printed forms, paying attention to size and font type of print. Print onto coloured paper if appropriate – check with individual learners. Enlarge text but do not 'blow up' with a photocopier. The text can bleed into the paper and become unclear; it also means learners are using larger, unmanageable pieces of paper.

- Help learners navigate their way around common forms.

- See information on 'Spatial representation and blind and visually impaired learners', p. 486).

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Word focus   **Vocabulary, word recognition and phonics   Rw/E3**

Component skill and knowledge and understanding

Adults should learn to

3a use a dictionary to find the meaning of unfamiliar words
– use other language and English–English dictionaries as appropriate
– be able to use alphabetical order or alternative strategies to find the required word

Areas of difficulty which may be experienced by particular learners

Sequencing will be much harder for some learners than others. Some learners may have difficulty with remembering alphabetical order, including those who have dyslexia and others with sequencing difficulties such as those with learning difficulties or acquired brain injury.

Standard dictionaries and other text-based resources will be inaccessible or not easily accessible to some learners, including those who are blind or visually impaired and those with dyslexia and learning difficulties.

4a use first- and second-place letters to find and sequence words in alphabetical order

See 3a.
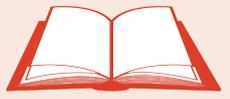
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Teaching approaches and alternative strategies

- Avoid decontextualised exercises in using alphabetical order. If doing activities involving alphabetical order, look for contexts where learners are already using alphabetical order, or might want to.

- Encourage learners to make use of guide words in dictionaries.

- Do not over-emphasise the importance of alphabetical order, especially when the learner finds it arduous and time-consuming. Learners can often find individual alternative strategies for finding and ordering information. Use the alphabetic sort function on computers as an alternative way of ordering files or e-mails.

- Recognise the value of using resources such as Talking Yellow Pages or talking dictionaries, as an alternative to learners having to sort words and themselves.

- Encourage learners who have dyslexia or visual impairments to use services such as Talking Yellow Pages and to apply for free directory enquiries.

- See 3a.

ENTRY 3

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Word focus　**Vocabulary, word recognition and phonics**　**Rw/E3**

Component skill and knowledge and understanding

Adults should learn to

5a use a variety of reading strategies to help read and understand an increasing range of unfamiliar words

– be aware that effective readers use a variety of strategies to make sense of unfamiliar words, for example visual, phonic, structural and contextual clues

– apply knowledge of sound and letter patterns and of structure of words, including compounds, root words, grammatical endings, prefixes, suffixes, and syllable divisions, to help decode words

Areas of difficulty which may be experienced by particular learners

It is important to remember that not all of these strategies will be available to all learners. In particular, learners with difficulties in visual or auditory processing will be unable to use a variety of strategies and may have to rely on a narrower range.

Comprehension strategies

Learners with comprehension difficulties will need extra support to access meaning from print, at whatever level they are reading. The following are effective approaches for improving comprehension for any learner, but may be essential 'scaffolding' for those with difficulties.

Modelling the reading process, i.e. demonstrating how you read, is a basic scaffolding device. Use a piece of text on an overhead projector to take learners through the process as you preview, ask yourself questions, monitor meaning, repeat something if it does not make sense, work out new words from context, and so on. Then suggest learners do it with you and/or in pairs.

Directed Activities for Reading Texts (DARTs) is an excellent way to direct learners to engage with particular aspects of the text to improve comprehension and develop an active relationship with reading. Learners can use highlighting, cutting and pasting, moving enlarged text around, in groups or pairs, to encompass a range of learning styles. The activities can be designed around certain text features, such as those of a report or procedure, or to help learners identify main points, and so on.

PQ4R (Preview, Question, Read, Reflect, Recite, Review) uses these basic comprehension techniques as a scaffold for the reading process. Learners practise previewing a text to anticipate from text features and context what they expect it to be about. They then formulate questions to be 'answered' as they read. These help them engage actively in the reading process and should include higher-level questions. They then 'read, reflect, recite, review' each paragraph/section as they read. Reflecting helps them think about what they have read; reciting uses the motor memory to help them retain it, and reviewing helps to go back to their original questions and develop summarising skills.

RAP is a mnemonic which is a helpful adjunct to PQ4R to develop summarising skills:

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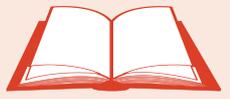
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Teaching approaches and alternative strategies

- Help learners use strengths to compensate for weaknesses. For example, those unable to sound out words will need to rely more on context and lexical strategies (such as words within words and structure) to work out new words. Those with a weak memory for words and/or letters will rely on phonics, but they may lose meaning, so they will have to be helped to improve monitoring of comprehension.

- For some learners, work on pronunciation (for example minimal pairs exercises or exaggerating difficult sounds) may help spelling, especially for letter sounds that do not exist in their own language. These may need to be identified and discussed with learners. A good reference source is *Learner English* by Swan and Smith (2001).

- When raising awareness of word structure, use multisensory approaches such as highlighting parts of words, and writing words on card and cutting into puzzle shapes, grouping words together according to meaning or structure, using colour instead of underlining (see 'Multisensory approaches to teaching', p. 384).

- **R**ead a paragraph.
- **A**sk yourself what it says.
- **P**ut into your own words/paraphrase.

Tapes can be very helpful for those with comprehension difficulties. There are three main ways to use these:

1. The teacher records a book/selection slowly, modelling good phrasing and expression. The learner then reads along with the tape, then reads silently to self. Useful for developing phrasing and using punctuation to improve comprehension, and for increasing reading vocabulary and fluency.

2. The learner reads the text onto tape, listens back, then reads silently without the tape; the learner may then want to repeat the process if the text is difficult. This will enable those learners who can pronounce most of the words but have weak word recognition to access meaning from texts.

3. The learner listens to or watches a recorded (or live) version of a story/play, etc. (for example a video – film as well as audio tape) for pleasure and/or to get the 'feel' and gist, then reads. This will increase enjoyment and gives an overview, thus encouraging learners to read more, while improving comprehension.

At this level, adults can

write to communicate information and opinions with some adaptation to the intended audience

in documents such as forms, notes, records, e-mails, letters, narratives, simple instructions, short reports

Text focus   **Writing composition**   **Wt/E3**

Component skill and knowledge and understanding

Adults should learn to

1a recognise the process of planning and drafting when writing certain types of texts
  – plan, understanding that the choice of how to organise writing depends on the purpose, audience and intended outcome of writing

Areas of difficulty which may be experienced by particular learners

Many learners will find that their ideas outpace their ability to write. This may be particularly true of some of those with physical impairments, fine motor coordination difficulties, dyslexia or dyspraxia.

Bending over a piece of writing or a VDU for long periods of time can cause discomfort to a range of learners, including many who have visual impairments, physical impairments or fatiguing conditions.

Some learners will find it harder than others to adapt style for an audience. This might be particularly true for some learners with autistic spectrum disorders and dyslexia.

Teaching approaches and alternative strategies

- Draw attention to the fact that not all cultures sequence discourse in the same way. Encourage learners to take a comparative approach.

- Encourage learners to generate ideas and use a scribe, speech-based software tape recorder, pocket memo or a dictaphone to record them.

- Use recorded ideas for subsequent recall and writing down.

- Use mind maps to allow the free flow of ideas which can be reorganised, edited and sequenced later.

- It is vital that the correct furniture is available to support the learner. Task lighting may be appropriate, reading stands can be a great help or a variety of specialist 'laptops' with Braille displays. If a learner is using a larger font size and/or CCTV, frequent breaks are needed.

- Promote good posture as far as possible and encourage taking 'natural breaks' from the writing process every few minutes (for example looking away, stretching).

- See information on 'Brain Gym activities', p. 452.

- Use software such as *Inspirations* or *Mindmanager*, which can be used with voice recognition (see 'Speech/voice recognition software', p. 156, and 'Concept-mapping software', p. 339).

- Draw attention to the relationship between audience and style/organisation of material. Use pairs to read each other's pieces. If learners act as audience, they are more likely to understand the need for different styles.

- Model different styles for different audiences, for example compare a holiday postcard with a letter to the council, or a text message to a formal letter.

- Give examples of inappropriate writing, for example a formal letter written as if to a friend, or a postcard written in a formal way, and discuss these.

At this level, adults can

write to communicate
information and opinions with
some adaptation to the
intended audience

in documents such as forms,
notes, records, e-mails, letters,
narratives, simple instructions,
short reports

Text focus   **Writing composition**   **Wt/E3**   *(continued)*

**Component skill and knowledge
and understanding**

Adults should learn to

1a recognise the process of planning
and drafting when writing certain
types of texts *(cont'd)*
– understand that there are different ways
of planning (for example making mind-
maps, listing, making notes), but all
involve formulating, selecting and
ordering ideas

**Areas of difficulty which may be
experienced by particular learners**

Planning and organising writing can
be particularly difficult for some
learners, including those who have
dyslexia or dyspraxia and those with
learning difficulties. Learners may
develop their own strategies for
planning and writing, for example
some learners with dyslexia may
prefer to 'start in the middle'.

Some learners, including those with
dyslexia and those with acquired
brain injury, will have considerable
sequencing and organisational
difficulties. These difficulties increase
as organisational structures become
more complex (for example, a
discursive piece of writing is more
difficult to plan and organise than an
account of an event). Problems also
increase as learners' ideas become
more complex.

Some learners may always have
difficulty planning and may do much
of their organising after they have
drafted their initial writing.

The physical act of manipulating
visual material may be difficult for
some learners, for example those who
have visual impairments or
mobility difficulties.

Learners with a visual learning style
such as those who are deaf may
benefit from visual planning methods.

Teaching approaches and alternative strategies

- Use writing frames (see information on 'Writing frames', p. 403).

- Model the writing process, i.e. plan and draft a short piece of writing on a whiteboard or OHT, describing your thinking process aloud as you do it.

- Teach learners to make mind maps (see information on 'Mind maps for planning and organising', p. 268, and 'Concept-mapping software', p. 339).

- Encourage colour coding and tactile approaches. Learners may find it helpful to write ideas on index cards, then arrange and colour code these according to headings. Always do the ordering, i.e. sequencing, as the last stage.

- Some learners will need to talk through their ideas or idea-storm with the teacher acting as scribe, then group their ideas and, lastly, put them in order.

- Suggest these learners physically cut and paste their initial draft. Teach them to cut and paste on the computer.

- Use tactile diagrams. Learners with visual impairments might benefit from planning software such as *Inspirations* and speech software (see information on 'Concept-mapping software', p. 339, 'Screen reader', p. 398, and 'Speech/voice recognition software', p. 156.

- Use spidergrams and mind maps to plan work and show the relationship between topics and paragraphs. The rounded format encourages learners to rethink the order of the paragraphs and identify the best links. See information on 'Mind maps for planning and organising', p. 268.

At this level, adults can

write to communicate information and opinions with some adaptation to the intended audience

in documents such as forms, notes, records, e-mails, letters, narratives, simple instructions, short reports

Text focus   **Writing composition**   **Wt/E3**   *(continued)*

Component skill and knowledge and understanding

Adults should learn to

1a recognise the process of planning and drafting when writing certain types of texts *(cont'd)*

– understand that it is important to choose a way of planning that suits the learner's own learning style
– understand that generating ideas for writing and making decisions about what and how much to include is part of the planning process

– identify appropriate register for task and audience, showing awareness of the main differences between spoken and written English

– produce a final, legible version of text, word processed or handwritten, developing awareness of when material is ready for presentation

Areas of difficulty which may be experienced by particular learners

Some learners, including those with **dyslexia** or **dyspraxia**, learners with **autistic spectrum disorders** and some with **learning difficulties** may have difficulties with 'perseveration'. This is getting stuck on a single point, the inability to move from one point to develop a piece of writing.

Learners will vary in their familiarity with informal English. For example, **prelingually deaf** learners who have learnt their English mostly from the written word may have a restricted range of styles and may be less familiar with informal English.

Producing a sustained piece of writing will be challenging for a range of learners, including learners with **fine motor control or coordination difficulties, or severe dyslexia**. These learners will have to concentrate on forming letters or working out spellings; their hand may tire from pressing hard to control the pen; they may write too slowly. All of these impede their ability to get their ideas down before they forget them, and make writing an arduous task. Note taking is not a strategy that comes easily to a range of learners. Learners who have **dyslexia** in particular may have difficulties with taking notes and making sense of them later.

Teaching approaches and alternative strategies

- See information on 'Switch access', p. 323, and 'Using a word processor', p. 134.

- Explore different ways of planning with learners.

- These learners need clear structures and individually devised writing frames that help them to move on.

- Rules of thumb such as 'write three sentences about the first point, then three about the second point', and so on, may also help learners stick to a plan.

- Teach learners to use 'spider plans,' which will allow points to be sequenced with numbers after all ideas are down on paper.

- Software such as *Inspirations* or *Mindmanager* allows for more flexible reorganisation of initial ideas. See information on 'Concept-mapping software', p. 339.

- Learners will need explicit teaching, particularly in areas of colloquial language, and lots of experience of different contexts. Some learners may resist using less formal registers, especially if they have received English instruction in a country where it is used as an 'official language.' Use different situations within the same scenario to illustrate a range of styles from formal through semi-formal to highly informal. Illustrations of different dress codes and clothing styles can be a useful way of showing varying relationships and hence language codes. All conventions and elements of style will need to be taught explicitly to draft and develop writing. Learners who are deaf will need extra work on increasing and using new vocabulary.

- Where possible, make use of speech software and/or the keyboard to develop writing skills. See 'Speech/voice recognition software', p. 156, and 'Using a word processor', p. 134.

- Suggest learners record their ideas onto tape or have a volunteer scribe for them. They can then edit their writing. This reduces the amount of physical writing required. Alternatively, writing can be edited by the scribe or by using a computer with appropriate software.

- See 'Switch access', p. 323.

ENTRY 3

At this level, adults can

write to communicate information and opinions with some adaptation to the intended audience

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Text focus   **Writing composition**   **Wt/E3**   *(continued)*

Component skill and knowledge and understanding

Adults should learn to

1b make notes as part of the planning process
– understand that there are different ways of taking notes and appreciate the key features of note taking, for example use of abbreviations, symbols, numbering, listing and/or graphics

2a structure main points of writing in short paragraphs
– understand the concept of paragraphing, for instance as a way of grouping main points

– understand that paragraphs follow on from each other and are linked together with key words and phrases, for example *In the first place, in addition, however, finally*

Areas of difficulty which may be experienced by particular learners

Note-taking is not a strategy which comes easily to a range of learners. **Dyslexic learners** in particular may have extreme difficulties with taking notes and making sense of them later.

Understanding and using the rules and conventions of written language, including paragraphs, can be extremely difficult for some learners, including those with **dyslexia** and those with **learning difficulties**.

The fact that linking words are abstract and not functional can make them difficult for some learners, including those who are **prelingually deaf**, have **dyslexia** or have **learning difficulties**. It is also important to remember that these concepts may be expressed differently in BSL. There may be no direct BSL translation of many English linking words.

Teaching approaches and alternative strategies

- Using a recorder, such as a MiniDisc or mp3 player, allows the learner to concentrate on listening.

- Mind mapping can be a very effective alternative to linear notes – one symbol or word per concept.

- The use of writing frames is very helpful for these learners (see information on 'Writing frames', p. 403).

- Teach paragraphs explicitly, for example 'WEE' paragraph:

  - What is the point?

  - Explain what you mean.

  - Example.

- Start with the main idea, then ask learners to write three or five sentences about it. Then write three or five sentences on each of these sentences to make three or five paragraphs. See information on 'Writing: organising and planning'.

- Encourage learners to give their paragraphs titles. This helps them establish whether their paragraphs have too many ideas and whether the point is clear.

- See *Making it Happen* (Department for Education and Skills, 2006), section 2, 'Developing writing skills'.

- Teach linking words explicitly. Provide handouts which list the words and where they are used, and introduce them within the context of writing frames.

- See information on 'BSL in relation to ESOL', p. 499.

ENTRY 3

At this level, adults can

write to communicate information and opinions with some adaptation to the intended audience

in documents such as forms, notes, records, e-mails, letters, narratives, simple instructions, short reports

Component skill and knowledge and understanding

Adults should learn to

3a show sequence through the use of discourse markers and conjunctions

– understand the importance of chronological sequencing of events in personal writing, descriptions of events, reports, e-mails, letters

– understand the use of:

- discourse markers that show sequence, for example time words to join sentences and paragraphs and to describe time periods
- conjunctions such as *before, when, after, while*
- connectives such as *then, and then, next, finally*
- past tenses

Areas of difficulty which may be experienced by particular learners

Sequencing can be a barrier for many learners including those with dyslexia, learning difficulties, dyspraxia, acquired brain injury and other neurological impairments.

See 2a. The same difficulties will apply.

Teaching approaches and alternative strategies

- Help learners use their strengths to support weaknesses. Help learners find appropriate visual representations, for example draw a 'story' or process first, then label or describe the drawings; use storyboards; use a time line to help organise a chronological event.

- Make particular use of colour and cut and paste to sequence, both physically and on a word processor.

- Peer/paired editing can be very helpful in giving feedback on how to improve ordering. Encourage learners to ask questions such as *What came next?, What did you do first?*, and so on to help them understand the chronology of events.

- Help learners to make 'help sheets' for themselves with lists of linking words and examples of when to use the words. Learners can then refer to the help sheets when writing.

- Use writing frames to introduce linking words in context. In some cases these will need to be 'customised' in order to support particular difficulties (see *Writing Works* by Spiegel and Sunderland [1999]).

Switch access

A switch is simply a button or control that is triggered by some kind of physical action. Switches are available in a variety of shapes, sizes and colours. They can be activated by small movements (for example of the head, fingers or chin), or by pressure, or, in some cases, through suck and puff actions.

Example: *Jelly bean, BIGmack, Discover*

Why is it useful?
Switch access is particularly useful for learners with a severe mobility or manual dexterity difficulty, and/or learners with learning difficulties and high support needs. The switch is often used in conjunction with an on-screen interface which allows users to access many computer functions via a few controls otherwise accessible only via a keyboard or mouse.

How is it used?
A switch or switches are used to control a specialist interface which allows the learner to navigate on-screen options and make selections. Shortcuts and macros (a pre-recorded set of actions) can be set up by tutors to help speed up what can otherwise sometimes be a slow process.

How do you set it up?
Learners need to 'train' to use a switch or switches, much in the same way as students learn to use a keyboard or mouse. This 'training' might start with the simple association of switch activation with an on-screen event (for learners at the earliest milestones), and could move towards multi-tasking using a combination of switches to interact with a complex interface.

Further information about assistive technologies is available on the Internet, for example AbilityNet have a series of factsheets (www.abilitynet.org).

ENTRY 3

At this level, adults can

write to communicate information and opinions with some adaptation to the intended audience

in documents such as forms, notes, records, e-mails, letters, narratives, simple instructions, short reports

Component skill and knowledge and understanding

Adults should learn to

4a proofread to check for content and expression, and for grammar and spelling
  – develop awareness of areas of personal strengths and weaknesses in terms of basic punctuation, spelling, layout and grammar

Areas of difficulty which may be experienced by particular learners

Some learners will find it harder to identify errors than others. Learners who might have difficulty with this may include those who are **visually impaired** and learners with **visual processing difficulties** (including those with **dyslexia** and those with **poor binocular control, Meares–Irlen syndrome**, or **nystagmus**) For some of these learners the print may appear to be unstable, i.e. to move, blur or jump around.

Proofreading will be difficult for those learners who have difficulty with word or letter recognition, including some with **visual impairments, dyslexia** or **learning difficulties**.

Those with a 'poor visual memory' for spellings will frequently be unable to recognise whether a spelling is correct.

Teaching approaches and alternative strategies

- Speech software will assist learners to proofread but it is important that they understand the limitations of the spell-check facility and the difficulties of pronunciation of some packages. See 'Speech/voice recognition software', p. 156.

- Encourage all learners to take responsibility for proofreading their work. Discuss the rationale for this with learners. Encourage learners to collaborate and proofread each other's work as a stepping stone to proofreading their own writing.

- Build on strengths of other learners who have visual impairments, particularly Braille users, when proofreading. An inability to skim and scan may mean that learners possess a close attention to detail, for example in spelling, structure of words, and use of punctuation. See 'Braille for bilingual learners', p. 470.

- Make particular use of technology, especially speech-based software with a facility to read back what was written. For example, *Keystone* reads back text that has been written on a computer. This can help learners evaluate whether what is written is what they intended. (See section on 'Technology for learners with learning difficulties or disabilities', Part 1, p. 15, and information on 'Screen reader', p. 398, and 'Speech/voice recognition software', p. 156).

- Use coloured acetates suitable for the individual; this can increase accuracy.

- Scaffold proofreading with techniques such as error analysis marking (see p. 260).

- Break the process of proofreading into four steps: read first for sense, then for specific grammar points, then again for punctuation, and lastly for spelling. Learners should be supported in identifying the grammar areas that they individually need to look for.

- Reading aloud or taping work can help some learners to hear if it 'sounds right'. Some may need to read onto a tape and then listen. Always check with the learner to find out what works best.

- Encourage learners to wait for a day or so to proofread, as they are then more likely to identify errors rather than to see their intended meaning.

ENTRY 3

At this level, adults can

write to communicate
information and opinions with some adaptation to the intended audience

in documents such as forms, notes, records, e-mails, letters, narratives, simple instructions, short reports

Text focus   **Writing Composition**   **Wt/E3**   *(continued)*

Component skill and knowledge and understanding

Adults should learn to

4a proofread to check for content and expression, and for grammar and spelling *(cont'd)*

Areas of difficulty which may be experienced by particular learners

Prelingually deaf learners have difficulties proofreading for syntax but fewer difficulties with proofreading for spelling.

Spelling: individualised programme

Learners with spelling difficulties will need additional help to learn and retain spellings. A spelling programme tailored to the learner's needs and learning style can be used with learners from Entry 1 to Level 2 and beyond to give immediate experience of successful learning, improve spelling and help develop skills in learning how to learn. It can also be a basis for developing reading and writing skills for those with reading difficulties.

Select words to be learned from the learner's own writing, which will reinforce the relationship between spelling and writing; many learners will learn words that are personally meaningful more easily. Learners need to understand that they will be able to remember spellings only if they practise them and use them in their writing. If learners are not able to write independently, the spelling programme should be based on words from their language experience; this will reinforce the development of sight vocabulary and allow them to move from language experience to independent writing through having their own words dictated back to them once they have been learned.

Learners with difficulties will need to find individual strategies to remember words. They should then practise the words using the 'Look, Say, Cover, Write, Check' (LSCWC) method. It is helpful for learners to say the word at each step: look, say, visualise, cover, say, write. Then check letter for letter. Success depends on finding strategies for remembering words that work for individual learners: the LSCWC method will not be adequate on its own (for a variation of this method that may be used with deaf learners, see information on 'Spelling and deaf learners', p. 248). Strategies should be based on the learner's processing strengths and preferred learning style. Research has shown that all learners, but especially those with difficulties, learn better when using a strategy that suits their learning style (Brooks and Weeks, 1998). Thus learners with a poor visual memory will need to use strategies that help them use sound, such as an invented pronunciation or a mnemonic, whereas those with auditory processing difficulties or a hearing impairment will need to avoid phonic approaches and rely on lexical approaches, such as words within words, or visual approaches such as finding patterns in the word (for example *h-ere* or *sis-ter*).

The process for an effective weekly programme is as follows.

1. Select with the learner words from their own writing based on words the learner wants to learn and use.
2. Analyse the error – where is the problem?
3. Explore with the learner strategies for remembering, and choose a strategy that addresses the problem 'bit' of the word and builds on their strengths – show this strategy in the column the learner practises from.
4. Link chosen words with others with a similar pattern or to show word building (up to ten or 12 in total, depending on the learner).

(Continued)

Teaching approaches and alternative strategies

- Peer proofreading can be useful as it is often easier to see other's errors but it needs to be introduced carefully and sympathetically (see Klein and Millar [1990], Resources section, for activities on proofreading and editing).

- Avoid highlighting spelling errors as this reinforces the spelling in the learners' memory. Suggest they underline instead, then self-correct, or show them the spelling, then highlight the difficult bit in the correct version.

- When using error analysis marking for spelling, only put 'Sp' or underline where the learner has practised and learned the spelling. Other spellings should be identified for learning as part of an individual spelling programme (see 'Spelling: individualised programme', p. 326).

- Make use of spell checkers but explain their limitations. They do not identify errors that form other words, such as *form/from*, or homonyms such as *their/there*.

- Give learners who are deaf a checklist of particular grammatical structures to check for in turn, for example auxiliary verbs, verb endings, and so on, working through them one at a time.

5. The learner practises LSCWC using a preferred memory strategy, at least four times a week.
6. The following week, test the learner on words practised.
7. Evaluate strategies with the learner (if it didn't work, why? What did work? Why?), try a new strategy if it failed, and explore the reason for not learning (for example the learner didn't practise, or failed to cover words, and so on) and add to a new list.
8. Review one week later in dictation of sentences using learned words. Put words not remembered on a new list, but review strategy for remembering.
9. Continue with the strategy for as long as is necessary for the learner to develop automatic usage and correctness.

Encourage learners to share and discuss strategies. This helps them understand that there is no 'right' way to learn, to become more aware of how they learn best and to become more interested in, and observant of, words.

Handwriting can also be worked on through practising words on the spelling list.

Follow by encouraging proofreading using 'error analysis marking' (see information on p. 260). This reinforces learning by helping learners self-correct spellings that have been learned. It is also helpful to encourage learners to keep a personal dictionary of words they need.

You can find spelling strategies related to different learning styles in *Access to Family Programmes*, pp. 44–6.

At this level, adults can

write to communicate information and opinions with some adaptation to the intended audience

in documents such as forms, notes, records, e-mails, letters, narratives, simple instructions, short reports

Sentence focus   **Grammar and punctuation**   **Ws/E3**

Component skill and knowledge and understanding

Adults should learn to

1a write using complex sentences
 – understand that the simplest form of complex sentences consist of a main clause and one subordinate clause

Areas of difficulty which may be experienced by particular learners

Some learners will find writing complex sentences difficult, for example many learners with **dyslexia** or with **learning difficulties** may write muddled or incomplete sentences when trying to amplify or express complex ideas.

Prelingually deaf learners will find compound sentence structures (joined with a conjunction) much easier to manage than complex sentences with embedded, subordinate clauses.

 – understand the importance of register; that sentences in formal texts are likely to be constructed differently from those in less formal ones. For example, informal texts are likely to use ellipsis, whereas more formal ones are likely to have more nouns and noun phrases, and more complex modal phrases

Learners will vary in their familiarity with informal and colloquial registers, for example **prelingually deaf** learners may be less familiar with informal language.

Teaching approaches and alternative strategies

- Use the kernel sentence approach (see information, p. 244) to help learners to rebuild their sentences, then identify other examples in their writing to rewrite in the same way. At Entry 3 a kernel sentence might build up in the following way:

  – The man left his country because of the war.

  – The tall, dark-haired man left his country because of the war.

  – The tall, dark-haired man left his country and his family, last year, because of the war.

- Discuss the use of commas.

- It is important to convey concepts of cause and effect to learners who have difficulty with subordination. Use bilingual approaches with learners who are deaf, identifying the sign for *because* in BSL or other sign languages (see information on 'BSL in relation to ESOL' p. 499).

- Use rules of thumb: for example, one learner who kept writing incomplete sentences starting with *because* or *which*, and was unable to grasp why they were not complete sentences, kept a card to refer to, which said, 'Never start a sentence with *because* or *which*'.

- Also use error analysis marking to help learners self-correct.

- Offer the use of compound, not complex, sentences as an alternative, and develop a wider range of English linking words. This overcomes the difficulties arising from the use of embedded, subordinate clauses.

At this level, adults can

write to communicate information and opinions with some adaptation to the intended audience

in documents such as forms, notes, records, e-mails, letters, narratives, simple instructions, short reports

Component skill and knowledge and understanding

Adults should learn to

2a use basic sentence grammar accurately
  – know the form of and understand the concept expressed by a variety of tenses, in statement, negative and question forms

Areas of difficulty which may be experienced by particular learners

Learners with dyslexia, poor short-term memory, poor auditory processing or visual-motor integration problems will continue to have problems with written grammar, such as grammatical endings (*–ed, –s*), omitted words, subject–verb agreement, tenses, and so on, not evident in their speech will be far harder for some learners than others. Learners who may find it particularly difficult are likely to include those with dyslexia and others with short-term memory difficulties, auditory processing or visual–motor integration difficulties.

Remember that many of these learners are often 'quick forgetters'.

  – know that the range/usage of tenses in English does not always correspond directly with the range in learners' other languages, for example in Chinese there are no verb changes to express the concept of time

Some learners will have had more opportunity to absorb the complexities of standard English grammar than others. Prelingually deaf learners, in particular, will not have had the experience of listening to language. In addition to this, sign languages have a different syntax and structure from standard English. Sign order is often quite different from word order. Signing does not use articles or auxiliary verbs, and verb endings are differently differentiated. (See information on 'BSL in relation to ESOL', p. 499.)

Those who lip-read may not be able to see English grammatical changes, as not everything is visible in continuous speech.

Teaching approaches and alternative strategies

- Try using BROGY. The colours Blue, Red, Orange, Green, and Yellow are used to teach the basic parts of speech. Nouns, verbs, and so on are each in a different colour (see Resources, p. 519).

- Help individual learners, or groups of learners, make their own sentence cards, i.e. colour-coded cards with words that are subjects, objects or verbs. Learners choose one of each type at random to construct a sentence. Combine this with expanding kernel sentences.

- Encourage over-learning, i.e. continuing to practise something in different contexts once it has been learned.

- Encourage learners who are deaf to make use of their linguistic knowledge by comparing BSL or any other sign language with English. Explore and discuss with them where sign language and standard English differ. Also discuss word usage and appropriate vocabulary as it comes up in the context of the learner's writing. See information on 'BSL in relation to ESOL', p. 499.

- Teach unknown grammar explicitly.

- Encourage learners who are deaf to recognise that some forms of communication are particularly useful to them (such as text messaging) but that they may use different grammar constructions.

- See information on 'Lip-reading and learners who are deaf or hearing impaired', p. 446.

At this level, adults can

write to communicate information and opinions with some adaptation to the intended audience

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Sentence focus   **Grammar and punctuation   Ws/E3 *(continued)***

Component skill and knowledge and understanding	**Areas of difficulty which may be experienced by particular learners**

Adults should learn to

2a use basic sentence grammar accurately *(cont'd)*

– understand that a verb and its subject must agree in terms of number, and that the verb does not change in terms of gender

Understanding and remembering the rules and conventions of written language may be difficult for some learners including those with **dyslexia** and others with **short-term memory difficulties, auditory processing or visual–motor integration difficulties** along with many who have **learning difficulties**. Learners with **autistic spectrum disorders** may respond positively to the notion of fixed rules, but have difficulties when these rules are varied.

– understand that the use of tenses or subject–verb agreement in written standard English is not always the same as those in spoken varieties of English, for example *He done it* (London variety of English), *I were right pleased* (Yorkshire variety of English)

Learners who are **deaf** may be unaware of regional dialects in spoken English.

3a use punctuation to aid clarity in relation to beginnings and ends of sentences

– understand that full stops and capital letters are sentence boundary markers

As the concept of a sentence is abstract and based on structure rather than meaning some learners, including those with **dyslexia** or **learning difficulties**, may find punctuation difficult to grasp.

Teaching approaches and alternative strategies

- Dyslexic learners with visual processing difficulties and auditory strengths may find it helpful to read their sentences aloud.

- They will learn to generalise only through lots of specific practice in a meaningful context. Grammar and punctuation need to be taught explicitly and in the context of learners' own writing, as the need for them arises. Reinforce through practice, rewriting identified sentences.

- Encourage over-learning, i.e. continuing to practise something in different contexts once it has been learned.

- Make all conventions and 'rules' explicit.

- See information on 'Grammar and punctuation', p. 283.

- TV subtitles may be a useful source of teaching material.

- There are regional differences in BSL, which some learners who are deaf may be aware of. See guidance on 'BSL in relation to ESOL', p. 499.

- Discussing punctuation in the context of reading may help learners use punctuation better.

- Make all conventions and 'rules' explicit. See information on 'Grammar and punctuation', p. 283.

Word focus   **Spelling and handwriting**   **Ww/E3**

Component skill and knowledge and understanding	**Areas of difficulty which may be experienced by particular learners**
Adults should learn to	
1a apply knowledge of spelling to a wide range of common words and special interest vocabulary	
– develop awareness of the complexity of the sound–symbol relationship in English spelling, for example words with silent letters such as *knife, lamb*	Syllabification as a strategy to help spelling may not be easily accessible to all learners including learners who are deaf or hearing impaired, or who have dyslexia, especially those with auditory processing difficulties.
	Learners who are deaf or hearing impaired may not realise that some letters are 'silent' letters and will learn words with these as easily as other words.
– understand that there are words that sound the same but are spelt differently (homophones), such as *red, read*	*Their/there/they're* and *to/two/too* are not problems for learners who are deaf, as the sound of the words is irrelevant.
– develop knowledge of common spelling patterns, for example *walk, talk, could, would*, silent e and, where appropriate to the learner, develop knowledge of rules that may help them analyse regularities	Generalising and applying rules may be difficult for some learners, including those with dyslexia or learning difficulties. Learners with autistic spectrum disorders may respond positively to the notion of fixed rules but have difficulties when these rules are varied.
– build word families through addition of prefixes and suffixes. For example: • suffixes with adjectives and adverbs (*–er, –est, –ful/ly*) and with nouns (*–ment, –ability, –ness, –er*) • prefixes: *un–, dis–, re–, ir–*	Learners who are deaf or hearing impaired may have difficulties with grammatical endings, prefixes and suffixes that are not used in BSL, or which are difficult to lipread.

Teaching approaches and alternative strategies

- Help learners find visual ways of segmenting words rather than dividing them syllablically, for example:

  ind ivi dual

  acc ommo dation

- Tactile approaches, such as cutting words into puzzle segments and matching them, can help with using syllables or other 'bits' to learn spellings.

- When teaching syllables, use kinaesthetic methods such as tapping the chin or nodding the head on each syllable.

- See 'Spelling: individualised programmes', p. 326, and 'Lip-reading and learners who are deaf or hearing impaired', p. 446.

- Working out rules from looking at spellings is more effective than setting exercises that require the application of the rule (see Klein and Millar [1990] for activities). Focus on patterns rather than rules.

- Teach explicitly how and where these endings are used. ESOL approaches to teaching verb–noun agreements and tenses are helpful for learners who are deaf. See information on 'Spelling and deaf learners', p. 248.

- Introduce grammatical endings as they occur in learners' own writing, as part of an individualised spelling programme.

- Explain word structure, suffixes and silent letters in terms of meaning and derivation. This helps learners to make sense of English spelling (see for example Klein and Millar [1990], Resources, p. 512). However, these are best learned within the context of an individualised spelling programme, using words from learners' own writing and gradually linking other words to these. See information on 'Spelling: individualised programme', p. 326.

ENTRY 3

At this level, adults can

write to communicate information and opinions with some adaptation to the intended audience

in documents such as forms, notes, records, e-mails, letters, narratives, simple instructions, short reports

Component skill and knowledge and understanding

Adults should learn to

1b apply knowledge of strategies to aid with spelling

– extend use of reference tools such as dictionaries, glossaries and spell-checks for checking spelling, while being aware of the limitations of these tools

Areas of difficulty which may be experienced by particular learners

Dictionaries are inaccessible or difficult to access for a range of different learners.

For learners with **visual impairments** accessing dictionaries, whether in ordinary print, large print or Braille, is cumbersome and time consuming.

Some learners, including some of those with **dyslexia** or **learning difficulties**, will find it extremely time consuming to use a dictionary to find or check spellings, as they often do not know the initial letter or the subsequent ones.

Learners who have difficulties in recognising the correct word, for example some learners who have **dyslexia**, will always have difficulties in judging the appropriateness of corrections. For instance, they may have difficulties in telling which is *form* and which *from*, and so on.

Some learners, for example some learners with **auditory processing difficulties**, may not be able to use a spelling dictionary, because their spellings often bear little resemblance to the correct spelling.

Teaching approaches and alternative strategies

- Encourage learners to develop their own dictionary. This will encourage them to develop strategies for filing and accessing information.

- Use appropriate software (such as *Franklin Language Master* or, the Language function in Microsoft Word – see Resources, p. 516) and encourage learners to build up their own dictionary; this should be done in a challenging and fun way.

- Spending long periods looking up words in the dictionary is not a good use of learners' time, so it is best to provide the correct spellings in the margin if they don't know them. If they have learned but forgotten the word, write 'Sp' in the margin and encourage them to find and correct it, using their own spelling dictionary or practice book.

- It is important that learners understand these difficulties and include words that persistently create problems as part of their individual spelling programme.

ENTRY 3

At this level, adults can

write to communicate
information and opinions with
some adaptation to the
intended audience

in documents such as forms,
notes, records, e-mails, letters,
narratives, simple instructions,
short reports

Word focus   **Spelling and handwriting**   **Ww/E3** *(continued)*

Component skill and knowledge and understanding

Adults should learn to

2a recognise the importance of legible handwriting

– understand where it is most appropriate to use a computer, where to write by hand, and where either is appropriate

Areas of difficulty which may be experienced by particular learners

Producing legible writing can present a barrier to some learners, including those with physical impairments, motor coordination difficulties, dyslexia, dyspraxia, dysgraphia and integration difficulties. These learners may be unable to produce legible handwritten text in spite of practice. Their efforts may be so strenuous and slow as to defeat the purpose, which is to put ideas or information down on paper.

Teaching approaches and alternative strategies

- Remember – many of these learners will need to understand that it is acceptable for them to use a computer for all written communication. Teach or develop the use of e-mail for less formal communications.

- Encourage the use of small tape recorders for making lists, reminders, notes, and so on, where appropriate.

Concept-mapping software

Concept-mapping software enables learners to organise information visually (graphically) and spatially. Different packages allow information to be structured and organised in different ways. It is closely related to mind-mapping software ('mind map' is a registered trademark of Buzan Ltd). Some packages start with a central idea and use a hierarchy of text branches (like a complex tree diagram). Other packages use bubbles (representing ideas or concepts) that can be linked together freely. Most packages allow learners to colour-code and categorise text, add associated notes and files and supplement the maps with images and graphics.

Examples: *Inspiration, MindManager, MindGenius, MindMapper*

Why is it useful?
Concept-mapping software is particularly useful for 'visual' and 'global' thinkers, enabling them to set their ideas down visually as an 'overview' and then work towards developing and organising the information at a granular level. It can be very effective for note-taking, and for planning, organising and revising written work. It can be of particular benefit to learners with dyslexia or learners who are deaf as it allows learners to record ideas without the need to write in prose.

How is it used?
Some packages allow learners to work in a visual (graphical) view, with the option to switch to a linear notes view; other packages may allow learners to 'export' visual maps into a linear outline of notes.

How do you set it up?
These packages are relatively easy to install, though it takes time to become familiar with all their features. Learners may also benefit from some teaching on the strategies of using concept-mapping, particularly in the context of their own study. Different types of software or map design may be appropriate for different contexts (for example, a FishBone diagram for cause-and-effect studies).

LEVEL 1

At this level, adults can

listen and respond
to spoken language, including information and narratives, and follow explanations and instructions of varying length, adapting response to speaker, medium and context

speak to communicate
information, ideas and opinions, adapting speech and content to take account of the listener(s) and medium

engage in discussion
with one or more people in familiar and unfamiliar situations, making clear and relevant contributions that respond to what others say and produce a shared understanding about different topics

in formal exchanges connected with education, training, work and social roles

Speak to communicate — Sc/L1

Component skill and knowledge and understanding

Adults should learn to

1a use stress and intonation, so that meaning is clearly understood
- be aware that rapid speech is unlikely to be comprehensible unless the appropriate rhythm is achieved, and be able to speak with reasonable speed and rhythm
- be able to articulate stressed and unstressed syllables, making clear the distinction between them

- be aware of the role of intonation in indicating attitude and in helping to make meaning clear within discourse, and be able to use intonation to add meaning and interest in discourse

Areas of difficulty which may be experienced by particular learners

Different learners will have different speech patterns. Some, including learners with **speech difficulties**, **autistic spectrum disorders** and **learning difficulties**, may find varying the pace of speech difficult (for example, some speak very fast and others hesitate a lot). See information on 'Speech impairments', Part 1, p. 31).

Learners will vary in their sensitivity to recognising and reproducing a range of intonation patterns. Some learners, including those with **autistic spectrum disorders** and some with **learning difficulties**, may find this particularly difficult.

Word retrieval can be a barrier for some learners, including those who have **dyslexia** or **mental health difficulties**. They may use many words because they cannot find the word they want. This may result in speech that is unclear, repetitive or cumbersome.

Teaching approaches and alternative strategies

- Recognise individual patterns of speech and be aware that for some people this might be an area where they cannot make significant changes, or it is very difficult for them to do so.

- In some cases, context can affect speech. Beware of putting too much pressure on the learner or creating unnecessary anxiety. Feeling threatened or nervous can affect speech. Be alert to signs that a learner is feeling stressed.

