

Getting started in adult literacy and numeracy



A tutor training resource pack



NALA

National Adult Literacy Agency
Áisíneacht Náisiúnta Litearthachta do Aosaigh

Copyright © 2008 National Adult Literacy Agency

ISBN: 1-871737-78-8

Published by: National Adult Literacy Agency (NALA)

76 Lower Gardiner Street

Tel: (01) 855 4332

Fax: (01) 855 5475

Email: literacy@nala.ie

Websites: www.nala.ie

Permission is given to reproduce parts of this publication for educational purposes only. Any other users must seek permission to reproduce material through the publishers.

A	Section A – Introduction to Literacy	
	Introduction	9
	Welcome, Introductions and Icebreakers	10
	Volunteers' Expectations and Concerns	11
	Overview of Course Content and Programme	11
	Literacy Provision in Ireland	12
	History of Local Scheme	12
	NALA's Role	13
	Introduction to Accreditation	13
	👉 Handouts	14
B	Section B – What do we Mean by Literacy?	
	What is Literacy?	30
	Using Reading, Writing and Numeracy in our Everyday Lives	31
	Experiencing a Reading and Writing Difficulty	32
	Good Literacy Practice	33
	👉 Handouts	33
C	Section C – Causes and Effects of Literacy Difficulties	
	C.1: Causes	45
	C.2: Effects	46
D	Section D – Adult Learning	
	Overall Aims	48
	Philosophy and Approaches in Adult Learning	48
	Communications Skills	54
	The Effective Tutor	59
	Reading List/Resources	62
	👉 Handouts	62
	Overheads	89
E	Section E – Introduction to Reading	
	Introduction to Reading	93
	Mirror Writing Exercise	95
	👉 Handouts	96
	Resources	119
F	Section F – Writing	
	Introduction	122
	Introducing Writing	123
	Skills and Knowledge Required for Writing/Blocks to Writing	124
	Finding a Starting Point/Developing Writing Skills	126
	Responding to Student Writing/Editing and Reworking/Strategies for Helping with Writing Skills	128
	Working on Handwriting	130
	👉 Handouts	132
	Additional Resources	147



Section G – Spelling

Introduction	150
Attitudes to Spelling	151
🖐️ Handouts	152
Resources	174



Section H – Assessment and Planning

Aims	176
Celebrating Progress	178
Assessment and Planning: What is Assessment?	178
Planning a Learning Programme	187
Keeping Records	195
Data Protection	196
🖐️ Handouts	197
Sources and Reading List/Websites	211



Section I – Introduction to Mapping The Learning Journey (MLJ)

Introduction	214
One-Hour MLJ Training Session Plan	215
🖐️ Handouts	220



Section J – Evaluation – What Have I Learned?

Aims	226
🖐️ Handouts	232
Sources and Reading List/Websites	237



Section K – Material Development

Introduction	244
Simplifying Text	244
Resources	245
🖐️ Handouts	245



Section L – Involving Learners

Students as Visitors	264
Students as Training Team Members	265
Preparing New Tutors to Meet with Students	266
Preparing Students to Talk to New Tutors	267
🖐️ Handout	268

M

Section M – Training Methods

Icebreakers	272
Name Games	272
Brainstorm	272
Paired Work	273
Role Play	273
Group Discussion	274
Activity-based Tasks	274
Small Group Work	274
Guest Speakers	274
Resources	275

N

Section N – Interculturalism

Introduction	278
What does Interculturalism Mean?	279
Reading List	281
👉 Handouts	281
Resources	300

O

Section O – Special Needs

Introduction	304
Terminology	304
Integrating Special Needs into Other Sections	306
Lesson Plan for the Special Educational Needs Section of	308
Initial Tutor Training Pack	
👉 Handouts	311
Bibliography	319
Useful Websites	320

P

Section P – Numeracy

Introduction	322
Numeracy Awareness Exercise	324
Meaning of Numbers	324
Base 7 Exercise	325
Student Profiles	327
Language of Mathematics	328
Resources	329
Books	330
Bibliography	331
👉 Handouts	331
Recommended Books	348
Useful Websites	348
Games	348

Acknowledgements

NALA would like to thank the following:

Editor: Margaret O'Leary.

Team of writers: Kathleen Bennett, Mary Bevan, Rose Brownen, Aideen Byrne, Theresa Byrne, Fionnaigh Connaughton, Sandra Doyle, Toni Lamb, Helen McHugh, Maureen Neville, Columba O'Connor, Rosamond Phillips and Rhonda Smith for helping to write and revise this pack and sharing their materials and ideas.

Greta Vaughan, Rosamond Philips, Theresa Byrne and John Stewart who were on the development sub-committee which got this project started.

All the students from the Dublin Adult Learning Centre, KLEAR Kilbarrack, ABLE in Blanchardstown and all other students who contributed student writing to this pack.

Ed du Vivier who coordinated the rewrite of this pack in 1995

All those Adult Literacy Organisers, tutors and students who contributed to the first two editions of this pack. A lot of their material is contained inside or has been updated or adapted.

Sharon Hennessy, ALO ABLE Blanchardstown, who never once grumbled at having to pass on so many chapters, rewrites and emails to Margaret O'Leary.

Foreword

NALA has designed this pack for trainers who provide the initial tutor training course or other in-service tutor training. The material is designed for use in a variety of ways and for a variety of tutors. Trainers can dip in and out of the sections to suit their needs.

The sections correspond to the key topics that form part of an initial tutor training course. We have included more material in some sections than can be covered in two hours.

You can also use parts of the pack during further in-service training for tutors. You may need to adapt some of the material and sample sessions to meet the needs of your adult literacy service and groups of tutors.

Principles for Tutor Training in Adult Literacy Work

Tutors need to have a thorough understanding of the basic principles which underline the philosophy and methods of adult education. All new tutors must take part in an initial tutor training programme before starting work with a student. The principles central to good adult literacy work should be reflected in the content and methods of tutor training and development programmes. The NALA policy document, '*Guidelines for Good Adult Literacy Work*', revised edition, 2005, (see link on NALA website)

<http://www.nala.ie/publications/listing/20051007174049.html>

sets out five basic principles for good adult literacy work.



1. Adult literacy work is based on a philosophy of adult education which is concerned with personal development and social action.

Because literacy in modern society is a complex issue, adult literacy work must enable learners to connect their literacy and numeracy learning with the reality of their daily lives, and with past experience. Personal development is therefore an integral part of the learning process. In addition, literacy learning may lead individuals and groups to relate their own experiences to wider social issues. They may then wish to become involved in local or national action for social or educational change.

2. Adult literacy learning is an active and expressive process. Learners have the right to explore their needs and interests, set their own goals and decide how they wish to learn.

Adult literacy learning is most successful when the learners are actively involved in the process and are encouraged to express their ideas and draw on their experiences. Learners should also be enabled to explore the methods and materials which help them to learn most effectively and to take an active part in defining their goals and planning the learning programme. This has implications for the training of tutors, teaching and learning approaches, choosing materials and the assessment of learning.

3. Adult literacy work respects different beliefs, cultures and ways of being. An ethical code of trust and confidentiality underpins all aspects of the work.