- Learners who stammer may find it difficult to articulate certain sounds, getting blocked or stuck on some and feeling stressed is the trigger – the harder a learner tries to prevent stammering, the more severe it becomes. The less worried they are about speaking the more fluent they are likely to be. Always give learners time, indicating that there is no need to hurry. Finishing off sentences is usually unhelpful as it reduces self-confidence. Reduce the number of questions that you ask.

- Learners with cleft palates which have not been properly repaired or who use a badly fitting bridge may have problems with intelligibility. They may produce sounds that are muffled and nasal. Consonant production can be compromised. Encourage learners to take their time and slow down, so that sounds are more distinct. Make contact with a speech therapist to get advice. See information on 'Speech impairments', Part 1, p. 31 and the case study of Kai, Part 1, p. 66.

- Be explicit about intonation but recognise when a learner is finding this too difficult. Be realistic when setting goals for individual learners.

- See *Making it Happen* (Department for Education and Skills, 2006), section 2, 'Developing speaking skills'.

- Allow sufficient time.
- Avoid focusing on difficulties – instead, suggest alternatives.
- Use activities to help learners to extend vocabulary and become more flexible and precise in their use of words (for example categorising exercises, finding synonyms). Add visual prompts.
- Use group 'fantasy poems' to extend vocabulary, for example '*If I were the sun…*'

LEVEL 1

At this level, adults can

listen and respond
to spoken language, including information and narratives, and follow explanations and instructions of varying length, adapting response to speaker, medium and context

speak to communicate
information, ideas and opinions, adapting speech and content to take account of the listener(s) and medium

engage in discussion
with one or more people in familiar and unfamiliar situations, making clear and relevant contributions that respond to what others say and produce a shared understanding about different topics

in formal exchanges connected with education, training, work and social roles

Speak to communicate   **Sc/L1** *(continued)*

Component skill and knowledge and understanding

Adults should learn to

1a use stress and intonation, so that meaning is clearly understood *(cont'd)*

1b articulate the sounds of English in connected speech
– be aware of the tendency for sounds to assimilate or elide in connected speech, and be able to approximate this

1c use formal language and register where appropriate
– be aware of the need to adapt register according to the formality or seriousness of the situation, or the relationship between speakers
– be aware of the way that emotion can be more marked in less formal situations, and of the role of stress and intonation in signalling emotion

Areas of difficulty which may be experienced by particular learners

Learners will vary in their ability to articulate. Some of them, including some with dyslexia and auditory processing difficulties and those with speech difficulties or learning difficulties, might find this particularly difficult. They may have problems with particular sounds and have difficulty articulating multi-syllable words. This may affect their ability to produce extended texts.

Recognising where intonation indicates emotion and understanding and using more than one register may be impossible or very difficult for some learners, including those with autistic spectrum disorders and some of those with learning difficulties.

Teaching approaches and alternative strategies

- Encourage learners to visualise a scene or situation and ask them to say what they can hear, smell, feel, taste and see. This technique can help learners with word retrieval.

- See 1a.

- Use videos and film clips to draw attention to different registers in different contexts. See information on 'Asperger syndrome', p. 370. Ensure that audio description is provided for visually impaired learners.

- Provide opportunities to use different registers, for example role play around relevant and familiar situations.

LEVEL 1

At this level, adults can

listen and respond
to spoken language, including information and narratives, and follow explanations and instructions of varying length, adapting response to speaker, medium and context

speak to communicate
information, ideas and opinions, adapting speech and content to take account of the listener(s) and medium

engage in discussion
with one or more people in familiar and unfamiliar situations, making clear and relevant contributions that respond to what others say and produce a shared understanding about different topics

in formal exchanges connected with education, training, work and social roles

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Speak to communicate   Sc/L1 *(continued)*

Component skill and knowledge and understanding

Adults should learn to

2a make requests
– be able to
• ask for something
• ask someone to do something
• ask permission

using a range of modal verbs, for example *could, might* and other forms such as *would you mind…-ing?*
– be able to vary register in different situations and relationships
– be able to choose appropriate intonation to be, for example, polite or assertive
– be able to introduce a request with a re-request, choosing a form appropriate for the situation

2b ask for information
– accurately use verb forms appropriate to this level, for example present perfect/present perfect continuous, and present simple passive/past simple passive, in the question form
– form different types of question, including embedded question and tag questions and choose which type of question best suits the situation

Areas of difficulty which may be experienced by particular learners

Several learners, including some of those with **autistic spectrum disorders, learning difficulties, mental health difficulties** and **speech difficulties,** can find social interaction stressful. Some individuals can also find eye contact difficult.

.

See 2a.

Understanding more complex tenses and grammatical structures is easier for some learners than others. Learners who might find this difficult are likely to include those who have **dyslexia** and those with **learning difficulties**. The passive tense can be particularly difficult for these learners.

Teaching approaches and alternative strategies

- Encourage participation but be aware of learner sensitivities.

- Recognise that learners may not feel able to participate fully in all activities on all occasions.

- Use contexts that are relevant, and that help learners rehearse language that they may need in other situations.

- Use mental health support workers, if available, to assist on a one-to-one basis, facilitating group discussion and creating a supportive environment.

- Establish a positive learning environment that fosters high self-esteem and develop caring and supportive relationships. Learners can benefit from an ESOL class in more than language development, i.e. confidence, acceptance and social contact.

- Create an atmosphere of acceptance and support – this will help learners to take risks.

- See information on 'Addiction and dependency' (p. 202), 'Anxiety' (p. 132), 'Asylum seekers, refugees and mental health' (p. 146), 'Bereavement' (p. 378), 'Depression' (p. 288), 'Handling crisis situations' (p. 216), 'Obsessive compulsive disorder' (p. 363), 'Post-traumatic stress disorder' (p. 276) and 'Schizophrenia' (p. 226) and 'Asperger syndrome, p. 370. Also see *Making it Happen* (Department for Education and Skills, 2006b), section 2, 'Developing speaking skills'.

- See 2a.

- Give learners lots of practice.

- Grammar needs to be taught explicitly in contexts that the learner finds interesting. Use role play, drama, songs and games.

- When drilling do not have too many variables. Use pictures or props as memory joggers and ensure the learner understands the context of the drill. Use music, rhythm and songs to aid the auditory memory. Let learners write down the drill and read it if this helps them. Some learners like to transliterate into their own alphabet (for example, Russian learners transliterate using Cyrillic) but make sure that ultimately they also practise the target structure without reading.

LEVEL 1

At this level, adults can

listen and respond
to spoken language, including information and narratives, and follow explanations and instructions of varying length, adapting response to speaker, medium and context

speak to communicate
information, ideas and opinions, adapting speech and content to take account of the listener(s) and medium

engage in discussion
with one or more people in familiar and unfamiliar situations, making clear and relevant contributions that respond to what others say and produce a shared understanding about different topics

in formal exchanges connected with education, training, work and social roles

Speak to communicate   Sc/L1 *(continued)*

Component skill and knowledge and understanding

Adults should learn to

2b ask for information *(cont'd)*

– use intonation appropriate for the question type
– be able to ask questions in a range of contexts, for example:
  • ask for personal information
  • ask for descriptions
  • ask about processes
  • ask for definitions
  • ask for comparison

3a express statements of fact

– form simple, compound and complex sentences, and other shorter forms common in spoken language, such as minimal responses
– use with accuracy grammatical forms suitable for Entry level and develop use of forms suitable for this level, for example:
  • past perfect
  • articles and other determiners
  • passive voice
  • reported speech
– make longer statements of fact, with appropriate intonation
– be aware of the importance of rhythm in making longer statements comprehensible

Areas of difficulty which may be experienced by particular learners

Some learners may find asking for and giving personal information intrusive and may be particularly sensitive about doing this. These will include some learners with mental health difficulties.

Complex tenses and grammatical structures can be a barrier for several learners including those with dyslexia or learning difficulties. These learners and others, including those with short-term memory difficulties or learners with mental health difficulties who are on medication that affects their memory, may find it hard to remember and apply grammatical rules.

Remember many of these learners are 'quick forgetters'.

Teaching approaches and alternative strategies

- Use tactile activities for practicing sentence structure.

- Encourage over-learning, i.e. continuing to practise something in different contexts once it has been learned.

- Be realistic about the amount of accuracy individual learners can achieve in grammatical structures.

- Give feedback on learners' achievements in terms of interaction as well as language used.

- Discuss with learners what might legitimately be asked in terms of personal information in a range of everyday situations.

- Check that requests for information used in classroom activities are acceptable to the learner.

- Use health and cultural content relevant to the learners' needs to help them cope with the stress involved in establishing a life in the UK.

- Use situations that help learners rehearse language they will need outside the classroom, within the context of a supportive language class.

- Grammar needs to be taught explicitly through meaningful contexts. Learners will need lots of practice and repetition.

- Use a range of methods – kinaesthetic, visual and auditory.

- Use music, songs and chants for presentation and practise of language patterns. Useful resources are *Jazz Chants* and *English through Song* (for more information visit www. onestopenglish.com). Music can help learners remember.

- Use images – for presentation, in drills, on worksheets and on reference sheets. They will help jog the memory and make connections.

- Use colour – on the board and in materials. Encourage learners to bring highlighters so that they can use colour as an independent strategy.

- Use drama – encourage learners to act out stories and scenarios, prior to or in addition to role play. Encourage learners to use mime and gesture, as these kinaesthetic strategies can help internalise patterns and structures.

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Speak to communicate   Sc/L1 *(continued)*

Component skill and knowledge and understanding

Areas of difficulty which may be experienced by particular learners

Adults should learn to

3a express statements of fact *(cont'd)*

3b give factual accounts
  – sequence facts coherently in a verbal report, using discourse markers as appropriate
  – form questions to check that the listener has understood, and ask for confirmation

Discourse markers can be difficult for some learners, including some of those with dyslexia, autistic spectrum disorders or learning difficulties.

Teaching approaches and alternative strategies

- Use inductive rather than deductive methods for teaching grammar.

- Avoid the use of substitution tables as they can cause difficulties with visual tracking. Instead copy out whole sentences, showing patterns: highlight key aspects of the pattern in different colours:

  I   was born   in   the Ukraine

  She   was born   in   the UK

  We   were born   in   Iraq

  They were born   in   Manchester

- Encourage overlearning, i.e. continuing to practise something in different contexts once it has been learned.

- See also 2b.

- Ask learners to listen to two spoken texts: one with discourse markers and one without. Ask them to say what is different about each text and to discuss which is more effective and why. Ask the learners to listen to the text with discourse markers again and to put up their hands each time they hear any. In small groups, ask the learners to write the discourse markers onto cards. Give further practise until learners are ready to produce a factual account or narrative in a meaningful and personal context. Using the discourse markers previously identified, get learners to record themselves and check how many discourse markers they used.

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Speak to communicate   Sc/L1 *(continued)*

Component skill and knowledge and understanding

Adults should learn to

3c narrate events in the past
  – understand that there is a usual structure for an anecdote or narrative (for example set the scene, describe sequence of events, express own reaction) and be able to organise a narrative accordingly
  – be able to indicate contrast, reason, purpose, consequence and result using discourse markers, subordinate clauses, and so on.
  – be aware of the rise of pitch and intonation in maintaining the interest of listeners, for example a raised pitch to introduce a new idea, rising intonation to indicate that the topic is not finished

3d give explanations and instructions

4a present information and ideas in a logical sequence
  – be aware that ideas and information can be sequenced in different ways, for example chronologically or with the most important idea first
  – understand that conventional ways to sequence information can vary across cultures
  – be able to use discourse markers indicating sequence, and verb forms, such as past perfect, which help to indicate sequence

Areas of difficulty which may be experienced by particular learners

Words that have no clear meaning in their own right and are used functionally to represent abstract relationships, such as *while, however, such, consequently,* can pose a barrier for certain learners, including those who have dyslexia, autistic spectrum disorders, learning difficulties or neurological impairments.

These learners are also likely to have particular difficulty with sequencing ideas.

See 3c.

Sequencing, remembering order and detail and linking words can be very difficult for some learners, including some who have dyslexia, learning difficulties or certain neurological impairments. Sign language users may have particular difficulties with linking words.

Teaching approaches and alternative strategies

- Teach these words explicitly and within the context of learners' own language use. Talking frames may help to introduce these words in context. Help sheets with lists of markers and examples of their use may be helpful.

- Give learners lots of practice and encourage 'over-learning', i.e. practise in different contexts once it has been learned.

- Provide systematic reviews of these terms.

- Give learners visual prompts and cue cards to help sequence ideas.

- Show learners how to structure and sequence ideas for speaking activities (see 'Mind maps for planning and organising', p. 268).

- Some learners may like to tape their speaking so that they can listen and review at home.

- See also 4a.

- Use visual prompts or cue cards to help structure information.
- Teach learners to sequence information by first giving an overview, and then the overall context.
- Use techniques such as mind mapping in planning (see 'Mind maps for planning and organising', p. 268, and 'Concept-mapping software', p. 339).
- Use the scaffold approach to help learner's structure events or ideas (for example, *What happens next? What makes this happen?* – see 'Scaffolding approach', p. 219).
- Use a 'talking frame' (see information, p. 440), which involves using words or pictures to provide non-verbal reinforcement through notes, cards, PowerPoint, OHTs or pictures. This gives cues for order and helps learners structure their speech.

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Speak to communicate   Sc/L1 *(continued)*

Component skill and knowledge and understanding

Adults should learn to

4b include detail and develop ideas where appropriate
  – be able to elaborate on statements, for example by giving reasons, contrasting ideas and so on, and by using discourse markers and subordinate clauses

Areas of difficulty which may be experienced by particular learners

Learners will vary in the amount of detail they are able to include. Some, including those with dyslexia or learning difficulties, may have difficulty in including full detail.

Teaching approaches and alternative strategies

- Use 'talking frames' to develop sufficient detail.
- Help learners to include more details by asking questions and encouraging them to elaborate on what they want to say.

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Engage in discussion   Sd/L1

Component skill and knowledge and understanding

Adults should learn to

1a take part in social interaction
  – be aware of how register changes depending on the relationship between speakers in social interaction, for example when:
    • introducing people
    • taking leave
    • inviting
    • accepting and refusing invitations
  – and be able to choose the register suitable for the occasion

Areas of difficulty which may be experienced by particular learners

Learners will vary in their sensitivity to the full range of registers. Some of them, including learners with autistic spectrum disorders or learning difficulties, may find it difficult to use a range of registers.

Social interaction will be stressful for some learners, including some of those with mental health difficulties and speech difficulties.

Teaching approaches and alternative strategies

- See Sc/L1/2a.

- See information on 'Addiction and dependency' (p. 202), 'Anxiety' (p. 132), 'Asylum seekers, refugees and mental health' (p. 146), 'Bereavement' (p. 378), 'Depression' (p. 288), 'Handling crisis situations' (p. 216), 'Obsessive compulsive disorder' (p. 363), 'Post-traumatic stress disorder' (p. 276) and 'Schizophrenia' (p. 226), and 'Speech impairments', Part 1, p. 31.

- Use topics that really interest the learners.

- Use positive topics that enhance self image – subjects the learners are good at or know a lot about.

- Use topics that may be helpful, such as help lines, support services, using the Citizens Advice Bureau, making friends.

- It is important that teachers strike a balance between confidence building and correction. Learners with speech difficulties such as a stammer need to develop confidence, so it is important that they are encouraged to interact. Teachers should avoid correcting if learners are managing to interact and convey meaning.

- There are some speaking situations for learners who stammer that facilitate fluency, for example speaking on a one-to-one basis, reciting familiar lists like days of the week, counting, singing, speaking familiar words with a strong rhythm, poetry, speaking with actions or acting. Practise some of these with learners prior to asking them to take part in more stressful interactions.

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Engage in discussion   Sd/L1   *(continued)*

Component skill and knowledge and understanding	**Areas of difficulty which may be experienced by particular learners**
Adults should learn to	
1b take part in more formal interactions	These types of interaction may be particularly stressful for some learners including some of those with **mental health difficulties, learning difficulties** and **speech difficulties**.
– be able to initiate and follow through a more stressful kind of interaction, such as a complaint	
– be able to respond in a range of situations, such as being given a warning or apology	
– use intensifiers and appropriate intonation to increase the impact of a warning or apology	
1c express likes, dislikes, feelings, hopes	Learners will vary in the extent to which they can recognise or use intonation to indicate emotion. Some learners, particularly some of those with **autistic spectrum disorders**, may find this particularly different.
– know a wide range of vocabulary for expressing feeling, and be able to express feeling with register appropriate to the relationship between speakers	
– be able to indicate degree of feeling and like or dislike through the use of intonation and pitch	Group discussion may be stressful for a range of learners, including some of those with **mental health difficulties**.
– be able to express positive feelings, for example when praising and complimenting others	
– be able to use exaggeration as appropriate in informal situations	

Teaching approaches and alternative strategies

- Be aware of learners' sensitivities. Recognise that some learners may not be able to participate and offer alternative activities.

- Respect the learner's right not to participate fully or at all in the activity.

- Find topics and situations that help learners rehearse language within the context of a supportive language group that they may need in other situations.

- See 1a.

- See information on 'Addiction and dependency' (p. 202), 'Anxiety' (p. 132), 'Asylum seekers, refugees and mental health' (p. 146), 'Bereavement' (p. 378), 'Depression' (p. 288), 'Handling crisis situations' (p. 216), 'Obsessive compulsive disorder' (p. 363), 'Post-traumatic stress disorder' (p. 276) and 'Schizophrenia' (p. 226), 'Speech impairments', Part 1, p. 31, and *Making it Happen* (Department for Education and Skills, 2006b), Section 2, 'Developing speaking skills'.

- Be aware of potential difficulties and be realistic in the goals set for individual learners.

- See 1b.

- Find topics that interest the learners, especially positive topics that help enhance self-image, such as *What I enjoy and am good at*.

- Establish a supportive and accepting environment that will enable learners to build confidence, make contacts with others, and feel accepted and valued.

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Engage in discussion   Sd/L1   *(continued)*

Component skill and knowledge and understanding

Adults should learn to

2a express views and opinions
  – be able to use a range of ways of introducing an opinion and be able to express a range of ideas within an opinion, for example:
    • obligation
    • possibility and probability
    • hypothetical meaning
    • using grammar suitable for the level
  – be able to elaborate on and justify an opinion, using appropriate examples

2b give advice, persuade, warn, and so on

3a involve other people in a discussion
  – be able to involve other speakers in a discussion by asking about feelings, opinions, interests, wishes, hopes
  – be able to ask for advice and suggestions
  – be able to use non-verbal signalling as well as suitable phrases to invite another person to speak

Areas of difficulty which may be experienced by particular learners

Some learners, including some of those with **autistic spectrum disorders** or those with **learning difficulties**, may find it hard to acknowledge points of view different from their own.
See also 1a, 1b and 1c.

See above.

The use of eye contact to signal turn-taking may be inaccessible or difficult to access for certain learners, including some of those with **autistic spectrum disorders, learning difficulties** or **mental health difficulties**.

All non-verbal language will be inaccessible or difficult to access for learners who are **blind** or **visually impaired**.

Teaching approaches and alternative strategies

- Be sensitive to difficulties learners may have in understanding others' points of view.
- Ensure the topic is one that the learner is interested in and does not feel threatened by.
- Agree ground rules for pair or small group discussion.

- Raise awareness of particular needs (for example, learners with difficulties in speaking will need more time).
- Establish a supportive and accepting environment.
- See 1b and 1c.

- Use discussion topics that are helpful to learners, such as relaxation techniques or understanding the law.
- Use videos to raise awareness of eye contact and facial expressions in communication. See the case study of Shaheed, Part 1, p. 69.
- See information on 'Addiction and dependency' (p. 202), 'Anxiety' (p. 132), 'Asylum seekers, refugees and mental health' (p. 146), 'Bereavement' (p. 378), 'Depression' (p. 288), 'Handling crisis situations' (p. 216), 'Obsessive compulsive disorder' (p. 363), 'Post-traumatic stress disorder' (p. 276) and 'Schizophrenia' (p. 226).
- Use strategies such as passing round an object (for example, a cushion). Learners can speak only if they are holding it.
- When working with visually impaired learners, ensure that group members say their names and indicate that they wish to speak next (see 'Discussion', p. 200).

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Engage in discussion   Sd/L1 *(continued)*

Component skill and knowledge and understanding

Adults should learn to

4a use appropriate phrases for interruption
  – know when it may be considered acceptable to interrupt, and understand that the acceptability of interruption can vary across cultures
  – understand that the way interrupting can be done will depend on the size of the gathering as well as on the formality of the situation

Areas of difficulty which may be experienced by particular learners

Different learners will have experienced different conventions for turn-taking. For example, learners who are deaf may not have learned oral conventions and may use strategies that can seem strange to hearing learners, such as waving their arms.

Teaching approaches and alternative strategies

- Examine the different conventions and agree the ground rules for the group.

Obsessive-compulsive disorder (OCD)

Obsessive-compulsive disorder (OCD) is often grouped with other anxiety related disorders because anxiety and discomfort are central components. Its distinctive features are obsessive thoughts and compulsive behaviour.

Obsessions are persistent and repetitive thoughts, images or urges that are intrusive and cause distress or anxiety. Contained within the obsession is the belief that may be they or other people may come to harm. People with OCD recognise their thoughts as their own and even when they say themselves that their thoughts are absurd or unrealistic, they are unable to resist them.

Compulsions are ritual actions or mental processes which a person with OCD feels compelled to perform in response to an obsession or according to rigid rules. They are carried out in order to relieve anxiety and/or temporarily stop the obsessive thoughts. The relief, however, is only temporary.

Most individuals with OCD experience both the obsessions and compulsions, but some people experience obsessive thoughts without any compulsion, while others have compulsions without knowing why they feel the need to do them.

"The kind of thoughts and rituals vary from culture to culture but there are some common examples:

- Common obsessions:
- Fearing contamination
- Imagining doing harm
- Fearing your aggressive urges
- Intrusive sexual impulses
- Excessive doubts
- Forbidden thoughts
- Needing things to be perfect
- Needing to confess something
- Common compulsions, such as excessive washing
- Repeating actions
- Checking
- Touching
- Counting
- Ordering or arranging
- Hording or saving
- Praying"   (Mind, 2004c)

Many people have individual private rituals but it is when these become so time consuming (obsessions and compulsions last at least one hour a day (Atkinson and Hornby, 2002) that it becomes hard for people to carry out their day-to-day lives that it is categorised as OCD. The

(Continued)

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Engage in discussion   Sd/L1   *(continued)*

Component skill and knowledge and understanding

Adults should learn to

4a use appropriate phrases for interruption *(cont'd)*
– have strategies for dealing with unwelcome interruptions

Areas of difficulty which may be experienced by particular learners

In contrast to this, other learners, for example blind learners and some who are visually impaired, will be unable to see non-verbal signals, and may have difficulty locating other people.

Teaching approaches and alternative strategies

- Examine the different conventions and agree the ground rules for the group.

severity of OCD varies for different people. For some people the symptoms can be very distressing and can seriously disrupt everyday life.

What causes OCD?
OCD can occur at any stage in life and is found across cultures.

Research suggests that between 2 and 3 per cent of the UK population has OCD (OCD Action, n.d.). One reason why it has been underestimated in the past is that people with OCD are often afraid to seek help and try to hide their symptoms.

There is uncertainty regarding the cause of OCD and a number of different theories have been put forward. Some believe it may be based on previous experiences, especially during childhood, others think that people with particular personality types may be more susceptible. Another theory is that an imbalance of the chemical serotonin in the brain may be associated with it. Stress is believed not to cause OCD. However, in some cases stress and traumatic events are considered to be precipitating factors. OCD may also be used as way of controlling feelings of anxiety and anger.

Strategies to enhance learning
There are a number of strategies that the practitioner and learner can develop to try to overcome some of the difficulties faced by a learner with OCD.
- Generally, negative comments or criticism tend to make OCD worse. Telling a learner to stop is, therefore, counter-productive, as the learner is unable to comply. Teachers can, however, take a positive approach and praise attempts to resist compulsive behaviour.
- Learners with OCD can have good days and bad days; stress and tiredness can often exacerbate the condition. Practitioners and institutions can help by providing welcoming, calm and supportive environments.
- Discuss strategies with the learner in question. Learners with OCD are likely to be aware of some of the strategies or aspects of the classroom situation that will help them. For example, a learner who was concerned about using computer keyboards that had been used by others was able to overcome this difficulty once it was agreed that she could use the same keyboard that had been cleaned prior to the session.
- Let the learner know they can talk to you if there is anything troubling them in the classroom situation.
- Encourage the learner to take a break whenever they need to do.
- With the learner's consent, have regular contact with health professionals working with the learner.
- Ensure the learner is aware of pastoral support and services available in the institution.

Further reading
See 'Obsessive-compulsive disorder (OCD)' in Appendix A (p. 512).

Useful organisations
See 'Obsessive-compulsive disorder (OCD)' in Appendix C (p. 542).

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Listen and respond   Lr/L1

Component skill and knowledge and understanding

Adults should learn to

1a extract information from texts of varying length, for example on radio or TV or in presentations
  – be able to identify key words and phrases within a given context
  – be able to guess the meaning of unknown words by understanding the gist of the context as a whole and by understanding the meaning of adjacent words

  – be able to identify the main ideas in a given text

Areas of difficulty which may be experienced by particular learners

Some learners will have more difficulty than others in sustaining concentration when listening. Learners who might find this hard may include those who have dyslexia and those with learning difficulties or acquired brain injury.

This might also be the case for some learners with mental health difficulties (see information on 'Addiction and dependency' (p. 202), 'Anxiety' (p. 132), 'Asylum seekers, refugees and mental health' (p. 146), 'Bereavement' (p. 378), 'Depression' (p. 288), 'Handling crisis situations' (p. 216), 'Obsessive compulsive disorder' (p. 363), 'Post-traumatic stress disorder' (p. 276) and 'Schizophrenia' (p. 226).

1b extract relevant information from a narrative or explanation, face to face or on the telephone, and respond appropriately

See 1a.

Teaching approaches and alternative strategies

- Use pre-listening tasks to help learners formulate their own questions/ predictions about the listening text.

- Set the scene and prepare for listening by predicting content and language. Identify and check understanding of key language (use prepared word cards).

- Always contextualise information. Give prompts. Use sensory reinforcement and/or mind maps.

- Vary activities.

- Have breaks.

- Improve concentration by ensuring that all topics are relevant to learners and avoid unnecessary visual or auditory distractions.

- Pace work appropriately, as learners will concentrate better in short bursts.

- Encourage learners to recap the content.

- Divide longer narratives into shorter sections.

- Short-term/long-term memory activities such as remembering and passing on complex messages may be helpful.

- Ask questions to focus and refocus learners.

- See information on 'Audio tapes', p. 180, 'Addiction and dependency' (p. 202), 'Anxiety' (p. 132), 'Asylum seekers, refugees and mental health' (p. 146), 'Bereavement' (p. 378), 'Depression' (p. 288), 'Handling crisis situations' (p. 216), 'Obsessive compulsive disorder' (p. 363), 'Post-traumatic stress disorder' (p. 276) and 'Schizophrenia' (p. 226), and *Making it Happen* (Department for Education and Skills, 2006), section 2, 'Developing listening skills'.

LEVEL 1

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Listen and respond **Lr/L1** *(continued)*

Component skill and knowledge and understanding	**Areas of difficulty which may be experienced by particular learners**
Adults should learn to	
2a listen to an explanation or narrative	
– be aware that explanations, narratives and instructions often follow predictable patterns, and use this understanding to predict content	See 1a.
2b listen and respond, adapting to speaker, medium and context	
– understand that the same idea can be expressed in different ways, depending on the level of formality and/or relationship between speakers	Recognising different registers and using more than one register might be a barrier for some learners, including learners with **autistic spectrum disorders** or some of those who have **learning difficulties**.
– recognise the level of formality, using knowledge of the context and by listening to the speaker's use of register, and be able to respond appropriately	
– be able to use clues of intonation and body language to understand the speaker's attitude to the narrative, and be able to respond appropriately	Some learners, including those with **dyslexia**, will find remembering lists of instructions difficult.
2c understand spoken instructions	
– be able to respond to detail in instructions, especially through understanding prepositional phrases	Sequencing and using discourse markers will be particularly hard for some learners including some of those with **learning difficulties, acquired brain injury** and **dyslexia**.
– understand the order of a set of instructions by using a variety of sequencing markers, such as *before/after … –ing*	

Teaching approaches and alternative strategies

- See 1a.
- Provide lots of opportunities for analysing and reinforcing the predictable patterns of relevant genres.

- Recognise that for some learners this is an area where it may be difficult to make significant changes.
- Set up structured opportunities to use different registers in different contexts. Draw attention to and compare differences, for example between informal, social settings, formal meetings or interviews.

- See information on 'Asperger syndrome', p. 370.

- Use contexts that are relevant and of interest to the learner.
- Give an overview for instructions.
- Allow sufficient time to process the sequence.
- Break instructions into small steps.
- Use visual representations and demonstrations.
- Provide learners with a list of sequence markers and examples of their use.
- Ask learners to repeat back instructions.
- Encourage learners to use visual recording strategies and mind maps.

LEVEL 1

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speak to communicate
information, ideas and opinions, adapting speech and content to take account of the listener(s) and medium

engage in discussion
with one or more people in familiar and unfamiliar situations, making clear and relevant contributions that respond to what others say and produce a shared understanding about different topics

in formal exchanges connected with education, training, work and social roles

Listen and respond   Lr/L1   *(continued)*

Component skill and knowledge and understanding

Adults should learn to

2c understand spoken instructions *(cont'd)*

Areas of difficulty which may be experienced by particular learners

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Asperger syndrome

Asperger syndrome is sometimes known as 'high-functioning autism'. It includes people with average or above average intelligence. The condition falls within the autistic spectrum and the 'triad of impairments' that characterise autism, i.e. impairment of social interaction, communication and imagination are present. However, the difficulties are generally more subtle and, unlike autism, those with Asperger syndrome have fewer problems with language development and are less likely to have learning difficulties. There is considerable variation in the overall severity of the difficulties experienced and the way in which the difficulties manifest themselves will vary from one individual to another.

Common features
- Learners may prefer their own company and social situations can cause anxiety. This may be linked to not being able to understand what is expected in particular situations. They may lack empathy with other people and can appear rude or tactless.
- Learners develop strong interests in a narrow range of topics and have high motivation and knowledge in their own fields of special interest.
- Learners have good attention to detail but often have difficulty seeing the whole picture.
- Learners prefer to stick to what is familiar and known. They may resist new topics and change, particularly unplanned change, can cause them distress and anxiety.
- Learners often have extraordinarily good rote memory and many learners are highly skilled in particular areas, for example technology, science, and drawing.
- Learners tend to interpret language literally. Idioms, metaphors and expressions such as: "I will look at it over lunch" and "Can you close the window?" can cause difficulties.
- Learners may have stilted and pedantic speech.

(Continued)

Teaching approaches and alternative strategies

- Discuss strategies that learners who have difficulty remembering lists of oral instructions can employ

- See *Making it Happen* (Department for Education and Skills, 2006), section 2, 'Developing listening skills'.

- Learners can have difficulty interpreting and using non-verbal communication features, such as facial expression and eye contact. They may also find turn-taking and topic maintenance difficult in conversation.
- Learners may confuse fiction with reality.
- Learners may find planning and time management difficult.
- Some learners may have unusual responses to sensory stimuli.
- Some learners may have difficulty with motor coordination and this may impact on handwriting.

Strategies to support learning

- See also p. 54 in Part 1 on learners with autistic spectrum disorders and Asperger syndrome.
- Personalise the content for language work. Use the learner's passions and interests. This can be a positive force.
- Make use of individual tutorial time to enable the learner to reflect on their experience in the class and to focus on their needs and wants.
- Establish clear rules where these might help the learner, for example avoiding interruptions in group situations by using an object – only the person holding it is allowed to speak.
- Use videos, role play and drama to raise awareness of non-verbal communication, for example eye contact, facial expression and tone of voice.
- Get the attention of the learner before giving instructions. Some learners are able to listen better if they don't look at the speaker – don't insist on eye contact.
- When learners have obsessive topics of conversation if may be useful to have special times when the learner can talk about their subject. This may act as an incentive to complete other tasks.
- Learners may be hypersensitive to visual stimuli; provide uncluttered worksheets with clear signposts of where to start.
- Learners may be vulnerable to distractions. Provide a high level of structure, for example break down tasks into steps, clear time limits, a work place with few distractions, such as facing a wall.
- Provide stability and consistency, give warning of any changes and be alert to possible signs of stress and anxiety.
- See the case study of Shaheed, Part 1, p. 69, and additional information on 'Social stories', p. 302.

At this level, adults can

listen and respond
to spoken language, including information and narratives, and follow explanations and instructions of varying length, adapting response to speaker, medium and context

speak to communicate
information, ideas and opinions, adapting speech and content to take account of the listener(s) and medium

engage in discussion
with one or more people in familiar and unfamiliar situations, making clear and relevant contributions that respond to what others say and produce a shared understanding about different topics

in formal exchanges connected with education, training, work and social roles

Listen and respond   Lr/L1   *(continued)*

Component skill and knowledge and understanding

Adults should learn to

2d listen for grammatical detail
– identify key grammatical features appropriate for the level, such as continuous forms and conditionals
– be aware that grammatical features can help in identifying register
– be aware of how grammar affects meaning
– understand that listening and focusing on grammar can help learners be more accurate in their speech

2e listen for phonological detail
– understand that English has a stress-timed rhythm and that there are a number of ways in which an unstressed vowel can be indicated, such as elision and the schwa.
– understand that identifying stress within a word can aid recognition of the word, and know that stress can vary in words of the same family
– be aware of how stress can vary in sentences and how this can change meaning
– recognise how intonation, pitch and stress can indicate attitude
– understand that listening for intonation and pitch can help to follow the structure of oral discourse, for example in signalling a change of topic
– understand that intonation has a grammatical function, for example in distinguishing between a question and a statement
– understand that individual sounds can change significantly in connected speech, as a result of assimilation and elision

Areas of difficulty which may be experienced by particular learners

Some learners, Including some of those with dyslexia, learning difficulties or those who are prelingually deaf, will find complex grammatical structures hard to understand.

Learners will vary in their sensitivity to intonation and in recognising how intonation influences meaning and attitude. Some learners, including those with autistic spectrum disorders and some of those with learning difficulties may be sensitive to intonation.

Some learners will find it easier than others to discriminate between and recognise particular sounds. Learners for whom this might pose a barrier are likely to include those with hearing impairments and learners who have dyslexia and auditory processing difficulties.

Teaching approaches and alternative strategies

- Grammar needs to be taught explicitly and inductively. When drilling do not have too many variables. Use pictures or props as memory joggers, and ensure the learner understands the context of the drill. Use music, rhythm and songs to aid the auditory memory. Let learners write down the drill and read it if it helps them. Some learners like to transliterate into their own alphabet (for example, Russian learners transliterate using Cyrillic) but make sure that they also practise the target structure without reading.

- Provide opportunities to practise but recognise when learners are finding it too difficult or where learners may find it difficult to make significant changes.

- As above.

LEVEL 1

At this level, adults can

listen and respond
to spoken language, including information and narratives, and follow explanations and instructions of varying length, adapting response to speaker, medium and context

speak to communicate
information, ideas and opinions, adapting speech and content to take account of the listener(s) and medium

engage in discussion
with one or more people in familiar and unfamiliar situations, making clear and relevant contributions that respond to what others say and produce a shared understanding about different topics

in formal exchanges connected with education, training, work and social roles

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Listen and respond   Lr/L1   *(continued)*

Component skill and knowledge and understanding

Adults should learn to

3a use strategies to clarify and confirm understanding
– understand that a listener can use visual and verbal signals to confirm or query understanding
– be able to use a range of ways of asking for clarification or repetition, appropriate for formal and informal interactions

5a respond to questions on a range of topics
– recognise a range of question types, including embedded questions and alternative questions
– recognise the type and amount of information required, and give a shorter or longer answer as appropriate
– recognise the register used by the speaker and be able to match the register in their response

6a listen for gist in a discussion

Areas of difficulty which may be experienced by particular learners

Strategies such as making eye contact and receiving visual cues from body language will be inaccessible or difficult to access for some learners, including those who are **blind** or **visually impaired**. Learners with **autistic spectrum disorders** may also find eye contact difficult, while learners with **hearing impairments** may be unable to hear verbal signals.

Learners who are **deaf** or have **hearing impairments** may need help to identify key words such as 'question' words, which come at the beginning of an English sentence and may be lost track of by the end of the sentence. In BSL, the question sign comes at the end of a question.

See 6b.

Teaching approaches and alternative strategies

- Discuss with learners the strategies they use to confirm understanding and to ask for clarification.

- Ground rules and conventions need to be agreed.

- See information on 'Discussion', p. 200.

- Ensure that learners who have hearing impairments focus on the 'question' word, i.e. *Who?, What?, Where?* Repeating the 'question' word again at the end can be helpful. See information on 'BSL in relation to ESOL', p. 499.

At this level, adults can

listen and respond
to spoken language, including information and narratives, and follow explanations and instructions of varying length, adapting response to speaker, medium and context

speak to communicate
information, ideas and opinions, adapting speech and content to take account of the listener(s) and medium

engage in discussion
with one or more people in familiar and unfamiliar situations, making clear and relevant contributions that respond to what others say and produce a shared understanding about different topics

in formal exchanges connected with education, training, work and social roles

Listen and respond   Lr/L1   *(continued)*

Component skill and knowledge and understanding

Adults should learn to

6b follow a discussion without participating, for example on TV
- identify where statements include opinion and/or factual information
- be aware that opinions are not always stated overtly, and that inference has a cultural context which often depends on shared knowledge and experience

6c follow and participate in a discussion
- recognise where a speaker is stating a fact or expressing an opinion and be able to respond appropriately
- recognise inference and be able to respond appropriately
- recognise the level of formality in a discussion, and be able to match own use of register to that of other speakers
- recognise feelings expressed through vocabulary and grammatical structures or mainly through intonation and pitch, and be able to respond appropriately
- recognise where speakers use exaggeration, and exaggerated intonation patterns

Areas of difficulty which may be experienced by particular learners

Learners will vary in the time they take to absorb and process the content of a discussion. Learners who might take longer are likely to include some learners who have **dyslexia**, are **deaf**, have **learning difficulties** or **autistic spectrum disorders**. These learners may also have difficulty identifying the main points of a discussion.

See 6b.

Learners will vary according to the type of discussion they find most accessible. Some learners, including some learners with **mental health difficulties**, those with **learning difficulties** and those with **autistic spectrum disorders** may find unstructured discussions difficult.

There may be learners who find it hard to let go of points which to others may appear irrelevant, including some learners with **learning difficulties** and some of those with **autistic spectrum disorders**.

The signals usually given to indicate when to participate in group activities may be inaccessible to some learners, including those who are **blind** or **visually impaired**.

Teaching approaches and alternative strategies

- Allow sufficient time and break up the task/listening text into stages.

- Use topics that are of real interest to learners. The more motivating the topic, the easier the listening.

- Use videos, with subtitles or an on-screen interpreter for sign language users. Use programmes aimed specifically at a deaf audience such as *See Hear* and *VTV*.

- Encourage learners with hearing impairments to watch certain TV programmes using Ceefax, for example *Question Time*. Set questions on what speakers inferred, rather than stated overtly.

- Prepare learners for listening. Use pre-listening tasks to raise awareness of content and to help learners make their own questions/predictions so that they can listen more actively.

- Structure discussions.

- Discussions can allow contributions from one speaker at a time, for example speakers can be asked to hold a ball, cushion or baton when they want to speak.

- Encourage a supportive, accepting environment for learners.

- Use topics that really interest the learners and that may be useful for them, such as relaxation techniques.

- Have questions and answers printed on cards. Shuffle the cards. Take turns to read the questions and answers. Ask whether the answer is relevant to the question.

- See information on "Addiction and dependency' (p. 202), 'Anxiety' (p. 132), 'Asylum seekers, refugees and mental health' (p. 146), 'Bereavement' (p. 378), 'Depression' (p. 288), 'Handling crisis situations' (p. 216), 'Obsessive compulsive disorder' (p. 363), 'Post-traumatic stress disorder' (p. 276) and 'Schizophrenia' (p. 226), and 'Asperger syndrome', p. 370.

- Work in small groups and agree clear ground rules on taking turns in a group (see information on 'Discussion', p. 200). Develop awareness of group behaviour.

LEVEL 1

At this level, adults can

listen and respond
to spoken language, including information and narratives, and follow explanations and instructions of varying length, adapting response to speaker, medium and context

speak to communicate
information, ideas and opinions, adapting speech and content to take account of the listener(s) and medium

engage in discussion
with one or more people in familiar and unfamiliar situations, making clear and relevant contributions that respond to what others say and produce a shared understanding about different topics

in formal exchanges connected with education, training, work and social roles

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Listen and respond   **Lr/L1**   *(continued)*

Component skill and knowledge and understanding

Adults should learn to

6c follow and participate in a discussion *(cont'd)*

Areas of difficulty which may be experienced by particular learners

Some learners will find it impossible or extremely difficult to recognise (and respond appropriately) to differences in register and intonation patterns or to identify feelings expressed by other speakers. These are likely to include learners with **autistic spectrum disorders** and some of those with **learning difficulties**.