This addresses the central issue of respect for difference and diversity. Adults who return to learning come from many different backgrounds, both from within Irish society and increasingly from other parts of the world. Adult literacy tutors and organisations need to operate from a clear position of respect for different beliefs, languages, cultures and ways of life. This variety should be seen as providing opportunities for learning for all participants in a learning group or programme.

Confidentiality and respect must be established from the outset in order for learners to feel safe. They can then begin to develop the trust that is needed if meaningful learning is to take place. However, a commitment to confidentiality should not reinforce any sense of embarrassment or stigma. This is important in order to lift the burden of responsibility or blame from individual learners. Providers should make it clear that literacy difficulties are not in themselves something to be kept hidden.

4. Learners' knowledge and skills are vital for the effective organisation of adult literacy work. Learners should have the opportunity to be involved in all aspects of provision.

Adult learners have experience and knowledge which are essential for the successful planning, development and evaluation of adult literacy provision. Their views and understanding need to inform the way provision is organised, particularly publicity, course options, learner support, resources and social activities. Learners should be actively encouraged to become involved in the organisation. However, some learners choose to attend only for tuition and this choice should be respected.

5. Adults learn best when the decision to return to learning is their own and the environment is supportive, relaxed and friendly.

Adults who decide to work on their literacy have taken an important and often difficult step. Learners are more likely to attend regularly and stay in tuition when they see that their needs and concerns are at the heart of the organisation, and that good tutoring and resources provide the best possible conditions for learning. It is important to avoid pressure from economic or political organisations to link adult literacy learning to welfare benefits or employment. Learners based in other settings, such as training workshops, the workplace or in prisons, should have the right to decide whether they wish to work on their literacy skills.

Adults learn best when they enjoy the process. Learning provides opportunities for new social relationships. Adults and young people often find that their learning benefits from the chance to relax informally with other learners and tutors. In addition, interaction in a learning group contributes to the learning process, and to the development of both the individual learners and the organisation.

National Adult Literacy Agency, 2005, Guidelines for Good Adult Literacy Work. Dublin: NALA <http://www.nala.ie/publications/listing/20051007174049.html>







Section A Introduction to Literacy

Literacy schemes begin their initial tutor training with an introductory session which introduces the trainees to the workings of the scheme, gives them information on the work of NALA, information on adult literacy provision and how the schemes are funded. It is also an opportunity to introduce new tutors to the area of accreditation.

Aim

The aim of this session is to provide the volunteers with:

- Knowledge of adult literacy issues
 - Knowledge of the local learning scheme
 - Information on literacy provision in Ireland
 - An introduction to NALA
 - An introduction to accreditation
-

Activity A.1

Welcome, introductions and icebreakers

(15 mins)

Learning Outcomes

At the end of this session participants will have:

- Explored feelings, attitudes and ideas about literacy.
- Introduced themselves to other participants.

Methodology

Icebreakers are a good way to help a group to bond, for volunteers to get to know each other and relax with one another. Icebreakers are important in creating an atmosphere of trust in which volunteers can explore feelings, attitudes and ideas and feel comfortable about asking questions throughout the course. There are a number of different ways to break the ice in a group.

A simple icebreaker is to ask volunteers to introduce themselves and say why they're attending the course. See 🖐️ Handout A.1 for some other icebreaker sessions.

Activity A.2

Volunteers' expectations and concerns

(20 mins)

Learning Outcomes

At the end of this session participants will have:

- Explored and shared their expectations and concerns about the course.

Methodology

Volunteers examine their expectations and concerns about the course – small group discussion and feed back to large group.

- Break the large group into smaller groups. Ask each group to examine and record their expectations and concerns about doing the course.
 - Ask each group to appoint a spokesperson to feed back to the larger group.
 - Tutor trainer records key words on the flipchart. Leave time for discussion around these expectations and concerns. It is important in this initial session that volunteers feel that any concerns they may have are recognised and dealt with.
-

Activity A.3

Overview of course content and programme

(15 mins)

Learning Outcomes

At the end of this session participants will have:

- An overview of the course programme.
- Knowledge about the training course methodologies used.
- The opportunity to ask questions regarding the course.
- Agreed boundaries.

Methodology

- Explain the course content, format of each session, attendance required, times of each session and any assignments volunteers may be required to do.
- Discuss the value of an experiential approach, of participation in small groups and open discussion, sharing knowledge and experiences.
- Agree boundaries.
- Allow time for questions.

Activity A.4

Literacy provision in Ireland – results of the OECD International Adult Literacy Survey

(30 mins)

Learning Outcomes

At the end of this session participants will have:

- Identified the structure of literacy provision in Ireland.
- Have an awareness of the scale of the literacy problem in Ireland.

Methodology

Most people are unaware of the extent of literacy difficulties in Ireland. For this reason, this part of the initial session is very important to help with overall awareness.

- Tutor trainer explains that in 1997 the OECD carried out an International Adult Literacy Survey and the results of that survey were published in 2000. The results considerable interest and highlighted a need for a better government response to the literacy needs of the adult population. See NALA LAT (Literacy Awareness Training) pack.
 - Using OHP or powerpoint from the NALA LAT pack, the tutor trainer gives a short input on the OECD survey, the categories and levels of literacy as defined by the OECD, what the survey consisted of and government policy and expenditure since the results were published.
 - Using OHP or powerpoint, illustrate the increase that has occurred in funding in recent years. Allow time for questions and discussion.
-

Activity A.5

History of local scheme

(15 mins)

Learning Outcomes

At the end of this session participants will have:

- An outline of the history of the local scheme.
- Discussed the ethos of adult literacy provision.
- Knowledge of how the scheme works.

Methodology

- Tutor trainer gives an outline of the local VEC scheme and how it works, paying particular attention to the ethos, philosophy, confidentiality issues, structures, premises for tuition and key personnel. Most schemes have a brochure or handout for volunteers.
- It may be important at this stage to stress that literacy provision is provided by the VEC and not NALA.
- This may also be a good time to introduce the Adult Education Guidance Counsellor and explain their role and connection to the literacy scheme.
- Allow time for questions.

Activity A.6

NALA's role

(15 mins)

Learning Outcomes

At the end of this session participants will have:

- An understanding of NALA's role.

Methodology

- Using the NALA information pack, the tutor trainer explains the role of NALA and the work that the agency does.
 - Include in this the structure of the agency, how it works with the local VEC run schemes, the training it offers organisers, tutors and students, the training delivered to other organisations such as FÁS and the research currently being undertaken by the NALA research unit.
 - Tutor trainers can use OHP or powerpoint from the LAT pack and the NALA information pack to help with this.
-

Activity A.7

Introduction to accreditation

(20 mins)

Learning Outcomes

At the end of this session participants will have:

- Information about the NALA/WIT accreditation project.
- Have the information necessary to identify the requirements for accreditation.

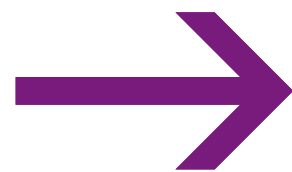
Methodology

- Tutor trainer introduces the NALA/WIT accreditation project and explains how the initial tutor training fits into this accredited course and what assignments are required.
- Leave time for questions.

Handouts



- A.1 Icebreakers
- A.2 LAT (Literacy Awareness Training) powerpoint presentation – ‘Extent of Literacy Difficulties’
- A.3 Handout taken from the Houses of the Oireachtas, Joint committee on Education and Science, Fourth report, Adult Literacy, 2006, pages 11 and 13
- A.4 NALA information pack
- A.5 NALA’s Role – Powerpoint presentation
- A.6 NALA/WIT Accreditation Project
- A.7 Frequently asked questions about NALA
- A.8 Useful resources





Handout A.1 Icebreakers

Toilet Roll (for Amusing Warm-ups, Group Introductions)

This is a really quick and simple icebreaker, helping group members to get to know each other in a fun way. It works well for groups of between four and 12 people. If you have a larger group, then split it into a number of smaller teams. Be sure to have a couple of spare rolls of toilet paper to hand.

Pass or toss a toilet roll to one member of the group. Ask that person to tear off as many sheets of paper as they want and then pass the roll to another group member to do the same, and then on to another member (Tossing the roll at random increases the fun and expectation involved). Make sure that every member of the group gets a turn. Do not explain the purpose of the exercise yet. Some members of the group will take two or three sheets, some will take more, and this will prompt comment and speculation among the group. You can then explain the purpose of the exercise. Each individual must reveal one fact about themselves for every sheet of paper they tore off. Those who tore off only a few sheets will need to reveal the least, those who tore off a lot will be under more pressure to keep talking...

Icebreaker idea courtesy of Pam Cook, adapted from an original exercise featured in The Encyclopaedia of Ice-Breakers by Sue Forbess Green

Unique Characteristics

Instead of asking participants to say their names, the trainer divides the group into pairs and gives participants a few minutes to interview each other. Then, each participant introduces their partners by name and shares at least two unique characteristics about them.

Find the Missing Piece

The facilitator writes individual words on pieces of paper, enough for everybody in the group. The papers include words that are split into two, for example:

Cocoa	Butter
Mile	Stone
Ice	Cream

Each person picks one piece of paper and then looks for the person who has the matching word. When the participant has found her/his match, s/he should get to know the other person. They will then be asked to introduce one another to the rest of the group.

An alternative icebreaker is to use words that are opposites. For example:

Black	White
Up	Down
Left	Right
Hot	Cold

Fact or Fiction?

Each person writes down four facts about themselves, one of which is untrue. Each person takes turns reading their list aloud and the rest of the group writes down the fact they believe is untrue. When everyone is finished reading the lists aloud, the first person reads their list again and identifies the untruth. The group should compare their written responses with the correct answers.

Everyone's a Liar

Step 1

The facilitator writes three statements on the board. Two statements are true, and one is a lie. For example:

- I have been training for 10 years.
- I have a pet dog called, 'Dog'.
- I lived in Switzerland for a year.

Step 2

The participants ask 'lie detector' questions to get more information, in order to determine which statement is false.

- **Training** – Where have you conducted training? What have you taught? What year did you start?
- **Pet** – How old is Dog? What does Dog eat? Where do you keep Dog?
- **Switzerland** – Where did you live in Switzerland? What language was spoken in that part of Switzerland?

Step 3

Participants vote on which statement is a lie. The facilitator reveals which are truths and which are lies.

Place participants in small groups (3 or 4 works well). Small groups repeat steps 1-3. Have participants introduce each other to the large group.

The Interview

Break the group into pairs (have them pick a partner that they know the least about). Have them interview each other for about 15 minutes (You can also prepare questions ahead of time or provide general guidelines for the interview). They need to learn about what each other likes about their current job, previous jobs, family life, hobbies, favourite sport, etc. After the interviews, have each person introduce their partner to the group. This exercise helps the group to learn more about each other.

What do we Have in Common?

Split the participants into pairs. Each pair has 30 seconds to think of five things they have in common. At the end of the 30 seconds, put two pairs together and give the group a minute to find something all four participants have in common. Finally, each group can present the list of things they have in common.

The Mixing Bowl

Seat the group in a circle while you stand in the middle. Explain that whoever fits in the category you announce must change places. Demonstrate a few times, for example 'everybody wearing, red swap places', 'everybody with blue eyes, swap places', 'everybody who had coffee for breakfast, swap places'. Once the group has got the hang of it, find a seat for yourself. The last person left standing can take over.

Famous People

Write out some names of famous figures on strips of card or paper (one for each participant). These can be real people (example Joan of Arc) or fictional characters (such as Superman). As people enter the room, the facilitator should pin a name on each person's back. Each participant should walk around and try to find out who he/she is by asking yes/no questions of everyone else for example 'Am I a movie star?', 'Am I still alive?'. When participants discover who they are, they should pin the paper on their front and continue to help others.

Taken from:

<http://www.reproline.jhu.edu/english/5tools/5icebreak/icebreak1.htm>

<http://www.businessballs.com>

New ideas for Training in Adult Literacy

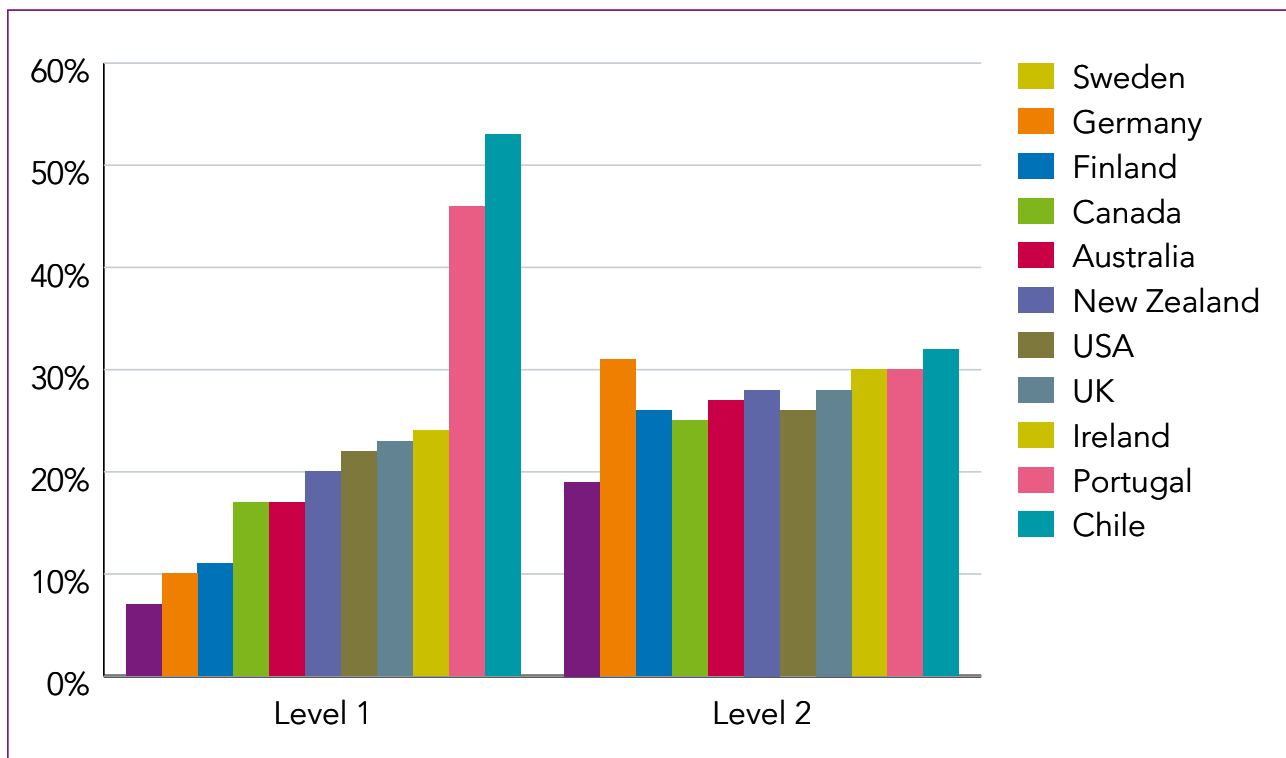




Handout A.2 Extent of Literacy Difficulties

- In 1997, the International Adult Literacy Survey concluded that one in four Irish adults have some difficulties in carrying out basic everyday literacy tasks such as reading instructions on a medicine bottle, for example.
- A survey carried out by the Education Research Centre (Kelleghan, 2000) indicated that one in ten children leaving primary school had insufficient literacy skills.
- There are currently more than 40,000 adults availing of tuition in VEC Adult Literacy Services around the country.
- Over 5,000 tutors.
- Literacy provision is available within a number of community, adult education and training programmes such as Youthreach centres, FÁS CTCs, TEAGASC, SIPTU, Traveller Training Centres, NTDI, Hostels for the homeless, probation and welfare programmes, prison education units.

Literacy Levels



Three Categories of Literacy

Prose Literacy

- the ability to understand and use information from texts
e.g. newspapers, books, poems

Document Literacy

- the ability to locate and use information from documents
e.g. application forms, maps, tables

Quantitative Literacy

- the ability to perform arithmetic functions
e.g. balancing accounts, completing order forms

Five Literacy Levels

Level 1

This indicates very low literacy skills, where the individual may, for example, have difficulty identifying the correct amount of medicine to give a child from the information found on the package.

Level 2

Respondents can only deal with material that is simple, clearly laid out and in which the tasks involved are not too complex.

Level 3

Respondents can identify several pieces of information located in different areas and also integrate, compare and contrast.

This level is considered as the minimum desirable threshold in many countries but some occupations require higher skills.

Level 4 and 5

These are reported as a single category and involve literacy tasks that require the ability to integrate several sources of information or solve more complex problems.

Funding

Key	1999	2000	2001	2002	2003	2004	2005	2006
Learners ,000	13	17.15	22.73	28.36	28.67	31.58	33.873	35.5
Budget € millions	7.19	11.25	13.56	16.4	17.9	18.5	21	23



Handout A.3 IALS Results – Joint Oireachtas Committee on Education and Science, Adult Literacy, 2006, pages 11 and 13

Since the publication of the OECD International Adult Literacy Survey (IALS), adult literacy has been identified as an issue of major social and educational concern for Ireland. The unprecedented level of attention now being focussed on adult literacy in recent years is due to:

- The IALS results for Ireland, which were published in 1997 and which demonstrated that 25% of the population could manage only level 1 literacy and numeracy tasks on a five-level scale of difficulty. The IALS results also showed that the incidence of the problem in Ireland was higher than in all but one of the other countries surveyed.
- Increasing awareness of how the changes taking place in society are making greater and more complex demands on individuals and systems, thus putting people with literacy problems at an increasing disadvantage.

The IALS findings provoked a far-reaching reaction in the Department of Education and Science (DES) and in Government generally. A substantial increase in funding for adult literacy followed under the National Development Plan (NDP) 2000 – 2006. Since then, the service available to support people with literacy and numeracy needs has expanded greatly, as has the number of people accessing the service.

The International Adult Literacy Survey (IALS) was a very significant study for Ireland because it provided the first ever, and so far, the only set of statistics describing adult levels of literacy and numeracy in the country; and also because of the extent of the problem it described. Some of its main findings included the following:

- One in four Irish adults have difficulty with simple literacy tasks such as reading the instructions on an aspirin bottle, that is, with Level 1 tasks on a scale of five levels.
- There is a substantial gap between the literacy levels of younger and older people: a smaller proportion of young people (17%) scored at the lowest level, as compared with **44%** of the older age group; and a larger proportion of young people scored at the highest level.
- Unemployment and literacy level are closely associated.
- Yet, one sixth of those in employment scored at the lowest level.

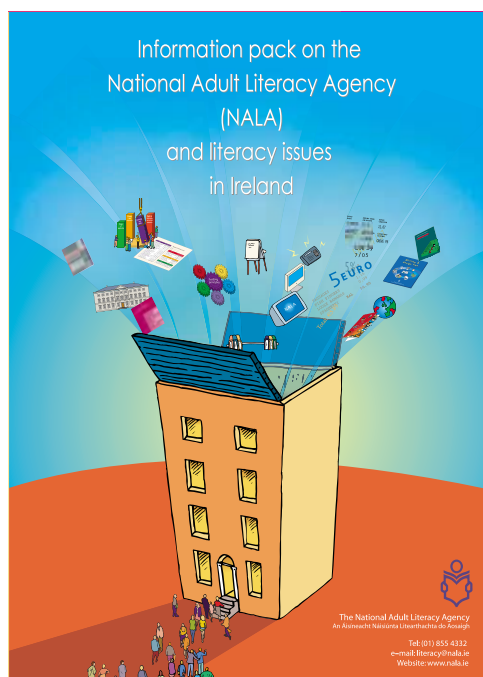
The results of the IALS came at a time when there was increasing awareness of how the changes taking place in society are making greater and more complex demands on individuals. These wide ranging changes have also had a major impact on the nature of work, both in content – the tasks which people actually have to perform in their jobs – and in the way in which the workplace is organised. Because of these changes individuals now need a wider range of skills in daily, social and working life.

Houses of the Oireachtas, Joint committee on Education and Science, Fourth report, Adult Literacy, 2006



Handout A.4 NALA Information Pack 2005

To download go to: http://www.nala.ie/download/pdf/info_pack_intro_all.pdf



This is an updated edition of our information pack on the National Adult Literacy Agency (NALA) and adult literacy work in Ireland.

This pack is an introduction to our work and to adult literacy in Ireland.

It gives information on:

- our structure and main areas of work,
- our definition of literacy and numeracy,
- why we were set up,
- the extent, causes and effects of adult literacy difficulties in Ireland,
- Government response to adult literacy difficulties in Ireland,
- VEC and other services and training settings that offer
- literacy support,
- the role of adult literacy tutors, and
- how you can support literacy.

At the back of this pack are details on how to become a member of NALA and a membership form.

Category

Promotion

Download Acrobat PDF Format

This file is available to download as a Adobe Acrobat PDF File. The file size is **5794k**



Handout A.5 NALA's Role

- **Develop policy** – develop appropriate policies for adult literacy in the future.
- **Advocacy** – further strengthen our ability to affect public opinion and Government policy.
- **Research** – commission or conduct research into key literacy topics.
- **Offering advisory services** – provide advice on how organisations can address literacy issues through their policies, procedures and activities.

NALA's Objectives

- Secure the support of policy makers and politicians for providing increased resources to adult literacy and numeracy services.
- Make it easier for more adults to develop their literacy and numeracy through education and training programmes.
- Make approaches to teaching and learning more effective.
- Persuade organisations to be fully accessible to people with literacy and numeracy difficulties.
- Strengthen NALA's effectiveness as an organisation.