Group discussions may be stressful for a range of different learners, including some of those with **mental health difficulties** and with **speech difficulties**.

Other learners, including some of those who have **hearing impairments** or **dyslexia,** may find it difficult to follow a discussion with several people at once.

Bereavement

Bereavement is a loss. The loss may be a loss of homeland, job, status or the death of someone close. Grieving is a complex process that individuals experience in reaction to loss.

According to Mind, one in four adults will have experienced the death of someone close to them within the past five years in the UK. This statistic is likely to be far higher among ESOL learners who have experienced war or persecution in their own countries. For them this may be one of many experiences of bereavement, for other ESOL learners it may be their first encounter with death. Its impact can vary greatly.

Mourning is one of the stages of grieving. It is about letting go of the person or thing we have lost; gradually changing the nature of the bonds that attached us to it or them. There are very different cultural norms in relation to the expression of grief and the grieving process. In some societies the emotions surrounding loss, and death in particular, are much more openly expressed and there are considerable and extended rituals and periods of mourning. In marking the death of a close person, in the company of friends and family, members of a particular community affirm their shared values and strengthen the bonds between those left alive.

In most societies and cultures the funeral is an important part of the grieving process, but it is a different experience for everyone. There are some factors that can make grief likely to be more prolonged, for example survivors of war or persecutions, where they are not able to participate at the funeral or do not know whether a funeral was held at all. Where it has not been possible for a person to express their loss in a way which is fitting in their own culture, this sense of loss may be more heightened and prolonged.

(Continued)

Teaching approaches and alternative strategies

- See section on 'Speech impairments', Part 1, p. 31, and information on 'Addiction and dependency' (p. 202), 'Anxiety' (p. 132), 'Asylum seekers, refugees and mental health' (p. 146), 'Bereavement' (p. 378), 'Depression' (p. 288), 'Handling crisis situations' (p. 216), 'Obsessive compulsive disorder' (p. 363), 'Post-traumatic stress disorder' (p. 276) and 'Schizophrenia' (p. 226).

- Use mental health support workers, if available, to help facilitate group discussion and encourage a supportive environment.

How might people respond?
Individuals may experience a variety of physical and emotional responses to their loss:
- they may feel depressed, permanently exhausted or experience aches and pains;
- their typical response to everything may be slow, automatic and cold;
- they may be anxious, uncertain and insecure;
- this is turn may mean that individuals have difficuty in sleeping or concentrating on day-to-day activities, including eating and generally ordering their thoughts;
- tasks that are usually seen to be routine to perform may feel like major obstacles and become too difficult to handle.

Grief may give rise to anger. Where the loss is of a close person, those bereaved may feel very angry at the person who has died. This can be extremely distressing. There are a number of support groups that can provide invaluable help at such times.

Useful organisations
See 'Bereavement' in Appendix C (p. 541).

At this level, adults can

read and understand straightforward texts of varying lengths on a variety of topics accurately and independently

read and obtain information from different sources

in reports, instructional, explanatory and persuasive texts

Text focus   **Reading comprehension   Rt/L1**

Component skill and knowledge and understanding

Adults should learn to

1a understand and identify the different ways in which meaning is built up in a range of paragraphed texts

– understand that meaning is developed through a text, and that it is necessary to relate the parts of a text to each other to get an overall sense of what the text is about.

– recognise that knowledge of context, grammar and vocabulary all contribute to determining overall sense

– understand that meaning in texts can be implied as well as explicitly stated

– interact with texts, recognising that it is possible to react to texts in different ways and that texts may be wrong or inconsistent

– use knowledge of a range of paragraph structure, and a variety of ways in which paragraphs link together, for example use of connectives such as *In the last paragraph we discussed,* to establish links between paragraphs and aid global understanding of text and of the main points, ideas and events

Areas of difficulty which may be experienced by particular learners

Selecting important points from detail, organising main events sequentially or grouping details under general points are approaches which will not come easily to all learners. Learners who might have particular difficulty may include learners with **learning difficulties** and others who have **dyslexia** or **autistic spectrum disorders**. These learners may also have difficulty putting ideas from a text into their own words.

Getting meaning from a text is not straightforward. Some learners, including some who have **dyslexia, learning difficulties**, **poor visual memory** for words or difficulty with **short-term memory**, may be concentrating so hard on recognising the words that they 'lose' the meaning.

Gaining meaning through inference, 'reading between the lines', and non-literal concepts such as idioms, puns, metaphors and words with multiple meanings, are complex and need to be learned. Some learners, including learners who have **autistic spectrum disorders** or **learning difficulties, dyslexia** or **hearing impairments** will interpret language more literally than others for a variety of reasons. This may lead to misunderstandings and to them 'getting the wrong end of the stick' (one of the phrases they may find confusing!).
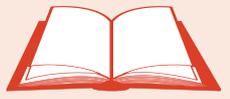
Teaching approaches and alternative strategies

- Practise in small steps using high-interest material.
- Use comprehension strategies such as DARTs and PQ4R (see information on 'Comprehension strategies', p. 312).
- Encourage learners to read on tape and listen back before reading again.
- See information on 'Comprehension and visual processing difficulties', p. 162.
- Make purposes explicit, with clear examples.
- Highlight key points in colour.

- Do direct, explicit work: explain what inference is and help learners find examples in their own experience.
- Create DARTs designed to guide learners in finding implied information (see information on 'Comprehension strategies', p. 312).
- Explain all puns, idioms, metaphors, and words with multiple meanings. For example, go through a text such as a travel brochure picking out metaphors, or read a newspaper article looking at inferences. Create opportunities to make metaphors.
- Encourage discussion of inferential information.
- Teach common idioms explicitly and be aware that these are often a considerable source of amusement.

At this level, adults can

read and understand straightforward texts of varying lengths on a variety of topics accurately and independently

read and obtain information from different sources

in reports, instructional, explanatory and persuasive texts

Text focus **Reading comprehension   Rt/L1** *(continued)*

Component skill and knowledge and understanding

Adults should learn to

1a understand and identify the different ways in which meaning is built up in a range of paragraphed texts *(cont'd)*

2a distinguish how language and other textual features are used to achieve different purposes (for example, objective versus persuasive accounts)

– understand that choice of language, structural and presentational features reflect the purpose of a text, and that these features can help a reader distinguish between, for example, objective versus persuasive accounts or explanatory versus instructional texts

– understand that readers can choose different sorts of texts to read for pleasure, and interact with texts in different ways

– understand that use of passives such as *it is said* and adverbials such as *apparently* and *supposedly* distance the writer from the fact or opinion expressed

Areas of difficulty which may be experienced by particular learners

Many learners, including some of those listed above (see 1a) may find it difficult to distinguish between an objective and a persuasive account or explanatory versus instructional texts for the reasons given.

The use of presentational features to distinguish texts will be inaccessible or difficult to access for some learners, including those who are blind or visually impaired.

These learners (see 1a) may also have difficulty with the abstract conventions of language.
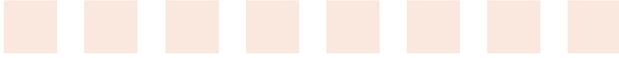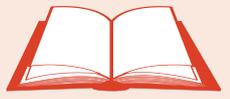
Teaching approaches and alternative strategies

- Work on specific idioms, such as 'colour' idioms, 'animal expressions', 'things going wrong'. Help learners to understand the functions of certain idioms and group them together under their functions.

- ESOL books on idioms are a useful resource.

- See information on 'Asperger syndrome', p. 370.

- See 1a.

- Model the process of distinguishing between the two accounts to show how you would distinguish between the objective and the persuasive, and between explanatory and instructional.

- Braille texts are produced in a variety of formats and with a wide range of styles. See 'Braille for bilingual learners', p. 470.

- See 'Reading and access to text for blind and visually impaired learners', p. 412.

- See 'Speech/voice recognition software', p. 156.

- See 4a.

LEVEL 1

At this level, adults can

read and understand straightforward texts of varying lengths on a variety of topics accurately and independently

read and obtain information from different sources

in reports, instructional, explanatory and persuasive texts

Text focus   **Reading comprehension   Rt/L1** *(continued)*

Component skill and knowledge and understanding

Adults should learn to

3a understand how main points and specific detail are presented and linked, and how images are used to infer meaning which is not explicit in the text

– understand that some texts are structured around main points that are expanded or illustrated by specific detail

– understand that in some texts and situations only the main points are essential to get the meaning, whereas in others every detail requires careful reading

Areas of difficulty which may be experienced by particular learners

Several learners, including those with **autistic spectrum disorders** and some learners with **dyslexia,** will often find it difficult to distinguish the main points from details. Learners who have **dyslexia** tend to be 'right-brained' thinkers to whom everything is interconnected.

Some learners with **autistic spectrum disorders** or **learning difficulties** may be so focused on detail that they 'cannot see the wood for the trees'.

Multisensory approaches to teaching

Teaching approaches need to be linked to the learner's profile of strengths and weaknesses, developing and using strengths to support weaknesses and exploring alternative approaches, including multisensory methods and the use of technology.

Adults with persistent reading difficulties will usually experience some difficulty with processing language, i.e. perceiving, storing and/or retrieving written language. They will also have a distinct profile of strengths and weaknesses that requires an individualised approach using multisensory methods, maximising processing strengths and developing strategies to compensate for weaknesses. It is important to be aware that many learners with very limited literacy in their first language may take a considerable period of time to develop basic reading skills. This should not be confused with persistent reading difficulties.

Research in the USA suggests that over 80 per cent of poor readers are right-hemisphered, tactile and/or kinaesthetic learners (Carbo, 1982; Carbo *et al.*, 1994) see Resources, p. 504). In order to learn, they need concrete, holistic approaches and personally meaningful materials. It is worth remembering the abstract nature of marks (letters and words) written on paper. Consequently, tactile/kinaesthetic materials can help with learning alphabetic systems. Adults who are having problems at entry level find the following approaches useful. However, not all learners will take to all of these methods. It is important to explore a range of approaches and select the ones that learners prefer. Ensure learners understand their own learning style and see why these methods might help.

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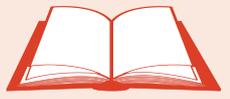
Teaching approaches and alternative strategies

- Design DARTs to help learners identify main points, such as asking them to give each paragraph a title (see information on 'Comprehension strategies', p. 312).

- Encourage highlighting – one colour for the main point, another for details, a third for examples.

- Recognise the difficulty. Use DARTs to draw attention to what are main points and what are details. Present the text as a whole, then present the same text with everything but the main points removed. Discuss this with learners, then return to the full text and use DARTs.

The Fernald method involves the learner tracing over words selected from language experience which are written on card in crayon, to get a 'feel' of the letters. The learner then 'Looks, Says, Traces, Covers, Says, Writes, Checks'. The learner uses the forefinger of the writing hand to trace the word, developing a kinaesthetic/motor memory for the word. This can be extended through a structured, individualised spelling programme that develops word recognition through spelling (see p. 326, for more details).

Edith Norrie letter case is a multisensory resource using letters on a magnetic board. Letters are arranged spatially, rather than sequentially, according to whether the sounds they represent are voiced or unvoiced. Vowels are in red. It also includes a lip mirror so learners can see and feel how sounds of letters are made. Learners can move and change letters physically to make new words, giving them a 'concrete' experience of how the alphabetic system works; for example, they can take away the 'h' from 'hat' and make 'at'; then replace the 'h' with 'b' and make 'bat'. There are enough letters for learners to construct sentences too, which is especially useful for those with handwriting difficulties.

Plastic or sandpaper letters give the 'feel' of letters, an experience of the shapes of and 'holes' in letters. They also give the physical, concrete experience of word building, for example changing letters to make new words. These are also useful for reinforcing words used in language experience. Plastic letters, with consonants in blue and vowels in red, can also be used to help learners get a concrete picture of letters and words, as well as to understand vowels and consonants.

Symbol mastery (see Davis, 1997, Resources, p. 512) is a method using clay or plasticine for modelling the alphabet. Learners thus create their own individual three-dimensional alphabet, saying each letter's name and the sound it makes once modelled, for example 'You are an A and you say a'. Learners can also model images to represent words they have difficulty recognising.

Drawing 'pictograms' to remind them of the look and sound of letters may be successful for some learners, especially those who are good at drawing and think in images. For instance, for someone who likes cats, a 'c' could be drawn as a curled-up cat, and an 's' could be drawn as a Siamese cat, and so on.

(Continued)

385

At this level, adults can

read and understand straightforward texts of varying lengths on a variety of topics accurately and independently

read and obtain information from different sources

in reports, instructional, explanatory and persuasive texts

Text focus | **Reading comprehension Rt/L1**

Component skill and knowledge and understanding

Adults should learn to

3a understand how main points and specific detail are presented and linked, and how images are used to infer meaning which is not explicit in the text *(cont'd)*

– use knowledge of a range of features of organisational structure, format and layout to aid understanding:

- understand that images and information in graphical form can be used to convey additional information to that in the printed text, for example icons on a computer

- be aware of how images are used to persuade or to convey the force and emotion of a situation or event

Areas of difficulty which may be experienced by particular learners

Using organisation features and using texts where some information is conveyed through images will be inaccessible to some learners, including some of those who are blind or visually impaired.
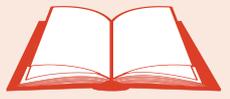
Teaching approaches and alternative strategies

- Use materials where all information can be found in the main body of the text.

- Describe and discuss how images convey additional information.

- Use tactile templates to give examples of organisational features within texts.

- Take care in presentation of Braille to ensure information is still clearly accessible. See 'Braille for bilingual learners', p. 470.

- Use audio description to support images.

- See information on 'Reading and access to text for blind and visually impaired learners', p. 412, and 'Spatial representation and blind and visually impaired learners', p. 486.

'Spell-read' and 'Sweep-sweep-spell' is a more structured version of paired reading, training the eyes to move from left to right, take in each letter in sequence and recognise letter groups as words. The teacher and learner read together. The learner spells each word, for example 'h-i-m'. The teacher says 'him'. The learner says 'him'. If the learner recognises the word, then he or she says it. Words are identified by

pointing with a finger or pencil, or by using a piece of card to reveal words if the learner is easily visually distracted.

When the learner is starting to recognise many words while or before spelling them, begin 'Sweep-sweep-spell': the learner is instructed to let his or her eyes 'sweep over the word' and say it. If he or she doesn't recognise it, 'sweep it again'. If he or she still does not recognise it, the learner spells out the word and the teacher says the word (see Davis, 1997).

NB. Always use adult materials of interest to the learner, even if they seem too difficult: motivation, progress and the sense of achievement will be greater.

Many learners with reading difficulties who have tactile/kinaesthetic learning styles will need to move around and may find that sitting still, particularly at a table, increases their difficulties with concentration. Creating an environment that suits these learners may help, such as a reading corner with comfortable armchairs or cushions where they can sprawl. Some of these learners will also find that they read better if they walk while reading. A space to walk without disturbing other learners, for example at the back of the room, may help.

At this level, adults can

read and understand straightforward texts of varying lengths on a variety of topics accurately and independently

read and obtain information from different sources

in reports, instructional, explanatory and persuasive texts

Text focus   **Reading comprehension   Rt/L1** *(continued)*

Component skill and knowledge and understanding

Adults should learn to

4a use organisational and structural features to locate information, for example contents, index, menus, subheadings and paragraphs

– be aware that texts of the same type (such as a CV, message, memo, poster, advertisement, poem, e-mail text message, and application form) share common structural features and understand how this helps readers find information

5a use skimming, scanning and detailed reading in different ways for different purposes

– recognise that different strategies are useful for different purposes

– understand that skimming is for getting general gist and overall impression for quickly getting to know the subject, tone or intention of the writer

– read topic sentences, and make predictions based on recognition of a range of textual features

– understand that scanning is for locating and retrieving information relevant to purpose and does not necessarily involve following the linearity of text

– be able to judge when detailed reading is necessary

Areas of difficulty which may be experienced by particular learners

Some learners, including some of those who are **blind** or **visually impaired**, may find it difficult to use these features.

Skimming, scanning or detailed reading strategies will be less accessible to some learners than others, including those who have **dyslexia**, **visual processing** or **auditory processing difficulties** and some **visually impaired** learners.
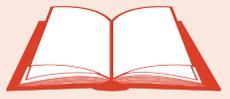
Teaching approaches and alternative strategies

- Use auditory resources such as tapes. Signals can be added to tapes with a pulse synchroniser. This can ease access.

- Keep organisational features close to the text, not several pages away from it, as in a conventional index.

- See 'Reading and access to text for blind and visually impaired learners', p. 412.

- See the case study of Ali, Part 1, p. 61.

- Avoid exercises in skimming, particularly timed ones.

- Help learners find strategies that work for them, even if they may be slower.

- See information on 'Skimming and scanning', p. 229.

At this level, adults can

read and understand straightforward texts of varying lengths on a variety of topics accurately and independently

read and obtain information from different sources

in reports, instructional, explanatory and persuasive texts

Text focus   **Reading comprehension   Rt/L1** *(continued)*

Component skill and knowledge and understanding

Adults should learn to

5a use skimming, scanning and detailed reading in different ways for different purposes *(cont'd)*

– develop awareness that in skimming, discourse markers are used to help predict what sentences are likely to follow and signal links with previous sentences and paragraphs, for example:

- *This essay will look at…*
- *In addition, …*
- *However,…*
- *First and most important,….*
- *both…*
- *and…*
- *Finally,…*
- *In short,…*

5b use reference material to find information

– be aware of a range of key sources of reference and be able to choose appropriate reference tools for particular tasks

– use a range of reference material including bilingual and English–English dictionaries, a thesaurus, encyclopaedias (book and CD), atlases, grammar books, the Internet, and so on.

Areas of difficulty which may be experienced by particular learners

Learners will vary in the speed by which they locate information that relies on visual scanning. Some, including those who have dyslexia, others with visual processing difficulties and visually impaired learners, will be slower in locating information than others. Several learners, including some who have dyslexia, will have difficulty with remembering alphabetical order.

Teaching approaches and alternative strategies

- Avoid exercises in skimming, particularly timed ones.
- Help learners find strategies that work for them, even if they may be slower.
- See information on 'Skimming and scanning', p. 229.

- See information on 'Skimming and scanning', p. 229.

- Use activities to encourage use of organisational features of texts, such as guide words and contents pages (see also Rw/L1/1a).

At this level, adults can

read and understand straightforward texts of varying lengths on a variety of topics accurately and independently

read and obtain information from different sources

in reports, instructional, explanatory and persuasive texts

Sentence focus | **Grammar and punctuation** | **Rs/L1**

Component skill and knowledge and understanding

Adults should learn to

1a use implicit and explicit grammatical knowledge along with own knowledge and experience to predict meaning, try out plausible meanings and read and check for sense

2a use punctuation to help their understanding
  – recognise a range of punctuation including colons, speech marks, brackets in texts and apostrophes to indicate contractions and possessives

  – have a secure knowledge of the role of end-of-sentence punctuation (for example question and exclamation marks, full stops and commas) in helping to make sense of continuous text
  – recognise the use of commas to separate clauses in complex sentences

Areas of difficulty which may be experienced by particular learners

Abstract aspects of grammar, particularly those that have to do with word order, verb tenses, negative verbs and linking words, can be a barrier for some learners, including those who are deaf and use sign as their first language, or have dyslexia. These learners may need to rely much more on semantic cues than syntactic ones when reading. As grammar gets more complex, difficulties are compounded.

Learners with comprehension difficulties (see information on 'Comprehension and visual processing difficulties', p. 162) will have difficulty using both semantic and syntactic cues, as they find it difficult to take in what they are reading.

Many learners have difficulties with punctuation, including those who have dyslexia, are deaf and use sign languages, or have learning difficulties.

Upper (superscript) position of apostrophe and inverted commas/speech marks are difficult for some learners to spot.
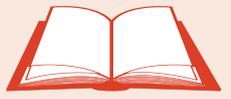
Teaching approaches and alternative strategies

- Teach grammar explicitly.

- See work on kernel sentences in 'Writing', Level 1, Ws/L1/1a. Also, see information on 'Kernel sentences', p. 244, and 'BSL in relation to ESOL', p. 499.

- Encourage use of semantic cues to compensate for weak use of syntax, and develop text focus strategies.

- Give structured support, using text comprehension strategies such as PQ4R and DARTs. Give learners opportunities to re-read in small chunks. However, be aware that these difficulties do not 'go away' with practice (see information on 'Comprehension strategies', p. 312).

- Teach punctuation in the context of learners' own writing, as punctuation is often better understood in context.

- Discuss the learners' rationale for using punctuation. Varying punctuation 'styles' and conventions should be introduced so that learners can see that some conventions are stylistic and personal to the author.

- Teach omissive apostrophes to learners who are deaf and use BSL by comparing with contracted fingerspelt words.

- Make conventions concrete, for example use tactile resources (such as 'clothes peg apostrophes') to show how missing letter(s) is/are replaced with an apostrophe.

LEVEL 1

At this level, adults can

read and understand straightforward texts of varying lengths on a variety of topics accurately and independently

read and obtain information from different sources

in reports, instructional, explanatory and persuasive texts

Sentence focus   **Grammar and punctuation Rs/L1** *(continued)*

Component skill and knowledge and understanding

Adults should learn to

2a use punctuation to help their understanding *(cont'd)*

Areas of difficulty which may be experienced by particular learners

Learners with **visual processing and comprehension difficulties** (see information on 'Comprehension and visual processing difficulties' p. 162) may have difficulty using punctuation to help them make sense of text. They will often not 'see' punctuation as they read, as all their attention is devoted to working out the words.

Some learners who are **deaf** will have problems with using punctuation, as they do not hear intonation.

Clothes peg apostrophes

Write the words 'do not' on a piece of paper.

Fold back so that 'o' disappears.

Place clothes peg over fold so it becomes the apostrophe.
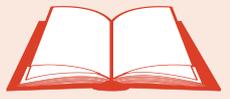
Teaching approaches and alternative strategies

- Making conventions explicit is especially important in relation to Braille/Moon.

- Highlight, enlarge or colour punctuation.

- *Wordswork* (a CD-ROM) has a good interactive activity on apostrophes.

- Teach explicitly with DARTs, highlighting punctuation. Encourage reading in small chunks, and re-reading to check meaning, but be aware that these difficulties do not 'go away' with practice.

- Ask sign language users to sign, and relate pauses to punctuation.

- Provide explicit teaching of punctuation.

At this level, adults can

read and understand straightforward texts of varying lengths on a variety of topics accurately and independently

read and obtain information from different sources

in reports, instructional, explanatory and persuasive texts

Word focus   **Vocabulary, word recognition and phonics   Rw/L1**

Component skill and knowledge and understanding

Adults should learn to

1a use reference material to find the meaning of unfamiliar words
- know there are different sources of information for finding word meaning, such as dictionaries, glossaries, keys
- understand the structure of standard dictionary entries, the abbreviations used and the sort of information provided about each word
- be aware that words are usually listed under 'stem' words
- be aware of the use of the phonemic alphabet in dictionaries to indicate pronunciation

Areas of difficulty which may be experienced by particular learners

Where sources rely on the use of alphabetical order, some learners may be slow or rely on other strategies, such as words at the top or bottom of the page. This will include some learners with dyslexia and others with sequencing and memorisation difficulties. In addition, if there are too many unfamiliar or unrecognised words in the definition, learners with auditory or visual processing difficulties may not be able to understand it.

Using reference material to find the meaning of unfamiliar words is not a strategy that is accessible to all learners, including some who are blind or visually impaired. This can seriously impede independent learning.

Some learners, including some of those with physical impairments, or who are blind or visually impaired, may have difficulties with manipulating paper.

Some learners, for example those who are deaf, may not be aware of, or look for, multiple meanings. Others, including those with dyslexia, may have difficulties with dictionaries.

Some learners, including some of those who are visually impaired, may be unable to access text-based reference material.
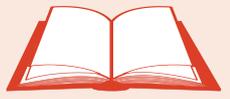
Teaching approaches and alternative strategies

- Recognise the value of using technological alternatives (such as computer dictionaries, talking dictionaries or electronic hand-held dictionaries such as *Franklin Language Master* and *Bookman*) when using paper resources is particularly difficult or slow. See 'Technology for learners with learning difficulties or disabilities', Part 1, p. 15.

- An electronic reading pen, which will scan and 'read' individual words, is an invaluable technological tool for identifying individual words that cause trouble, or where accuracy is particularly important. See section on 'Technology for learners with learning difficulties or disabilities', Part 1, p. 15.

- Teach the use of electronic thesauruses.

- Use aids such as page-turners, or IT-based reference material.

- Use the kind of ESOL dictionary that gives examples of words used in sentences to demonstrate the various meanings and their category, such as verb or adjective. Alternatively use the *Wordpower* dictionary, BSL–English dictionary or CD-ROM.

- Use electronic resources as an alternative.

- Use specialist software to access information. See information on 'Screen reader', p. 398, and 'Speech/voice recognition software', p. 156.

- Use a reader.

- See the case study of Ali, Part 1, p. 61.

At this level, adults can

read and understand straightforward texts of varying lengths on a variety of topics accurately and independently

read and obtain information from different sources

in reports, instructional, explanatory and persuasive texts

Word focus | **Vocabulary, word recognition and phonics   Rw/L1**

Component skill and knowledge and understanding

Adults should learn to

2a recognise and understand the vocabulary associated with different types of text, using appropriate strategies to work out meaning

– extend knowledge of sight vocabulary and relevant specialist words for main areas of interest in reading

– understand the use of and effect of specialist vocabulary for work or study

– work out the meaning of unfamiliar words using a range of strategies, for example context, word structure, phonic decoding, looking up in dictionary

Areas of difficulty which may be experienced by particular learners

Learners' vocabulary will depend on their prior opportunities to 'pick up' language around them. Some learners, including those who are deaf, may often have had limited opportunity to do this.

Using dictionaries and phonic decoding are strategies that will be less accessible to some learners, including those who have dyslexia.

Screen reader

Screen readers are a form of text-to-speech software that produce computer-synthesised speech and can 'read aloud' text from the screen. The term technically refers only to technology used by those who are blind or who have a visual impairment (VI), but it is becoming more commonly used to describe a wider set of text-to-speech software that could benefit many other learners (see below).

Examples

For VI   *JAWS, SuperNova, Hal, Window-Eyes, LookOUT*

For more general use: *Texthelp Read & Write, Browsealoud, Windows Narrator, SpeakOUT*

Why is it useful?

Screen readers for those who are blind or who have a visual impairment are a special form of text-to-speech software that gives access to on-screen text and also provides users with essential information and navigation systems to allow them to use everyday packages (such as *Microsoft Windows, Word,* and so on) through the use of audio (or Braille).

The wider set of text-to-speech software can be used to read out on-screen text and therefore support those with an auditory learning style, specific learning difficulties such as dyslexia and/or those learning a new language. Used in conjunction with on-screen highlighting, it can also offer substantial support to struggling readers and those who are proofreading their own writing.

(continued)
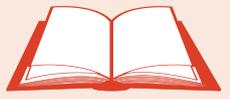
Teaching approaches and alternative strategies

- For learners who are deaf, recognise differences between standard English and sign language and discuss with learners. Develop mini-thesauruses.

- See also point below.

- Teach vocabulary explicitly and in context to aid the use of semantic and syntactic cues. Ensure all vocabulary is understood in reading activities.

How is it used?

Screen readers provide non-visual access to the computer and software packages that are primarily designed to work through the use of a graphical (visual) user interface. Access and control is provided through the use of keyboard commands and specialist controls. Learners who are blind will not use a screen or mouse, though some with visual impairment may use the software in conjunction with screen magnification to support what vision they have. The output of a screen reader may be directed towards a refreshable Braille display (for Braille readers) instead of a speech synthesiser. Many will learn to use the software at high speech rates to allow them to increase their efficiency, though to the casual listener the audio may sound rather mechanical and hard to understand.

Some of the more basic screen readers work on the 'point and read' principle, while others require passages of text to be highlighted and use simple controls (play, pause, stop, and so on).

How do you set it up?

A high level of training is needed to set up and use the specialist software (such as JAWS) and ongoing support may be required for those using their screen readers in association with other technologies or software.

For those using the more basic screen reader, setting up and learning to use the software is relatively simple and requires little technical knowledge.

Further information about assistive technologies is available on the Internet, for example AbilityNet have a series of factsheets (www.abilitynet.org).

LEVEL 1

At this level, adults can

write to communicate information, ideas and opinions clearly using length, format and style appropriate to purpose and audience

in documents such as forms, records, e-mails, letters, narratives, instructions, reports, explanations

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Text focus   **Writing composition**   **Wt/L1**

Component skill and knowledge and understanding

Adults should learn to

1a apply appropriate planning strategies

- plan, in a way that is appropriate to the writing task in hand, taking account of the purpose, context, audience and outcome of writing
- have an understanding of different techniques for planning writing, for example notes, lists, diagrams and flow charts, using their own language and/or English
- know when planning and drafting are appropriate and when it is necessary to write something straight off
- draft, and redraft where appropriate, and produce final legible version of text, word processed or hand-written, applying awareness of when material is ready for presentation

Areas of difficulty which may be experienced by particular learners

Many learners may find that their ideas outpace their ability to write. This may be particularly true of some learners with physical impairments, fine motor coordination difficulties, dyslexia or dyspraxia.

Bending over a piece of writing or a VDU for long periods of time can cause discomfort to a range of learners, including many learners with visual impairments or physical impairments.

Some learners will find it harder than others to adapt style for an audience. This might be particularly true for some learners with autistic spectrum disorders or dyslexia.

Teaching approaches and alternative strategies

- Encourage learners to generate ideas and use a scribe or speech-based software tape recorder, pocket memo or dictaphone to record them. See 'Speech/voice recognition software', p. 156.

- Use recorded ideas for subsequent recall and writing down.

- Use mind maps to allow the free generation of ideas which can be reorganised, edited and sequenced later. See information on 'Mind maps for planning and organising', p. 268.

- Promote good posture as far as possible and encourage taking 'natural breaks' from writing process every few minutes (for example, looking away, stretching). See 'Brain Gym activities', p. 452.

- Use of task lighting, appropriate furniture and easels/stands for text may help the learner.

- Frequent rests are important, particularly when using CCTV and computers.

- Use software such as Inspirations (see 'Concept-mapping software', p. 339).

- Draw attention to the relationship between audience and style/organisation. Read each other's pieces in parts. If learners act as the audience, they are more likely to understand the need for different styles.

- Model different styles for different audiences, for example compare a holiday postcard with a letter to the council, or a text message to a letter.

- Give examples of inappropriate writing, such as a formal letter written as if to a friend, or a postcard written in a formal way, and discuss these.

LEVEL 1

At this level, adults can

write to communicate information, ideas and opinions clearly using length, format and style appropriate to purpose and audience

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Component skill and knowledge and understanding

Adults should learn to

1b make notes to aid planning

– make notes, using key features of note-taking (for example, abbreviations, symbols, numbering, listing, graphics), adopting a style of note-taking that suits the individual learner

– develop awareness of different note-taking formats for different texts, for example noting key words for instructions in a list but using a mind map for ideas/facts from a lecture

2a select how much to write and the level of detail to include

– understand that the length of text and the level of detail depend on the nature of the content, on the purpose and on the audience

– understand that planning and drafting involve making decisions on length and detail

Areas of difficulty which may be experienced by particular learners

Planning and organising writing can be particularly difficult for some learners, including those with dyslexia, learning difficulties or dyspraxia.

Learners may develop their own strategies for planning and writing, for example some who have dyslexia may prefer to 'start in the middle'.

Some learners, including those who have dyslexia, acquired brain injury or neurological impairments, will have considerable sequencing and organisational difficulties. These difficulties increase as organisational structures become more complex (for example, a discursive piece of writing is more difficult to plan and organise than an account of an event). Difficulties also increase as learners' ideas become more complex.

Selecting which details are most relevant can be difficult for some learners, including learners who have dyslexia, autistic spectrum disorders or learning difficulties.

Some learners, including some who have dyslexia, may feel that everything is interrelated, so that it is difficult to see what should be put in and what should be omitted.

Teaching approaches and alternative strategies

- Use writing frames (see information, p. 403).

- Model the writing process, i.e. plan and draft a short piece of writing on a whiteboard or OHT, describing your thinking process aloud as you do it.

- Teach learners to make mind maps (see 'Mind maps for planning and organising', p. 268).

- Encourage colour coding and tactile approaches. Learners may find it helpful to write ideas on index cards, then arrange and colour code these according to headings. Always do the ordering, i.e. sequencing, as the last stage.

- Some learners will need to talk through their ideas or ideas-storm with the teacher acting as scribe, then group their ideas and, lastly, put them in order.

- Suggest these learners physically cut and paste their initial draft. Teach them to cut and paste on the computer.

- Use or develop writing frames that help people to focus and select (see information, p. 403).

- Start from the whole, for example ideas-storm and do a mind map. Use colour coding to identify and correct important points and then select what is important. Discuss the process of selection at each stage.

Writing frames

Writing frames are a way of providing learner writers with a support or 'scaffold' to help them develop independent skills for different types of writing, for example: headings, subheadings and connectives for linking paragraphs when writing an explanatory information text; the layout, salutation, opening sentence and closure when practising a letter; sentence openings for making contrasting points when presenting an argument.

To be used effectively, writing frames need to:

a) offer enough support to help the learner attempt a new or difficult task, but not so much that the writing is reduced to filling in boxes, which will provide no scope for the learner to improve. The writing frame must require the learner to produce an independent continuous text, at the appropriate level;

b) be used as part of the planning and drafting stages, helping the learner marshal their thoughts and organise what they want to write;

c) be properly structured to suit the type of text and style of writing being practised – a frame for description will be different from one for instructions;

d) be designed and used progressively, providing less scaffolding for harder tasks as the learner gains in experience and skill;

e) be used alongside reading texts that model the type of writing being practised.

Used in this way, writing frames can help learners to extend their repertoire of writing genres, learn the requirements of more formal register, and improve the cohesiveness of their writing – all of which make learners more able to tackle different writing tasks independently in their own lives.

LEVEL 1

At this level, adults can

write to communicate information, ideas and opinions clearly using length, format and style appropriate to purpose and audience

in documents such as forms, records, e-mails, letters, narratives, instructions, reports, explanations

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Text focus   **Writing composition**   **Wt/L1** *(continued)*

Component skill and knowledge and understanding

Adults should learn to

2a select how much to write and the level of detail to include *(cont'd)*

3a structure texts sequentially and coherently
– understand that paragraphs are one way of organising information in continuous text
– understand that there are different types of paragraphing structure
– understand and apply key features of written discourse in English, in terms of ordering and sequencing information, for example that the opening usually signals the subject and or purpose to the reader; points are elaborated in a logical order; it is clear how one point relates to the other; and the ending may summarise previous points or signal the writer's desired outcome
– understand key aspects of different types of paragraphing structure, for example general sentence followed by expansion; chronologically sequential points about a single topic or cluster of topics; statement of argument followed by points for and against
– understand how conventions of written discourse in English, in terms of ordering and sequencing information, may differ from written conventions in other languages
– apply knowledge of key linguistic features that show logical relationship between sentences and indicate logical arrangement, for example *accordingly, as a result, for this reason, therefore;* use tense and paragraphing with some consistency

Areas of difficulty which may be experienced by particular learners

Others, including some learners with **autistic spectrum disorders**, may be overly focused on details and may not see the bigger picture.

Those learners who find the conventions of language difficult to understand, including some who have **dyslexia** or those with **learning difficulties**, will find it difficult to signpost and link points to one another.

These and other learners may also have sequencing and organisational difficulties.

Learners who are **deaf** may not be aware of certain English signalling words. (BSL indicates the relationship of one 'sentence' or statement to another, but there are very few direct sign/word equivalences for the wide variety of English conjunctions).

Teaching approaches and alternative strategies

- Use peer editing to help decide what should and should not be included.

- Understand that it is particularly difficult for learners who have problems with writing to select out what they want to say or edit their writing. Ensure they agree with editing suggestions and that individuality of style is valued.

- Explicitly teach the conventions of how to signal to the reader and relate points to one another, and provide handouts with linking and signalling words and instructions on when to use them.

- Model aspects of the writing process, such as where and why you include signalling words.

- Use writing frames that clearly draw attention to and emphasise where and how points can be related. See information on 'Writing frames', p. 403.

- Ask learners to explain what they want to say orally before attempting to write it.

- Introduce PowerPoint for making presentations in different formats, to create interest in visual and dynamic ways of presenting information.

- Ask learners who are deaf to explain what they mean before writing it up. Asking *How do you express this idea?* may be a more useful question than 'What is the sign for…?'.

- Discuss explicitly the differences between BSL and other sign languages and standard English, as well as written conventions. There are common BSL signs for *and/but/because/if/or*, *so* (a shrug). Most English conjunctions that fall within the *and/but* range are conveyed in BSL by sign modification. Emphasise the force of the connection or its importance through repetition, facial expression, weight shift, pace, expression, and so on. See information on 'BSL in relation to ESOL', p. 499.

LEVEL 1

At this level, adults can

write to communicate information, ideas and opinions clearly using length, format and style appropriate to purpose and audience

in documents such as forms, records, e-mails, letters, narratives, instructions, reports, explanations

Text focus   **Writing composition**   **Wt/L1** *(continued)*

Component skill and knowledge and understanding

Adults should learn to

3a structure texts sequentially and coherently *(cont'd)*

4a choose language suitable for purpose and audience
- identify appropriate register for task and audience
- use key features of formal and informal register (such as type of vocabulary and collocation, mode of address, type of structures), with some consistency
- develop understanding of the need to be more explicit in written English than in speech, detailing important information as appropriate to the situation

Areas of difficulty which may be experienced by particular learners

Some learners, including some who are **blind** and **visually impaired**, may have well-developed skills in logical linear sequencing. However, other logical relationships, for example those in matrices or diagrams, may be far less accessible to them.

Learners will vary in the exposure they have had to a variety of styles. Some learners, including those who are prelingually deaf, have dyslexia and those with learning difficulties, may have had little exposure to a variety of styles. They may also find it hard to be flexible in changing from one style to another or in expressing something in a different way due to their underlying difficulties with the conventions of written language.

Some learners, including those who are deaf who have learned English solely through the written word, may have a limited variety of styles. They may have particular difficulties with nuance and subtlety of expression.

Prior experience of visual texts and resources may have been less accessible to some learners than others, including some who are **blind** or **visually impaired**.

Teaching approaches and alternative strategies

- Sequences have to be learned in a linear manner without the benefits of more sophisticated visual frameworks, such as matrices or diagrams. Though the linear approach is more accessible, tactile diagrams that are well planned can be efficient and usable. Braille matrices and diagrams are possible but it is important to ensure the information is necessary and expressed clearly for the learner.

- Expose learners to a range of styles and genres (types of text). Teach different styles explicitly. Create a variety of unthreatening ways to explore writing in different styles by allowing learners to select from a range of high-interest books, stories, magazine articles, and so on, including those that have a large visual component (such as photographs, illustrations, graphics). Use these as a basis for discussion.

- Teach appropriate language in relation to style, using writing frames (see information on p. 403) for different types of text in a range of contexts.

- Use colloquial language in speech bubbles and drama text. Contrast it specifically with more formal forms of language.

- Use the same context or scenario for different kinds of written tasks (see suggested strategies at Wt/E3/1a).

- Use simple role plays which provide a range of contrasting audiences.

- Use sound pictures and audio dramas to build on understanding of visual texts.

LEVEL 1

At this level, adults can

write to communicate information, ideas and opinions clearly using length, format and style appropriate to purpose and audience

in documents such as forms, records, e-mails, letters, narratives, instructions, reports, explanations

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Text focus   **Writing composition**   **Wt/L1** *(continued)*

Component skill and knowledge and understanding

Adults should learn to

5a select format and appropriate structure for different purposes
  – use appropriate format and accompanying features of layout for different text types, for example paragraphing, listing, columns, line breaks, use of headings, numbering, bullet points, graphics
  – understand that diagrams, sketches and drawings can be used alongside writing in certain situations to make meaning clearer, for example in instructions
  – understand that in certain settings (such as the workplace) the use of pre-set and outline formats are commonplace, for example time sheets, accident report forms, memo headings

Areas of difficulty which may be experienced by particular learners

See 1a and 2a.

Learners with **sequencing difficulties** are likely to have difficulties with sequential formats or techniques, such as flowcharts.

Understanding how some formats and diagrams are organised will be far harder for some learners than others, including many learners who are **blind** or **visually impaired**. Braille users will not be able to 'translate' some visual representations.

They, together with learners who have **dyslexia** and **visual processing difficulties**, may also have difficulties keeping the place in some formats, particularly forms, for example they may miss out a line and thus omit important information.