NALA National Training Framework

- National Certificate/Diploma in Humanities in Adult and Continuing Education – Literacy management/literacy tutoring.
- Literacy Awareness Training.
- NALA/NUI Maynooth Certificate – Integrating Literacy.



Handout A.6 The NALA/WIT Accreditation Project

The NALA/WIT Accreditation Project was established in 1997 as a partnership between the Department of Adult and Continuing Education in Waterford Institute of Technology (WIT) and the National Adult Literacy Agency (NALA). Its aim is to support the adult literacy sector in Ireland by providing recognised higher education qualifications for adult educators working in the field of adult literacy.

Background

Following a period of consultation with key stakeholders, including representatives of the Department of Education and Science, the Vocational Education Committees, adult literacy practitioners and students, a series of professional accredited higher education programmes was developed. There are now recognised higher education qualifications at two levels which cater for managers of adult education schemes and centres and tutors working directly with adult learners. These are currently known as the *Higher Certificate in Arts in Literacy Development* and the *B.A. Ordinary in Arts in Adult Education*. Almost 150 practitioners have achieved one of these qualifications since the project began and over 500 people have received accreditation for single modules as part of a Single Certificate Programme which was launched in 2000.

In addition to the existing programmes, a new honours degree programme which has also been specifically developed for literacy practitioners will be offered from September 2006.

Contact

For programme information, contact:
The Literacy Development Centre
Development of Adult and Continuing Education
Waterford Institute of Technology
Cork Road
Waterford

Tel: (051) 302 874

Email: literacy@wit.ie



Handout A.7 NALA/WIT (Waterford Institute of Technology) Accreditation Project: Frequently Asked Questions

1. Who is eligible to apply for these programmes?

Applicants must be working within the literacy services under the auspices of the VEC, Youth reach or Senior Travellers' Training Centres to be eligible for these programmes.

2. How do I apply?

All applications must come through your local Adult Literacy Organiser. Application forms and details on timetables are available from your local literacy scheme.

3. When do courses start?

All of the programmes are offered at the start of each academic year and modules are run throughout the year from September to June.

4. Where do the courses take place?

The courses are offered at various locations countrywide, mostly in Dublin, Cork, Limerick and Waterford.

5. What are the entry requirements for programmes?

All applicants must be working within the literacy services and working with a literacy scheme. For the Higher Certificate in Arts in Literacy Development (level 6) there are no additional entry requirements. However, applicants may be asked to attend an interview to determine their suitability for third level study. For applicants for the B.A. (Ord) in Adult Education, participants must possess the Higher Certificate in Arts in Literacy Development or equivalent. For the B.A. (Hons) in Adult Education, applicants must possess the B.A. (Ord) in Adult Education or equivalent.

6. Can I apply for exemptions from certain modules I have already studied?

Yes. You will be asked to submit proof of studies already carried out, along with details of the module you feel you may be entitled to an exemption for. Your previous studies need to be at an equivalent level to the module you are applying for an exemption for. Exemptions will not be granted for more than 50% of all modules on a particular programme.

7. How much time is involved in the programmes?

All programmes are delivered on a part-time basis and are designed to meet the needs of adult learners who are working full and part-time. Each module usually comprises six days of contact hours, divided into two blocks of three days set about four weeks apart. Recommended study time is six to eight hours per week at Higher Certificate level, eight to ten hours per week at B.A. ordinary level and 12-15 hours per week at B.A. honours level.

8. How are the modules assessed?

The programmes use many different forms of assessment and include a mix of project work, reflective learning journals, essays, practical work and some examinations.

9. Is the Higher Certificate programme a recognized qualification?

The Higher Certificate is recognised by the Department of Education and Science as the appropriate qualification for Adult Literacy Organisers.

Higher Certificate Specific

How long does it take to complete the Higher Certificate programme?

If you follow the full programme schedule of 12 modules, the Higher Certificate takes approximately 26 months to complete. Individuals taking fewer modules per year may take up to five years to complete the programme.

Can I opt to do one or two modules instead of following the full programme?

Yes. The programmes are flexible and allow for learners to follow the programmes at their own pace. Learners can choose to take as little as one module per year to a maximum of four modules per year.

How much do the programmes cost?

The programmes are funded by the Department of Education and Science and are designed for those working within the literacy services in Ireland. A subsidized fee is charged for each module.

Is the Higher Certificate programme a recognised qualification?

The Higher Certificate is recognised by the Department of Education and Science as the appropriate qualification for Adult Literacy Organisers.

B.A. Ordinary Specific

Can the course be taken as single modules?

The B.A. (Ord) consists of six modules and is usually completed in about 18 months, but if you wish to take just a couple of modules a year then you can avail of this option.

What progression route is available to graduates of the B.A. (Ordinary) in Adult Education?

Graduates of the B.A. (Ord) may progress to the B.A. (Honours) in Adult Education.

B.A. Honours Specific

What is the difference between Ordinary degree (level 7) and the Honours degree (level 8)?

The primary difference is the number of study hours involved (12-15 per week). At level 8, participants will be expected to demonstrate an understanding of the theory, concepts and methods pertaining to the field of study. The knowledge, understanding and critical appraisal of the subject matter should be well developed and in-depth.

Blended Learning Specific

What is blended learning?

Blended learning is the mix or 'blend' of various teaching methodologies. In the case of the NALA/WIT Accreditation Project, online learning using WebCT (see explanation below) is mixed or blended with traditional face-to-face methods of delivery.

What is the structure of a blended module?

Students generally attend a two day face-to-face session at the beginning of the module. This is followed by a period of online access to WebCT supported by the module tutor – this online interaction generally lasts for six weeks.

What is WebCT?

It is an online system for managing courses. In our case, the modules available on the system are Quality Management and Psychology.

How does WebCT Work?

WebCT is extremely user friendly and is accessed online (over the internet). Once you have logged onto the Internet, all you have to do is type in the following address webct.wit.ie (you put this where you would normally type www.nala.ie for example). You then need to supply a username and password. These will be given to all participants of blended modules. Once you have logged into WebCT you can view the content of the module that you have registered for. Discussion forums, email, chat and other facilities replace traditional face-to-face communication.

How will I Become Familiar with WebCT?

An induction day is held for all participants prior to attending any blended learning module. This induction covers everything you need to know about WebCT, how to login, how to view the lessons, how to use the various methods of communication etc.

What Facilities do I Need to Participate on a Blended Learning Module?

You need to have access to a PC with internet connection (broadband is preferable but not essential).

Do I Need to be Online at Particular Times of the Day?

No. You can login at any time of the day or night. The only time you will need to login at the same time as your colleagues is if you want to chat to them over the Internet. This is not compulsory for any module.

Why Should I Participate in a Blended Learning Module?

There are many reasons, here are a few:

- The course can be studied at your own pace in the comfort of your own home or office.
- You are only required to attend two days away from home in comparison to six days with traditional modules.
- You will have the opportunity to experience e-learning which has become a very popular teaching methodology, particularly over the past few years.
- Your computer skills will no doubt improve over the course of the blended module.
- There are great opportunities for groups of practitioners based at various locations over the country to have discussions online and for tutors to give tutorials.