Presentations that use particular formats will be less accessible to some learners than others including learners with **dyspraxia, handwriting difficulties, eye–hand co-ordination** or **spatial perceptual difficulties,** or **visual impairments.**

Teaching approaches and alternative strategies

- See 1a and 2a.

- Use visual forms of representations that are not sequential (such as spidergrams or mind maps), or use pictures, illustrations and diagrams to describe sequences such as processes or instructions.

- Teach a variety of visual representations for learners to explore, and let them choose their preferred type.

- Discuss these issues with learners and help them find alternatives, such as tactile diagrams or audio description. Tactile templates of preset and outline formats can include the learner.

- See information on 'Spatial representation and blind and visually impaired learners', p. 486, 'Braille for bilingual learners', p. 470, and 'Reading and access to text for blind and visually impaired learners', p. 412).

- Enlarge forms if helpful, and ensure photocopies are clear. Some learners who have dyslexia and/or visual impairments may have fewer visual problems when reading or writing on coloured paper. If so, check the colour with learners, as it is a highly individual matter: blue, pink and yellow are the most common choices, but some learners prefer cream and pale green.

- Use coloured overlays or glasses.

- If using a computer, check the colour and contrast on the screen. Experiment to find what is best.

- Try using a card or physical writing frame to keep place, line by line.

- Allow learners to do their work on the computer and support them in learning to use graphics and other software by co-presenting to support their presentation skills.

LEVEL 1

At this level, adults can

write to communicate information, ideas and opinions clearly using length, format and style appropriate to purpose and audience

in documents such as forms, records, e-mails, letters, narratives, instructions, reports, explanations

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Text focus   **Writing composition**   **Wt/L1** *(continued)*

Component skill and knowledge and understanding

Adults should learn to

6a complete forms with some complex features, such as open responses, constructed responses, additional comments

7a use proofreading to revise writing, on paper and on screen, for general meaning and accuracy of grammar, spelling and punctuation
  – understand that proofreading is about checking for meaning as well as spelling, punctuation and layout
  – develop techniques for proofreading to spot errors and omissions in grammar, punctuation and spelling
  – apply awareness of areas of personal strength and weakness in terms of basic punctuation, spelling, layout and grammar
  – understand when accuracy is essential (such as the final draft of a CV) and when it is sufficient to get writing 'good enough'

Areas of difficulty which may be experienced by particular learners

See 5a.

Identifying particular errors will be difficult for some learners, including some learners with **visual impairments** and those with **visual processing difficulties** (such as those who have **dyslexia** or **poor binocular control, Meares-Irlen syndrome,** or **nystagmus**). For some of these learners the print may appear to be unstable, i.e. to move, blur or jump around.

Proofreading will be difficult for learners who have difficulty with word or letter recognition, for example, those with **dyslexia** or **learning difficulties**.

Those with a 'poor visual memory' for spellings will frequently be unable to recognise whether a spelling is correct.

Teaching approaches and alternative strategies

- See 5a.

- Speech software can help learners with proofreading. See information on 'Speech/voice recognition software', p. 156, and 'Screen reader', p. 398. See also the case study of Ali, Part 1, p. 61.

- Build on the strengths of other visually impaired learners, particularly Braille users, when proofreading. An inability to skim and scan means conversely that learners possess a close attention to detail, for example in spelling, structure of words, and use of punctuation. See information on 'Braille for bilingual learners', p. 470.

- Make particular use of technology, especially speech-based software with a facility to read back what was written. For example, *Keystone* reads back text that has been written on the computer. This can help learners evaluate whether what is written is what they intended. (See 'Speech/voice recognition software', p. 156, and also the Resources section, p. 526.)

- Scaffold proofreading with techniques such as error analysis marking (see information on p. 260).

- Break the process of proofreading into four steps: read first for sense, then for specific grammar points, then again for punctuation, and lastly for spelling. Learners should be supported in identifying the grammar areas that they individually need to look for.

- Reading aloud or taping their work can help some learners hear if their writing 'sounds right'. Some may need to read onto a tape and then listen back. Always check with the learner to find out what works best.

- Encourage learners to wait for a day or so to proofread, as they are then more likely to identify errors rather than to see their intended meaning.

LEVEL 1

At this level, adults can

write to communicate information, ideas and opinions clearly using length, format and style appropriate to purpose and audience

in documents such as forms, records, e-mails, letters, narratives, instructions, reports, explanations

Text focus   **Writing composition**   **Wt/L1** *(continued)*

Component skill and knowledge and understanding

Adults should learn to

7a use proofreading to revise writing, on paper and on screen, for general meaning and accuracy of grammar, spelling and punctuation *(cont'd)*

Areas of difficulty which may be experienced by particular learners

Pre-lingually deaf learners have difficulties proofreading for syntax but fewer difficulties with proofreading for spelling.

Reading and access to text for blind and visually impaired learners

The ability to access books, newspapers, instructions, forms, timetables and all the other information presented on paper or via a computer screen is fundamental to learning. For a blind or visually impaired person, the process of 'reading' will rely on any combination of the following:
- standard print
- smaller print in bold may be appropriate for some learners with restricted fields
- large print margins adapted to focus on the specific fields of learners, for example very wide margins on either the left or the right to help learners focus
- audio tape using markers
- Braille
- Moon
- access technology, speech recognition, screen readers, Braille displays and Braille 'laptops'
- reading stands
- task lighting
- CCTV
- video/DVD with audio transcription

For the majority of visually impaired learners, the issue of time is also fundamental to effective learning, because most activities will take longer than for sighted learners. Fluent readers will keep two to three lines of text in view at a time (very fluent readers can keep a whole page in view). Those who rely on vision aids, including bifocals, may not be able to do so and may be reduced to reading a phrase at a time. This takes longer, and it is easy to lose the thread of the text. Some learners will find it difficult to focus from a screen back to a text and back to a screen when copying or using text for reference. Positioning of the text and equipment to minimise movement is key.

More time is also needed to develop an understanding of many concepts that a sighted learner may learn incidentally. This is especially true of learners who have been blind since birth and who have no innate grasp of visual and spatial concepts. Learners' access to information is more limited and requires more time because it is influenced by the learner's capacity to observe the environment directly and, therefore, the need to access information from a range of alternative sources. A visually impaired learner will also need to record tasks in different media and the methods used may, in some cases, be slower.

(Continued)

Teaching approaches and alternative strategies

- Peer proofreading can be useful, as it is often easier to see other's errors but it needs to be introduced carefully and sympathetically. See Klein and Millar (1990), resources section, for activities on proofreading and editing.

- Avoid highlighting spelling errors, as this reinforces the spelling in the learners' memory. Suggest they underline instead, then self-correct; alternatively, show them the spelling, then highlight the difficult bit in the correct version.

- When using error analysis marking for spelling only put 'Sp' or underline where the learner has practised and learned the spelling. Other spellings should be identified for learning as part of an individual spelling programme (see information on 'Spelling: individualised programme', p. 326).

- Make use of spell checkers, but explain their limitations. They do not identify errors that form other words, for example *form/from* or homonyms such as *their/there*.

- Give learners who are deaf a checklist of particular grammatical structures to check for in turn, such as auxiliary verbs, verb endings, and so on, doing one at a time.

- Remember that, although all learners may improve in proofreading, for some it will always remain a significant weakness.

Access to information for visually impaired learners can be provided:
- in large print produced either by enlarging on photocopier (care is needed as this can distort the original image if too large or if the quality of the original is poor the copy can bleed into the paper and prove difficult to read) or via computer-enlarged fonts;
- with magnification, either with lenses, CCTV or on a computer monitor;
- in tactile format, such as Braille or Moon;
- via information technology made accessible by speech output or soft Braille lines; or
- via the spoken/recorded voice.

It is worth noting that in several countries learners with working vision who use a large font size of 10pt are taught Braille to speed up the reading process and make text more manageable.

For visually impaired print users, legibility depends on more than print size. Note: smaller print size may be appropriate for some learners. The following are vital factors in presenting accessible print materials: KEEP IT SIMPLE!

- Print quality.
- Fonts: choose a plain sans serif font such as Arial.
- Boldness: bold print is more legible, because it gives better contrast. With bold print many learners can read a smaller font.
- Contrast: aim for a good contrast between the type and the background. Black type on an off-white or yellow background is best, but check preferences with individual learners or try out a number of combinations. Ensure that any photocopies also maximise contrast.

(Continued)

LEVEL 1

At this level, adults can

write to communicate
information, ideas and
opinions clearly using length,
format and style appropriate to
purpose and audience

in documents such as forms,
records, e-mails, letters,
narratives, instructions,
reports, explanations

Sentence focus   **Grammar and punctuation**   **Ws/L1**

Component skill and knowledge and understanding

Adults should learn to

1a write using complex sentences

– understand that more complex writing
involves the use of sentences
consisting of a main clause and one or
more subordinate clauses

– use a range of connectives (such as *as,
if, so, though*) to express contrast,
reason, purpose, condition,
consequence; use ellipsis,
prepositional, adjectival and adverbial
phrases to show time, manner, degree,
extent, frequency, probability

– use conditional sentences

– understand the conventions of reported
speech

– understand that complete sentences
should not be strung together with
commas to make longer 'sentences' but
should be split into separate sentences
or correctly joined, for example with a
conjunction

– construct formal sentences differently
from those in less formal texts, for
example: informal texts are likely to use
contracted verb forms; more formal
ones are likely to write them out in full,
will also have more nouns and noun
phrases, or more complex modal
phrases, and will avoid colloquialisms

Areas of difficulty which may be experienced by particular learners

Words that have no clear meaning in
their own right and are used
functionally to represent abstract
relationships, such as *while*, *however*,
such, *consequently*, will pose
difficulties for some learners,
including **pre-lingually deaf** learners
or learners who have **dyslexia**,
autistic spectrum disorders or
learning difficulties.

English has a wider range of words,
including function words, than BSL
has signs. There are very few direct
sign/word equivalences for the wide
variety of English conjunctions. BSL
users are more likely to express their
ideas differently.

- Format: an A4 format is easier to handle than oversized sheets.
- Spacing: legibility is improved by using double spacing and wide adjusted margins. Solid blocks of text
can be difficult to read, especially when a learner is using a magnifying device. For handouts and similar
materials, bullet points, concise sentences and short paragraphs will be helpful.
- Reformatting: when rewriting in large print, some reformatting may be required. Columns should be
avoided. Short, clearly separated chunks of text and a justified left-hand margin with a ragged
(unjustified) right-hand edge help people to navigate from line to line.
- Any information, including tabular information and forms, must be clear, simple, contain only the relevant
information and be made accessible in the most appropriate format for the learner. Any keys or added
information, for example price tables that have VAT added to all figures, often have that extra
information under the table at the right-hand side of the box. This key should be on the left-hand
margin and above the main box as a focus prior to looking at the table.
- Avoid printing in blocks of capital letters (upper case).

(Continued)

Teaching approaches and alternative strategies

- Teach these words explicitly and within the context of learners' own writing. Use writing frames (see p. 403) that introduce these words in context.

- Use kernel sentences (see information on p. 244) to help learners see the relationship between main and subordinate clauses. At Level 1, the sentence might build as follows.

  – *The man who started classes last week left his country and came to Britain.*

  – *The man who started classes last week and sat next to me left his country and came to Britain.*

  – *The man who started classes last week and sat next to me left his country and came to Britain two years ago.*

- Use 'crib' or help sheets with common conjunctions and examples of when they are used.

- Use SSE (Sign Supported English) to reinforce the meaning and use of these words. Teach and provide a grid of the English coordinating conjunctions that come within the *and* and *but* groups (such as *however*, *nevertheless*, *moreover*, *in addition*). See information on 'BSL in relation to ESOL learners', p. 499, and 'Finger spelling chart, p. 130.

- Avoid thin or glossy types of paper. Thin paper can cause print to show through the page, causing 'shadow'; glossy paper reflects light, which may cause uncomfortable glare.
- Where activities involve journeys or journey planning, enlargement and/or transcription of information, timetables, and so on will assist understanding. Assistance can also come in audio forms, such as telephone operator and telephone services, directory enquiries, train enquiries and taped information.
- Collecting and collating information can be done cooperatively with a sighted partner. Visually impaired learners can use tape recorders and/or personal memo recorders.
- For information from a variety of sources see the Resources section, p. 516. Libraries are a source of large-print books. RNIB and the National Library for the Blind are a source of Braille, Moon and taped books. Materials as direct downloads from the Internet or on DVD or CD-ROM are now widely available. Envelope guides, writing frames, raised line notepaper, signature guides and felt-tip pens may also be useful.

At this level, adults can

write to communicate information, ideas and opinions clearly using length, format and style appropriate to purpose and audience

in documents such as forms, records, e-mails, letters, narratives, instructions, reports, explanations

Sentence focus | **Grammar and punctuation Ws/L1 *(continued)***

Component skill and knowledge and understanding

Adults should learn to

2a utilise sentence grammar accurately to achieve purpose
  – use different types of linguistic features appropriately for a range of different written genres to suit their needs and interests
  – understand the importance of countable and uncountable nouns when checking agreement between the verb and its subject
  – know the form of, and understand the concept expressed by, a variety of tenses, including continuous and perfect forms
  – understand that it is easy to change tenses unintentionally while writing and that this can affect meaning, and that it is therefore important to check for correct tense

3a use punctuation to aid clarity and meaning
  – know all the punctuation markers for the beginning and ends of sentences, and know when to use each one
  – understand the use of commas, for listing items in connected prose; between clauses in complex sentences; after connectives like *However*
  – understand the use of apostrophes for possession and omission
  – understand that, in writing which is not in sentences, other punctuation can be used to make the meaning clear, such as bullet points for a set of instructions in word-processed documents, or, dashes in a hand-written vertical list

Areas of difficulty which may be experienced by particular learners

Some of the more complex tenses and grammatical structures can be very difficult for some learners, including those with **dyslexia, learning difficulties**, or **hearing impairments**. The passive is particularly difficult as it inverts normal word order.

As the concept of a sentence is abstract and based on structure rather than meaning, some learners, including those with **dyslexia** or **learning difficulties**, may find punctuation difficult to grasp.

Teaching approaches and alternative strategies

- This is true for most bilingual learners. Teach grammar explicitly and pay particular attention to the structures that learners find difficult. Use an inductive approach to teaching grammatical 'rules'.
- Use a kernel sentence approach (see information on p. 244).
- Draw attention to word order in examples of passive voice.

- Discussing punctuation in the context of reading may help learners use punctuation better.
- Make all conventions and 'rules' explicit.
- See information on 'Grammar and punctuation', p. 283.

At this level, adults can

write to communicate information, ideas and opinions clearly using length, format and style appropriate to purpose and audience

in documents such as forms, records, e-mails, letters, narratives, instructions, reports, explanations

Word focus   **Spelling and handwriting**   **Ww/L1**

Component skill and knowledge and understanding

Adults should learn to

1a apply knowledge about words to aid accurate spelling
  – spell words with a wide range of spelling patterns accurately and with some consistency
  – understand that the spelling of homophones is related to meaning and grammar

Areas of difficulty which may be experienced by particular learners

Different learners will rely more or less heavily on different approaches. Those learners who rely on a phonic approach, including those who have **dyslexia**, and especially those with **visual processing difficulties**, will find homophones difficult to remember.

  – use suffixes (such as *–ette*, *–ism*, *–st*, *–ic*) and prefixes (such as *hyper–*, *anti–*, *pre–*, *ex–*) to build word families and extend the range of words learners can spell accurately
  – develop knowledge and use of spelling rules, if appropriate, to learning style of the learner

Generalising and applying rules may be difficult for some learners, including those with **dyslexia** or **learning difficulties**. Learners with **autistic spectrum disorders** may well respond positively to the notion of fixed rules but have difficulties when these rules are varied.

1b use strategies to aid accurate spelling

Finger spelling is a useful strategy for learners who are **deaf**.

Teaching approaches and alternative strategies

- Exercises on homophones for learners who are deaf and hearing impaired are unnecessary; homophones are not a spelling problem when you can't hear them.

- Avoid decontextualised activities using homophones: these are likely to confuse learners who have dyslexia. See information on 'Homophones', p. 421.

- Teach homophones separately, several weeks apart and with other words that are alike in either structure or meaning. For example:

  – where   **wh** ere

  – there   **th** ere

  – here   **h** ere

  – h ear   **h**   ear

  – ear   ear

  – heart   **h** ear t

  Never teach *here* and *hear* together.

- These are best learned within the context of an individualised spelling programme, using words from learners' own writing and gradually linking other words to these (see information on 'Spelling: individualised programme', p. 326).

- See 'Finger spelling chart', p. 130.

LEVEL 1

At this level, adults can

write to communicate
information, ideas and opinions clearly using length, format and style appropriate to purpose and audience

in documents such as forms, records, e-mails, letters, narratives, instructions, reports, explanations

Word focus   **Vocabulary, word recognition and phonics**   **Ww/L1**

Component skill and knowledge and understanding

Adults should learn to

2a have a critical awareness of handwriting
  – identify a range of occasions when legible handwriting is essential
  – have a critical awareness of personal features of own writing
  – have a critical awareness of when it is most appropriate to word process, when to write by hand and when either is appropriate.

Areas of difficulty which may be experienced by particular learners

Producing legible writing can present a barrier to some learners including learners with physical impairments, motor coordination difficulties, dyslexia, dyspraxia, dysgraphia and integration difficulties. These learners may be unable to produce legible handwritten text in spite of practice. Their efforts may be so strenuous and slow as to defeat the purpose, which is to put ideas or information on paper.

(continued)

Teaching approaches and alternative strategies

- Remember – many of these learners will need to understand that it is acceptable for them to use a computer for all written communication. Teach or develop the use of e-mail for less formal communications.

- Encourage the use of small tape recorders for making lists, reminders, notes, and so on, where appropriate.

- Introduce PowerPoint for presentations.

Homophones

Confusing words, including homophones, should never be taught together.

Instead, they should be taught several weeks apart, linked with words with similar patterns or structure or meaning, and practised in learners' writing. For example:

w   **here**   – all to do with place
t   **here**
    here

h   **ear**   – all to do with sound
    ear
h   **ear t**

· **Never** teach **here** and **hear** together.

LEVEL 2

LEVEL 2

At this level, adults can

listen and respond
to spoken language, including extended information and narratives, and follow detailed explanations and multi-step instructions of varying length, adapting response to speaker, medium and context

speak to communicate
straightforward and detailed information, ideas and opinions clearly, adapting speech and content to take account of the listener(s), medium, purpose and situation

engage in discussion
with one or more people in a variety of different situations, making clear and effective contributions that produce outcomes appropriate to purpose and topic

in a wide range of formal and social exchanges

Speak to communicate　　Sc/L2

Component skill and knowledge and understanding

Adults should learn to

1a Use stress and intonation to convey meaning and nuances of meaning clearly

– be aware that rapid speech is unlikely to be comprehensible unless the appropriate rhythm is achieved, and be able to speak quickly, as appropriate, without losing comprehensibility

– be aware of the various roles of pitch and intonation, in grammar and in discourse and in indicating attitude, and be able to use intonation appropriately

Areas of difficulty which may be experienced by particular learners

Different learners will have different speech patterns. Some, including learners with **speech difficulties**, **autistic spectrum disorders** and **learning difficulties**, may find varying the pace of speech difficult (for example, some speak very fast and others hesitate a lot). See section on 'Speech impairments', p. 31.

Word retrieval can be a barrier for some learners, including some who have **dyslexia** and some with **mental health difficulties**. They may use many words because they cannot find the word they want. This may result in speech that is unclear, repetitive or cumbersome.

Learners will vary in their sensitivity to recognising and reproducing a range of intonation patterns. Some learners, including those with **autistic spectrum disorders** and some with **learning difficulties**, may find this particularly difficult.

Teaching approaches and alternative strategies

- Recognise individual patterns of speech and be aware that for some learners this might be an area where they cannot make significant changes, or it is very difficult for them to do so.

- In some cases, context can affect speech. Beware of putting too much pressure on the learner or creating unnecessary anxiety. Feeling threatened or nervous can affect speech.

- Raise awareness of difficulties some learners have and use activities to establish a supportive environment.

- Allow sufficient time.

- Avoid focusing on difficulties – help to suggest alternatives.

- Use activities to help learners to extend vocabulary and become more flexible and precise in their use of words, for example categorising exercises, finding synonyms. Add visual prompts.

- Use group 'fantasy poems' to extend vocabulary, for example *If I were the sun…*

- See information on 'Addiction and dependency' (p. 202), 'Anxiety' (p. 132), 'Asylum seekers, refugees and mental health' (p. 146), 'Bereavement' (p. 378), 'Depression' (p. 288), 'Handling crisis situations' (p. 216), 'Obsessive compulsive disorder' (p. 363), 'Post-traumatic stress disorder' (p. 276) and 'Schizophrenia' (p. 226).

- Be explicit about intonation but recognise when a learner is finding this too difficult.

- See information on 'Asperger syndrome', p. 370, and *Making it Happen* (Department for Education and Skills, 2006), section 2, 'Developing speaking skills'.

LEVEL 2

At this level, adults can

listen and respond
to spoken language, including extended information and narratives, and follow detailed explanations and multi-step instructions of varying length, adapting response to speaker, medium and context

speak to communicate
straightforward and detailed information, ideas and opinions clearly, adapting speech and content to take account of the listener(s), medium, purpose and situation

engage in discussion
with one or more people in a variety of different situations, making clear and effective contributions that produce outcomes appropriate to purpose and topic

in a wide range of formal and social exchanges

Speak to communicate   Sc/L2   *(continued)*

Component skill and knowledge and understanding

Adults should learn to

1b articulate the sounds of English in connected speech
  – be aware of the tendency for sounds to assimilate or elide in connected speech

1c use formal language and register where appropriate
  – select and use a range of structures and vocabulary which are appropriate for both formal and informal situations
  – be aware that stress and intonation may vary, according to the situation and or the relationship between speakers, and be able to adapt their own pronunciation to suit the situation

Areas of difficulty which may be experienced by particular learners

Learners will vary in their ability to articulate. Some learners who have **dyslexia** and **auditory processing difficulties**, or those with **speech difficulties** or **learning difficulties**, might find this particularly difficult. They may have difficulties with particular sounds and also with articulating multisyllable words. This may affect their ability to produce extended texts.

Recognising where intonation indicates emotion and understanding and using more than one register may be impossible or very difficult for some learners, including those with **autistic spectrum disorders** and some of those with **learning difficulties**.

Deaf lip-readers will need visual clues.

Teaching approaches and alternative strategies

- See 1a.

- Learners who stammer may find it difficult to articulate certain sounds, may get blocked or stuck on some and repeat others. Feeling stressed is the trigger – the harder a learner tries to prevent stammering, the more severe it becomes. The less worried they are about speaking the more fluent they are likely to be. Always give learners time, indicate that there is no need to hurry. Finishing off sentences is usually unhelpful as it reduces self-confidence. Reduce the number of questions that you ask.

- Learners with cleft palates which have not been properly repaired or who use a badly fitting bridge may have problems with intelligibility. They may produce sounds that are muffled and nasal. Consonant production can be compromised. Encourage learners to take their time and slow down, so that sounds are more distinct. Make contact with a speech therapist to get advice.

- See the case study of Kai, Part 1, p. 66, and section on 'Speech impairments', Part 1, p. 31.

- Use videos and film clips to draw attentions to different registers in different contexts. Ensure that audio description is provided for visually impaired learners.

- Set up opportunities to use different registers, for example role play with relevant and familiar situations.

- Set realistic goals for individual learners.

- See information on 'Asperger syndrome', p. 370.

At this level, adults can

listen and respond
to spoken language, including extended information and narratives, and follow detailed explanations and multi-step instructions of varying length, adapting response to speaker, medium and context

speak to communicate
straightforward and detailed information, ideas and opinions clearly, adapting speech and content to take account of the listener(s), medium, purpose and situation

engage in discussion
with one or more people in a variety of different situations, making clear and effective contributions that produce outcomes appropriate to purpose and topic

in a wide range of formal and social exchanges

Speak to communicate   Sc/L2   *(continued)*

Component skill and knowledge and understanding

Adults should learn to

2a respond to criticism and criticise constructively

– understand that successful cooperation involves people being able to deal with and offer criticism in constructive ways, in order to agree the best solution

– know a range of ways to make and respond to constructive suggestions

– be able to choose from a range of modal verbs and conditional forms to criticise action and make positive suggestions, for example *should, could, should have, might have, could have, it might be better if you...*

3a make requests

– be able to:
  - ask for something
  - ask someone to do something
  - ask permission

using a range of modal verbs and other forms, such as conditional clauses and tag questions

– vary register to cover a wide range of formal and informal situations and relationships

– choose appropriate stress and intonation to indicate a variety of attitudes, for example friendly banter, sincerity, sarcasm, politeness

– preface a request with a softener, for example *I wonder* or *I was wondering*

Areas of difficulty which may be experienced by particular learners

Several learners, including some of those with autistic spectrum disorders, learning difficulties, and mental health difficulties, can find social interaction stressful. This is likely to be exacerbated if asked to deal with stressful and emotionally charged situations. Some of these learners can also find eye contact difficult.

Some learners, including some of those with mental health difficulties, autistic spectrum disorders, and learning difficulties, can find interaction that involves asking and answering direct questions stressful.

See 1c regarding register and intonation.

Teaching approaches and alternative strategies

- Create a supportive and accepting environment that may help learners take risks.

- Give learners the opportunity to discuss how they feel about particular activities. Ask learners what can alleviate stress; some learners find it easier to take part if they know how long an activity is going to last.

- Be aware of learner sensitivities.

- See information on 'Addiction and dependency' (p. 202), 'Anxiety' (p. 132), 'Asylum seekers, refugees and mental health' (p. 146), 'Bereavement' (p. 378), 'Depression' (p. 288), 'Handling crisis situations' (p. 216), 'Obsessive compulsive disorder' (p. 363), 'Post-traumatic stress disorder' (p. 276) and 'Schizophrenia' (p. 226), and 'Asperger syndrome', p. 370, and *Making it Happen* (Department for Education and Skills, 2006), section 2, 'Developing speaking skills'.

- See above.

- Use topics that help learners rehearse language that they may need in other situations.

- Create a supportive and accepting environment and give learners the opportunity to talk about how they feel about activities in tutorial.

- Encourage participation but be aware of learner sensitivities.

- Recognise efforts learners make and praise their achievements.

- Recognise that learners may not feel able to participate fully in all activities on all occasions.

- See information on 'Addiction and dependency' (p. 202), 'Anxiety' (p. 132), 'Asylum seekers, refugees and mental health' (p. 146), 'Bereavement' (p. 378), 'Depression' (p. 288), 'Handling crisis situations' (p. 216), 'Obsessive compulsive disorder' (p. 363), 'Post-traumatic stress disorder' (p. 276) and 'Schizophrenia' (p. 226), and on 'Asperger syndrome', p. 370, and *Making it Happen* (Department for Education and Skills, 2006), section 2, 'Developing speaking skills'.

At this level, adults can

listen and respond
to spoken language, including extended information and narratives, and follow detailed explanations and multi-step instructions of varying length, adapting response to speaker, medium and context

speak to communicate
straightforward and detailed information, ideas and opinions clearly, adapting speech and content to take account of the listener(s), medium, purpose and situation

engage in discussion
with one or more people in a variety of different situations, making clear and effective contributions that produce outcomes appropriate to purpose and topic

in a wide range of formal and social exchanges

Speak to communicate   Sc/L2   *(continued)*

Component skill and knowledge and understanding

Adults should learn to

3b ask for information

4a express statements of fact
– make accurate statements, using grammatical forms suitable for the level, for example:
  • past perfect
  • future perfect
  • reported speech
  • a range of conditional forms
  • would to express habit in the past

– express notions such as possibility, certainty and obligation, and incorporate them in statements of fact
– vary the register according to the situation and the speakers
– be aware of the importance of rhythm and intonations in making longer statements comprehensible and maintaining the listener's interest

Areas of difficulty which may be experienced by particular learners

Complex tenses and grammatical structures can be a barrier for some learners, including some who have dyslexia and those with learning difficulties. These learners and others, including those with short-term memory difficulties or learners with mental health difficulties who are on medication that affects their memory, may find it difficult to remember and apply grammatical rules.

Remember many of these learners are 'quick forgetters'.

Teaching approaches and alternative strategies

- See 3a.

- Grammar needs to be taught explicitly through meaningful contexts. Learners will need lots of practice. Remember that for some learners substitution tables are very difficult to follow due to visual tracking. See Level 1, 'Speaking', Sc/L1/3a.

- Use music, songs and chants for presentation and practice of language patterns. Useful resources are *Jazz Chants* and *English Through Song* (for more information, visit www.onestopenglish.com). Music can help learners remember.

- Use images – for presentation, in drills, on worksheets and on reference sheets. They will help jog the memory and make connections.

- Use colour – on the board and on materials. Encourage learners to bring highlighters so that they can use colour as an independent strategy.

- Use drama – encourage learners to act out stories and scenarios, prior to or in addition to role play. Encourage learners to use mime and gesture, as these kinaesthetic strategies can help internalise patterns and structures.

- Be realistic about the amount of accuracy individual learners can achieve in grammatical structure and pronunciation.

- Encourage over-learning, i.e. continuing to practise something in different contexts once it has been learned.

- Systematic reviews can help put learning into long-term memory.

LEVEL 2

At this level, adults can

listen and respond
to spoken language, including extended information and narratives, and follow detailed explanations and multi-step instructions of varying length, adapting response to speaker, medium and context

speak to communicate
straightforward and detailed information, ideas and opinions clearly, adapting speech and content to take account of the listener(s), medium, purpose and situation

engage in discussion
with one or more people in a variety of different situations, making clear and effective contributions that produce outcomes appropriate to purpose and topic

in a wide range of formal and social exchanges

Speak to communicate   Sc/L2   *(continued)*

Component skill and knowledge and understanding

Adults should learn to

4b give factual accounts
   – use grammatical forms suitable for the level in order to, for example:
     • classify using defining and non-defining relative clauses
     • describe a process (use passive)
     • generalise using definite article or zero article
   – understand common formats of factual accounts and be able to structure an account, for example:
     • general statement
     • specific point
     • example
   – use discourse markers to help structure the account, for example *as a result, consequently, subsequently*
   – be aware of the features of formal register in giving a factual account

Areas of difficulty which may be experienced by particular learners

Some of the more complex tenses and grammatical structures can be very difficult for many learners including those with **dyslexia** or **learning difficulties**. The passive is particularly difficult. Learners who are **deaf and who use BSL** may have particular difficulty with complex English syntax and passive voice (see 'BSL in relation to ESOL', p. 499).

All learners' concepts and vocabulary will be influenced by their past experience. The concepts and vocabulary of learners who are **blind** or **visually impaired** may vary according to whether they were born blind or became blind later in life.

See 4d regarding use of discourse markers.

Teaching approaches and alternative strategies

- See 4a.

- This is true for many bilingual learners. Grammar needs to be taught explicitly through meaningful contexts. Learners will need lots of practice.

- When drilling do not have too many variables, use pictures or props as memory joggers and ensure the learner understands the context of the drill.

- Use music, rhythm and songs to aid the auditory memory. Let learners write down the drill and read it if it helps them. Some learners like to transliterate into their own alphabet (for example, Russian learners transliterate using Cyrillic) but make sure that they also practise the target structure without reading.

- If using the passive voice with learners who are deaf, use it alongside the active version.

- See information on 'Concepts and vocabulary of blind and visually impaired learners', p. 433, 'Spatial representation and blind and visually impaired learners', p. 486 and the case study of Ali, Part 1, p. 61.

Concepts and vocabulary of blind and visually impaired learners

Blind and visually impaired learners' concepts and vocabulary will be influenced by whether or not they have ever been able to see and the amount of specialist input they had when they lost their sight. The majority of blind individuals have at some time had some sight, so will have some visual memory and will have developed language with visual references. How sight loss occurs will have an impact on how a learner uses previous memories and how they adjust to their condition.

It is important to continue to use vocabulary associated with sight, for example, 'This looks good'; 'Do you see what I mean?' Non-verbal communication and body language should still be used but gestures should be reinforced with verbal clues and pointers to clarify meaning. Many learners may have light perception, which can in some circumstances enable them to pick out clear and precise movement or gesture.

However, the learners' concepts of colour or spatial references, for example, may be either partially or, in the case of those who have been blind since birth, completely lacking. It will help to explore concepts and language with individual learners. Use discussion topics such as cooking with associated smells, texture, colours, taste and feel. (See also 'Spatial representation and blind and visually impaired learners', p. 486.)

At this level, adults can

listen and respond
to spoken language, including extended information and narratives, and follow detailed explanations and multi-step instructions of varying length, adapting response to speaker, medium and context

speak to communicate
straightforward and detailed information, ideas and opinions clearly, adapting speech and content to take account of the listener(s), medium, purpose and situation

engage in discussion
with one or more people in a variety of different situations, making clear and effective contributions that produce outcomes appropriate to purpose and topic

in a wide range of formal and social exchanges

Speak to communicate   Sc/L2   *(continued)*

Component skill and knowledge and understanding

Adults should learn to

4c narrate events in the past
  – use a range of past tenses, sequence markers, conjunctions and subordinate clauses, to make time relationships in a narrative clear
  – understand that people often use dramatic present, and be able to use it in a limited way
  – understand that there are various ways to structure a narrative and that these can vary across cultures. Be able to choose an appropriate structure for their own narrative
  – be aware of the role of pitch and intonation in maintaining the listeners' interest and in conveying feelings

4d give explanations and instructions
  – give explanation and instructions with clear indicators, as appropriate, of
    • sequence
    • reason and purpose
    • condition
    • obligation

  – vary register according to the relationship between speakers, and use stress and intonation appropriate for the relationship between speakers

Areas of difficulty which may be experienced by particular learners

Including full detail may pose difficulties for a range of learners, including those with dyslexia or learning difficulties.

Words that have no clear meaning in their own right and are used functionally and represent abstract relationships, such as *while*, *however*, *such*, *consequently*, can pose a barrier for some learners including those who have dyslexia, autistic spectrum disorders, learning difficulties or other neurological impairments.

These learners are also likely to have particular difficulty with sequencing ideas.

Teaching approaches and alternative strategies

- Use 'talking frames' to develop sufficient detail. See information, p. 440.

- Help learners to include more details by asking questions and encouraging them to elaborate on what they want to say.

- Teach these words explicitly and within the context of learners' own language use. Talking frames may help to introduce these words in context (see information, p. 440). Sheets with lists of markers and examples of use may be helpful.

- See 5a.

LEVEL 2

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in a wide range of formal and social exchanges

Speak to communicate   Sc/L2   *(continued)*

Component skill and knowledge and understanding

Adults should learn to

5a present information and ideas in a logical sequence and provide further detail and development to clarify or confirm understanding

– understand that what is consider a logical sequence can vary across cultures, and be able to choose a suitable sequence for presenting information and ideas for a given situation

– know some formal markers for making the structure of a discourse clear and be able to elaborate on main points by, for example:

- giving examples
- explaining cause and effect and purpose
- commenting

Stop at appropriate points to check listeners' understanding

Areas of difficulty which may be experienced by particular learners

Sequencing and remembering order and detail can be difficult for some learners, including some with dyslexia or learning difficulties and certain neurological impairments. These learners may have difficulty with linking words, as do some sign language users.

Writing: organising and planning

Some learners, including those with dyslexia and dyspraxia will often need support in organising and planning writing. They may 'perseverate' on an idea, i.e. be unable to move on from one idea to another when writing. They may also have difficulties organising paper, files and time and need specific help with this. Some useful approaches include:

· mind maps (see guidance, p. 268)
· colour coding
· putting ideas on card or post its and arranging them
· cutting and pasting, either physically or on the computer
· software such as Inspirations or Mindmanager (see information on p. 174 and introductory sections)
· help sheets like the WEE paragraph:
  – **W**hat's your point
  – **E**xplain what you mean
  – **E**xample
· writing frames (see information on p. 403)
· use audio recorders for recording ideas before trying to write.

Diaries, timetables and coloured file dividers may also be useful for general organising

Teaching approaches and alternative strategies

- Teach learners to sequence information by first giving an overview, and then the overall context.

- Ask learners to listen to two spoken texts – one with discourse markers, the other without. Ask them to say what is different about each text, and to discuss which is more effective and why. Ask the learners to listen to the text with discourse markers again and to put up their hands each time they hear any. In small groups, ask the learners to write the discourse markers onto cards. Give further practice until learners are ready to produce a factual account or narrative in a meaningful and personal context. Using the discourse markers previously identified, get learners to record themselves and check how many discourse markers they used.

- Use techniques such as mind mapping in planning (see information on 'Mind maps for planning and organising', p. 268, and 'Concept-mapping software', p. 339).

- Use the scaffold approach to help learners structure events or ideas (for example *What happens next?*, *What makes this happen*? – see 'Scaffolding approach', p. 218).

- Use a 'talking frame', which involves using words or pictures to provide non-verbal reinforcement, through notes, cards, PowerPoint, OHTs or pictures. This gives cues for order and helps learners structure their talk.

- Use visual flow charts or mind maps.

- Record main points on a dictaphone.

- Use cue cards and visual prompts.

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in a wide range of formal and social exchanges

Engage in discussion   Sd/L2

Component skill and knowledge and understanding

Adults should learn to

2a take part in social interaction
– be able to initiate and sustain social interaction, using features, such as ellipsis, that are common in informal speech

2b take part in more formal interactions
– be able to deal with formal interaction that is particularly difficult or stressful, for example:
  - complaining
  - warning and threatening
  - insisting and persuading
  - negotiating
– recognise nuance in difficult interactions, for example the difference between a veiled threat and an open threat or between a complaint that is polite on the surface and an openly rude complaint, and be able to make choices accordingly
– understand that formal interactions often follow predictable patterns and be able to prepare for that

Areas of difficulty which may be experienced by particular learners

Learners will vary in the ease with which they can adapt to different audiences. Some learners, including learners with **learning difficulties** or those who have **autistic spectrum disorders**, may find this difficult.

These kinds of interactions may be particularly stressful for a range of learners, including some of those with **mental health difficulties** and **learning difficulties**.

Social interaction in general can be stressful for a range of learners, especially for some learners with **speech difficulties** and some of those with **mental health difficulties** and **autistic spectrum disorders**.

Teaching approaches and alternative strategies

- Be aware of potential difficulty and explain about different approaches needed for different audiences, and the reasons for them.

- Use video, role play and drama to raise awareness of how different audiences influence communication approaches.

- See the case study of Shaheed, Part 1, p. 69.

- Use topics that help learners rehearse language that they will need in other situations within the context of a supportive language group.

- Be aware of learners' sensitivities, and modify activities as necessary.

- See also Sd/L2/2a.

- Recognise the efforts that learners make and praise their achievements.

- See information on 'Addiction and dependency' (p. 202), 'Anxiety' (p. 132), 'Asylum seekers, refugees and mental health' (p. 146), 'Bereavement' (p. 378), 'Depression' (p. 288), 'Handling crisis situations' (p. 216), 'Obsessive compulsive disorder' (p. 363), 'Post-traumatic stress disorder' (p. 276) and 'Schizophrenia' (p. 226).

- It is important that teachers strike a balance between confidence building and correction. Learners with speech difficulties such as a stammer need to develop confidence, so it is important that they are encouraged to interact. Teachers should avoid correcting if learners are managing to interact and convey meaning.

- There are some speaking situations for learners who stammer that facilitate fluency – for example, speaking on a one-to-one basis, reciting familiar lists like days of the week or counting, singing, speaking familiar words with a strong rhythm, poetry, speaking with actions, or acting.

- See the case study of Kai, Part 1, p. 66; section on 'Speech impairments', Part 1, p. 31 and information on 'Addiction and dependency' (p. 202), 'Anxiety' (p. 132), 'Asylum seekers, refugees and mental health' (p. 146), 'Bereavement' (p. 378), 'Depression' (p. 288), 'Handling crisis situations' (p. 216), 'Obsessive compulsive disorder' (p. 363), 'Post-traumatic stress disorder' (p. 276) and 'Schizophrenia' (p. 226), and 'Asperger syndrome', p. 370.

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in a wide range of formal and social exchanges

Engage in discussion   Sd/L2   _(continued)_

Component skill and knowledge and understanding

Adults should learn to

2c express views, opinions, feelings, wishes

– express opinions, agreement and disagreement using different register to suit a range of situations.

– in giving an opinion be able to express, for example:
  - future possibility
  - hypothetical meaning
  - obligations (past, present and future)

  using grammatical forms suitable for the level, for example _must, might, must've_

– know a range of formal and informal vocabulary for expressing feelings, be able to make suitable choice of vocabulary for a situation and utter the words with appropriate pitch, stress and intonation

– be able to use exaggeration and understatement, as appropriate in informal situations

2d persuade, warn, rebuke

Areas of difficulty which may be experienced by particular learners

Some learners will find it difficult to acknowledge points of view different from their own. This may be particularly true for learners with **autistic spectrum disorders** or those with **learning difficulties**.

See 2b.

Talking frame

Talking frames aim to give learners a support or 'scaffold' to help them develop skills for spoken communication. For example, when preparing a formal talk or presentation the frame may give headings, subheadings and connectives for moving to the next topic; when taking part in an interaction, such as leaving a message by telephone, the turn of each participant is included with guidance about the purpose of each turn and possibly suggestions for language to use (see examples overleaf).