Handout A.8 Useful Resources

Houses of the Oireachtas Joint Committee on Education and Science Fourth Report, May 2006. *Adult Literacy in Ireland*. Dublin: Government Publications

National Adult Literacy Agency. *Information Pack*. Dublin: NALA

National Adult Literacy Agency, 2007. *Literacy Awareness Training Pack*. Dublin: NALA

National Adult Literacy Agency, 2005. *Guidelines for Good Adult Literacy Work*. Dublin: NALA

National Adult Literacy Agency, 2006. *Evolving Quality Framework*. Dublin: NALA

Department of the Taoiseach, 1999. *Programme for Prosperity and Fairness*. Dublin: Government Publications

<http://www.reproline.jhu.edu/english/5tools/5icebreak/icebreak1.htm> (Icebreakers)

<http://www.businessballs.com> (Icebreakers)

<http://www.nala.ie>

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

<http://www.unesco.org>

<http://digital.library.unt.edu/govdocs/crs/permalink/meta-crs-5096:1>

http://www.skillsireland.ie/press/reports/pdf/egfsn0310_4th_skills_report.pdf





Section B What do we Mean by Literacy?

It's important at the outset of training that participants and tutor trainers have a common understanding of the words 'literacy' and 'numeracy' and their importance to our everyday lives. It's only by looking at how often we use literacy and numeracy skills that we become aware of what it could be like to live without them.

Aim

The aim of this session is to provide participants with:

- The opportunity to reflect on their own understanding of literacy and numeracy.
 - An understanding of the definitions of literacy and numeracy.
-

Activity B.1

What is Literacy?

(30 mins)

Learning Outcome

At the end of this session participants will have:

- Reflected on their own understanding of literacy and numeracy
- Explored NALA's definition of literacy and numeracy

Methodology

- Tutor trainer asks participants to consider the question 'What is Literacy?'
- Divide participants into small groups and ask them to share their ideas on 'What is Literacy?' and agree on a definition. Ask each group to appoint a spokesperson to feed back to the large group. Give about 10 minutes for this discussion.
- Invite spokespersons to feed back their definitions.
- Tutor trainer records key words on a flipchart.
- Summarise using NALA's definition of literacy and numeracy. It's important to stress the links between literacy and numeracy and to include numeracy in all aspects of literacy work. Explore the definitions in relation to the functional aspects, personal development, social and economic dimensions of literacy work.
- Look at other definitions and see what they have in common. See 🖐️ Handout B.1 and B.2.

Activity B.2

Using Reading, Writing and Numeracy in our everyday lives

(30 mins)

Learning Outcomes

At the end of this session participants will have:

- Reflected on their own literacy and numeracy skills and how often they use them.
- Explored what their lives would be like if they didn't have literacy and numeracy skills.

Methodology

- Ask participants to spend five minutes reflecting on the literacy skills they used since they woke up that morning.
- Divide the participants into small groups and ask them to discuss and record all of the times in the day that they used a literacy or/and numeracy skill. Ask them to use the headings of 'reading', 'writing', 'spelling', 'numeracy' and 'ICT' when recording.
- Ask each group to appoint a spokesperson to feed back to the large group.
- Ask them to discuss what their lives would be like if they didn't have literacy or numeracy skills and record the key points.
- Bring everyone back to the large group and ask the spokespersons to feed back.
- Summarise, stressing that literacy encompasses listening and speaking, non-verbal communication and visual symbols, as well as reading, writing, spelling, numeracy and ICT. Keep bringing them back to the definitions. Discuss how every aspect of a person's life is affected by literacy and numeracy.
- Allow time for questions and answers.

Activity B.3

Experiencing a reading and writing difficulty

(30 mins)


The following exercises are designed to simulate the day-to-day experiences of people with reading and writing difficulties.

Learning Outcomes

At the end of this session participants will have:

- Explored what makes a piece of reading hard to understand.
- Experienced a difficult writing situation.

Methodology

- Using a mirror reading exercise on powerpoint, ask participants to read it aloud together. (See  Handout E.1). Keep an eye on who is reading and who isn't, making sure that no one person is doing all the reading.
- Make sure to explain that there is a purpose to the exercise which will be explained when they finish.
- When participants have read the whole piece, explain to them that this is how a lot of people read when they have a reading difficulty.
- Discuss the exercise by asking participants the following questions:
 - Were they reading?
 - How did they feel about the exercise?
 - How did they feel when some people were able to read it easily?
 - How many in the group just stopped reading and why?
 - Was there anything that helped them to read?

This exercise helps participants to understand what it's like for a beginner reader faced with material that is hard to read. It shows how a person can read every word and still not get any meaning from a piece of reading, as there is more to reading than decoding words. It helps participants understand that when we read, we read for meaning and often we don't need to understand every single word. It also helps tutors realise what context cues, letter shapes, sounds and prediction skills they use when they read.

- Ask participants to write a paragraph of about 50 words on a given subject.
- Just before they start to write ask them to use their non-writing hand.
- As they're writing, move around the room looking at what's been written.
- After about five minutes ask participants to stop.
- Invite comments on:
 - What their hand writing looks like?
 - What participants managed to write?
 - Did they have to change what they wanted to say?
 - Their feelings while doing the exercise?
 - Did they have to concentrate more than usual?
 - What were their spellings like?
 - Would they show others outside of the group what they had written?

Activity B.4

Good literacy practice

(20 mins)

Learning Outcomes

At the end of this session participants will have:

- Explored the principles of good adult literacy work.

Methodology

- Give participants 🖐️ Handout B.3 'The principles of good adult literacy work'.
- Divide them into groups and ask them to read through the principles and record anything that comes to mind when reading them.
- Ask each group to appoint a spokesperson to feedback to the larger group.
- Invite spokespersons to feedback.
- Record key words on the flipchart.
- Summarise and discuss how the principles have evolved over time and what they mean in practice. Discuss how they link with the five 'Evolving Quality Framework' guiding principles (🖐️ Handout B.4).

Handouts



- B.1 Definitions of literacy, Taken from the Joint Oireachtas Committee on Education and Science, Fourth Report, Adult Literacy, 2006, pages 16 and 17
- B.2 NALA's Definition of literacy
- B.3 The Principles of Good Adult Literacy Work
- B.4 Evolving Quality Framework – Five Guiding Principles







Handout B.1 Definition of Literacy

Taken from the Joint Oireachtas Committee on Education and Science, Fourth Report, Adult Literacy, 2006, pages 16 and 17

There are different views about what is meant by 'literacy' and what 'literacy' is for. One approach tries to define literacy solely as a set of competencies – lists of things that people can do – which can be broken down into different types of tasks and sub-skills, all of which can be relatively easily measured. A more holistic approach views literacy as a complex combination of the skills already mentioned, but also considers certain personal, social and critical dimensions as being a necessary part of the definition. According to one important OECD project, for example:

"Reading literacy is understanding, using and reflecting on written texts in order to achieve one's goals, to develop one's understanding and potential and to participate in society."