Talking frames need to:

a) offer enough support to help the learner attempt a new or difficult task, but not so much that it provides no scope for the learner to improve;

b) be used as part of the planning and practice stages, helping the learner to organise what they want to say and giving necessary language input;

c) be properly structured to suit the type of interaction being practised and be based on real and natural language in use.

(Continued)

Teaching approaches and alternative strategies

- Be sensitive to difficulties learners may have in understanding others' points of view.

- Ensure the topic is one that the learner is interested in and does not feel threatened by.

- Establish a supportive and accepting learning environment.

- Raise awareness of particular needs (for example, some learners need time to formulate what they wish to say or to respond to others).

- Agree ground rules for pair and small group discussion.

Talking frames can help learners develop their awareness of the requirements of different spoken genres and the impact of context on the language variety, register, structure, and so on of the interaction – all of which make them more able to tackle different interactions independently in their own lives.

Example 1 - Giving a talk   <u>Language used</u>

| Give the subject of your talk | _____ |

| Introduce what you will cover | _____ |

| Give information, section by section | _____ |

| Finish off and invite questions | _____ |

Example 2 - Giving a talk

1. Today I'd like to talk to you about ....
2. I'm going to tell you about ....topics. They are ....
3. First of all, let's look at ....
4. I'd like to move on to ....
5. Now, I'd like to say something about ....
6. We've seen that ....
7. Does anyone have any questions or comments?

For an index of further information see p. 97

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Component skill and knowledge and understanding

Adults should learn to

3a use appropriate phrases for interruption and change of topic
   – use appropriate phrases, adapting register according to the situation and topic
   – understand that intonation often starts high on a change of topic, and be able to apply it

5a use strategies intended to reassure, such as body language and appropriate phraseology
   – understand that direct disagreement is uncommon in discussion in English and be able to use more tentative forms of disagreement
   – use intonation to indicate reassurance

Areas of difficulty which may be experienced by particular learners

Non-verbal, visual signals will be inaccessible or difficult to access for some learners, including some who are **visually impaired** or **blind**. Other learners, including those who are **deaf**, will not always pick up on spoken signals.

Body language will not be accessible to all learners, including those who are **blind** and some who are **visually impaired**, and may be difficult for learners with **autistic spectrum disorders**.

Some learners, including some of those with **mental health difficulties**, may find it difficult to separate their own feelings from the discussion exercise.

Teaching approaches and alternative strategies

- Rules and conventions must be clearly stated at the outset of discussions, but be aware that listening skills may be very high and some learners can identify non-verbal communication through the sounds and tone of voice. Do not assume this will not be possible.

- Be aware of individual diversity within the group. Create conventions within the group that include everyone.

- See information on 'Discussion', p. 200.

- Examine the different conventions and agree ground rules for the group.

- Use tone of voice as an alternative strategy to body language for learners who are blind or visually impaired.

- Create clear boundaries around a discussion topic and clearly indicate when it ends.

- See information on 'Addiction and dependency' (p. 202), 'Anxiety' (p. 132), 'Asylum seekers, refugees and mental health' (p. 146), 'Bereavement' (p. 378), 'Depression' (p. 288), 'Handling crisis situations' (p. 216), 'Obsessive compulsive disorder' (p. 363), 'Post-traumatic stress disorder' (p. 276) and 'Schizophrenia' (p. 226).

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Listen and respond   **Lr/L2**

Component skill and knowledge and understanding

Adults should learn to

1a extract information from extended texts in a non face-to-face context, for example radio or presentations
  – be aware of the type of lexis likely to occur in a given text, and use this knowledge to access the text
  – be aware of common collocations, for example rejected allegations, confirmed allegations and the importance of listening for the verb in this type of phrase

  – be able to guess the meaning of unknown words in complex spoken texts by understanding the gist of a passage, predicting content and knowing some collocations
  – be able to identify the main idea and secondary ideas in an extended text

Areas of difficulty which may be experienced by particular learners

Some learners, including those with dyslexia, learning difficulties or acquired brain injuries, will have difficulty in sustaining concentration when listening. This might also be the case for some learners with mental health difficulties, especially if they are on some types of medication.

Learners who are deaf may find extended listening and lip-reading very tiring.

Abstract language, words that have multiple usage, metaphors and analogy are all difficult for many learners. Learners who have dyslexia, learning difficulties, are prelingually deaf or have autistic spectrum disorders may find them particularly difficult.

Teaching approaches and alternative strategies

- Always contextualise information. Give prompts. Use sensory reinforcement and/or mind maps.

- Improve concentration by ensuring that all topics are relevant and interesting to learners. Use videos with subtitles or an on-screen interpreter for sign language users. Use programmes aimed specifically at a deaf audience such as *See Hear* and *VTV*. When recording from TV use Ceefax 888 to obtain subtitles.

- Pace work appropriately, as learners will concentrate better in short bursts. Divide longer narratives into shorter sections.

- Encourage learners to recap the content.

- Set the scene and prepare for listening by predicting content and language. Identify and check understanding of key language (use prepared word cards).

- See also section 2, 'Developing listening skills' of *Making it Happen* (Department for Education and Skills, 2006); information on 'Addiction and dependency' (p. 202), 'Anxiety' (p. 132), 'Asylum seekers, refugees and mental health' (p. 146), 'Bereavement' (p. 378), 'Depression' (p. 288), 'Handling crisis situations' (p. 216), 'Obsessive compulsive disorder' (p. 363), 'Post-traumatic stress disorder' (p. 276) and 'Schizophrenia' (p. 226), 'Lip reading and learners who are deaf or hearing impaired', p. 446; and 'Brain Gym activities', p. 452.

- Teach non-literal vocabulary explicitly.

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Listen and respond   Lr/L2   *(continued)*

Component skill and knowledge and understanding

Adults should learn to

1a extract information from extended texts in a non face-to-face context, for example radio or presentations *(cont'd)*

1b extract relevant information from extended explanations face to face or on the telephone, and respond appropriately

Areas of difficulty which may be experienced by particular learners

Activities that assume learners can read and write will be difficult for learners who have a gap between their speaking and listening and reading and writing skills (spiky profile), and for those with visual impairments. Note-taking will be difficult for those unable to write easily. Sign language users and lip-readers will be unable to follow a presentation and write at the same time.

Learners who are deaf or hearing impaired may be unable to use a standard telephone.

Lip-reading and learners who are deaf or hearing impaired

The problems for learners who are hearing impaired stem from only partly hearing a wide variety of language, which they may then use imperfectly. In particular, sounds that are not heard because of a high-frequency hearing loss may cause learners to hear the tune of the language but miss essential elements of the structure. A lot of vital information is contained in high-frequency sounds that are often also unlipreadable.

The most difficult sounds to lip-read are: *t, s, k*.

As a result, word endings and inflections are often incorrectly written, or missing: for example, *walk*, *walks*, *walked* all look and sound the same to many hearing impaired individuals, so they may not be used correctly.

Prepositions are often idiomatic in usage rather than logical, so the use of unlipreadable words like *on, in, at* may need to be learned by rule.

Other word endings can cause problems: for instance, *interesting, interested* are difficult to distinguish by lip-reading or by listening, and the *ing/ed* pairs are often incorrectly used.

(Continued)

Teaching approaches and alternative strategies

- Discuss the most effective way of recording relevant points with the learner. For some learners, these will include visual means such as mind maps, illustrations or diagrams; others may prefer to use a cassette player or dictaphone.

- As an alternative to radio/audio recordings, exploit the use of visual material, for example video clips with signing recorded from TV. When using video, ensure that there is an audio description.

- Avoid using written tasks for listening activities as these can confuse learners who are not confident readers and writers.

- Use a Minicom, e-mail or text messaging.

- Use conversation frames (similar to writing frames), particularly when first using a Minicom, although a Minicom relies on reading rather than listening skills. Remember that the context or subject of a message needs to come at the beginning of the message.

- See information on 'Text messaging', p. 245.

Learners may not readily appreciate the difference in usage between different parts of speech and may need to learn to be more aware of grammatical rules and characteristic endings than a hearing person. For example, *he is diabetes* or *she made no respond* will sound wrong to a hearing learner. A hearing impaired learner may need to learn why the writer needs an adjective ('diabetic') or a noun ('response'). When there is no rule, learners might ask, 'Why does it matter?' However, where there are rules, partially hearing as well as profoundly deaf learners may need explanations if they are to learn to write more accurately.

Easily lip-read shapes are: *p, b, m, f, v, sh, ch, j, th, w.*

Difficult shapes to lip-read are: *r, s, z, k, g, ng, t, d, n, l.*

For deaf learners, important information needs to be written down.

Lip-reading classes may be hard for ESOL learners to access – the teaching methods often make use of a lot of written English and assume fluent first-language skills.

Lip-readers may also need to use a lip-speaker, in the same way as BSL signers use an interpreter/CSW.

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Listen and respond   Lr/L2   *(continued)*

Component skill and knowledge and understanding

Adults should learn to

2a listen to a narrative or conversation

2b listen and respond, adapting to speaker, medium and context
– understand that the same idea can be expressed in a variety of ways and that meaning is not always stated overtly
– recognise the level of formality of the interaction and be able match the interlocutor's register in the response
– recognise the speaker's feelings and attitude, expressed overtly and/or through pitch, stress and intonation, and be able to respond appropriately

2c understand spoken instructions
– be able to follow instructions given on radio, in a presentation or in a face-to-face interaction
– understand the order of a set of instructions by using sequential markers and other grammatical devices, for example use of present perfect to show sequence (*when you have* …)
– recognise when a speaker:
  • gives a reason
  • states a condition with *if* or *unless*
  • uses discourse markers to emphasise a point, for example *most importantly*
– understand that instructions may be given indirectly or tentatively, for example *If you just* …

Areas of difficulty which may be experienced by particular learners

See 1a.

Recognising different registers, using more than one register and adapting to different speakers and contexts might be a barrier for some learners including learners with autistic spectrum disorders, dyslexia, learning difficulties or those who are prelingually deaf.

Learners who have short-term memory difficulties, including those with learning difficulties, acquired brain injury, dyslexia, and some learners with mental health difficulties, especially those who are on medication that affects their memory, are likely to experience particular difficulties with instructions.

Teaching approaches and alternative strategies

- See 1a.

- Set up structured opportunities to use different registers in different contexts. Draw attention to and compare differences (for example informal, social settings, formal meetings or interviews). Explain about different approaches needed for different audiences and the reasons for them.

- Be aware of potential difficulties.

- See *Making it Happen* (Department for Education and Skills, 2006), section 2, 'Developing speaking skills'.

- Use contexts that are relevant and of interest to the learner, and give an overview for the instructions.

- Break down instructions into small steps and use visual representations and demonstrations.

- Learners can use tape/a dictaphone to record key information. Use additional memory aids such as cue cards, with different coloured pens to record different stages.

- See information on 'Addiction and dependency' (p. 202), 'Anxiety' (p. 132), 'Asylum seekers, refugees and mental health' (p. 146), 'Bereavement' (p. 378), 'Depression' (p. 288), 'Handling crisis situations' (p. 216), 'Obsessive compulsive disorder' (p. 363), 'Post-traumatic stress disorder' (p. 276) and 'Schizophrenia' (p. 226).

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Listen and respond   Lr/L2   *(continued)*

Component skill and knowledge and understanding

Adults should learn to

2d listen for grammatical detail
– identify key grammatical features appropriate for the level, for example mixed passive and active voice, participle phrases, the use of pre- and post-modification

2e listen for phonological detail
– identify stressed words within a sentence and be aware of how a change in stress can alter meaning
– recognise that intonation can have different functions, such as to indicate a new topic in discourse, to distinguish between questions and statements in grammar, and to indicate attitude
– understand that individual sounds can change significantly in connected speech, as a result of assimilation and elision

Areas of difficulty which may be experienced by particular learners

Complex grammatical structures, for example the passive voice, can present a barrier for some learners, including those with dyslexia or learning difficulties or who are prelingually deaf.

Recognising intonation is difficult or impossible for some learners, including those with autistic spectrum disorders.

Learners will vary in their ability to discriminate between and recognise particular sounds. Learners who have dyslexia and an auditory processing difficulty and those with hearing impairments may find this particularly difficult.

Teaching approaches and alternative strategies

- Grammar needs to be taught explicitly and inductively. When drilling do not have too many variables, use pictures or props as memory joggers and ensure the learner understands the context of the drill. Use music, rhythm and songs to aid the auditory memory. Let learners write down the drill and read it if it helps them. Some learners like to transliterate into their own alphabet (for example Russian learners transliterate using Cyrillic) but make sure that they also practise the target structure without reading.

- Recognise when a learner is finding this too difficult. Be aware that for some learners this might be an area where they cannot make significant changes.

- See information on 'Asperger syndrome', p. 370.

- See above.

LEVEL 2

At this level, adults can

listen and respond
to spoken language, including extended information and narratives, and follow detailed explanations and multi-step instructions of varying length, adapting response to speaker, medium and context

speak to communicate
straightforward and detailed information, ideas and opinions clearly, adapting speech and content to take account of the listener(s), medium, purpose and situation

engage in discussion
with one or more people in a variety of different situations, making clear and effective contributions that produce outcomes appropriate to purpose and topic

in a wide range of formal and social exchanges

Listen and respond   Lr/L2   *(continued)*

Component skill and knowledge and understanding

Adults should learn to

3a respond to detailed or extended questions on a range of topics

  – respond to a range of question types, for example:

  • *wh–* and *yes/no* questions
  • embedded questions
  • tag questions
  • questions in statement form with rising intonation
  • questions that are not asked directly, but implied

  – recognise the register in a question, and be able to match the register in the response

  – understand that some questions require the responder to address more than one sub-question or to give an extended answer that covers several points

  – be able to construct coherent answers and keep track of the main thread with this type of question, and know some discourse markers to help with this

Areas of difficulty which may be experienced by particular learners

Learners who are **deaf** may need help to identify key words such as 'question' words, which come at the beginning of an English sentence and may be lost track of by the end of the sentence. The question sign comes at the end of a BSL question.

Other learners, including those who have **dyslexia** and those with **autistic spectrum disorders**, may also have difficulty with extracting meaning from complex language structures and understanding non-literal language.

Brain Gym activities

Brain Gym consists of simple physical movements to improve learners' ability to learn academic skills. The approach was developed by Paul Dennison Ph.D., a remedial education specialist in California, over many years. In the 1980s, in collaboration with other educational kinesiologists, he produced a handbook for parents and educators and began teaching around the world.

Dennison describes brain functioning in terms of three dimensions:

• Laterality is the ability to coordinate the left and right hemispheres of the brain, particularly where the two sides overlap. This is important for reading and writing, as well as movement involving whole body coordination. An example of a movement that addresses this dimension is the 'cross crawl'. Learners are asked to move one arm and its opposite leg. This can be done in slow motion, sitting down, in various directions, behind the body, with a skip or with eyes closed.


(Continued)

Teaching approaches and alternative strategies

- Ensure that learners who are deaf focus on the 'question' word, i.e. *who? what? where?* Repeating the 'question' word again at the end can be helpful.

- Be aware of potential difficulties.

- Focus is the ability to coordinate the back (brain stem) and front (frontal lobes) areas of the brain. It is related to comprehension and the ability to find meaning. It helps learners focus their attention and increases readiness for learning. These activities work to help relax muscles and tendons in the back of the body. 'Arm activation' is one such exercise. The learner starts by holding both arms loosely at their sides. Then they raise one arm straight up next to their ear, keeping the head relaxed. The other arm comes up to hold the extended arm. The learner then activates the muscles of the extended arm by pushing the arm against the other hand in four directions (front, back, in, and away). The learner exhales gently while doing this.

- Centring is the ability to coordinate the top (limbic system) and bottom (cerebral cortex). The exercises relate to feeling grounded and organised. They aim to help the flow of electromagnetic energy. An example of one of these energy exercises is 'brain buttons'. The learner massages the soft tissue under the clavicle to the left and right of the sternum with one hand while holding the navel with the other hand.
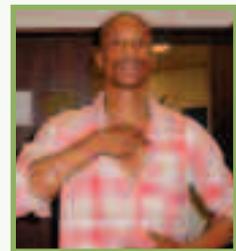
Also important for improving learners' ability to concentrate and learn is water. Water is an excellent conductor of electrical energy and all the electrical and chemical actions of the brain and the nervous system depend on conductivity of electrical currents between the brain and sensory organs.

Brain Gym is used in schools and further education in the UK. More information about the exercises can be found in the handbook *Brain Gym: Teacher's Edition*, by P. Dennison and G. Dennison (1994), published by Edu-Kinesthetics, Inc. There is also a Website where practitioners can learn more about the approach: www.braingym.org.uk

LEVEL 2

At this level, adults can

listen and respond
to spoken language, including extended information and narratives, and follow detailed explanations and multi-step instructions of varying length, adapting response to speaker, medium and context

speak to communicate
straightforward and detailed information, ideas and opinions clearly, adapting speech and content to take account of the listener(s), medium, purpose and situation

engage in discussion
with one or more people in a variety of different situations, making clear and effective contributions that produce outcomes appropriate to purpose and topic

in a wide range of formal and social exchanges

Listen and respond   **Lr/L2**   *(continued)*

Component skill and knowledge and understanding

Adults should learn to

4a follow and participate in a discussion or conversation
  – recognise where a speaker is stating a fact or expressing an opinion, and be able to respond appropriately
  – be aware that meaning is not always stated overtly, but may have to be inferred, and that inference has a cultural context which often depends on shared knowledge and experience
  – recognise a range of informal expressions used in social conversation and discussion (such as *fed up, gutted*), and know when it is appropriate to use them
  – identify a wide range of structures, vocabulary and intonation patterns used in expressing feelings, and be able to respond appropriately
  – recognise speaker's use of exaggeration, understatement, irony, and so on.

Areas of difficulty which may be experienced by particular learners

Some learners may take longer to absorb and process the content of a discussion than others. This will vary according to the type of discussion they find most accessible. Some learners, including some learners with mental health difficulties, those with learning difficulties and those with autistic spectrum disorders, may find unstructured discussions difficult.

There may be learners who find it difficult to let go of points which to others may appear irrelevant, including some learners with learning difficulties and some with autistic spectrum disorders.

Some learners will take language far more literally than others. In particular some learners with learning difficulties, autistic spectrum disorders or learners who are deaf may find it hard to extract meaning from abstract language, understand non-literal language, for example metaphor, analogies, 'figures of speech', or pick up on different intonation patterns. Some of these learners may also have difficulty recognising and responding to feelings and views of others.

Teaching approaches and alternative strategies

- See Level 2, 'Speaking'.
- Allow sufficient time for contributions.
- Use topics that are of real interest to learners.
- Provide opportunities for practice.
- Structure discussions. Establish and agree clear ground rules on taking turns in a group (see information on 'Discussion', p. 200).
- Discussions can allow contributions from one speaker at a time, for example speakers can be asked to hold a ball, cushion or baton when they want to speak.

- See information on: 'Addiction and dependency' (p. 202), 'Anxiety' (p. 132), 'Asylum seekers, refugees and mental health' (p. 146), 'Bereavement' (p. 378), 'Depression' (p. 288), 'Handling crisis situations' (p. 216), 'Obsessive compulsive disorder' (p. 363), 'Post-traumatic stress disorder' (p. 276) and 'Schizophrenia' (p. 226); 'Asperger syndrome', p. 370 and 'Discussion', p. 200; and section on 'Speech impairments', Part 1, p. 31.
- Have questions and answers printed on cards. Shuffle cards, Take turns in reading the questions and answers. Ask whether the answer is relevant to the question.
- Turn-taking and 'reading' non-verbal cues can be difficult and group conventions need to be agreed. However, learners may well 'hear' gestures correctly and respond accordingly.

At this level, adults can

listen and respond
to spoken language, including extended information and narratives, and follow detailed explanations and multi-step instructions of varying length, adapting response to speaker, medium and context

speak to communicate
straightforward and detailed information, ideas and opinions clearly, adapting speech and content to take account of the listener(s), medium, purpose and situation

engage in discussion
with one or more people in a variety of different situations, making clear and effective contributions that produce outcomes appropriate to purpose and topic

in a wide range of formal and social exchanges

Listen and respond   Lr/L2   *(continued)*

Component skill and knowledge and understanding

Adults should learn to

4a follow and participate in a discussion or conversation (cont'd)

Areas of difficulty which may be experienced by particular learners

The use of eye contact and receiving visual cues are strategies that might be inaccessible or difficult to access for some learners, including those who are blind or visually impaired. Other learners, including those who are deaf or some of those who are hearing impaired, may be unable to hear aural feedback cues.

Group discussions may be stressful for a range of different learners including some of those with mental health difficulties and those with speech difficulties.

Other learners, including some of those who have hearing impairments or dyslexia, may find it difficult to follow a discussion with several people speaking at once.

Teaching approaches and alternative strategies

- See information on 'Asperger syndrome', p. 370.

- See information on 'Addiction and dependency' (p. 202), 'Anxiety' (p. 132), 'Asylum seekers, refugees and mental health' (p. 146), 'Bereavement' (p. 378), 'Depression' (p. 288), 'Handling crisis situations' (p. 216), 'Obsessive compulsive disorder' (p. 363), 'Post-traumatic stress disorder' (p. 276) and 'Schizophrenia' (p. 226), and 'Discussion', p. 200, and section on 'Speech impairments,' Part 1, p. 31.

Text focus | **Reading comprehension** | **Rt/L2**

Component skill and knowledge and understanding

Adults should learn to

1a understand and identify the different ways in which meaning is built up in a wide range of paragraphed texts
  – understand that continuous texts may be structured round a main event(s), idea(s) and/or theme(s)
  – understand that it is sometimes necessary to infer meaning that is not explicitly stated in order to arrive at a correct overall understanding
  – understand that judgements can be made about texts from an overall understanding of their content, by reflecting on what has been read
  – understand that main points may be indicated in different ways in different text types, for example in the headings in a text book, in the topic sentences in a letter of complaint, by looking for adverbs of time and key dates in a chronological sequence

Areas of difficulty which may be experienced by particular learners

Getting meaning from a text is not straightforward. Some learners, including some who have dyslexia, learning difficulties, or who have 'poor visual memory' for words or difficulty with short-term memory, may need to concentrate so hard on recognising the words that they 'lose' the meaning. Some of these learners, and also some learners with autistic spectrum disorders, may find inferences too abstract.

Learners will vary both in their ability to concentrate and also in their sensitivity to noise and other distractions around them. A range of learners, including some of those with mental health difficulties, can find concentration particularly difficult. These learners and some learners with autistic spectrum disorders may be particularly distracted by background noise and other distractions.
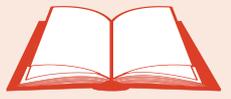
Teaching approaches and alternative strategies

- Break down the task and set activities that reinforce what learners have gained from texts.
- Encourage learners to decide what is important and ask them to verbalise this.
- Use PQ43 (see information on 'Comprehension strategies', p. 312).

- See information on 'Addiction and dependency' (p. 202), 'Anxiety' (p. 132), 'Asylum seekers, refugees and mental health' (p. 146), 'Bereavement' (p. 378), 'Depression' (p. 288), 'Handling crisis situations' (p. 216), 'Obsessive compulsive disorder' (p. 363), 'Post-traumatic stress disorder' (p. 276) and 'Schizophrenia' (p. 226), and 'Asperger syndrome', p. 370.

At this level, adults can

read and understand
a range of texts of varying
complexity accurately and
independently

**read and obtain
information**
of varying length and detail
from different sources

in a wide range of text types

Text focus   **Reading comprehension   Rt/L2** *(continued)*

**Component skill and knowledge
and understanding**

Adults should learn to

**Areas of difficulty which may be
experienced by particular learners**

2a identify the purposes of a wide
range of texts, whether inferred or
explicitly stated
– understand that different kinds of text
have different purposes, that texts can
have more than one purpose, and that
the real purpose of some texts can
differ from the explicitly stated purpose

Skimming is a strategy which some
learners will find particularly difficult,
including learners with visual
processing difficulties and visual
impairments.

– understand that the relevance of a text
depends on the reader's purpose as
well as the purpose of the text

See also Rt/L1/1a.

– be aware of the importance of shared
background knowledge and knowledge
of the world in obtaining meaning from
texts, for example: knowledge of own
world to help get meaning from text;
previous knowledge about subject
matter, e.g. using knowledge from
previous employment as doctor when
reading a journal article about
medicine; cultural understanding, e.g.
knowing what *buying a round* means in
a narrative

Different learners have different ways
of thinking and this will affect their
ability to categorise. Categorising may
be difficult for some learners including
those with dyslexia, who tend to think
holistically, and for learners with
autistic spectrum disorders, who
tend to think literally.

– understand that format, organisational
structure, grammatical features,
discourse markers, register, graphics,
vocabulary and style all provide clues
to the purpose of a text

Double meanings and implied
meanings which contradict apparent
ones, for example recognising when
an article is ironic or satirical, can be
extremely difficult and confusing for
some learners to access, including
those who have dyslexia, are deaf or
have autistic spectrum disorders.

– recognise the importance of register to
assist in identification of purpose,
audience and desired outcome by
identifying formal versus informal
structures and vocabulary, such as the
use of the passive, the third person, the
use and choice of abstract nouns,
formulaic expressions, idioms and
collocation

Irony, which relies on tone, can be
especially difficult for learners who are
deaf or hearing impaired.
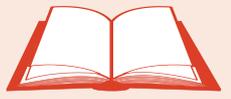
Teaching approaches and alternative strategies

- See information on 'Skimming and scanning', p. 229.

- Avoid activities where the emphasis is on skimming exercises.

- Avoid abstract exercises in categorising; instead, look individually at examples of different types of text to identify their purpose, rather than categorising by purpose. Use DARTs to identify purposes, both explicit and implied (see information on 'Comprehension strategies', p. 312).

- Make the irony or satire explicit by teasing it out, which may take time, using lots of examples that learners are familiar with. Cartoons may be helpful in exploring the concept of satire.

- See information on 'Asperger syndrome', p. 370, and on 'Social Stories', p. 302.

LEVEL 2

At this level, adults can

read and understand
a range of texts of varying complexity accurately and independently

read and obtain information
of varying length and detail from different sources

in a wide range of text types

Text focus   **Reading comprehension   Rt/L2** *(continued)*

Component skill and knowledge and understanding

Adults should learn to

3a identify the main points and specific detail as they occur in a range of different types of text
– understand the difference between main points and specific detail as they occur in different types of text, for example a letter, a safety report, a rail timetable

– understand the importance of knowing when it is sufficient to grasp the main points and when the details are also important

– understand that knowledge of the organisation and layout of different texts can help distinguish main points from detail, for example headings, topic sentences
– be aware of which features will assist with predicting content or point of view and inferring meaning, for example:
  • topic sentences to see if one needs to read the whole paragraph
  • 'blurb' on back of book, author and information about the author in the fly leaf, contents page and date of publication to predict content and relevance of book
  • graphs in statistical article to illuminate text
  • headlines and other features in newspapers to put forward paper's point of view

Areas of difficulty which may be experienced by particular learners

Some learners will find it difficult to distinguish the main points from details; these include learners who have dyslexia, as they tend to be 'right-brained' thinkers to whom everything is interconnected.

Some learners, including some learners with autistic spectrum disorders or learning difficulties, may be so focused on detail that they cannot 'see the wood for the trees'

Organisation features which rely on sight will be inaccessible or difficult to access for some learners including some who are blind or visually impaired.

Teaching approaches and alternative strategies

- Design DARTs to help learners identify main points, such as asking them to give each paragraph a title (see information on 'Comprehension strategies', p. 312).

- Encourage highlighting – one colour for the main point, another for details, a third for examples.

- Recognise the difficulty. Use DARTs to draw attention to what are main points and what are details. Present the text as a whole, then present the same text with everything but the main points removed. Discuss with learners, then return to the full text and use DARTs (see information on 'Comprehension strategies', p. 312).

- See information on 'Spatial representation and blind and visually impaired learners', p. 486, and 'Reading and access to text for blind and visually impaired learners', p. 412.

- See 'Screen reader', p. 398, and 'Speech/voice recognition software', p. 156.

- Learners will have an understanding of organisational features and will use them in their own texts and through reading. It is important to establish with the learner how they organise their own materials and how they retrieve information.

LEVEL 2

At this level, adults can

read and understand
a range of texts of varying complexity accurately and independently

read and obtain information
of varying length and detail from different sources

in a wide range of text types

Text focus   **Reading comprehension   Rt/L2** *(continued)*

Component skill and knowledge and understanding

Adults should learn to

4a understand and identify how written arguments are structured
  – understand the characteristic structures of written argument
  – understand that texts presenting an argument are adopting a particular point of view
  – understand the difference between objective fact and opinion/point of view
  – understand that knowledge of the choice of adverbs, adjectives, modal verbs, verbs and idiomatic expressions used in texts can help readers differentiate between fact and opinion/point of view
  – be aware that the present simple is often used to present facts

Areas of difficulty which may be experienced by particular learners

Some learners will find it difficult to acknowledge others' points of view, including some learners with **learning difficulties** and **autistic spectrum disorders**.
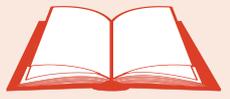
Teaching approaches and alternative strategies

- Avoid persisting if the learner is struggling or uncomfortable. Arrange group activities flexibly so learners have other options.

- If learners are having problems at this level, identify and draw attention to differing points of view. One example is to have learners read a passage from different perspectives, such as a description of a house read from the separate perspectives of prospective house buyers and prospective burglars; discuss the difference. Then compare how the description of a house might be written by an estate agent who wants to sell it with the way in which it might be written to discourage burglars.

Worksheets for deaf learners

When you are thinking about making worksheets for learners who have hearing impairments or are deaf, the visual appearance of the worksheet is a most important aid to readability and understanding.

The more the reader knows about the topic of the worksheet, the easier it is to read, so:

- give your page a helpful title
- use side headings
- include an illustration to clarify the topic or any unusual vocabulary
- write clearly, or type
- consider line breaks and present the text in phrase groups, for example:

Three men arrived yesterday with their van and equipment to repair the telephone line at the house opposite	NO

Three men arrived yesterday with their van and equipment to repair the telephone line at the house opposite	YES

- make the language clear and unambiguous
- leave plenty of space around the text
- use wide margins and do not justify both sides of the text, as this makes the text look like a wall
- talk about the text first – the more you understand the easier it is to read
- if you are working one to one, use what the learner tells you as reading material.

For more information on working with deaf or hearing impaired learners please see Part 1, section 2, p. 19.

LEVEL 2

At this level, adults can

read and understand
a range of texts of varying complexity accurately and independently

read and obtain information
of varying length and detail from different sources

in a wide range of text types

Text focus　**Reading comprehension**　**Rt/L2** *(continued)*

Component skill and knowledge and understanding

Adults should learn to

5a read critically to evaluate information and compare information, ideas and opinions from different sources
  – understand that selection and presentation of information are rarely completely objective
  – understand that information on the same topic from different sources may have different, even contradictory, emphases
  – understand the concept of bias and that it can be the result of what is left out of a text as well as what is there
  – be aware of how language is used to create different effects (for example descriptive language, formal register, imagery in poetry)

Areas of difficulty which may be experienced by particular learners

See 4a.

See also information on 'Comprehension and visual processing difficulties', p. 162.

Pre-lingually deaf and hearing impaired learners may also have difficulties with complex reading tasks as a result of underdeveloped English vocabulary and a lack of knowledge of the conventions of standard English. However, learners who are at this level of the curriculum and who are **deaf** should have developed standard English skills.

Identifying what is 'left out' of a text and how it contributes to bias will pose difficulties for several learners, including those who are **prelingually deaf**, have **dyslexia**, have **autistic spectrum disorders**, or have **learning difficulties**. Some of these learners may tend to take language literally, which may make it difficult to identify bias.
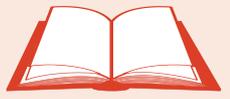
Teaching approaches and alternative strategies

- See 4a.

- Highlight the different points of view.

- Use examples that could be described or interpreted in different ways, such as an estate agent's description of a property, a travel agent's description of a place, two or more descriptions of the same illustration of a person from differing social or cultural points of view, film reviews or articles on political issues.

- Give examples and use materials that are relevant to the learner, for example newspaper articles regarding asylum seekers and refugees.

At this level, adults can

read and understand
a range of texts of varying complexity accurately and independently

read and obtain information
of varying length and detail from different sources

in a wide range of text types

Text focus   **Reading comprehension   Rt/L2** *(continued)*

## Component skill and knowledge and understanding

Adults should learn to

6a use organisational features and systems to locate texts and information
  – understand that information can be organised and referenced in different ways and at different levels of detail
  – understand that different systems are used to organise whole texts, such as library systems, filing systems in an office or on a computer
  – recognise and use features of ICT texts such as hypertext links, menus, icons teletext pages, text messages, URLs and search engines
  – be aware of ICT concepts underlying the texts, for example what the home page on a Website actually does

Areas of difficulty which may be experienced by particular learners

These features may be inaccessible or difficult to access for certain learners, including some of those who are **blind** or **visually impaired**.

Referencing systems can be confusing and difficult to remember for some learners, including some of those with **dyslexia**.

The small text and visual layout of referencing systems may make them difficult to access for other learners, including those who are **blind** or **visually impaired**. These few may need extra help in navigating and following systems.
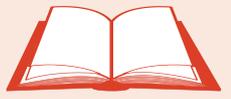
Teaching approaches and alternative strategies

- Most learners will have their own style and strategies for organising text and other materials. Use this as the foundation for discussion and development. Templates of other approaches or audio description could be used.

- Use auditory resources such as tapes. Signals can be added to tapes with a pulse synchroniser.

- See information on 'Spatial representation and blind or visually impaired learners', p. 486, and 'Reading and access to text for blind and visually impaired learners', p. 412.

- Keep organisational features close to the text, not several pages away from it as in a conventional index.

- Ensure that such systems are learned in context and 'walked through'.

- Find out what help is available for those who have difficulties using these systems.

- Encourage library staff to enlarge reference 'markers'.

- See information on 'Reading and access to text for blind and visually impaired learners', p. 412.

LEVEL 2

At this level, adults can

read and understand
a range of texts of varying complexity accurately and independently

read and obtain information
of varying length and detail from different sources

in a wide range of text types

Component skill and knowledge and understanding

Adults should learn to

7a use different reading strategies to find and obtain information, such as skimming, scanning and detailed reading
– understand the importance of choosing the best reading strategy for the purpose in terms of time and efficiency, for example: surveying, skimming, scanning, detailed reading; varying speed and thoroughness of reading depending on purpose and type of material being read
– know how to apply a range of skimming strategies to gain gist for different purposes, scan to locate information, read in detail to select and judge relevance of specific information
– understand the importance of selecting and noting key points for future reference

Areas of difficulty which may be experienced by particular learners

Skimming, scanning or detailed reading strategies will be less accessible to some learners, including those who have dyslexia, visual processing or auditory processing difficulties or visual impairments.

Braille for bilingual learners

It is important to note that the International Council on English Braille has completed its work on a Unified English Braille Code and the code was due to be published in Winter 2005.

Most bilingual users of Braille who have knowledge of Braille in their native language will only be familiar with grade 1 English Braille. English Braille has a grade 1 and a grade 2 but not all other languages use a grade 2. Grade 1 uses the six-dot cell to represent each of the 26 letters of the alphabet and punctuation marks. Grade 2 is a contracted form (letter combinations – ed, ing, st, ch, and so on; whole word short forms – d/do; m/more; p/people, and so on; and word ending contractions – -sion, -ation, -tion, -ity, and so on). Those learners not knowing grade 2 should be taught it, if at all possible. When using a non-English word with accents there are additional cells to use to put the word into an English Braille text. Braille codes in whatever language follow the six-dot cell format (except Japanese which uses eight dots) and read left to right (not following the written form which may be right to left, for example Arabic). In several languages the shorthand Braille is more difficult, for example in German *Herr* is written as *rr* which has no easy link to the original word, unlike the English short forms. There are specialist Braille codes for mathematical symbols and music.

Learners who are poor spellers or who have dyslexia will often benefit from being taught and using Braille because of the letter combination and sound correspondence (*ch, sh, th, st, ou*, and so on), as well as

(Continued)
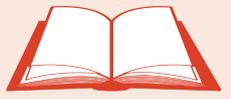
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Teaching approaches and alternative strategies

- See information on 'Skimming and scanning', p. 229.

- Help learners identify strategies that work for them, even if these may be slower.

- Help learners use strategies and aids to find information, for example highlighting, Post-its.

- For those with word-level difficulties which impede detailed reading, see Rt/E3/8a.

- See information on 'Reading and access to text for learners who are blind or visually impaired', p. 412.

having to pay close attention to the structure of words. In some countries, visually impaired learners with working vision who use very large font sizes often learn Braille, as this enables them to read more quickly because they do not have to laboriously decode large unmanageable letters to make simple words.

Learners who suffer from certain forms of diabetes can have reduced sensitivity in their fingers, meaning that touch reading may not be possible or will be very slow. However, this is not necessarily constant and they are just as likely to have 'good' days as well as 'bad', and this should not by itself determine whether a learner uses Braille. The learner's own feelings, and perhaps medical advice, should be sought. Learners who have had very physical manual work may have very hard skin on their fingertips and if sight loss is suffered Braille may not be possible to learn. Moon is an alternative form of raised characters and can be more accessible to some learners. More and more materials are becoming available in Moon.

Knowledge of Braille can also be an advantage in enabling a non-native learner to feel more 'at home'; for example, material such as bank statements and information from public agencies is being made increasingly available in Braille when requested. Even the ability to write out in Braille simple Braille labels for CDs and the like can be reassuring.

(RNIB have a Brailling service that can translate text, grids and diagrams into Braille.)

LEVEL 2

At this level, adults can

read and understand
a range of texts of varying complexity accurately and independently

read and obtain information
of varying length and detail from different sources

in a wide range of text types

Sentence focus **Grammar and punctuation** **Rs/L2**

Component skill and knowledge and understanding

Adults should learn to

1a use implicit and explicit grammatical knowledge, alongside own knowledge and experience of context, to help follow meaning and judge the purpose of different types of text
   – use knowledge of a wide range of sentence and clause structure, for example passive and conditional constructions, inverted, embedded and non-finite clauses, to work out meaning and to confirm understanding
   – recognise that some grammatical forms and types of word signal the level of formality of a text, for example passive verbs in reports, abstract nouns in discursive prose

   – recognise that specific grammatical devices are used to persuade, such as deliberate ambiguity, rhetorical questions, repetition

2a use punctuation to help interpret meaning and purpose of texts
   – recognise how punctuation aids understanding and is used for particular purposes in some text types, such as colon, semi-colon, hyphen, dash, brackets, in lists, leaflets, brochures
   – recognise a wide range of punctuation, including full stops, question marks and exclamation marks, commas, colons, semi-colons, bullet points, numbering, speech marks, apostrophes, brackets.
   – understand the range and function of the various punctuation devices used in written English, and the way 'rules' and attitudes change over time

Areas of difficulty which may be experienced by particular learners

The passive voice presents difficulties for some learners, including those who have dyslexia or are prelingually deaf.

Learners who tend to take language literally, in particular learners with autistic spectrum disorders, may find ambiguity difficult to grasp.

Many learners have difficulties with punctuation, especially those who are deaf and use sign languages, have dyslexia or have learning difficulties.

Upper (superscript) position of apostrophe and inverted commas/speech marks are difficult for some learners to spot.
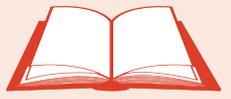
Teaching approaches and alternative strategies

- Make the relationship between different types of text and grammatical features explicit.
- Grammar may be better taught through writing and speaking.
- Use texts of high interest to learners, and work from text focus to sentence focus.
- Give explicit practice in areas of difficulty.
- See information on 'Asperger syndrome', p. 370.

- Teach punctuation in the context of learners' own writing, as punctuation is often better understood in context.

- Discuss the learner's rationale for using punctuation. Varying punctuation 'styles' and conventions should be introduced so that learners see that some conventions are stylistic and personal to authors.
- Teach omissive apostrophes to learners who are deaf and who use BSL by comparing with contracted fingerspelt words (see information on 'BSL in relation to ESOL', p. 499, and 'Finger spelling chart', p. 130.

At this level, adults can

read and understand
a range of texts of varying complexity accurately and independently

read and obtain information
of varying length and detail from different sources

in a wide range of text types

Word focus **Vocabulary, word recognition and phonics   Rw/L2**

Component skill and knowledge and understanding

Adults should learn to

1a read and understand technical vocabulary
  – understand that specialist fields of knowledge, skill and interest have an associated technical vocabulary
  – understand that the purpose of technical vocabulary is to express precision of meaning
  – understand that technical vocabulary is often coined by:
    • adapting/extending the meaning of existing words and word patterns
    • using a range of common prefixes, suffixes and known roots, such as *micro–, macro–, ex–* (meaning *out of*), *–ism, trans–*, and so on
    and that this can provide clues to the meaning of unknown words, such as *computer menu, astronaut, micro-surgery*
  – understand when it is possible to make an informed guess at the meaning of technical vocabulary from knowledge and context, and when it is necessary to look up the meaning in a dictionary or glossary

Areas of difficulty which may be experienced by particular learners

Some learners, for example those who have dyslexia, may have difficulty pronouncing new words when reading. Although they are familiar with words orally, they may not recognise the same in print.

Word recognition, even of familiar words, will be a difficulty for those with a 'poor visual memory' for words, for example learners who have dyslexia.
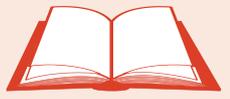
Teaching approaches and alternative strategies

- Ensure that learners know what all the words are, and can link the written form to the spoken word.

- A reading pen, which will scan and 'read' individual words, is an invaluable technological tool for identifying individual words that cause trouble, or for use where accuracy is particularly important. See information on 'Technology for learners with learning difficulties or disabilities', Part 1, p. 15).

- A personal dictionary of key technical words may be helpful.

- Be aware of activities involving scanning a text (see information on 'Skimming and scanning', p. 229), and provide alternative activities; allow learners plenty of time to find information in a text.

Word focus   **Vocabulary, word recognition and phonics   Rw/L2**

Component skill and knowledge and understanding

Adults should learn to

2a use reference material to find the meanings of unfamiliar words
  – be aware of key sources of reference and know which reference tools are best for a particular task, for example encyclopaedias (book and CD), atlases, dictionaries, grammar books, Internet, household reference books such as recipe, gardening, DIY books, car manuals, and so on, in both book and electronic format

  – understand that there are different sources of information for word meanings, and different types of dictionary, such as contemporary usage, bilingual, subject dictionaries, slang, synonyms/antonyms and idioms
  – understand how dictionaries and other sources of information are structured, and the conventions they use, such as paper and electronic dictionaries, glossaries, keys
  – be aware that dictionaries use the phonemic alphabet to advise readers on the pronunciation of unfamiliar words

Areas of difficulty which may be experienced by particular learners

Some learners find the application of alphabetical order difficult. Where sources rely on use of alphabetical order, these learners, who may include those with dyslexia and others with sequencing and memory difficulties, will be slow or may rely on other strategies.

In addition, those with auditory or visual processing difficulties may not be able to decode or recognise enough words in the definition to understand reference materials.

Some learners, including those who are prelingually deaf, may not be aware of, or look for, multiple meanings. Other learners, including learners with dyslexia, may also have difficulties in using dictionaries.

Text-based reference material will be inaccessible or difficult to access for certain learners, including some who are blind or visually impaired.
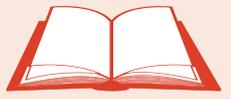
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Teaching approaches and alternative strategies

- Help learners formulate alternative strategies, such as using words at the top or bottom of the page.

- Recognise the value of using technological alternatives when using paper resources is particularly difficult or slow, for example computer dictionaries, talking dictionaries or electronic hand-held ones such as *Franklin Language Master* and *Bookman* range (see the appendices, p. 516).

- Use the kind of ESOL dictionary that gives examples of words used in sentences to demonstrate the various meanings, or use the *Wordpower* dictionary or CD-ROM.

- Use auditory or electronic reference material where appropriate.
- Use 'human' readers.
- Use low-tech bar readers and hand-held scanners.

Word focus   **Vocabulary, word recognition and phonics   Rw/L2**

Component skill and knowledge and understanding

Adults should learn to

3a recognise and understand vocabulary associated with texts of different levels of accessibility, formality and complexity, and of different purpose

– understand that the choice of vocabulary contributes to the style of a text and relates to context, purpose and audience
– understand the concept of synonyms and antonyms and that different words can express similar or related ideas, qualities and things, often at different levels of formality
– understand that words have different connotations, which are exploited in persuasive and descriptive texts
– understand that some English words have a range of meanings and apply the correct meaning to different contexts, for example *battery* belongs to the register of motorcar technology, animal farming and the military.
– understand the purpose of, and be able to use, a thesaurus
– understand the importance of context in determining the meaning of a word
– work out the pronunciation of unfamiliar words by using the phonemic alphabet
– recognise how words change to form different parts of speech and how their phonology may change as it changes word class, for example *medic, medical, medicinal*
– understand that the meaning and use of some words changes over time and that new words can be coined or borrowed from other languages
– recognise and understand the use of similes, metaphors, idioms, clichés
– continue to extend sight vocabulary of uncommon words with complex structure

Areas of difficulty which may be experienced by particular learners

Some learners find abstract words that include linking or functional words, difficult. Some learners who have **dyslexia** and learners who are **deaf and use a sign language** will find these words particularly difficult, as they have no equivalent in their sign language.

Visual imagery can be particularly inaccessible for some learners, including **blind** learners who have never had direct visual experience (see information on 'Concepts and vocabulary of blind and visually impaired learners', p. 433).

Learners who interpret language literally, such as some who are **prelingually deaf**, or have **dyslexia** or **autistic spectrum disorders**, may experience difficulties.
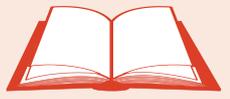
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Teaching approaches and alternative strategies

- Helping learners identify these words, as suggested, will be useful, but their use and meaning will need to be made explicit.

- Teach functional words explicitly (see information on 'BSL in relation to ESOL', p. 499).

- Computer thesauruses, talking ones and the *Franklin Language Master* and *Bookman* range are very useful in developing vocabulary.

- Use realia when supporting learners. Physical examples can assist learning and ensure the learner retains the knowledge.

- The language of idioms is only learned within a cultural context, so try to relate them to learners' contexts, including that of deaf culture.

- Teach explicitly, unpacking meaning and ensuring that learners really do understand. Learning figurative expressions can be a source of great fun! Compare these with multichannel signs in BSL (see information on 'BSL in relation to ESOL', p. 499).

LEVEL 2

At this level, adults can

write to communicate information, ideas and opinions clearly and effectively using length, format and style appropriate to purpose, content and audience

in a wide range of documents

Text focus   **Writing composition**   **Wt/L2**

Component skill and knowledge and understanding

Adults should learn to

1a apply appropriate planning strategies

– plan and draft a text clearly and effectively, acting upon knowledge of the purpose, context, audience and outcome of writing, including the reader's knowledge and expectations

– be able to plan and draft writing as part of a generic process that involves choice at every stage and includes generating and selecting ideas, choosing how to plan, selecting the most appropriate format and layout, ordering ideas, choosing vocabulary and structures, drafting and redrafting

Areas of difficulty which may be experienced by particular learners

Many learners will find that their ideas outpace their ability to write. This may be particularly true of some of those with **physical impairments, fine motor coordination difficulties, dyslexia** or **dyspraxia**.

Bending over a piece of writing or a VDU for long periods of time can cause discomfort to a range of learners, including many learners with **visual impairments** or **physical impairments**. These learners may also be unable to manipulate visual material.

Some learners, including those who have **dyslexia, acquired brain injury** or **neurological impairments**, will have considerable sequencing and organisational difficulties. These difficulties increase as organisational structures become more complex (for example, a discursive piece of writing is more difficult to plan and organise than an account of an event). Difficulties also increase as learners' ideas become more complex.

Teaching approaches and alternative strategies

- Encourage learners to generate ideas and use a scribe or speech-based software tape recorder, pocket memo or dictaphone to record them (see additional information on 'Speech/voice recognition software', p. 156).

- Use recorded ideas for subsequent recall and writing down.

- Use mind maps to allow the free generation of ideas which can be reorganised, edited and sequenced later (see additional information on 'Mind maps for planning and organising', p. 268, and 'Concept-mapping software', p. 339.

- Promote good posture as far as possible and encourage taking 'natural breaks' from writing process every few minutes (for example, looking away, stretching). See information on 'Brain Gym activities', p. 452.

- Reading stands, time for resting, task lighting and appropriate furniture can all help the learner. Ensure these resources are available.

- Use tactile diagrams. Learners with visual impairments may benefit from planning software such as *Inspirations*, in addition to *Jaws* speech software (see 'Speech/voice recognition software', p. 156, 'Screen reader', p. 398, and 'Concept-mapping software', p. 339).

- Use writing frames (see additional information, p. 403).

- Teach learners to make mind maps (see additional information on 'Mind maps for planning and organising', p. 268, and 'Concept-mapping software', p. 339).

- Encourage colour coding and tactile approaches. Learners may find it helpful to write ideas on index cards, then arrange and colour code these according to headings. Always do the ordering, i.e. sequencing, as the last stage.

At this level, adults can

write to communicate information, ideas and opinions clearly and effectively using length, format and style appropriate to purpose, content and audience

in a wide range of documents

Text focus   **Writing composition**   **Wt/L2** *(continued)*

Component skill and knowledge and understanding

Adults should learn to

1a apply appropriate planning strategies *(cont'd)*

1b make notes as part of the planning process
  – make and take notes effectively, using key features of note-taking and choosing appropriate note-taking formats for different purposes

2a select the level of detail to include in a range of texts
  – understand that the length of text and the level of detail depend on the nature of the content and on the purpose and audience

  – understand that planning and drafting involve making decisions about length and detail

Areas of difficulty which may be experienced by particular learners

Some learners may always have difficulty planning, and may do much of their organising after they have drafted their initial writing.

Different learners will vary in their approach to planning, for example learners who are **deaf** may benefit from visual planning methods, as will any learner with a visual learning style.

Learners who find sequencing difficult are likely to have difficulties with sequential formats or techniques, such as flowcharts.

Selecting which details are most relevant can be harder for some learners than others, including learners who have **dyslexia** or **autistic spectrum disorders**, or who **have learning difficulties**.

Some learners, including some who have **dyslexia**, may feel that everything is interrelated, so that it is difficult to see what should be put in and what should be omitted.

Others, including some learners with **autistic spectrum disorders**, may be overly focused on the detail and may not have the wider picture.

Teaching approaches and alternative strategies

- Some learners will need to talk through their ideas or ideas-storm with the teacher acting as scribe, then group them and, lastly, put them in order.

- Use mind maps and the visual approaches mentioned above.

- Use visual forms of representations that are not sequential, such as spidergrams and mind maps, or use pictures, illustrations and diagrams to describe sequences such as processes or instructions. See additional information on 'Concept-mapping software', p. 339, and 'Mind maps for planning and organising', p. 268.

- Use or develop writing frames that help people to focus and select (see additional information on 'Writing frames', p. 403).

- Learners who have dyslexia, in particular, are 'right-brained' learners. Start from the whole, for example ideas-storm and do a mind map, on paper or using software. Use colour coding to identify and correct important points and then select what is important. Discuss the process of selection at each stage.

- Use peer editing to help decide what should and should not be included.

- Understand that it is particularly difficult for learners who have problems with writing to select out what they want to say or edit things they have written. Ensure they agree with editing suggestions and that individuality of style is valued.

LEVEL 2

At this level, adults can

write to communicate
information, ideas and
opinions clearly and effectively
using length, format and style
appropriate to purpose, content
and audience

in a wide range of documents

Text focus   **Writing composition**   **Wt/L2** *(continued)*

Component skill and knowledge and understanding

Adults should learn to

3a choose between different types of paragraph structure and the linguistic features that aid sequencing and coherence

– use different ordering and sequencing according to content and purpose of writing:

- in explanations or description consider whether the reader needs to understand certain points before they can understand others, e.g. in explaining how something works
- in persuasive texts sequence information and ideas in the most convincing way, e.g. persuading someone about the benefits of certain foods

Areas of difficulty which may be experienced by particular learners

Those learners who find the conventions of language difficult, including some who have **dyslexia** or those with **learning difficulties**, will find it difficult to signpost and link points to one another.

Some learners, including those with **dyslexia, learning difficulties, dyspraxia, acquired brain injury** and other **neurological impairments**, will find sequencing particularly difficult.

Learners who are **pre-lingually deaf** may not be aware of certain English signalling words. BSL indicates the relationship of one 'sentence' or statement to another, but there are very few direct sign/word equivalences for the wide variety of English conjunctions. Although there are signs for *until* and *since*, BSL users are more likely to express their ideas differently.

Teaching approaches and alternative strategies

- Make particular use of colour and cut-and-paste to sequence, both physically and on a word processor.

- Teach explicitly the conventions of how to signal to the reader and relate points to one another, and give handouts with linking and signalling words and instructions on when to use them.

- Use mind maps and other graphic representation to illustrate interrelatedness of ideas (see additional information on 'Mind maps for planning and organising', p. 268).

- Model aspects of the writing process, such as where and why you put in signalling words.

- Use writing frames that clearly draw attention to and emphasise where and how points can be related (see additional information on 'Writing frames', p. 403).

- Get learners to explain what they want to say orally before trying to write it.

- Introduce PowerPoint for making presentations in different formats to create interest in visual and dynamic ways to present information.

- Ask learners who are deaf to explain what they mean before writing it up. Asking '*How do you express this idea?*' may be a more useful question than '*What is the sign for …?*'.

- Discuss explicitly the differences between BSL and standard English as well as written conventions. There are common BSL signs for *and/but/because/if/so* (a shrug). Most English conjunctions fall within the *and/but* range and are conveyed in BSL by sign modification. Emphasise the force of the connection or its importance through repetition, facial expression, weight shift, pace, expression, and so on (see information on 'BSL in relation to ESOL', p. 499).

LEVEL 2

At this level, adults can

write to communicate information, ideas and opinions clearly and effectively using length, format and style appropriate to purpose, content and audience

in a wide range of documents

Text focus | **Writing composition** | **Wt/L2** *(continued)*

Component skill and knowledge and understanding

Adults should learn to

3a choose between different types of paragraph structure and the linguistic features that aid sequencing and coherence *(cont'd)*

Areas of difficulty which may be experienced by particular learners

Learners who have been **blind** or have had **visual impairments** since early childhood may lack visual reinforcement of sequence.

Spatial representation and blind and visually impaired learners

Some visually impaired learners, for instance those who have been blind from birth, will have no innate grasp of visual and spatial concepts. For example, concepts such as relative size or distance rely almost exclusively on visual experience. This will mean that visually impaired learners will inevitably require both different methods and far more time to learn concepts which other learners may learn incidentally. In addition, it is important to find ways of reinforcing two-dimensional representation so that it is more accessible to a person with a visual impairment. Sound is also very important to demonstrate space and distance.

Plastic or wooden shapes are preferable to card, with strong clear and edges, as they retain their shape better. Applying different textures to different shapes can also be useful. Patterns, for example tessellation, can often be better understood through using a magnetic board. Use strong contrasting colours.

Any project that needs diagrams (for example, a map of the local area) must be clear and simple and contain only the relevant information. This is vital, as over-elaborate diagrams are almost impossible to understand and will add to a learner's anxiety. It also needs to be accompanied by a verbal description and presented in a tactile form for the totally blind learner.

Tables and lists should be clearly presented in well-spaced formats for visually impaired learners, and in tactile form for the blind learner. For those who are visually impaired, bar charts using strongly contrasting colours can be effective. For those who are blind, bar charts can be made using construction apparatus, unifix cubes or tactile charts with clearly differentiated columns using a combination of lines and marks.

For measuring tasks, learners need specialist tactile measuring rulers and talking scales. Visually imapaired learners may not be familiar with weighing and measuring and may need a lot of practice in measuring objects against each other in a variety of situations.

Visually impaired learners may need additional help in choosing and using a calculator. Talking calculators are of benefit for all blind and visually impaired learners as they enable the learner to concentrate on the task and not on accessing the equipment.

When activities involve planning journeys, timetables will need to be enlarged for those who are visually impaired. There is also considerable audio help available in these areas in the form of specialist telephone services, train enquiries services, Internet sites, and so on.

(Continued)

Teaching approaches and alternative strategies

- Sequences may have to be learned in a linear manner without the benefits of more sophisticated visual frameworks, such as matrices or diagrams. Though the linear approach is more accessible, tactile diagrams that are well planned can be just as efficient and usable. Braille matrices and diagrams are possible, but the information must be expressed clearly for the learner.

- See additional information on 'Spatial representation and blind and visually impaired learners', p. 486, and 'Braille for bilingual learners', p. 470.

Learners with severe visual impairment may have difficulty in orientating themselves in space and may need to be physically moved through directions, while located against a flat surface

so that they can have a fixed reference point. Concepts such as 'clockwise' and 'anti-clockwise' can be reinforced through the movement of the hands of a clock, wheels or cogs. It is essential that the correct sighted guide techniques are used when 'moving' learners. Mobility and orientation instruction must be given by a qualified specialist when introducing the learner to a college or other environment, but daily reinforcement or support can be provided by any staff as long as they use the correct procedures. This may include any other learners who share the environment with the blind or visually impaired learner.

When doing exercises which involve collecting and collating information, a visually impaired learner can work in partnership with a sighted learner, using a tape recorder to record information.

Other resources that could be useful in helping blind and visually impaired learners access the ESOL curriculum:

- Simple tactile maps.Wide variety of tactile graph grid boards, sheets and modelling materials.
- Braille or large display dice.
- Calculators – either large print or talking.
- Braille 'Silva' marked compasses.
- Enlarged/transcribed information materials, such as a calendar, timetables, football league tables, holiday brochures, and so on.
- Pre-prepared information from the media.
- A variety of tactile materials, such as elastic bands, art straws, sandpaper, large-size drawing pins, tactile tape measures, talking scales, cubes, triangles, prisms, Lego.
- Realia – important to use whenever and wherever possible.
- Sound pictures help to capture an image and reinforce details.
- Use of all senses – smell and taste are often overlooked.
- Overlays of Braille to match the print materials.

LEVEL 2

At this level, adults can

write to communicate information, ideas and opinions clearly and effectively using length, format and style appropriate to purpose, content and audience

in a wide range of documents

Text focus   **Writing composition**   **Wt/L2** *(continued)*

Component skill and knowledge and understanding

Adults should learn to

4a

choose format and structure to organise writing for different purposes

– understand which format, structure and layout are best for which sort of task, for example a table to organise information for reference or comparison, numbered points to separate stages in a process, paragraphs to develop an argument

– understand that some forms of writing follow standard formats and structures, for example memos, business letters, agendas, minutes of meetings

Areas of difficulty which may be experienced by particular learners

The organisation of some formats will be inaccessible or difficult to access for some learners, including many who are **blind** or have **visual impairments**. Braille users may not be able to 'translate' some visual representations.

Learners who have **dyslexia** and **visual processing difficulties** may also have difficulties keeping the place in some formats, particularly forms, for example they may miss out a line and thus omit important information.

Presentations that use particular formats may be less accessible to some learners than others including learners with **dyspraxia, handwriting difficulties, poor eye–hand coordination,** or **spatial perceptual weaknesses** or **visual impairments**.

Teaching approaches and alternative strategies

- Most formats can be transcribed into Braille, but some adaptation is needed.
- Teach a variety of visual representations for learners to explore, and let them choose their preferred type.

- Discuss the issues with learners and help them find alternatives, such as tactile diagrams, audio description.
- See guidance on 'Spatial representation and blind and visually impaired learners', p. 486, and 'Braille for bilingual learners', p. 470)
- Enlarge forms and so on if helpful, and ensure photocopies are clear. Some learners who have dyslexia and/or visual impairments may have fewer visual problems when reading or writing on coloured paper. If so, check the colour with learners as it is a highly individual matter; blue, pink and yellow are the most common choices, but some learners prefer cream and pale green.
- If using a computer, check the colour and contrast on the screen. Experiment to find what is best.
- Try using a card or physical writing frame to keep place, line by line.
- Allow learners to do their work on the computer and support them in learning to use graphics and other software.

LEVEL 2

At this level, adults can

write to communicate information, ideas and opinions clearly and effectively using length, format and style appropriate to purpose, content and audience

in a wide range of documents

Text focus   **Writing composition**   **Wt/L2** *(continued)*

Component skill and knowledge and understanding

Adults should learn to

5a choose formal and informal language appropriate to purpose and audience
  – know how to judge the appropriate register for purpose and audience accurately
  – use key features of formal and informal register such as type of vocabulary and collocation, phrasal verbs, idiomatic expressions, mode of address, type of structures, with consistency
  – be aware of tasks with contrasting registers, for example formal letter and e-mail, personal diary entry and work experience report

Areas of difficulty which may be experienced by particular learners

Some learners will have had greater exposure to a variety of styles than others. For example, learners who are pre-lingually deaf, those with reading difficulties and others with learning difficulties may have had little exposure to a variety of styles. They may also find it hard to be flexible in changing from one style to another or in expressing something in a different way because of underlying difficulties with the conventions of written language.

Learners who are deaf, who have learned English solely through the written word, may have a limited variety of styles. They may have particular dificulties with nuance and subtlety of expression.

Teaching approaches and alternative strategies

- Give exposure to a range of styles and genres (types of text). Teach different styles explicitly. Create a variety of unthreatening ways to explore writing in different styles by allowing learners to select from a range of high-interest books, stories, magazine articles, and so on, including those that have a large visual component (such as photographs, illustrations, and graphics). Use these as a basis for discussion.

- Teach appropriate language in relation to style, using writing frames (see additional information on 'Writing frames', p. 403).

- Use colloquial language in speech bubbles and drama text. Contrast it specifically with more formal forms of language.

- Use the same context or scenario for different kinds of written tasks to illustrate a range of styles, from formal and semi-formal through to highly informal. Illustrations of different dress codes and clothing styles can be a useful way of showing varying relationships and hence language codes.

- Use simple role plays involving a range of contrasting audiences.

- Discuss alternative forms of expression explicitly.

LEVEL 2

At this level, adults can

write to communicate information, ideas and opinions clearly and effectively using length, format and style appropriate to purpose, content and audience

in a wide range of documents

Text focus   **Writing composition**   **Wt/L2** *(continued)*

Component skill and knowledge and understanding

Adults should learn to

6a choose different styles of writing for different purposes
  – understand that writing style involves choice of vocabulary, sentence length and structure, as well as how the text is organised
  – understand that appropriate style depends on purpose, audience, context and desired outcome
  – be able to construct effective arguments, using appropriate paragraphing structure, for example statement of argument followed by points to support it and examples
  – be aware of the power of stylistic devices to achieve desired purpose, for example metaphor, irony

8a use proofreading to revise writing for accuracy, meaning, content and expression on paper and on screen
  – be aware that proofreading enables the writer to stand back from his or her writing and edit for ambiguity, repetition and compression
  – be able to proofread consistently for meaning as well as spelling, punctuation and layout.

  – apply proofreading techniques to spot errors and omissions in grammar, punctuation and spelling
  – consistently apply awareness of areas of personal strength and weakness in terms of basic punctuation, spelling, layout and grammar.

Areas of difficulty which may be experienced by particular learners

See 5a.

Some learners will find presenting 'logical arguments' far more difficult than others. Learners who have dyslexia may find this particularly difficult.

Identifying particular errors will be far harder for some learners than others, including some learners with visual impairments and those with visual processing difficulties (such as those who have dyslexia or poor binocular control, Meares-Irlen syndrome, or nystagmus). For some of these learners the print may appear to be unstable, i.e. to move, blur or jump around.

Teaching approaches and alternative strategies

- See 5a.

- Explicitly demonstrate different ways of presenting arguments, for example point by point or pro- and anti-, and so on.

- Using spell check with speech software can help with proofreading.
- Extra time is needed if print is being checked through CCTVs or on screen.

- Build on strengths. An inability to skim and scan means that learners possess a close attention to detail, for example in spelling, structure of words and use of punctuation.
- Make particular use of technology, especially speech-based software with a facility to read back what was written. For example, *Keystone* reads back text that has been written on the computer. This can help learners evaluate whether what is written is what they intended. (See additional information on 'Screen reader', p. 398, and 'Speech/voice recognition software', p. 156.)
- See the case study of Ali, Part 1, p. 61.

At this level, adults can

write to communicate
information, ideas and
opinions clearly and effectively
using length, format and style
appropriate to purpose, content
and audience

in a wide range of documents

Text focus   **Writing composition**   **Wt/L2** *(continued)*

**Component skill and knowledge
and understanding**

Adults should learn to

8a use proofreading to revise writing
for accuracy, meaning, content and
expression on paper and on screen
(cont'd)

**Areas of difficulty which may be
experienced by particular learners**

Proofreading will be difficult for
learners who have difficulty with word
or letter recognition, for example,
those with dyslexia or learning
difficulties.

Those with a poor visual memory for
spellings will frequently be unable to
recognise whether a spelling is correct.

Learners who are deaf have
difficulties proofreading for syntax but
fewer difficulties with proofreading for
spelling.

Teaching approaches and alternative strategies

- Scaffold proofreading with techniques such as error analysis marking (see additional information on p. 260).

- Break the process of proofreading into four steps: read first for sense, then for specific grammar points, then again for punctuation, and lastly for spelling. Learners should be supported in identifying the grammar areas that they individually need to look for.

- Reading aloud or taping their work can help some learners hear if it 'sounds right'. Some may need to read onto a tape and then listen. Always check with the learner to find out what works best.

- Encourage learners to wait for a day or so before proofreading, as they are then more likely to identify errors rather than to see their intended meaning.

- Have learners proofread each other's work in pairs, as it is often easier to see others' errors (see Klein and Millar [1990], Resources section, for activities on proofreading and editing).

- Avoid highlighting spelling errors, as this reinforces the spelling in the memory. Suggest learners underline instead, then self-correct; alternatively show them the spelling, then highlight the difficult bit in the correct version.

- When using error analysis marking for spelling, only put 'Sp' or underline where the learner has practised and learned the spelling. Other spellings should be identified for learning as part of an individual spelling programme (see additional information on 'Spelling: individualised programme', p. 326).

- Make use of spell checkers, but explain their limitations. They do not identify errors that form other words, for example *form/from*, or homonyms such as *their/there*.

- Give learners who are deaf a checklist of particular grammatical structures to check for in turn (such as auxiliary verbs, verb endings,and so on), doing one at a time.

- Remember that although all learners may improve in proofreading, for some it will always remain a significant weakness.

LEVEL 2

At this level, adults can

write to communicate
information, ideas and
opinions clearly and effectively
using length, format and style
appropriate to purpose, content
and audience

in a wide range of documents

| Sentence focus | Grammar and punctuation | Ws/L2 |

Component skill and knowledge and understanding

Adults should learn to

1a use a range of sentence structure which is fit for purpose

– understand that effective writing often uses a mixture of simple, compound and complex sentences

– understand and use a full range of embedded and relative clauses; noun and participle constructions; conditional clauses

– understand that simple or compound sentences are often preferable for certain types of writing, e.g. instructions or directions

– understand that complex sentences have more variety of structure than simple and compound sentences, and that this can make the writing sound more idiomatic and interesting

– use appropriate structures for formal texts, e.g. use of the passive in reports, third person in factual texts, formulaic language in letters

2a use sentence grammar consistently and with accuracy

Areas of difficulty which may be experienced by particular learners

Words that have no clear meaning in their own right and are used functionally to represent abstract relationships, such as *while, however, such*, and *consequently* will pose particular difficulties for some learners, including those who are pre-lingually deaf or who have dyslexia, autistic spectrum disorders or learning difficulties.

See 1a.

Teaching approaches and alternative strategies

- Teach these words explicitly and within the context of learners' own writing. Use writing frames (see additional information on p. 403) that introduce these words in context.

- Use kernel sentences (see additional information on p. 244) to support learners with complex sentence construction. At Level 2, the sentence might build as follows:

  – The tall, dark-haired man from Iraq left his country last year because of the war.

  – The tall, dark-haired man from Iraq who started classes last week left his country last year because of the war.

  – The tall, dark-haired man from Iraq who started classes last week and that I sat next to, left his country last year because of the war.

- Discuss the role of punctuation and different conventions.

- Use 'crib' or help sheets with common conjunctions and examples of when they are used.

- See 1a.

LEVEL 2

At this level, adults can

write to communicate information, ideas and opinions clearly and effectively using length, format and style appropriate to purpose, content and audience

in a wide range of documents

Sentence focus   **Grammar and punctuation Ws/L2 *(continued)***

Component skill and knowledge and understanding

Adults should learn to

4a use a range of punctuation to achieve clarity in simple and complex sentences
- understand and use commas effectively, for example for listing items in connected prose; between clauses in complex sentences; after connectives like *However,*

- understand and use apostrophes effectively for possession and omission
- understand and use inverted commas effectively for direct speech and to indicate a quotation
- understand the effect on style of using full or contracted forms

Areas of difficulty which may be experienced by particular learners

Learners who are **deaf** cannot use knowledge of intonation as a guide to punctuation. This will be difficult for some other learners too, including those with **dyslexia** or **learning difficulties**.

Teaching approaches and alternative strategies

- Sign language users may be able to relate pauses in sign to full stops in written English.

- Use concrete approaches. For example, fold card to demonstrate where the apostrophe goes – *don/o/t* and 'clothes peg' apostrophes (see additional information on p. 394).

- Make speech bubbles, write dialogue in them, then transfer to writing, using speech marks.

- Use a digital camera to produce own storyboard with speech bubbles, then use this to write a story, dialogue or play.

- Discuss with learners their rationale for using punctuation. Varying punctuation 'styles' and conventions should be introduced so that learners see that some conventions are stylistic and personal to authors.

- Use resources such as *Wordswork*, a CD-ROM which has an interactive section on apostrophes (see Resources, p. 529).

British Sign Language (BSL) in relation to ESOL

As with any other learner of English as a second language, there will be times when the concepts derived from the first language interfere with the learning of English.

From an ESOL practitioner's point of view, some of the most common significant grammatical differences between BSL and English are:
- an English sentence is organised around the verb. Meaning depends on the word order of the other words in the sentence. BSL users begin with the topic and then comment on it;
- BSL does not use the auxiliary *to be*;
- BSL does not use the articles *a/an/the*;
- word order can be markedly different;
- verbs are inflected by changes of speed or placement;
- modification of signs is also shown by changes of placement, speed or repetition and not by a 'word' ending.

Sometimes, however, there are similarities of pattern that you can exploit. For example, BSL usually makes a distinction between *you* and *yours* and *me* and *mine* in a pattern similar to the English one, but with a change of hand shape.

It is always important to discuss with a BSL user how he or she expresses a particular idea or concept in BSL, and to make these linguistic differences part of the learning process.

You may find the information on '*Working with support staff: sign language interpreters, communication support workers or other support staff*' (p. 118) useful.

Word focus	**Vocabulary, word recognition and phonics**	**Ww/L2**

Component skill and knowledge and understanding	**Areas of difficulty which may be experienced by particular learners**

Adults should learn to

1a apply knowledge about words to aid accurate spelling

– spell words with a wide range of spelling patterns accurately and consistently

– apply knowledge of appropriate special interest vocabulary, including related technical words

– understand how knowledge of a wide range of word roots, origins, prefixes and suffixes can support spelling, including the spelling of technical words

Generalising and applying rules may be difficult for some learners including those with dyslexia or learning difficulties. Learners with autistic spectrum disorders may well respond positively to the notion of fixed rules but may have difficulties when these rules are varied.

2a produce clear, consistent handwriting

– have a critical awareness of personal features of own writing and, where necessary, continue to work to improve its clarity and consistency

Producing legible writing can present a barrier to some learners, including learners with physical impairments, poor motor co-ordination, dyslexia, dyspraxia, dysgraphia and integration difficulties. These learners may be unable to produce legible handwritten text in spite of practice. Their efforts may be so strenuous and slow as to defeat the purpose, which is to put ideas or information down on paper.

Teaching approaches and alternative strategies

- Explain word structure, suffixes and silent letters in terms of meaning and derivation, which helps these learners to make sense of English spelling (see Resources, for example Klein and Millar [1990], p. 512). However, these are best learnt within the context of an individualised spelling programme, using words from their own writing and gradually linking other words to these.

- Many of these learners will need to understand that it is acceptable for them to use a computer for all written communication. Teach or develop the use of e-mail for less formal communications.

- Encourage the use of small tape recorders for making lists, reminders, notes, and so on, where appropriate.

5 Appendices

Appendix A: Bibliography

Department for Education and Skills publications

All Department for Education and Skills *Skills for Life* publications are available free at www.dfes.gov.uk/readwriteplus and can be obtained in print format, by quoting the reference code provided, from:

Department for Education and Skills Publications
PO Box 5050
Sherwood Park
Annesley
Nottingham NG15 0DJ

Tel: 0845 60 222 60
Fax: 0845 60333 60
Textphone: 0845 60 555 60
E-mail: dfes@prolog.uk.com

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- *Embedded Learning* [Ref: SFLEMBEDDED]
- *Further Education Colleges* [Ref: SFLFE]
- *Learners with Learning Difficulties and/or Disabilities* [Ref: SFLLLDD]
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– *An Introduction to Ageing and Cerebral Palsy* (2003)
Examination of the progression of physical problems, risk factors and ways of maintaining physical function, including therapies.
– *An Introduction to Cerebral Palsy* (2003)
Explanation of the different types of cerebral palsy and their effects.
– *A Selection of Children's Books on Cerebral Palsy and Related Impairments* (2002)
List of children's books containing positive images of disabled children.
– *Further Information about Cerebral Palsy* (2003)
A factsheet on cerebral palsy that explores the subject in greater detail than its companion, An Introduction to Cerebral Palsy.

People with learning difficulties

Cline, T. and Shamsi, T. (2000) *Language Needs or Special Needs?* Research Report 184, Department for Education and Employment.

Department for Education and Employment (2000) *Freedom to Learn: Basic Skills for Learners with Learning Difficulties and/or Disabilities.* London: Department for Education and Employment.

Department for Education and Skills (2003) *Basic Skills for Adults with Learning Difficulties or Disabilities: A Resource Pack to Support Staff Development.* London: Department for Education and Skills.

Department for Education and Skills (2006) *Making it Happen: An Inclusive Approach to Working with People with Learning Difficulties who have ESOL Needs.* Department for Education and Skills.

Disability Rights Commission and the Centre for Education in Racial Equality in Scotland (CERES) (2004) *Our Rights, Our Choices: Meeting the Information Needs of Black and Minority Ethnic Disabled People. Laying the Foundations for Black and Minority Ethnic and Disability Organizations.* Disability Rights Commission. At www.drc.org.uk

Further Education Funding Council (1996) *Inclusive Learning: Report of the Learning Difficulties and/or Disabilities Committee* (Tomlinson report). HMSO.

Hull Learning Services (2004) *Supporting Children with Down's Syndrome.* London: David Fulton Publishers.

Hull Learning Services (2004) *Supporting Children with Fragile X Syndrome*. London: David Fulton Publishers.

Ingstad, B. and Whyte, S.R. (eds) (1995) *Disability and Culture*. University of California Press.

Hussain, Y., Atkin, K. and Ahmad, W. (2002) *South Asian Disabled Young People and their Families*. The Policy Press in association with Joseph Rowntree Foundation.

Maudslay, L. (2004) 'Aasha: Working with young people with a learning difficulty from a South Asian background', *Language Issues*, Vol. 16 No 1.

Maudslay, L. (2004) Project 9: Responding to the cultural requirements of disabled learners from minority ethnic groups. Disability Discrimination Act: taking the work forward research and development projects 2003/5. Learning and Skills Development Agency.

Maudslay, L., Rafique, A. and Uddin, A. (2003) *Aasha: Working with Young People with a Learning Difficulty from a South Asian Background*. London: Skill, National Bureau for Students with Disabilities.

Mir, G., Nocon, A., Ahmad, W. and Jones, L. (2000) *Learning Difficulties and Ethnicity*. Part of the Valuing People materials. London: Department of Health.

Mir, G. *et al.* (2001) *Learning Difficulties and Ethnicity*. London: Department of Health.

People with autistic spectrum disorders

Cuman, V. *et al.* (1998) *Asperger Syndrome: A Practical Guide for Teachers*. London: David Fulton Publishers.

Foundation for People with Learning Disabilities (2001) *All About Autistic Spectrum.* The mental Health Foundation.

Frith, U. (2003) *Autism: Explaining the Enigma*. Oxford: Blackwell Publishers.

Howlin, P. (1997) *Autism: Preparing for Adulthood*. London: Routledge.

Jones, G. (2002) *Educational Provision for Children with Autism and Asperger Syndrome*. London: David Fulton Publishers.

Jordan, R., Jones, G. and Murray, D. (1998) *Educational Interventions for Children with Autism: A Literature Review of Recent and Current Research*. HMSO.

Jordan, R. and Powell, S. (1997) *Autism and Learning: A Guide to Good Practice.* London: David Fulton Publishers.

Leicester City Council (1998) *Asperger Syndrome: Practical Strategies for the Classroom*. National Autistic Society.

Tarleton, R. (2004) Disability Discrimination Act: Taking the Work Forward. Project 19: Developing Inclusive Provision for Learners with Autistic Spectrum Disorders. Learning and Skills Development Agency.

Welton, J. (2004) *What Did you Say? What Did you Mean?* London: Jessica Kingsley Publishers.

Appendix B: Resources

Hardware and other learning materials

Braille 'n' Speak – an electronic note-taking device for visually impaired people. Includes a Braille keyboard for input and speech for output.
Available from www.blazie.co.uk/productsBnS.htm

Compact – a pocket-sized electronic magnifier designed for those who require a larger viewing area than a traditional hand-held magnifier.
Available from Optelec Tieman Group, 2 Millfield House, Woodshots Meadow, Croxley Business Park, Watford WD18 8YX. Tel: 01923 231313; e-mail: info@optelec.co.uk ; Website: www.alva-bv.nl

Franklin Language Master – contains a dictionary, thesaurus, and grammar and spelling corrector.
Available from www.freedomscientific.com

Franklin Spellmaster – a hand-held spell checker.
Available from www.dyslexic.com
Interactive Services Ltd – provides custom learning solutions and services including e-learning and instructor-led training materials.
Contact: Corporate Education Centre, Damastown Technology Park, Mulhuddart, Dublin 15, Republic of Ireland. Tel: +353 1 811 1300;.e-mail: info@interactiveservices.com ; Website: www.interactiveservices.com

Learning Matters resource packet, including 2 DVDs – helps to improve teaching and learning in skills for life and provision for students with learning difficulties and/or disabilities.
Contact: East View House, Cat Bank, Coniston, Cumbria LA21 8HE. Tel: 01539 441643.

Lucid Research Ltd. – specialises in the creation of innovative software for assessment and training and in the development of computerised assessment and training systems for use in schools, colleges and universities.
Contact: 3 Spencer Street, Beverley, E. Yorkshire HU17 9EG. Tel: 01482 882121; Website: www.lucid-research.com

Lunar Screen Magnifier – a screen enlarger program which allows visually impaired computer users to easily magnify and manipulate the on-screen display of their computer in a variety of ways, to suit the requirements of their own eye condition. Available from Optelec Tieman Group, 2 Millfield House, Woodshots Meadow, Croxley Business Park, Watford WD18 8YX. Tel: 01923 231313; e-mail: info@optelec.co.uk ; Website: www.alva-bv.nl

Minicom – a text phone with keyboard that can be coupled to a conventional phone or plugged directly into a phone socket.
Available from RNIB (see p. 523), Website: http://onlineshop.rnib.org.uk

MSI Megastick 1 – a voice-recording device with an FM tuner, recognised as an external drive as well as an MP3 player. Available to purchase online, Website: www.msi.com

Parrot Voice Mate Notetaker – uses the latest in digital data storage and voice recognition technologies to record and play back voice notes and organiser information for people with visual impairment or blindness.
Available from Solutions for Humans (see p. 531).

Quicktionary Reading Pen – scans and pronounces individual words and sentences and defines words for people with reading difficulties.
Available from www.quick-pen.com

Read-e – free download text-to-speech, assistive software solutions for users with dyslexia, impaired vision and similar reading difficulties.
Available from Artificial Relevance, Flat 3, 133a Torrington Park, Finchley, London N12 9AN. Tel: 0800 849 6760.

Smart Kids (UK) Ltd – has a range of tactile/multisensory resources, several of which are appropriate for adults.
Contact: 5 Station Road, Hungerford, Berkshire, RG17 0DY, Tel: 01488 644644; e-mail: sales@smartkids.co.uk ; Website: www.smartkidscatalog.com

Traveller plus video magnifier – provides portable and powerful magnification for those who are constantly on the go, allowing users to view images between four and 16 times magnification.
Available from Optelec Tieman Group, 2 Millfield House, Woodshots Meadow, Croxley Business Park, Watford WD18 8YX. Tel: 01923 231313; e-mail: info@optelec.co.uk ; Website: www.optelec.nl/?id=214

Typetalk – national BT/RNID relay service sending Minicom messages in speech and voice messages in text. It can send e-mail and fax messages and also has a mobile version.
Available from www.typetalk.org

Ultimate Talking Dictionary (UTD) – The UTD will read out the definition of a word and will use it in a sentence to provide the user with a true understanding of the word. The UTD's dictionary contains over 250,000 words and it also has a fully integrated thesaurus for referencing synonyms and antonyms of all words. Available from Solutions for Humans (see p. 531).

Books and other print material

Aarons, M. and Gittens, T. (1999) *The Handbook of Autism: A Guide for Parents and Professionals.*
A book containing practical ideas which form the basis for programmes of intervention for children with autism.
Available from: Taskmaster (see p. 523).