This view of literacy emphasises the learner's own priorities and stresses the dimensions of understanding and critical reflection. In other words, although the individual sub-skills involved in reading, writing and numeracy are essential, they do not, by themselves, add up to 'literacy'. In contrast, 'literacy' which is meaningful, in that it equips people to make choices and handle the tasks involved in all aspects of adult life, is:

- Learner-centred, in that it addresses the learner's own priorities and acknowledges the learner as an active participant, not a passive recipient.
- Multi-faceted, because it includes dimensions such as personal judgement, when and how to use a skill, critical awareness; understanding and reflection.
- Holistic in that it addresses multiple life roles.

Definitions of literacy are important because they underpin decisions about the type of programmes to put in place, the content of those programmes, the materials developed, the teaching methodology used and how staff is trained.

Definitions of literacy also affect how we define progress. This is particularly important when it comes to assessing the success of learners in improving their literacy skills.

Another important aspect of literacy definitions is the range of dimensions included in the term. For example, in the past 'literacy' was also considered to encompass 'numeracy', although increasingly they are being highlighted separately.



Handout B.2 NALA's Definition of Literacy

"Literacy involves listening and speaking, reading, writing, numeracy and using everyday technology to communicate and handle information. It includes more than the technical skills of communication: it also has personal, social and economic dimensions.

Literacy increases the opportunity for individuals and communities to reflect on their situation, explore new possibilities and initiate change.

Good practice in adult literacy work starts with the needs and interests of individuals. It is concerned with personal development and building confidence as well as technical skills."

NALA Strategic Plan 2007-2010

NALA's Definition of Numeracy

"Numeracy is a life skill that involves the competent use of mathematical language, knowledge and skills. Numerate adults have the confidence to manage the mathematical demands of real-life situations such as everyday living, work-related settings and in further education so that effective choices are made in our evolving technological and knowledge based society."

Some More Definitions

The United Nations Educational, Scientific and Cultural Organization UNESCO has drafted the following definition: "Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning to enable an individual to achieve his or her goals, to develop his or her knowledge and potential, and to participate fully in the wider society".

The Workforce Investment Act of 1998 defines literacy: "An individual's ability to read, write, speak in English, compute and solve problems at levels of proficiency necessary to function on the job, in the family of the individual and in society." This is a broader view of literacy than just an individual's ability to read, the more traditional concept of literacy. As information and technology increasingly shape our society, the skills we need to function successfully have gone beyond reading, and literacy has come to include the skills listed in the current definition.

"Literacy involves the integration of listening, speaking, reading, writing and numeracy. It is both a basic life skill and an essential work skill and is the foundation for future learning. Literacy not only benefits the individual but has long-term implications for the economy and, as such, is widely recognised as being fundamental to high economic and competitive performance. Given the speed at which economies are developing, people are required to maintain and enhance their literacy skills in order to fully participate in society. It is therefore crucial that a high level of literacy competency be developed at school and maintained throughout life."

Expert Group on Future Skill Needs, 2003



Handout B.3 The Principles for Good Adult Literacy Work

Taken from 'Guidelines for Good Adult Literacy Work', NALA, 2005.

The complete pack can be downloaded from:

<http://www.nala.ie/publications/listing/20051007174049.html>



Definitions and Principles

Following the outline in Chapter 2 of the basic philosophy and approaches informing NALA's view of adult literacy work, this chapter examines further the ideas that underpin NALA's definition of literacy and the principles for good adult literacy work. These principles express the ethos of adult basic education in Ireland.

The following discussion explores:

- NALA's definition of literacy
- Principles for good adult literacy work which build closely on the principles in the 1985 and 1991 documents (Appendix 2).

Definition of Literacy

NALA's definition of literacy states:

"Literacy involves listening and speaking, reading, writing, numeracy and using everyday technology to communicate and handle information. It includes more than the technical skills of communication: it also has personal, social and economic dimensions. Literacy increases the opportunity for individuals and communities to reflect on their situation, explore new possibilities and initiate change. Good practice in adult literacy work starts with the needs and interests of individuals. It is concerned with personal development and building confidence as well as technical skills."

Exploring the Definition

As the NALA definition makes clear, literacy involves listening and speaking, reading, writing, numeracy and using everyday technology to communicate and handle information. It includes more than the technical skills of communication: it also has personal, social and economic dimensions.

Modern society requires an adequate level of literacy among all its adult members. Confidence in literacy opens many doors in adult life related to work and personal development, involvement in children's learning, community and leisure activities. Numeracy and basic technological skills are integral elements of literacy as we all face a range of mathematical and technological demands on a daily basis. For some people, learning English as a second language is the core element of literacy learning.

Literacy and Self-esteem

Experiencing difficulties in any of these areas can create considerable barriers for people and can limit their capacity to participate fully in family, social and community life. In addition, the experiences which led to literacy difficulties and the expectations of society can seriously undermine people's self-confidence and self-esteem.

Most adults who experience difficulties with literacy realised at a fairly early age that they were finding it hard to learn to read, spell or use numbers. In school they often did not receive the extra help they needed and may have faced negative attitudes from teachers and other pupils. Only very low levels of attainment were expected of them and they often dropped out of school altogether. Many were blamed for their difficulties and labelled as either 'stupid' or 'a problem'.

Negative experiences at school range from neglect and isolation to verbal and physical abuse and have left some adults deeply alienated from the education system. People who are labelled as 'failures' at school sometimes internalise this image of themselves and find it hard to develop confidence in other aspects of their lives.

The stigma attached to adults and young people with limited literacy skills leads many to hide their difficulties from employers, acquaintances, relatives and even close family and friends. The emotional and social hurt arising from these experiences may cause greater difficulties than their limited literacy skills.

In some families economic circumstances make it difficult to benefit from education, which still involves considerable expense for books and uniforms, loss of earnings from older teenagers and other hidden costs. If the school experience is unhappy, young people and their parents are less likely to see these expenses as worthwhile.

Literacy as Social Practice

Work with adult literacy learners has to take account of all these elements. It is not enough to concentrate on the technical skills of literacy and numeracy alone. Giving attention to the personal development and social aspects of literacy learning helps to support and give meaning to skills-based work.

Recent discussions on the nature of literacy focus on what it means to think of literacy as a social practice. Viewing literacy as a social practice moves beyond an understanding of literacy as a set of universal skills. From this viewpoint literacy varies with social context. By focusing on the ways in which people use written and spoken language in their lives a range of literacies is identified, such as workplace literacy, home literacy and school literacy (Street, 1995; Barton and Hamilton, 1998). This reinforces the importance of enabling learners to value their own use of language and their own experience of the world.

Literacy increases the opportunity for individuals and communities to reflect on their situation, explore new possibilities and initiate change.

“Good practice in adult literacy work starts with the needs and interests of individuals. It is concerned with personal development and building confidence as well as technical skills.”

This statement expresses the view that adult education should involve a process which can lead to social change as well as personal development. Adult learners bring a wide range of life experiences to their learning. Good adult literacy work builds on this experience and on the learners’ connections with family, work and community. It is vital that learners’ experiences and views are brought into the learning process.

Literacy Work in Context

Relationships between learners, tutors, organisers and the adult literacy service in general are based on equality and respect for the role each plays in the development of effective learning. In particular, enabling learners to take responsibility for their own learning from an early stage, and encouraging involvement in all aspects of the organisation, are important features of adult basic education.