ACE Spelling Dictionary (1986).
Available from Learning Development Aids (see p. 527).

Big Print – weekly clear-print newspaper that reports national and international news.
Available from RNIB (see p. 523).

Books Beyond Words – A series of books available from The Royal College of Psychiatrists. Examples include *Going to Out-Patients and Speaking Up for Myself.*

Brown, H. and Brown, M. (1992) *Use Your Eyes*, 2nd edn. Brown and Brown, Available from Avanti Books (see p. 523).

Dennison, P. and Dennison, G. (1988) *Brain Gym*. Ventura, CA: Edu- Kinesthetics.

Department for Education and Skills (2001) *Living Our Lives*. London: Department for Education and Skills.

Department for Education and Skills (2001) *Self-Advocacy Action Pack*. London: Department for Education and Skills.

Department for Education and Skills (2001) *Yesterday I Never Stopped Writing*. London: Department for Education and Skills.

Hardcastle, P. (2004). *Digital Cameras in Teaching and Learning*. NIACE e-Guidelines series, no 2. Leicester: NIACE (see p. 531).

Listen and Touch Project Partners (2003) *Methodology of Teaching a Foreign Language to the Blind*. At: www.listenandtouch.org

Neville, P. (2005) *Teaching Literacy Skills to Deaf Adults*. London: RNID (see p. 532).

RNIB magazines – An extensive choice of magazines. A great and inexpensive way of keeping up to date with a wide variety of topics. Available in Braille, audio, on disc or by e-mail and, in some cases, large print. Available from RNIB (see p. 523).

RNID (2003) *Start to Sign.* London: RNID (see p. 532).

Spiegel, M. and Sunderland, H. (1999) *Writing Works: Using a Genre Approach in Literacy and ESOL Teaching.* London Language and Literacy Unit.

Oxford University Press (2000) *Oxford Wordpower Dictionary.* Oxford University Press.

Tactile and other multisensory resources

A4 notepad with raised line notepaper – each sheet is embossed with horizontal lines which act as a guide when writing.
Available from RNIB (see p. 523)

Alphabet arc – Ideal for alphabet sequencing activities. Includes a rainbow arc on one side and a corresponding arc of letters on the other.
Available from LDA (see p. 523).

Alphabet Cards – Two packs of 30 playing cards, each pack consisting of one complete alphabet plus extra vowels.
Available from Taskmaster (see p. 523).

Blender – A board game designed to give learners practice in blending and segmenting common words using consonant blends, diagraphs and rimes.
Available from Taskmaster (see p. 523).

BROGY – Improves reading, writing and spelling skills and is capable of producing over 50,000 different and often humorous sentences as well as being a valuable word bank with many other uses.
Available from Taskmaster (see p. 523).

CVC Word Maker – Simple activity used to reinforce a pupil's sight recognition of some of the high frequency words found in the National Literacy Strategy.
Available from Taskmaster (see p. 523).

Don't Take it so Literally! – Illustrations and humorous definitions encouraging the learning of this set of 60 idioms, each idiom presented at three levels).
Available from Taskmaster (see p. 523).

Easy-to-see clocks, talking clocks, tactile clocks.
Available from RNIB (see p. 523).

Edith Norrie Letter Case
Available from Helen Arkell Dyslexia Centre (see p. 523).

Envelope guides, writing frames, raised-line notepaper (plastic tablet serves as a guide when placed under a sheet or ordinary notepaper), signature guides.
Available from RNIB (see p. 523).

Guess Who? – made by MB Games.
Available from toy stores.

Give me Five – A simple game to reinforce the grasp of alphabetical order before moving on to dictionary work.
Available from Taskmaster (see p. 523).

HandiWriter – Designed to facilitate the correct positioning and holding of a pen or pencil.
Available from Taskmaster (see p. 523).

Language card pack – One each of four language card sets including animals, clothes, common objects, food, and so on.
Available from Taskmaster (see p. 523).

Large print calendar
Available from RNIB (see p. 523).

Large print diary 2006
Available from RNIB (see p. 523).

Linetracker – A 'high status' aid for the slow learner to replace finger-pointing.
Available from Taskmaster (see p. 523).

Literacy through Total Communication (LTC) – a scheme designed to support learners with severe learning difficulties in developing literacy and communication skills. It involves a complementary use of signs, symbols and text.
Available from www.dfes.gov.uk

Magnetic Poetry – a kit containing over 130 colourful alphabet and number magnets, including upper and lower case letters and the numbers 0 to 9.
Available from major bookstores.

Magnetic Sight Words and Sentences – A magnetic system to help learners develop language and reading skills while they are having fun. Contains over 150 magnets including sight words, common word endings and more.
Available from Taskmaster (see p. 523).

Opposite Word Dominoes – Two sets of 24 plastic dominoes featuring 48 selected words and their antonyms. Language and literacy.
Available from Taskmaster (see p. 523).

Overhead Letter Tiles – Lower case. Set of 52 20mm tiles, letters A–Z.
Available from LDA Language and Literacy.

Oxford large Print Dictionary, paperback
Available from RNIB (see p. 523).

Oxford Large Print Thesaurus, paperback
Available from RNIB (see p. 523).

Photocards – A program containing 247 photographs that cover seven topics,
including parts of the body and everyday objects. Pupils will become familiar with
a wide range of vocabulary through the stimulating matching and finding activities.
Available from: special needs catalogue by Sherston (see p. 523).

Pizza Party
Available from: LDA (see p. 523).

Plastic Letters – Pack of 102 lower-case letters with blue consonants and red
vowels to assist correct spelling.
Available from Taskmaster and LDA (see p. 523).

Playing with Idioms – A set of 60 idioms presented in a games format which
motivate and maintain interest as pupils practice idioms within situational
contexts. Language and literacy.
Available from Taskmaster (see p. 523).

Prefix Dominoes – A set of 24 plastic dominoes is provided with prefixes and
their word endings. Language and literacy.
Available from Taskmaster (see p. 523).

Preposition Overlays – Allow learners to explore and develop spatial language
interactivity with particular emphasis on the importance of word order in
conveying meaning. Language and literacy.
Available from Taskmaster (see p. 523).

Safe Mirrors – Double-sided plastic mirrors, unbreakable but can be cut with
scissors.
Available from Taskmaster (see p. 523).

Saying One Thing, Meaning Another – Useful collection of ambiguous words,
phrases and sentences for teaching idioms, humour and language
comprehension skills in spoken and written form. Social and emotional
development.
Available from Taskmaster (see p. 523).

Sign IT – A DVD-ROM of BSL signs containing 100 common IT terms and
concepts that will help deaf people develop their computer literacy.
Available from RNID (see p. 532).

Stop-Go Right-Line Paper – Raised line writing paper. The red line is raised to allow the writer to see as well as feel the base and top lines.
Available from Taskmaster (see p. 523).

Synonym Dominoes – Two sets of 24 plastic dominoes that depict written synonyms are provided in this game that can be played together or separately. Language and literacy.
Available from Taskmaster (see p. 523).

Tacti Mark – Can be used for marking tools and appliances or can be used as a teaching aid for writing letters, numbers, drawing pictures or outlining maps.
Available from RNIB (see p. 523).

Tactile clocks and watches and talking clocks
Available from RNIB (see p. 523).

The Tactile Tablet – A hierarchical menu system offering volumes of data on an 'as needs' basis. At each touch the learner receives instant audio feedback from any tactile map, diagram or chart. Facilitates and encourages independent learning.
Available from www.talktab.org (see p. 523).

Typoscopes – Helps reduce glare and follow the line of text being read.
Available from RNIB (see p. 523).

Venetian Writing Frame – designed to guide your hand while writing on paper and assist with writing in a straight line.
Available from RNIB (see p. 523)

Vowels and Blends – Three simple card games using short vowel sounds to help pupils experiencing literacy difficulties.
Available from Taskmaster (see p. 523).

Wordspell – Encourage recognition of letter patterns and practice their use with this series of three popular, graded games for reading and spelling.
Available from Taskmaster (see p. 523).

Word-Building Puzzles – Colourful, contemporary puzzles encouraging learners to match the picture and words and recognise simple vowel sounds, consonant blends and digraphs.
Available from Taskmaster (see p. 523).

Wooden Letters – Cursive script letters. Language and literacy.
Available from: Taskmaster (see p. 523).

Writing Frame – Designed to guide the hand while writing on paper and will assist in writing in a straight line.
Available from RNIB (see p. 523).

Suppliers

Avanti Books
Unit 9, The io Centre, Whittle Way, Arlington Business Park, Stevenage SG1
2BD, Tel: 01438 747000 Website: www.avantibooks.com

Gatehouse Publishing Charity (reading books for dyslexia learners)
Adult Centre, Stretford Road, Manchester M15 5FQ. Tel: 0161 226 7152
Fax: 0161 226 7152 Email: office@gatehousebooks.org.uk
Website: www.gatehousebooks.org.uk/about_us.htm

Helen Arkell Dyslexia Centre
Frensham Surrey GU10 3BW. Tel: 01252 792400; e-mail:
enquiries@arkellcentre.org.uk ; Website: www.arkellcentre.org.uk

LDA (London Development Agency)
Devon House, 58–60 St Katharine's Way, London E1W 1JX. Tel: 020 7680 2000;
Website: www.lda.gov.uk

RNIB (Royal National Institute of the Blind)
105 Judd Street, London WC1H 9NE. E-mail: helpline@rnib.org.uk ;
Website: www.rnib.org.uk

RNID (Royal National Institute of the Deaf)
19–23 Featherstone Street, London EC1Y 8SL. E-mail:
informationline@rnid.org.uk ; Website: www.rnid.org.uk

Special needs catalogue by Sherston
Angel House, Sherston Malrnesbury, Wiltshire SN16 0LH. Tel. 01666 843 200;
e-mail: sales@sherston.co.uk ; Website: www2.sherston.com

Talktab.org
Tel. 07931 723423; E-mail: info@talktab.org

Taskmaster
Morris Road, Leicester LE2 6BR. Tel. 0116 270 4286; e-mail:
info@taskmasteronline.co.uk ; Website: www.taskmasteronline.co.uk

Software and suppliers

Alexandre, P.
PO Box 535, Bromley, Kent BR1 2YF, Tel: 020 8464 1330.

AlphaSmart 3000 IR, the solution for writing anywhere, anytime. A device to help
improve note-taking. Available from: Don Johnston, 1819 Clarendon Ct., Calver
Road, Winwich Quay, Warrington, Cheshire WA2 8QB. E-mail:
info@donjohnston.co.uk ; Website: www.donjohnston.co.uk

Alphabetics Ltd
10 Beacon Hill, London N7 9LY. Tel: 020 7687 1341; Website:
www.wordswork.co.uk

BookWorm
Helps learners read independently for the first time. Records the learner's voice to
allow them to learn without assistance. Available from Don Johnston, 1819
Clarendon Ct., Calver Road, Winwich Quay, Warrington, Cheshire WA2 8 QB. E-
mail: info@donjohnston.co.uk ; Website: www.donjohnston.co.uk

BSL CD-ROMs
Available from RNID, 19–23 Featherstone Street, London EC1Y 8SL. Helpline:
0808 808 0123; Textphone: 0808 808 9000; Fax: 020 7296 8199; Email:
informationline@rnid.org.uk ; Website: www.rnid.org.uk

Cast eReader
Makes text-based materials accessible to struggling readers. Available from Don
Johnston, 1819 Clarendon Ct., Calver Road, Winwich Quay, Warrington,
Cheshire WA2 8QB. E-mail: info@donjohnston.co.uk ; Website:
www.donjohnston.co.uk

Clicker 5 Training Booklets
A series of booklets presenting a number of carefully designed tasks with
step-by-step instructions relating to real curriculum issues enabling practitioners
to embed the use of software into teaching. Available from Spectronics Inclusive
Learning Technologies, PO Box 88, Rochedale, Queensland 4123, Australia.
E-mail: mail@spectronicsinoz.com ; Website: www.spectronics.co.nz

Collins Dictionary Thesaurus
Learners locate words in dictionary using phonetic spelling with instant access
to easy-to-understand word meanings. Available from Don Johnston, 1819
Clarendon Ct., Calver Road, Winwich Quay, Warrington, Cheshire WA2 8QB,
Email: info@donjohnston.co.uk ; Website: www.donjohnston.co.uk

Co-Writer
A predictive word-processing package that can be used to develop language by
encouraging prediction based on units of meaning. Available from Don
Johnston, 1819 Clarendon Ct., Calver Road, Winwick Quay, Warrington,
Cheshire WA2 8QB. Email: info@donjohnston.co.uk ; Website:
www.donjohnston.co.uk

Dana
A Palm™ powered laptop alternative that is truly affordable. Pupils can access
applications such as word processing, spreadsheets and databases on a
lightweight device. Available from Don Johnston, 1819 Clarendon Ct., Calver
Road, Winwich Quay, Warrington, Cheshire WA2 8 QB. E-mail:
info@donjohnston.co.uk ; Website: www.donjohnston.co.uk

Draft:Builder (SOLO)
For drafting, outlining and making notes. Available from Don Johnston, 1819 Clarendon Ct., Calver Road, Winwich Quay, Warrington, Cheshire WA2 8 QB. E-mail: info@donjohnston.co.uk ; Website: www.donjohnston.co.uk

Dragon Dictate
Voice-recognition software. Available from:
iANSYST Ltd, The White House, 72 Fen Road, Cambridge CB4 1UN. Tel. 01223 420101; Website: www.dyslexic.com
Words Worldwide Ltd, Ash House, Bell Villas, Ponteland, Newcastle upon Tyne NE20 9BE. Tel: 01661 860999; Fax: 01661 822777; e-mail: info@keyspell.com ; Website: www.keyspell.com

Dragon Naturally Speaking 8
Speech-recognition software available through the most popular handheld devices, including more digital recorders and PDAs. Offers expanded language modules and improved acoustic training techniques, delivering up to 99% accuracy. Available from Words Worldwide Ltd, Ash House, Bell Villas, Ponteland, Newcastle upon Tyne NE20 9BE. Tel: 01661 860999; Fax: 01661 822 777; e-mail: info@keyspell.com ; Website: www.keyspell.com
For local suppliers, visit: www.lhsl.com/naturallyspeaking/locator

Edward Marcus Ltd (Low-vision aids including CTP Coil VTM for visual dyslexia)
338 Langett Road, Sheffield, S6 2UH. Tel: 01142 315666; e-mail: sales@edwardmarcus.co.uk ; Website: www.marcus.freeserve.co.uk

Franklin Electronic Publishers
Vanwall Road, Maidenhead, Berkshire SL6 4UW. Tel: 0845 602 0612; e-mail: franklin-info@seiko.co.uk ; Website: www.franklin-uk.co.uk

GAMZ Software
Interesting ways of practising phonics. Available from GAMZ, 25 Albert Park Road, Malvern, Worcestershire WR14 1HW. Tel: 01684 562158; e-mail: support@gamzuk.com ; Website: www.gamzuk.com

Gatehouse Books Ltd
Offers books and software for beginning readers including beginner reader's sets, CD-ROM readers and dual language books. Hulme A.E. Centre, Stretford Road, Manchester M15 5FQ. Tel: 0161 226 7152; Fax 0161 868 0351; e-mail: office@gatehousebooks.org.uk ; Website: www.gatehousebooks.org.uk
IANSYST Ltd (specialist in dyslexia – hardware and software)
Fen House, Fen Road, Cambridge CB4 1UN. Tel: 01223 420101;
Website: www.dyslexic.com

IBM Via Voice
Speech-recognition software – generally available.

Inclusive Writer
Converts words to images and sound, acting as a speech synthesiser. Available from Inclusive Technology Ltd, Gatehead Business Park, Delph New Road, Delph, Oldham OL3 5BX. Tel: 01457 819790; Fax: 01457 819799; e-mail: inclusive@inclusive.co.uk ; Website: www.inclusive.co.uk

Inspirations
Mind-mapping software helping learners learn how to organise and prioritise information and thoughts. Available from Don Johnston, 1819 Clarendon Ct., Calver Road, Winwick Quay, Warrington, Cheshire WA2 8QB.
E-mail: info@donjohnston.co.uk ; Website: www.donjohnston.co.uk

Jaws
Screen-reading, speech-recognition software allowing the user to assign custom text labels to almost any HTML element. Now available to properly synchronise Braille with speech on Web pages, providing complete support for the next generation of Focus refreshable Braille displays. Available from Sight and Sound, Qantel House, Anglia Way, Moulton Park, Northampton NN3 6JA. Tel: 0845 634 7979; e-mail: sales@sightandsound.co.uk ; Website: www.sightandsound.co.uk

Joystick Plus II
Has buttons that control, click, drag horizontal/vertical movement and five different speeds. Available from Don Johnston, 1819 Clarendon Ct., Calver Road, Winwick Quay, Warrington, Cheshire WA2 8QB. E-mail: info@donjohnston.co.uk; Website: www.donjohnston.co.uk

Keyboards and Keyguards
Keyboard adaptations for pupils with physical disabilities. Available from Don Johnston, 1819 Clarendon Ct., Calver Road, Winwick Quay, Warrington, Cheshire WA2 8QB. Email: info@donjohnston.co.uk ; Website: www.donjohnston.co.uk

Keystone
Speech-output software, used in conjunction with Dragon Dictate. Available from Words Worldwide Ltd, Ash House, Bell Villas, Ponteland, Newcastle upon Tyne NE20 9BE. Tel: 01661 860999; Fax: 01661 822777; e-mail: info@keyspell.com ; website: www.keyspell.com

Kurzweil 1000
Software offering state-of-the-art synthetic speech options, scanning optimisation, writing and editing tools and much more. Available from Sight and Sound, Qantel House, Anglia Way, Moulton Park, Northampton NN3 6JA. Tel: 01604 79807;
e-mail: sales@sightandsound.co.uk ; Website: www.sightandsound.co.uk

Kurzweil 3000
Premier reading, writing and learning software solution for struggling learners. Recognised as the most comprehensive and integrated solution for addressing

language and literacy difficulties. Available from Sight and Sound, Qantel House, Anglia Way, Moulton Park, Northampton NN3 6JA. Tel: 01604 79807; e-mail: sales@sightandsound.co.uk ; Website: www.sightandsound.co.uk

Learning Development Aids (LDA)
Aware House, Duke Street, Wisbech, Cambridgeshire, PE13 2AE. Tel: 0845 120 4776; e-mail: enquiries@guide-information.org.uk ; Website: www.ldalearning.com

Oxford Reading Pen II
Word support without interrupting reading. Available from Don Johnston, 1819 Clarendon Ct., Calver Road, Winwich Quay, Warrington, Cheshire WA2 8 QB. E-mail: info@donjohnston.co.uk ; Website: www.donjohnston.co.uk

Out and About 1
Suitable for non-readers and designed to help teach life skills to the older learner with learning difficulties. Available from One Stop Education. Tel: 0845 6021937; e-mail: info@onestopeducation.co.uk ; Website: www.onestopeducation.co.uk

QuickLink Pen
Handheld text scanner for easy and efficient note-taking. Available from Don Johnston, 1819 Clarendon Ct., Calver Road, Winwich Quay, Warrington, Cheshire WA2 8QB. E-mail: info@donjohnston.co.uk ; Website: www.donjohnston.co.uk

Read-e
Free download, text-to-speech, assistive software solutions for users with dyslexia, impaired vision and similar reading difficulties. Available from Artificial Relevance, Flat 3, 133a Torrington Park, Finchley, London N12 9AN. Tel: 0800 8496760.

Rollerball II
A model for both Windows and Macintosh containing new coloured buttons for click and drag, similar to a mouse. Available from Don Johnston, 1819 Clarendon Ct., Calver Road, Winwich Quay, Warrington, Cheshire WA2 8 QB. E-mail: info@donjohnston.co.uk ; Website: www.donjohnston.co.uk

Roller Joystick II
Functions like a standard joystick with new coloured buttons for click and drag. Available from Don Johnston, 1819 Clarendon Ct., Calver Road, Winwich Quay, Warrington, Cheshire WA2 8QB. E-mail: info@donjohnston.co.uk ; Website: www.donjohnston.co.uk

Roller Plus II
A controller with buttons for click, double click, drag horizontal/vertical movement and cursor speed controls. Available from Don Johnston, 1819 Clarendon Ct., Calver Road, Winwich Quay, Warrington, Cheshire WA2 8QB. E-mail: info@donjohnston.co.uk ; Website: www.donjohnston.co.uk

SEMERC (Granada Learning)
Also carries lower case alphabetic key caps. The Chiswick Centre, 414 Chiswick High Road, London W4 5TF. Tel: 020 8996 3333; e-mail: info@semerc.com ; Website: www.semerc.com

Slideshow Builder
Presentations software from Cambridge Training and Development, Lincoln House, The Paddocks, 347 Cherry Hinton Road, Cambridge, CB1 8DH. Tel: 01223 470480; Fax: 01223 470481; e-mail: postcentre@ctad.co.uk ; Website: www.ctad.co.uk

SOLO
An integrated solution that allows teachers to present age-level curriculum to learners of different abilities with guided support for reading comprehension and structured models for writing. Available from Don Johnston, 1819 Clarendon Ct., Calver Road, Winwich Quay, Warrington, Cheshire WA2 8QB. E-mail: info@donjohnston.co.uk ; Website: www.donjohnston.co.uk

Starspell 2.2
Software designed to help individuals who are learning to spell. Available from Inclusive Technology Ltd, Gatehead Business Park, Delph New Road, Delph, Oldham OL3 5BX. Tel: 01457 819790; Fax: 01457 819799; e-mail: inclusive@inclusive.co.uk ; Website: www.inclusive.co.uk

Start-to-Finish Books
Books in three formats: computer, paperback and audiocassette, age appropriate to age 18. Available from Don Johnston, 1819 Clarendon Ct., Calver Road, Winwich Quay, Warrington, Cheshire WA2 8 QB. Email: info@donjohnston.co.uk; Website: www.donjohnston.co.uk

Supernova
A magnification programme. Available from Dolphin Computer Access, Technology House, Blackpole Estate West, Worcester WR3 8TJ. Tel: 0845 130 5353; Fax: 01905 754559; e-mail: info@dolphinuk.co.uk ; Website: www.dolphinuk.co.uk

Symbols 2000
A language, literacy and communication tool that uses symbols to help people read and write. An open-ended word and symbol processor that automatically illustrates words as you type. Available from Widget, 124 Cambridge Science Park, Milton Road, Cambridge, CB4 0ZS. Tel: 01223 425558; Fax: 01223 425349; e-mail: info@widgit.com; Website: www.widgit.com

Techno-Vision Systems
Contains products and services for blind and visually impaired people. 76 Bunting Road Ind. Est., Northampton, NN2 6EE. Tel: 01604 792777; e-mail: info@techno-vision.co.uk ; Website: www.techno-vision.co.uk

textHELP! Read and Write
Adds speech output, word prediction and spell-check facility to most Windows programs. Available from textHELP Systems Ltd, Enkalon Business Centre, 25 Randalstown Road, Antrim, Co. Antrim BT41 4LJ. Tel: 028 9442 8105; Email: info@texthelp.com ; Website: www.texthelp.com

Touch-type, Read and Spell
Available from P. Alexandre, PO Box 535, Bromley, Kent BR1 2YF. Tel: 020 8464 1330.

Tracker One
A device available for pupils unable to use a standard mouse. Available from Don Johnston, 1819 Clarendon Ct., Calver Road, Winwich Quay, Warrington, Cheshire WA2 8 QB. E-mail: info@donjohnston.co.uk ; Website: www.donjohnston.co.uk

Units of Sound Multimedia
A structured program teaching reading and spelling, linking visual and auditory patterns. Available from Dyslexia Institute, Park House, Wick Road, Egham, Surrey, TW20 0HH. Tel: 017842 22300; e-mail: www.dyslexia-inst.org.uk

Websites That Work!
A Web accessibility initiative film, in association with the RNIB, the Sensory Disabilities Research Unit and Pacifica Films. Available from RNIB, 105 Judd Street, London WC1H 9NE. Tel: 020 7388 1266; e-mail: helpline@rnib.org.uk ; Website: www.rnib.org.uk

Wordswork
An interactive CD-ROM with both basic and advanced study skills, based on the learning styles approach. Available from Alphabetics Ltd, 10 Beacon Hill, London N7 9LY. Tel: 020 7687 1341; Fax: 020 7687 1341; e-mail: ellen@wordswork.co.uk ; Website: www.wordswork.co.uk

Wordbar
Contains word and phrase grids that learner can use to insert text and hear words. Available at Crick Software Ltd, Crick House, Boarden Close, Moulton Park, Northampton NN3 6LF. Tel: 01604 671691; Fax: 01604 671692; e-mail: info@cricksoft.com ; Website: www.cricksoft.com

Words Worldwide Ltd
Ash House, Bell Villas, Ponteland, Newcastle upon Tyne NE20 9BE. Tel: 01661 860999; Fax: 01661 822777; e-mail: info@keyspell.com ; Website: www.keyspell.com

Write:Outloud
An easy-to-use word processor that gives immediate speech feedback as pupils type words, sentences and paragraphs. Available from Don Johnston, 1819

Clarendon Ct., Calver Road, Winwich Quay, Warrington, Cheshire WA2 8 QB.
E-mail: info@donjohnston.co.uk ; Website: www.donjohnston.co.uk

X to Y on the DLR
CD-ROM containing different modules and exercises, including teacher's notes and worksheets for each module. This software contributes to the improvement of adult basic skills of residents in the Docklands Light Railway (DLR) area of London.

Appendix C: Useful organisations and Websites

General

AbilityNet
The UK's leading charity brings the benefits of computer technology to adults and children with disabilities. Website: www.abilitynet.co.uk

Accessibility of Online Materials Project (Aberdeen University)
Funded by Scottish Enterprise Grampian, this project provides an interpretation of various Web accessibility guidelines as easy-to-understand checklists and tips. Website: www.abdn.ac.uk/diss/ltu/accessibility

Artsline
A telephone and advice service for disabled people about all aspects of access to arts and entertainment activities in London. Tel: 020 7388 2227; Website: www.artslineonline.com

Basic Skills Agency
Commonwealth House, 1–19 New Oxford Street, London WC1A 1NU. Tel: 020 7405 4017; Website: www.basic-skills.co.uk

BASIL
National project to support tutors and others who are helping adults with learning difficulties and/or disabilities to develop literacy and numeracy skills. Website www.ctad.co.uk/basil

Bobby
A tool to identify changes needed to improve the accessibility of Web pages, developed by the Centre for Applied Special Technology (CAST). Website: www.cast.org/bobby and www.inclusive.co.uk

British Educational Communications and Technology Agency (Becta)
Becta has results of government-funded research on the use of ICT to support learners with disabilities and learning difficulties.
Milburn Hill Road, Science Park, Coventry CV4 7JJ. Tel: 0247 641 6994; Fax: 0247 641 1418; Website: www.becta.org.uk or www.ferl.becta.org.uk

Cambridge Training and Development Ltd
Lincoln House, The Paddocks, 347 Cherry Hinton Road, Cambridge CB1 8DH.
Tel: 01223 470480; Fax: 01223 470481; e-mail: postcentre@ctad.co.uk ;
Website: www.ctad.co.uk

Chinese Resource Centre
Assists the Chinese community to access mainstream health services through
linkage with interpreters, registration with GPs, health promotion and other
preventative work. 29–30 Soho Square, London W1V 5DH. Tel: 020 7287 0904.

Department for Education and skills
Further information about *Skills for Life* can be found at
www.dfes.gov.uk/readwriteplus

Greater London Action on Disability (GLAD)
An organisation controlled by its members, working together to help ensure
London is thoroughly accessible to individuals with all different types of
disabilities. Website: www.glad.org.uk

Learning and Skills Development Agency
Regent Arcade House, 19–25 Argyll Street, London W1F 7LS. Tel: 020 7297
9000; e-mail: enquiries@LSDA.org.uk ; Website: www.lsda.org.uk

London Action Trust (LAT)
A charity which works to break the cycle of offending and so create safer
communities in Greater London. 88 Clapham Road, London SW9 0JT. Tel: 020
7793 0842; Website: www.lat.org.uk

National Institute of Adult Continuing Education (NIACE)
21 De Montfort Street, Leicester LE1 7GE. Email: enquiries@niace.org.uk
Website: www.niace.org.uk

Skill (National Bureau for Students with Disabilities)
A national charity promoting opportunities for young people and adults with any
kind of disability in post-16 education, training and employment across the UK.
Chapter House, 18–20 Crucifix Lane, London SE1 3JW. Tel: 020 7450 0650;
Website: www.skill.org.uk ; e-mail: skill@skill.org.uk

Solutions for Humans
Strives to improve the human condition in lasting ways by using innovative
technology and resources. A premier source of solutions for individuals and
organisations addressing sight loss, physical impairment, ergonomic issues,
communication and hearing disorders. Website: www.sforh.com/blindness-
all.html

Teachability
Promotes the creation of an accessible curriculum for students with disabilities by making information publications for academic staff freely available. Website: www.teachability.strath.ac.uk

W3C (World Wide Web Consortium) WAI (Web Accessibility Initiative)
The W3C's Web Accessibility Initiative, in coordination with organisations around the world, pursues accessibility of the Web through five primary areas of work: technology, guidelines, tools, education and outreach, and research and development. Website: www.w3.org/WAI

People who are deaf or hearing impaired

British Deaf Association
An organisation offering information, resources and activities that have been created to introduce, encourage and enhance the learning of British Sign Language. Tel: 0800 6522 965; Fax: 020 7588 3527; e-mail: helpline@bda.org.uk ; Website: www.learntosign.org.uk

City Lit Centre for Deaf People
Keeley Street, London WC2B 4BA. Tel: 020 7492 2600; Fax: 020 7492 2735; Website: www.citylit.ac.uk

Hearing Voices Network
A survivors-run organisation that offers information, support and understanding to people who hear voices and those who support them. The network also raises awareness of voice hearing, visions and other sensory experiences. 91 Oldham Street, Manchester, M4 1LW. Tel: 0161 834 5768; Website: www.hearing-voices.org

Royal National Institute of the Deaf (RNID)
Provides a range of services for deaf and hard of hearing people, in addition to those in the field of deafness and hearing loss. Offers sign language interpreters, lip-speakers or any other communication service; also provides specialist, high quality care and support for deaf and deaf-blind people with additional special needs. 19–23 Featherstone Street, London EC1Y 8SL. Tel: 020 7296 8000; Website: www.rnid.org.uk ; e-mail: informationline@rnid.org.uk

Sense Scotland
A leader in the field of communication and innovative support services for people who are marginalised because of challenging behaviour, health care issues and the complexity of their support needs. A significant provider of services that also engages in policy development for children and adults with complex support needs because of deaf-blindness or sensory impairment, learning disability or physical disability. 43 Middlesex Street, Kinning Park, Glasgow G41 1EE. E-mail: info@sensescotland.org.uk ; Website: www.sensescotland.org.uk

People who are blind or visually impaired

Cerium Visual Technologies
Provides a list of specialist optometrists and a kit of overlays with instructions for screening. Cerium Technology Park, Tenteren, Kent TN30 7DE. Tel: 01580 765211; Fax: 01580 765573; Website: www.ceriumvistech.co.uk

Irlen Centres UK
Gives information on the Irlen syndrome and its symptoms. Explains details of Irlen Centres in most regions of England where diagnosis and treatment can be obtained. Email: enquiries@irlen.co.uk ; Website: www.irlen.co.uk

National Blind Children's Society
Bradbury House, 33–34 Market Street, Highbridge, Somerset, TA8 2BA. Tel: 01278 764 764; e-mail: Enquiries@nbcs.org.uk ; Website: www.nbcs.org.uk

Royal National Institute of the Blind (RNIB)
Helps people with sight problems, not just by using Braille, talking books and computer training, but with imaginative and practical solutions to everyday challenges fighting for equal rights for people with sight problems. RNIB has a range of products available, including a talking book service providing audio books for listening at home and magazines available in Braille, large print, on audiotape, email and by disc. RNIB also has the facility for people to borrow videos on a wide range of topics, including deaf-blind children.105 Judd Street, London WC1H 9NE. Tel: 020 7388 1266; e-mail: helpline@rnib.org.uk ; Website: www.rnib.org.uk

People who have mental health difficulties

General

The Arbours Association
Intensive psychotherapy and residential services. 6 Church Lane, London N8 7BU. Tel. 020 8340 7646; Website: www.arboursassociation.org

British Association for Behavioural and Cognitive Psychotherapies (BABCP)
Details of accredited therapists. The Globe Centre, PO Box 9, Accrington BB5 0XB, Tel: 01254 875 2777; Fax: 01254 239 114; e-mail: babcp@babcp.com ; Website: www.babcp.com

British Association for Counselling and Psychotherapy (BACP)
BACP House, 35–37 Albert Street, Rugby CV21 2SG. Tel: 0870 443 5252; Website: www.bacp.co.uk

Carers UK
Information and advice on all aspects of caring. 20–25 Glasshouse Yard, London EC1A 4JT. Tel: 020 7490 8818; Website: www.carersonline.org.uk

DrugScope
Information and resources. 32–36 Loman Street, London SE1 0EE. Tel. 020 7928 1211; Website: www.drugscope.org.uk

Family Reunion Services, British Red Cross Society
Helps to trace family members who have become separated due to war or disaster. 9 Grosvenor Crescent London SWX 7EJ. Tel. 020 7235 5454; Website: www.redcross.org.uk/trace

First Person Plural
Survivor-led organisation for dissociative survivors and their allies. PO Box 2537, Wolverhampton WV4 4ZL. E-mail: fpp@firstpersonplural.org.uk ; Website: www.firstpersonplural.org.uk

Hearing Voices Network
User network information about strategies and support groups. 91 Oldham Street, Manchester M4 1LW. Tel. 0161 834 5768; Website: www.hearing-voices.org

Mental Health Foundation
7th Floor, 83 Victoria Street, London SW1H 0HW. Tel. 020 7802 0300; e-mail: mhf@mhf.org.uk ; Website: www.mentalhealth.org.uk (www.mhtn.org is a site designated to support mental health trainers delivering mental health education and training across the range of service and educational settings).

Mind (National Association for Mental Health)
15–19 Broadway, London E15 4BQ. Tel: 020 8519 2122; Fax: 020 8522 1725; e-mail: contact@mind.org.uk ; Website: www.mind.org.uk

Minority Ethnic Health Inclusion Project (MEHIP)
Links minority ethnic individuals and communities with health services to improve the accessibility and appropriateness of services across Lothian. Linkworkers, contact: Sana Sadollah, Refugee Linkworker, MEHIP, Springwell House, Ardmillan Terrace, Edinburgh, EH11 2JL. Tel. 0131 537 7561.

NAFSIYAT
Provides counselling and therapy to people from black and minority ethnic communities, also provides counselling for families, individuals and children. 278 Seven Sisters Road, London N4 2HY. Tel. 020 7263 4130.

National Institute for Clinical Excellence (NICE)
Publishes guidelines for good practice. 71 High Holborn, London WC1V 6NA. Tel: 020 7067 5800; Website: www.nice.org.uk

National Institute for Mental Health in England (NIMHE)
Responsible for supporting the implementation of positive change in mental health and mental health services. The largest of NIMHE's programmes is the

Black and Minority Ethnic Mental Health programme, reflecting the priority of BME issues within mental health services and outside of those services. Room 8E 46, Quarry House, Quarry Hill, Leeds LS2 7UE. Tel: 0113 254 5127; e-mail: ask@nimhe.org.uk ; Website: www.nimhe.org.uk

Rethink
For anyone affected by severe mental illness. 28 Castle Street, Kingston upon Thames, Surrey KT1 1SS. Tel: 0845 456 0455; Website: www.rethink.org

SAHELIYA
A black/minority ethnic women's health project providing a safe and confidential service which supports the mental health and well-being of women in Edinburgh. 10 Union Street, Edinburgh EH1 3LU. Tel: 020 7556 9302.

Samaritans
The Upper Mill, Kingston Road, Ewell, Surrey KT17 2AF. Helpline: 08457 90 91 92; Website: www.samaritans.org

Somali Counselling Service
The bilingual counsellor is trained in several techniques, including cognitive behavioural therapy, and psychodynamic and systemic family therapy techniques, using these in ways appropriate for the Somali community with whom she works. The counsellor has written leaflets in Somali on psychological health issues. She carries out training for health workers and gives information and education on health issues relevant to Somali people. Tower Hamlets Contact: Amina Hassan, Steels Lane Health Centre, 384 Commercial Road, London E1. Tel. 020 7790 7171; e-mail: amina.hassan@thpct.nhs.uk

Somali Welfare Association
Work is focused on welfare benefits advice, housing, health, education and employment. The Association undertakes outreach work with elderly, disabled and mentally ill clients. Canalside House, 383 Ladbroke Grove, London W10 5AA. Tel: 020 7968 1195.

STAND
Aims to provide scientifically based information accessible to the general public. Website: www.depression.org.uk

Talk to Frank
Advice, information and support on substance misuse. Email: frank@talktofrank.com ; Website: www.talktofrank.com

Turning Point
Social care organisation. New Loom House, 101 Backchurch Lane, London E1 1LU. Tel: 020 7702 2300; Website: www.turning-point.co.uk

United Kingdom Council for Psychotherapy (UKCP)
167–169 Great Portland Street, London W1W 5PF. Tel: 020 7436 3002; Website:
www.psychotherapy.org.uk

Victim Support
Independent charity providing free confidential support to victims of crime.
Cranmer House, 39 Brixton Road, London SW9 6DZ. Helpline: 0845 303 0900.

Addiction and dependency

Addiction Recovery Foundation
Responds to the needs of people suffering from addictive disorders and works in
partnership to improve the standards of, and access to, treatment and related
services. 122A Wilton Road London, SW1V 1JZ. Tel: 020 7233 5333;
e-mail: enquiries@addictiontoday.org ; Website: www.arfanswers.org

Addiction Today
A publication of the Addiction Recovery Foundation program offering a free list
of treatment centres. 122A Wilton Road, London, SW1V 1JZ. Tel: 020 7233
5333; e-mail: enquiries@addictiontoday.org ; Website: www.addictiontoday.org

Alcohol Concern
The national agency on alcohol misuse. Waterbridge House, 32–36 Loman
Street, London SE1 0EE. Tel: 020 7928 7377; Website:
www.alcoholconcern.org.uk

Alcoholics Anonymous
A support group. PO Box 1, Stonebow House, Stonebow, York YO1 7NJ. Tel:
0845 769 7555; Website: www.alcoholics-anonymous.org.uk

British Association for Counselling and Psychotherapy (BACP)
BACP House, 35–37 Albert Street, Rugby CV21 2SG. Tel: 0870 443 5252;
Website: www.bacp.co.uk

DrugScope
Information and resources. 32–36 Loman Street, London SE1 0EE. Tel. 020 7928
1211; Website: www.drugscope.org.uk

Talk to Frank
Advice, information and support on substance misuse. Email:
frank@talktofrank.com ; Website: www.talktofrank.com

Turning Point
Social care organisation. New Loom House, 101 Backchurch Lane, London E1
1LU. Tel: 020 7702 2300; Website: www.turning-point.co.uk

United Kingdom Council for Psychotherapy (UKCP)
167–169 Great Portland Street, London W1W 5PF. Tel: 020 7436 3002; Website: www.psychotherapy.org.uk

Anxiety

Anxiety Care
Helps people to recover from anxiety disorders. Cardinal Heenan Centre, 326 High Road, Ilford, Essex IG1 1QP. Tel: 020 8262 8891/2; Helpline: 020 8478 3400; Website: www.anxietycare.org.uk

British Association for Behavioural and Cognitive Psychotherapies (BABCP)
Details of accredited therapists. The Globe Centre, PO Box 9, Accrington BB5 0XB, Tel: 01254 875 2777; Fax: 01254 239 114; e-mail: babcp@babcp.com ; Website: www.babcp.com

First Steps to Freedom
Offers help to those who suffer from anxiety problems. 1 Taylor Close, Kenilworth, CV8 2LW. Helpline: 01926 851 608 or 0845 120 2916; Website: www.first-steps.org

National Phobics Society
Counselling and helpline for those suffering from anxiety disorders (panic attacks, phobias, and so on). Zion CRC, 339 Stretford Road, Manchester, M15 4ZY. Tel: 0870 770 0456; Website: www.phobics-society.org.uk

No Panic
Local groups and one-to-one telephone counselling for anyone affected by anxiety disorders. 93 Brands Farm Way, Telford TF3 2JQ. Helpline: 0808 808 0545; Tel. 01952 590005; Website: www.nopanic.org.uk

Relaxation for Living
Promotes the teaching of relaxation techniques to combat stress, strain, anxiety and tension. 29 Burwood Rak Road, Walton on Thames, Surrey KT12 5LH.

Stress Release
US Website full of information on ways to reduce and treat panic, anxiety, phobia and stress. Website: www.stressrelease.com

Triumph over Phobia
Network of self-help groups run by trained, lay volunteers for people who suffer from phobias or obsessive-compulsive disorder. Box 1831, Bath BA2 4YW. Tel: 01225 330353; Website: www.triumphoverphobia.com

Asylum seekers, refugees and metal health

Bosnian Project (Welcare)
Provides counselling and therapy in a non-direct way. The coordinator is currently seeing refugee children, Bosnian women, a mixed group of elderly clients and a Bosnian youth group. 145 High Road, Willesden, London NW10 2QJ. Tel: 020 7459 2278

The Comfrey Project
Aims to promote mental and physical well-being among refugees and asylum seekers in the West End of Newcastle. Asylum seekers from different countries meet once a week and the emphasis is to create a safe, pleasant and friendly place for people to meet. Clients enjoy the opportunities for learning, freedom, joy, relaxation and meeting new people. C/o The Rights Project, 292 Wingrove Avenue, Newcastle upon Tyne NE4 9AA. Tel: 0191 273 1838.

Healthy Islington
An inter-sectoral agency addressing health inequalities. Has produced a series of generic health needs assessment reports on different communities, receiving funding for a 'Refugees Crisis Intervention Scheme' in 1996. 222 Upper Street, London N1 1XR. E-mail: contact@islington.gov.uk ; Website: www.islington.gov.uk/Health/HealthierIslington

Intercultural Refugee Counselling Project, Camden and Islington NHS Trust
Provides sessional counselling services in a range of primary care settings. Overall service is the provision of sessional counselling in GP practice for anybody who needs it. A14 Archway Wing, Whittington Hospital, Highgate Hill, London N19 5NF. Tel. 020 7530 2350.

Islington Somali Community Association
Counsellor sees mostly young people, including single mothers having problems bringing their children up, helping with diagnosis in mental health units. 159 Upper Street, London N1 1RE. Tel. 020 7354 9895.

Islington Zairean Refugee Group
Runs a range of front-line services and activities around community development, health and education, and training. Works with people who have mental health problems and families in crisis. 1a Waterlow Road, London N19 5NJ. Tel: 020 7272 6035.

Joint Council for the Welfare of Immigrants
Provides advice and casework. 115 Old Street, London EC1V 9RT. Tel. 020 7251 8708; e-mail: info@jcwi.org.uk ; Website: www.jcwi.org.uk

Latin American Women's Rights Services
Advice is provided in areas such as immigration, health, domestic violence, housing, and so on. A counselling service is also provided. 52–54 Featherstone Street, London EC1Y. Tel: 020 7336 0888.

Leeds Asylum Seekers Support Network (LASSN)
LASSN set up a befriending scheme to help to break down isolation and also an 'English at Home' scheme, aimed at people who are unable to access English classes and who would benefit from English tuition at home. Offers training, one-to-one support and supervision, and a monthly support group for all volunteers. Also gives advice on health and safety and guidelines on boundaries, in order to prevent over commitment and potential burnout. Contact: Gill Gibbons, 233–237 Roundhay Road, Leeds LS8 4HS. Tel: 0113 380 5690; e-mail: lassn@lassn.org.uk

Medical Foundation for the Care of Victims of Torture
Provides services for survivors of torture and other forms of organised violence and their families, providing case work, counselling, advice regarding welfare rights, physical and mental health care, individual and group therapy, physiotherapy and complementary therapy, family therapy and child and adolescent psychotherapy. Care is provided for individuals, for families and in groups. 96–98 Grafton Road, London NW5 3EJ. Tel. 020 7813 7777; e-mail: clinical@torturecare.org.uk ; Website: www.torturecare.org.uk

Medical Foundation for Victims of Torture
Provides social and emotional support. Client group comprises political refugees with a history of torture. The counselling is very much linked in with practical and social help. 96 Grafton Road, London NW5 3EJ. Tel. 020 7813 7777.

Refugee Action – The Bosnian Project
Mostly involved with clients during their resettlement period responding to mental health needs. 240a Clapham Road, London SW9 0PZ. Tel: 020 7735 5361.

Refugee and Asylum Seeker Participatory Action Research (RAPAR)
Bringing together health, social services, education, youth and leisure series, housing, community safety, community development workers, advocacy agencies, church groups, the police, local residents' groups and the Red Cross. Current work is focusing on issues of communication, mental well-being, community gynaecology, group health promotion, community safety and employment opportunities. C/o Faith and Justice Commission, Cathedral House, 250 Chapel St, Salford M3 5LL. Contact: Cath Maffia: 0161 212 4452 and Rhetta Moran: 0161 295 5277.

Refugee Council
Provides information, support and advice. It lobbies the government to improve services to refugees. Head Office, 240–250 Ferndale Road, London SW9 8BB. Advice Line: 020 7346 6777; Website: www.refugeecouncil.org.uk

Refugee Education and Employment Advisory
Gives advice on education, training and employment for asylum seekers and refugees. 14 Dufferin St, London EC1Y 8PD. Tel: 020 7426 5800; Email: retas@wusuk.org ; Website: www.wusuk.org

Refugee Outreach Team, Lambeth, Southwark and Lewisham Health Authority
Aims to work with refugees and asylum seekers, particularly new arrivals to the UK. Also aims to improve access to health services as well as the quality of services offered to refugees living in Lambeth, Southwark and Lewisham. Outreach Team 1, Lower Marsh, London SE1 7NT. Tel: 020 7716 7000.

Refugee Public Nurse Health Specialist, Barking, Havering and Brentwood Health Authority
Creates contacts with newly arrived refugees, helps with initial health assessment arrangements and links them into different services as required. Gascoigne Road, Barking. Tel: 020 7594 2242.

Refugee Support Centre
Provides specialist multilingual counselling and psychotherapy service for refugees and asylum seekers and promotes awareness of their psychological needs. 47 South Lambeth Road, London SW8 1RH. Tel: 020 7820 3606.

Refugee Support Project
Willesden Centre for Psychological Treatment. Involves a broad definition of mental health work and provides a holistic service including asylum information, housing advice, welfare benefits advice, and so on. Willesden Centre for Psychological Treatment, Willesden Hospital, London NW11 7BY. Tel: 020 7451 0030.

Refugee Women's Resource Project
Provides advocacy on the rights of refugees and advice on individual asylum claims, legal advice and representation, outreach work, research, publicity and campaigning, sharing expertise and promoting good practice. Current work is looking at the issue of domestic violence. Asylum Aid, 28 Commercial Street, London E1 6LS. Tel: 020 7377 5123; e-mail: info@asylumaid.org.uk ; Website: www.asylumaid.org.uk

The Sanctuary Practice for asylum seekers and refugees
Located in Hackney, providing health care to asylum seekers living in emergency accommodation, prior to dispersal. Working closely with interpreters and advocates, the Practice will assess asylum seekers' health needs, provide appropriate screening and ensure this information is passed on to practices in dispersal areas where they subsequently register. The practice will develop strong partnerships with local voluntary sector organisations, which play an important role in the health and social care of refugees. Contact: Valerie John-Charles/Dr Angela Burnett, John Scott Health Centre, Green Lanes, N4 2NU. Tel: 020 8210 3766; Fax: 020 8210 3769; e-mail: a.c.burnett@qmul.ac.uk

Tavistock Clinic Refugee Services
Tavistock and Portman NHS Trust. Has a developed training centre for post-graduate students in psycho-therapeutic techniques. Child and Family Department, 120 Belsize Lane, London NW3 5BA. Tel: 020 7435 7111.

The Three Boroughs Team, Lambeth, Southwark and Lewisham
The Refugee Clinical, Refugee Health, and Homeless Teams have developed a model of working which fills many of the gaps in the provision of information and awareness-raising to refugees and asylum seekers, agencies which work with them and health practitioners. Tel: 020 7411 5689 (Clinical Team); 020 7414 1507 (Health Team).

Waltham Forest Refugee Mental Health Project
A needs assessment was conducted with local refugee community groups, individuals and support organisations. Main difficulties and concerns were: isolation/cultural bereavement; boredom/confounding of expectations of life in the UK; residual effects of traumatic events, physical illness, risk of substance abuse connected with worry, sleeping difficulties or boredom and suicide. Contact: Kate Thompson, Refugee Support Psychologist, Larkswood Centre, Thorpe Coombe Hospital, Forest Road, London E17 3HP. Tel: 020 8520 8971; Fax: 020 8535 6850.

Bereavement

British Association for Counselling and Psychotherapy (BACP)
BACP House, 35–37 Albert Street, Rugby CV21 2SG. Tel: 0870 443 5252; Website: www.bacp.co.uk

Child Death Support Helpline
c/o Great Ormond Street Hospital, Great Ormond Street, London WC1N 3JH. Helpline: 0800 282 986; Website: www.childdeathhelpline.org.uk

Compassionate Friends
Support for bereaved parents. 53 North Street, Bristol BS3 1EN. Helpline: 0845 123 2304; Website: www.tcf.org.uk

Cruse Bereavement Care
Advice to anyone who has been affected by a death. Cruse House, 126 Sheen Road, Richmond, Surrey TW9 1UR. Helpline: 0870 167 1677; Website: www.crusebereavementcare.org.uk

National Association of Widows
Offers widow-to-widow support, comfort and advice. 48 Queens Road, Coventry CV1 3EH. Tel. 02476 634 848; Website: www.nawidows.org.uk

Survivors of Bereavement by Suicide (SOBS)
A self-help, voluntary organisation. Volserve House, 14–19 West Bar Green, Sheffield S1 2DA. Helpline: 0870 241 3337; Website: www.uk-sobs.org.uk

Depression

British Association for Behavioural and Cognitive Psychotherapies (BABCP)
Details of accredited therapists. The Globe Centre, PO Box 9, Accrington BB5 0XB, Tel: 01254 875 2777; Fax: 01254 239 114; e-mail: babcp@babcp.com ; Website: www.babcp.com

British Association for Counselling and Psychotherapy (BACP)
BACP House, 35–37 Albert Street, Rugby CV21 2SG. Tel: 0870 443 5252;
Website: www.bacp.co.uk

Depression Alliance
Information, support and understanding to anyone affected by depression. 35
Westminster Bridge Raod, London SE1 7JB. Helpline: 0845 123 23 20; Tel: 020
7633 0556; Website: www.depressionalliance.org

The Fellowship of Depressives Anonymous
Self-help organisation run by and for people who suffer with depression.
Box FDA, Self-Help Nottingham, Ormiston House, 32–36 Pelham Street,
Nottingham NG1 2EG. Tel: 0870 774 4320; Website: www.depressionanon.co.uk

Samaritans
The Upper Mill, Kingston Road, Ewell, Surrey KT17 2AF. Helpline: 08457 90 91
92; Website: www.samaritans.org

Obsessive-compulsive disorder

British Association for Behavioural and Cognitive Psychotherapies (BABCP)
Details of accredited therapists. The Globe Centre, PO Box 9, Accrington BB5
0XB, Tel: 01254 875 2777; Fax: 01254 239 114; e-mail: babcp@babcp.com ;
Website: www.babcp.com

British Association for Counselling and Psychotherapy (BACP)
BACP House, 35–37 Albert Street, Rugby CV21 2SG. Tel: 0870 443 5252;
Website: www.bacp.co.uk

First Steps to Freedom
Offers help to those who suffer from anxiety problems. 1 Taylor Close,
Kenilworth, CV8 2LW. Helpline: 01926 851 608 or 0845 120 2916; Website:
www.first-steps.org

OCD Action
Specifically for sufferers of obsessive-compulsive disorder (OCD). Aberdeen
Centre, 22–24, Highbury Grove, London N5 2EA. Tel: 020 7226 4000; Website:
www.ocdaction.org.uk

Post-traumatic stress disorder

ASSIST (Assistance Support and Self-help in Surviving Trauma)
Support, understanding and counselling for people experiencing post-traumatic
stress disorder (PTSD), their families and carers. 11 Albert Street, Warwickshire
CV21 2QE. Helpline: 01788 560 800; Tel: 01788 551 919;
e-mail: assist@traumatic-stress.freeserve.co.uk

Traumatic Stress Clinic
Bosnian Project, recruits people from Somali and Kurdish communities who have newly arrived and have the skills, but not necessarily the registered qualifications to practice. Provides specialised multi-professional NHS mental health services for adults, children and families in this country as refugees or asylum seekers. Assessments include individual and family assessment and therapy services. 73 Charlotte Street, London W1P 1LB. Tel: 020 7530 3666; e-mail: refugee@traumaclinic.org.uk ; Website: www.traumaclinic.org.uk

Traumatic Stress Service
Focuses on treating victims of violence. Services offered include assessment, consultation and treatment in a variety of settings. Clare House, St George's Hospital, Blackshaw Road, London SW17 0QT. Tel: 020 7672 1255.

Victim Support
Independent charity providing free confidential support to victims of crime. Cranmer House, 39 Brixton Road, London SW9 6DZ. Helpline: 0845 303 0900.

Schizophrenia

The Arbours Association
Intensive psychotherapy and residential services. 6 Church Lane, London N8 7BU. Tel. 020 8340 7646; Website: www.arboursassociation.org

Carers UK
Information and advice on all aspects of caring. 20–25 Glasshouse Yard, London EC1A 4JT. Tel: 020 7490 8818; Website: www.carersonline.org.uk

Hearing Voices Network
User network information about strategies and support groups. 91 Oldham Street, Manchester M4 1LW. Tel. 0161 834 5768; Website: www.hearing-voices.org

National Institute for Clinical Excellence (NICE)
Publishes guidelines for good practice. 71 High Holborn, London WC1V 6NA. Tel: 020 7067 5800; Website: www.nice.org.uk

Rethink
For anyone affected by severe mental illness. 28 Castle Street, Kingston upon Thames, Surrey KT1 1SS. Tel: 0845 456 0455; Website: www.rethink.org

United Kingdom Council for Psychotherapy (UKCP)
167–169 Great Portland Street, London W1W 5PF. Tel: 020 7436 3002; Website: www.psychotherapy.org.uk

Welcome packs

Newcastle
Welcome packs explaining how to access health services, information on prescriptions and information on local services have been developed in Newcastle for asylum seekers. Susan Donnelly, specialist health visitor for asylum seekers, 2 Jesmond Road West, Newcastle NE2 4PQ. Tel. 0191 245 7319.

Lambeth, Southwark and Lewisham
Welcome packs include information about local services, and are available in French, Somali, Chinese, Farsi, Amharic, Spanish, Tamil, Arabic, Russian, Kurdish, Turkish and Albanian. Refugee Health Team, Carmen Rojas, Team Leader, Masters House, Dugard Way, London SE11 4TH. Tel: 020 7414 1507; e-mail: Carmen.Rojas-Jaimes@chsltr.sthames.nhs.uk

British Red Cross Information Pack for Newly Arrived Refugees
Aimed particularly at refugees in the London area, but may be useful for other areas in the UK. Topics include sources of help and advice for refugees, rights to basic services like health and education and how to access these services. Available in English, French, Spanish, Farsi, Kurdish, Somali and Russian. The Red Cross Refugee Orientation volunteers carry out home visits and help with accessing services and provision of clothing, kitchen utensils, bedding, dictionaries, and so on. Refugee Unit, British Red Cross London Branch, 54 Ebury St, London SW1W 0LU. Tel: 020 7730 7674; Fax: 020 7730 5089.

Signposts: Information for asylum seekers and refugees
Covers how to get support, legal representation, health care, housing and education, the political system in the UK, UK laws, making phone calls, travel and shopping. Available in English only. National Information Forum, BT Burne House, Post Point 10/11, Bell Street, London NW1 5BZ. Tel: 020 7402 6681; Fax: 020 7402 1259; e-mail: info@nif.org.uk ; Website: www.nif.org.uk

People with dyslexia and related difficulties

Adult Dyslexia Organisation (ADO)
336 Brixton Road, London SW9 7AA. Helpline: 020 7924 9559; e-mail: dyslexia.hq@dial.pipex.com ; Website: www.futurenet.co.uk/charity/ado/index.html

British Dyslexia Association
98 London Road, Reading, RG1 5AU. Tel: 0118 966 2677; Fax: 0118 935 1927; Helpline: 0118 966 8271; e-mail: admin@bda-dyslexia.demon.co.uk ; Website: www.bdadyslexia.org.uk

Davis Dyslexia Association – UK
Unit 3A, Slaney Place, Headcorn Road, Staplehurst, Kent TN12 0DT. Tel: 0870 013 2945; Fax: 0870 432 0317; e-mail: uk@dyslexia.com ; Website: www.davistraining.co.uk

Dyslexia Institute
133 Gresham Rd, Staines TW18 2AJ. Tel: 01784 463851; e-mail: info@dyslexia-inst.org.uk

Helen Arkell Dyslexia Centre
The oldest established dyslexia centre in the UK, offering advice on every aspect of recognising and supporting dyslexic people. Also provides professional training, short courses and annual conferences to professionals helping individuals with dyslexic problems. Website: www.arkellcentre.org.uk

International Dyslexia Association
Website: www.interdys.org

Institute of Optometry
56–62 Newington Causeway, London SE1 6DS. Tel: 020 7407 4183; Fax: 020 7403 8007; e-mail: admin@ioo.org.uk ; Website: www.ioo.org.uk

People with physical impairments

British Stammering Association
Website: www.stammering.org

Cleft Lip & Palate Association
1st Floor, Green Man Tower, 332 Goswell Road, London EC1V 7LQ. Tel: 020 7833 4883; Website: www.clapa.com

Cleft Lip and Palate Association of Ireland
Very informative factsheets. Website: www.cleft.ie

Scope
Disability organisation focusing on people with cerebral palsy producing a range of publications in different languages. Also offers a helpline that provides support for helpers and trainers. PO Box 833, Milton Keynes MK12 5NY. Tel: 020 7619 7200; Helpline: 0808 800 3333; e-mail: cphelpline@scope.org.uk ; Website: www.scope.org.uk

People with learning difficulties

Makaton
A unique language programme offering a structured, multi-modal approach for the teaching of communication, language and literacy skills. Devised for children and adults with a variety of communication and learning disabilities. Provides computer-based resources as well as core vocabulary signs and symbols. Website: www.makaton.org

MENCAP
Provides support and services to people with a learning disability and their families. Free newsletter also available online. Head Office, 123 Golden Lane, London EC1Y ORT. Tel: 020 7454 0454; e-mail: information@mencap.org.uk ; Website: www.mencap.org.uk

TechDis
Aims to enhance access for those with learning difficulties and/or disabilities, through the use of information and communication technologies. Website: www.techdis.ac.uk

The Foundation for People with Learning Disabilities
Aims to improve the quality of life for people with learning disabilities by conducting research and sharing the findings. The Foundation works with people with learning disabilities and their families to ensure they can use effective services, play a fuller part in communities and society and enjoy equal rights. 84 Victoria Street, London SW1H 0HW. Tel: 020 7802 0300; Fax: 020 7802 0301; e-mail: fpld@fpld.org.uk ; Website: www.learningdisabilities.org.uk

People with autistic spectrum disorders

The National Autistic Society (NAS)
Campaigns for the rights and interests of all people with autism and to ensure that they and their families receive quality services appropriate to their needs. The Website includes information about autism and Asperger syndrome, the NAS and its services and activities. 393 City Road, London, EC1V 1NG. Tel: 020 7833 2299; Fax: 020 7833 9666; e-mail: nas@nas.org.uk ; Website: www.nas.org.uk

Autism West Midlands
Aims to improve the quality of life for people with autistic spectrum disorders and their families by raising awareness of the condition and making provision for the individual needs of people with autistic spectrum disorders. 18 Highfield Road, Edgbaston, Birmingham B15 3DU. Tel: 0121 450 7582; e-mail: info@autismwestmidlands.org.uk ; Website: www.autismwestmidlands.org.uk

Appendix D: General interest

Books

Books Beyond Words series
A series of books where each specially commissioned book actively addresses the problems of understanding that people with learning and communication difficulties may experience. These books can be used by anyone who understands pictures better than words, people with learning or communication difficulties and people for whom English is a second language when an interpreter is not available. Available from: The Royal College of Psychiatrists, Tel: 020 7235 2351.

Barker, P. (1992) *Regeneration*. Penguin.
In Craiglockhart war hospital, Doctor William Rivers attempts to restore the mental health of officers from World War I suffering from post-traumatic stress. When Siegfried Sassoon publishes his declaration of protest against the war, the authorities decide to have him declared mentally unfit and send him to Craiglockhart.

Burke, C. and McDaniel, J. (1993) *A Special Kind of Hero*. Dell Publishing Company, Inc.
As a determined individual with Down's syndrome, Chris Burke became one of America's favourite television personalities when he starred as Corky on the hit television series Life Goes On. This is a story of Chris and his family, explaining their determination over the past several years. Chris has now dedicated his life to helping people with special needs and this book shows the courage and hope that proves Chris's motto: "Obstacles are what you see when you take your eyes off your goal."

Chipmunkapublishing: The Mental Health Publisher
The world's first mental health publisher. Chipmunkapublishing aims to change the way the world thinks about mental health. Ninety-five per cent of their titles are written by people with mental health difficulties. Website: www.chipmunkapublishing.co.uk. Examples of books include:

Irena, Q. (2003) *Love Is A Spider's Web*. e-book.
"An inspirational tale about a wife raising seven children struggling to maintain sanity in a loveless marriage."

McCullimain, R. (2005) *The Dispossessed*
A "narrator's story as she journeys through experiences of mental distress and the mental health system. The book ends on a note of hope and survivor solidarity."

Pegler, J. (2002) *A Can of Madness*
"…one of the most honest autobiographies ever written on manic depression taking you as close to the manic mind as you can possibly get."

Pembroke, L. (2005) *Self Harm, e-book*.
"'Perspectives from Experience'. An anthology of seven stories from real self harmers. This is how they feel. Self harm is harrowing for those who do it and for those who have to stand by and watch while a loved one suffers."

Wealthall, K. (2005) *Little Steps*.
"…reveals there is huge ignorance and lack of understanding surrounding eating disorders. Katherine explains the reality of eating disorders in order to improve this situation."

Dexter, C (1978) *The Silent World of Nicholas Quinn*. Pan.
Inspector Morse story with a deaf academic character.

Gerland, G. (2003) *A Real Person: Life on the Outside*. Souvenir Press.
Gerland was classified as having Asperger's syndrome and this book describes her extremely abusive and violent childhood within an astonishingly dysfunctional family. It also describes the emotional damage done by going undiagnosed until her 20s and having misguided therapy.

Haddon, M. (2003) *The Curious Incident of the Dog in the Night-Time.* Doubleday. At 15, Christopher has Asperger syndrome, allowing him to have a memory like a film. When people ask him to remember something he can simply press rewind, fast forward and pause, similar to a video recorder. Innocent and honest, he sees things logically and interprets the spoken word literally; unfortunately he is unable to recognise the clues that would tell him if someone is being dishonest or devious. As the winner of the Whitbread Book of the Year Award (2003), *The Curious Incident of the Dog in the Night-Time* is highly recommended by distinguished reviewers.

Hale, A (1998) *My World is Not Your World.* Archimedes Press.
A book aiming, through the author's experiences, to help others like herself to be better understood by themselves and those individuals around them. This book discusses the misunderstood disabilities of Asperger's syndrome, dyslexia and autism.

Jackson, N. (2002) *Standing Down Falling Up: Asperger's Syndrome from the Inside Out.* Paul Chapman Educational Publishing.
Offers an honest and open account of the complex difficulties that Jackson has dealt with as an individual with Asperger's syndrome. This book contains personal descriptions and entries of her intensely creative talent while also discussing how it has affected her lifestyle and the people around her.

Lane, H (1989) *When the Mind Hears.* Random House.
A passionate account of the history of deaf people. Vividly conveys the anger and frustration of deaf people who, deprived of their language, become deprived of their rightful heritage.

Lawson, W. (2001) *Understanding and Working with the Spectrum of Autism: An Insider's View.* Jessica Kingsley Publishers.

Rodman, K. (2003) *Asperger's Syndrome and Adults: Is Anyone Listening?* Jessica Kingsley.

Shore, S. (2001) *Beyond the Wall: Personal Experiences with Autism and Asperger Syndrome.* Autism Asperger Publishing Company.
Creatively written in three voices, Shore draws on personal and professional experiences in this highly informative book relating to autism and Asperger syndrome. He includes his frustrations with the educational and medical communities and offers insights for parents, professionals and individuals who have Asperger syndrome.

Sainsbury, C. (2000) *Martian in the Playground: Understanding the Schoolchild with Asperger's Syndrome.* Paul Chapman Educational Publishing.
This book gives a refreshing insight into the lives of people with Asperger's syndrome. It provides an insider's view and is worth considering as essential reading by professionals, academics and the general public interested in autistic spectrum disorders.

Slater-Walker, C. and Slater-Walker, C. (2002) *An Asperger Marriage*. Jessica Kingsley Publishers.
This is an account of a long and still unfinished process of learning to live with a disability that some regard as incompatible with marriage. Charting Chris's background, the history of Gisela and Chris's relationship and the subsequent impact of the diagnosis on their relationship, the first half of the book thoughtfully juxtaposes the two authors' stories and their reactions to Chris's condition. The remainder covers developments within their relationship, and the understanding that has grown between the couple; however, the authors never shirk from describing the difficulties that have arisen.

Rodman, K. (2003) *Asperger Syndrome and Adults... Is Anyone Listening? Essays and Poems by Spouses, Partners and Parents of Adults with Asperger Syndrome*. Jessica Kingsley Publishers.
Provides details of the difficulties faced by people with Asperger syndrome and the emotional problems experienced by those who support them.

Williams, D. (1996) *Autism: An Inside-Out Approach: An Innovative Look at the Mechanics of 'Autism' and its Developmental 'Cousins.'* Jessica Kingsley Publishers.
A book written by an autistic person for people with autism and related disorders, carers and the professionals working with individuals with the disorder. It is a practical handbook to understanding, living and working with autism.

Williams, D. (1992) *Nobody Nowhere*. Random House.
Three autobiographies written by Donna Williams recounting her struggle with autism. She explains how it has affected her life and the way in which she attempts to break through to the other side, which she finds difficult in an unsympathetic, ignorant world that fails to comprehend to her version of normality.

Wright, D. (1990) *Deafness: A Personal Account*. Faber and Faber.
Personal history of a boy who attended deaf schools and became an academic; an excellent history of deaf education.

Films and documentaries

A Beautiful Mind (USA, 2001)
A Beautiful Mind lays out the story of mathematical genius John Forbes Nash Jr. as he enters Princeton, a bright student with a limitless future ahead of him. Nash's achievements and flaws are exposed without portraying mental illness in a clichéd cinematic form. This film helps to show the price paid by people who suffer from schizophrenia and the toll it takes on families and friends.

A Challenging Vision (UK, Royal National Institute for the Blind: 1997, 10 mins)
An RNIB video which challenges misconceptions about blindness and people with sight problems. It also shows some of the ways that RNIB can help people with poor sight. Overall it raises the awareness of life with blindness.

Anna's Story (UK, 1990, 14 mins)
A short film showing a day in the life of Anna, a nine-year-old girl who is blind. She lives the same life as her friends, going to the same school, playing the same games and watching the same television programmes. Sometimes she just does things in different ways and sometimes needs extra help. This film challenges many of the traditional misconceptions held by sighted people. As Anna herself says, "People sometimes fuss about me being blind but it doesn't really matter at all to me. I feel I'm just like everybody else. I'm no different really." (This film is aimed at school children.)

Assume Nothing: Deafblindness – An Introduction (Australia, 1999, 22 mins, WADBA)
In this film, you will meet six clients of the West Australian Deafblind Association, from the very young to adults. The Association's senior officer demonstrates and describes important techniques and approaches that are useful when communicating with individuals with the unique dual sensory disability of deafblindness.

Because (UK, 1999, 25 mins, Dyspel Video
Made by dyslexic offenders from London Action Trust, this is an impressive video about dyslexia and offending. It was publicly launched in September 1999 and has attracted considerable attention from a wide variety of sources.

Blind Faith (Birmingham, 2002)
A parallel is drawn between the story of Miles Hilton-Barber's climb to the summit of Mount Kilimanjaro and the everyday work of rehabilitation workers in restoring confidence to newly diagnosed adults with sight loss.

Children of a Lesser God (USA, 1986, 119 mins)
A film portraying a deaf woman, played by Marlee Matlin who won the Academy Award for Best Actress for this movie. It portrays her as a strong woman who has difficulties deciding if she wants to learn how to speak with her voice despite being deaf. She desperately wants people to accept her for who she is and realises that acceptance from others actually goes both ways when she falls in love. Her choice to learn how to speak helps her as an individual and betters her life.

Deaf Awareness Training Video (UK, 2000, 90 mins)
A video designed for use with the *Now Hear This!* tutors manual and the *Seen to be Heard* pack and is not intended for use as standalone material. The video illustrates those parts of the curricula which rely directly on learning about deaf people's experience at first hand, or which require demonstration of methods of communication and human and technical aids to communication commonly used by deaf people. Available from Forest Bookshop online: www.forestbooks.com

Deliverance (USA, 1919)
A silent biography of Helen Keller, who was born blind and deaf, and considered as a hopeless case. Through the diligent aid of Anne Sullivan, she became a world-renowned figure of accomplishment and brilliance. She is also an excellent example of the power of the human soul to overcome adversity.

Dyslexia series (London Language and Literacy Unit, 2001)
– *Identifying Dyslexia: A Diagnostic Interview*
– *On Being Dyslexic: Adults Talking about Dyslexia*
– *Spelling to Learn: Using a Learning-Styles Approach to Spelling with Dyslexic Adults*
– *Dyslexia: Symptoms*
Available from Avanti Books (see p. 523).

A Video about Dyslexia (UK, Manchester Adult Education Services)
Available from Alpha Training.

Ennis' Gift: A Film about Learning Differences (USA, 2000, 52 mins)
A film inspired by the legacy of Ennis William Cosby, a young man who became a passionate educator dedicated to helping children with learning difficulties. Ennis had trouble himself in terms of learning to read and write, and understood the hurt and frustration that come from being misunderstood by teachers and surrounding peers. It was his dream to help children find the self-esteem, support and learning techniques which would lead to great accomplishments. Throughout this film, the audience is able to reach a better understanding of learning differences and those who struggle to learn.

I'll Find a Way (National Film Board of Canada, 1977, 25 mins)
Documentary about a nine-year-old girl with spina bifida. Discusses the difficulties she faces and how she copes with her disability.

Journey Through Sound (UK, 1993, 17 mins)
Through the use of creative recording and editing techniques, this film challenges people's perceptions and attitudes to deaf people. The use of innovative style allows both deaf and hearing audiences to experience the fears, frustrations and confusion a deaf woman feels as she encounters the hearing world.

Just a Wedding (Canada, 1999, 56 mins)
A follow-up to the documentary *I'll Find a Way* (above) where Nadia, the girl with spina bifida, is about to get married.

My Left Foot (UK, 1989, 103 mins)
A true story told through flashback of a young boy, Christy Brown, born with crippling cerebral palsy into a poor, Irish Catholic family. With only having the ability to move his left foot and speak in guttural sounds, Christy is believed to be retarded for the first ten years of his life. Through the help of his strong-willed mother, a dedicated teacher and his own courage and determination, he learns to

take on life's simple physical tasks and complex psychological pains. Christy surprises those around him by becoming a brilliant painter, author and poet.

Namonaku Mazusushiku Utsukushiku (Happiness of Us Alone) (Japan, 1962, 114 mins)
A positive story of a deaf woman who marries a deaf and mute husband. They run into a series of difficulties but manage to overcome them in the end. Overall, this film is put across to a hearing audience to help identify with those living a life as a deaf and mute person. It also portrays sounds that a hearing population would take for granted.

Now Hear This (audiocassette, 1998)
An audiocassette produced for use by tutors and students of deaf awareness. It demonstrates some of the effects of varying types and degrees of deafness on communication – with and without hearing aids and in different listening conditions – and simulations of tinnitus. Available from Forest Bookshop online: www.forestbooks.com

Only Human: Make Me Normal (UK, Channel 4, 2 June 2005, 49 mins)
A series of thought-provoking documentaries meets four students at Spa School, one of Britain's largest state schools for autistic children. Filmed over several months, the teenagers reveal what it is like to grow up with a condition affecting more than 500,000 people in the UK.

Parimitar Ek Din (House of Memories) (India, 1999, 130 mins)
A sensitive Bengali film involving dual themes of loneliness and friendship, based on the story of a mother and her daughter-in-law who build a strong relationship despite their age difference and backgrounds. However, their relationship suffers when Paromita's marriage to Sanaka's son breaks down, preventing the women from remaining close friends. In the end, this film shows how these women unite despite the expectations of social norms.

Rain Man (USA, 1988,133 mins)
Tom Cruise plays Charlie Babbit, a boy thrown out as a teenager by his father who comes to realise when his father dies that he has an unknown brother. His brother, Raymond, is autistic and extremely intelligent when it comes to calculating complicated mathematical problems. Raymond is left with their father's fortune and Charlie is upset by not knowing his brother even existed. They set out on a cross-country journey that will lead them to an understanding of each other.

Real Life: Unfit Parents (UK , 60 mins)
A documentary of the ups and downs of parents living in Essex with learning difficulties. This programme gives viewers a chance to follow how they manage to look after their healthy seven-month-old baby thanks to a network of support which includes a social worker, community nurse and rota of care workers.

See Hear (UK, BBC)
BBC Education TV magazine programme for deaf and hard of hearing people, established in 1981.

The House of Obsessive Compulsives (two-part Channel 4 series)
A series going through the lives of three individuals with obsessive-compulsive disorder. The series shows the difficulties these individuals live with on a daily basis and shows how they can help each other to improve their illnesses. For more information, please see the Channel 4 Website: www.channel4.com

The Boy with the Extraordinary Brain (Channel 4, 'Extraordinary People' series, 25 May 2005)
Programme about savants and autistic people with extraordinary abilities and an example of someone who has an incredible memory and ability with maths.

Appendix E: Glossary

Backchaining

Backchaining is a technique to help students pronounce words. Instead of starting at the beginning of the word, the practitioner will say the word as a model and encourage the learner to say the *last* syllable, then work backwards to the whole word, which makes natural stress easier. The same technique can also be used with whole sentences (adapted from www.usingenglish.com/glossary/backchaining.html)

CD-ROM

An acronym for 'compact disc read only memory'

Cloze

An exercise in which certain words are deleted from a text and a gap left. The learners' task is to supply the missing words. Words can be deleted in a specific way (for example, adjectives, conjunctions), or randomly (every nth word). It is often used for assessment purposes (*Adult ESOL Core Curriculum*).

Controlled practice

Structured activities for learners to practise using new language items independently. For example, learners work in pairs asking where rooms are in the building, using picture prompts.

Decode

Translate the visual symbol into component sounds that make up a word (*Adult ESOL Core Curriculum*).

Dialogue

An exchange between two participants. Taped dialogues are often used to introduce language in context (*Adult ESOL Core Curriculum*)

Drill

A practice technique used for developing accuracy in spoken English, where learners are asked either to repeat a given sentence exactly or make minimal changes to it. Types of drill include repetition, substitution (in which learners are asked to change one word of a given sentence) or incremental, in which learners add a word or phrase to a given sentence (*Adult ESOL Core Curriculum*).

Dyscalculia

Dyscalculia is a difficulty in conceptualising numbers, number relationships, outcomes of numerical operations and estimation – what to expect as an outcome of an operation.

Dyscalculia can be quantitative, which is a difficulty in counting and calculating; or qualitative, which is a difficulty in the conceptualising of mathematics

processes and spatial sense; or mixed, which is the inability to integrate quantity and space. (www.bbc.co.uk)

Dysgraphia
Dysgraphia is a difficulty in automatically remembering and mastering the sequence of muscle motor movements needed in writing letters or numbers.

Dysphasia
Dysphasia is the total or partial loss of language – speech, reading, writing – that may occur as a result of a brain injury

Dyspraxia
Dyspraxia is generally recognised to be an impairment or immaturity of the organisation of movement. Associated with this may be difficulties of language, perception and thought. Other names for dyspraxia include developmental coordination disorder (DCD); minimal brain dysfunction: motor learning difficulty; and perceptuo-motor dysfunction (www.dyspraxiafoundation.org.uk).

Eliciting
A technique used to encourage learners' contribution when new language is taught, and to find out how much they know already. Rather than being presented with information, learners are given a stimulus and encouraged to provide the information themselves (*Adult ESOL Core Curriculum*).

Fernald method (The)
The Fernald method involves the learner tracing over words selected from language experience written on card in crayon, to get a 'feel' of the letters. The learner then 'Looks, says, traces, covers, says, writes, checks'. The learner uses the forefinger of the writing hand to develop a kinaesthetic/motor memory for the word. This can be extended through a structured individualised spelling programme which develops word recognition through spelling.

Gist
The main point or idea of a text. Reading for gist is thus reading for identification of the main point only. Listening for gist means listening to a passage in order to pick out the topic and the main points but not too much detail (*Adult ESOL Core Curriculum*).

High-frequency words
Words that appear frequently, such as *the*, *do*, *my*: someone who is unable to recognise or use these words will therefore be at a disadvantage. A number of attempts have been made (for example by Dolch) to identify those words that learners most need to acquire in order to advance their learning (*Adult ESOL Core Curriculum*).

ICT (Information and Communications technology)

ICT, including the use of computers, the Internet, mobile phones, scanners, technology for supporting communication, adaptive technology, digital cameras, videos, DVDs, and so on.

Intonation

The aspect of phonology that is concerned with the rise and fall of the voice or the way in which changes in the musical pitch of the voice are used to structure speech and to contribute to meaning. Intonation can change according to the speaker's attitude and can indicate the difference between certainty and uncertainty, or between politeness and rudeness. Intonation may also distinguish questions (by rising) from statements by falling, as in *Sure?*↑ *Sure?*↓, or indicate contrastive and emotive stress (as in *I said two, not three*, or *I just hate that advertisement*) (adapted from the *Adult ESOL Core Curriculum*).

Kernel sentence

May be a simple sentence given to learners for them to expand and develop. This approach may be used to improve learners' writing skills (*Adult ESOL Core Curriculum*).

Key words

The words that carry the substance of the phrase or the meaning of a sentence. Identifying the key words of a text is therefore a means of understanding its gist. The term is also applied to key words in any subject that learners have to understand if they are to progress (*Adult ESOL Core Curriculum*).

Language experience activities

An approach to learning that uses the learner's own words to provide the basis for language work. Typically, a teacher adopting a language experience approach will produce a written version of a 'spoken text' supplied by the learner, so that there is a written text with which the learner is familiar, to be used for further work in reading and writing (*Adult ESOL Core Curriculum*).

LSCWC

The 'Look, Say, Cover, Write, Check' method is a support tool for learning spellings.

Mind Map

A visual way of putting thoughts onto paper.

Modality

Auxillary verbs that combine with the stem form of the verb to express a range of meanings, such as possibility, obligation, necessity, ability. The nine central modal verbs are *can, could, may, might, shall, should, will, would, must.* Modals do not use *do* to form negatives and interrogatives. Semi-modals are fixed idiomatic phrases that have similar functions to modals, such as *had better, have got to, be going to.* Marginal auxillary verbs include *used to, ought to, as well as*

dare to and need to, used in interrogative and negative sentences, which behave like modals, for example *You needn't write this down; dare I ask if you told him?* Modal adverbs, such as *possibly, probably, surely, certainly* are especially common in spoken English (*Adult ESOL Core Curriculum*).

Modelling language
A stage in developing speaking skills in ESOL. The tutor provides an example of the new language item being spoken, on a tape, or herself or using another learner, for the learners to listen to and imitate.

Moon
The Moon alphabet consists of raised simplified forms of Roman letters suitable for reading with the fingers.

Morphology
The branch of grammar that concerns itself with the structure of words. For example, the word *unworkable* can be divided into three parts: a negative prefix *un-*, the lexical stem *work,* and an adjective suffix *–able.* The addition of a morpheme can change the meaning of an item: *possible/impossible; book/books; wait/waited.* It can also change the word class: adjective – *happy,* noun – *happiness*, adverb – *happily* (*Adult ESOL Core Curriculum*)

Multisensory approaches to teaching
Teaching which encourages learners to use a range of senses to learn, for example in ESOL classes:
- auditory approaches – the tutor presents new language using audio recordings;
- visual approaches – learners look through newspapers to catalogues to find pictures, learners read simple instructions;
- tactile approaches –learners cut out pictures from newspapers and match to words on cards, learners cut up, jumble and re-order short texts.

Prelingually deaf
Prelingually deaf individuals may have been born without hearing or lost their hearing before acquisition of spoken language in infancy.

Progression
Next step for learners when their present programme is finished. The term is also used to mean the progress that learners make towards their aims or goals supported through the structured sequencing of experiences.

Skills for life
The collective term used by some practitioners to describe the literacy, language, communication and numeracy skills adults need in their real lives (formerly referred to as 'basic skills'). May also include other skills such ICT skills and the wider key skills of improving own learning and performance, working with others and problem solving.

Stress

The emphasis with which a syllable is pronounced. In any word there will be one stressed syllable, for example im***port***ant. There will also be one or more stressed words within a sentence, for example, I've just been to ***York***. In the ***mor***ning. In each phrase, clause or sentence, one word will receive the main stress (adapted from *Adult ESOL Core Curriculum*).