Exploring personal experiences and placing these in a wider social context both support the learner and provide material for working on literacy. The opportunity to articulate and assess past experiences in a supportive learning context can make it possible to develop an understanding of current and past difficulties. This process often lays the foundations for improving self-esteem and confidence, leading eventually towards success in developing literacy.

It is also important that links with the wider community are maintained. This may include schools, training bodies, local employers, community groups and other adult and further education providers. These links establish adult basic education as part of the wider social context and may provide education, training and employment openings or opportunities for further community involvement. Building these connections makes it possible to broaden literacy provision to include family and workplace literacy.

The contact between literacy work and other educational and community development opportunities needs to be a two-way process. It is not enough to assume that literacy learners can move on to other activities once they have achieved certain levels of literacy competence. Learners often wish to explore other areas of learning while continuing to work on their literacy. Literacy learning therefore needs to include a wide range of activities and topics.

As learners develop their confidence and their literacy, they may wish to explore the social context of their educational experience. This may include the causes and the effects of their difficulties with literacy. The social and political context is a topic for study and debate, sometimes leading to action within communities. Literacy learning can be a part of this social and political engagement.

Principles for Good Adult Literacy Work

Adult literacy work is based on a philosophy of adult education which is concerned with personal development and social action.

Because literacy in modern society is a complex issue, adult literacy work must enable learners to connect their literacy and numeracy learning with the reality of their daily lives, and with past experience. Personal development is therefore an integral part of the learning process. In addition, literacy learning may lead individuals and groups to relate their own experiences to wider social issues. They may then wish to become involved in local or national action for social or educational change.

Adult literacy learning is an active and expressive process. Learners have the right to explore their needs and interests, set their own goals and decide how they wish to learn.

Adult literacy learning is most successful when the learners are actively involved in the process and are encouraged to express their ideas and draw on their experiences. Learners should also be enabled to explore the methods and materials which help them to learn most effectively and to take an active part in defining their goals and planning the learning programme. This has implications for the training of tutors, teaching and learning approaches, choosing materials and the assessment of learning.

Adult literacy work respects different beliefs, cultures and ways of being. An ethical code of trust and confidentiality underpins all aspects of the work.

This addresses the central issue of respect for difference and diversity. Adults who return to learning come from many different backgrounds, both from within Irish society and increasingly from other parts of the world. Adult literacy tutors and organisations need to operate from a clear position of respect for different beliefs, languages, cultures and ways of life. This variety should be seen as providing opportunities for learning for all participants in a learning group or programme. Confidentiality and respect must be established from the outset in order for learners to feel safe. They can then begin to develop the trust that is needed if meaningful learning is to take place.

However, a commitment to confidentiality should not reinforce any sense of embarrassment or stigma. This is important in order to lift the burden of responsibility or blame from individual learners. Providers should make it clear that literacy difficulties are not in themselves something to be kept hidden.

Learners' knowledge and skills are vital for the effective organisation of adult literacy work. Learners should have the opportunity to be involved in all aspects of provision.

Adult learners have experience and knowledge which are essential for the successful planning, development and evaluation of adult literacy provision. Their views and understanding need to inform the way provision is organised, particularly publicity, course options, learner support, resources and social activities. Learners should be actively encouraged to become involved in the organisation. However, some learners choose to attend only for tuition and this choice should be respected.

Adults learn best when the decision to return to learning is their own and the environment is supportive, relaxed and friendly.

Adults who decide to work on their literacy have taken an important and often difficult step. Learners are more likely to attend regularly and stay in tuition when they see that their needs and concerns are at the heart of the organisation, and that good tutoring and resources provide the best possible conditions for learning. It is important to avoid pressure from economic or political organisations to link adult literacy learning to welfare benefits or employment. Learners based in other settings, such as training workshops, the workplace or in prisons, should have the right to decide whether they wish to work on their literacy skills.

Adults learn best when they enjoy the process. Learning provides opportunities for new social relationships. Adults and young people often find that their learning benefits from the chance to relax informally with other learners and tutors. In addition, interaction in a learning group contributes to the learning process, and to the development of both the individual learners and the organisation.



Handout B.4 Evolving Quality Framework – Five Guiding Principles

The following Guiding Principles are at the heart of the Quality Framework:

- The student's right to attend on a voluntary basis and to set their own goals will be supported by the organisation;
- An ethical code of confidentiality, respect and trust will inform all aspects of the organisation;
- Cultural differences will be respected at all levels of the organisation;
- Particular attention will be paid to creating and maintaining an atmosphere of social interaction, informality, and enjoyment within the organisation; and,
- Learners will be enabled to participate in all aspects of the organisation, including evaluation of the organisation.



Section C Causes and Effects of Literacy Difficulties

Handouts



- C.1 Causes
- C.2 Effects





Handout C.1 Causes

Physical/Psychological

- Poor hearing.
- Poor vision.
- Speech difficulties.
- Childhood illness.
- Specific learning difficulties.

Educational

- Large classes.
- Poor teaching.
- Lack of remedial service.
- Harsh discipline.
- Poor attendance/streaming.

Social and Economic

- Poverty.
- Poor housing.
- Child withdrawn from school.
- Little money for materials.

Family

- Large family.
- Difficulties in family life.
- Parents don't demand attention for child.
- No habit of reading.
- Parents' literacy difficulties.
- Parents' value of education.



Handout C.2 Effects

Positive

- Good memory.
- Resourceful.
- Well developed observation skills.
- Use different ways of learning.
- Thinking outside the box.

Negative

- Generalised sense of failure.
- Negative attitudes to school.
- Poor self-esteem.
- Stigmatisation by society.
- Lower social standing.
- Limited employment prospects.
- Lack of participation.
- Poor confidence.



Section D Adult Learning

This section is intended to enable prospective adult literacy tutors to identify, explore and incorporate appropriate methodologies and approaches in supporting adult literacy students' learning.

Overall Aims

The section is subdivided into the following three areas:

1. Philosophy and Approaches in Adult Learning.
2. Communication Skills.
3. The Effective Tutor.

It is anticipated that this section would be delivered over two or more training sessions, that is, a **minimum** of six hours in duration with further in-service sessions provided when new tutors have gained experience in tutoring.

1. Philosophy and Approaches in Adult Learning

Introduction

When we are talking about the philosophy of adult learning, we are speaking of the values and principles which underpin and inform good practice. These values provide the rationale for what we do as professional literacy practitioners. Experienced practitioners argue that these values are at the core of good practice and are central to all literacy activity.

“Without such a rationale we are little more than reactive automatons – ciphers through whom are channeled the latest curricular or methodological fads, irrespective of any consideration of their innate validity”.

(Brookfield, 1986)

There has been significant change in adult literacy provision and practice in Ireland in recent years. While this has brought much needed development and expansion to the service, it has also resulted in increasing pressure being put on these core values.

This concern is noted in the contributions from practitioners included in this section. One practitioner notes that tutors *“increasingly question how they can continue to abide by these principles and at the same time satisfy the requirements of the various agencies now involved in adult basic education”*.

This is a significant issue and one that will not be addressed here but it highlights the importance of this area being adequately covered in the initial tutor training programme and in future training. It is vital that the tutor trainer gives adequate time for prospective tutors to explore and understand the values that inform quality adult literacy practice, not only in this section but also to link it in with other sections of the course as they are covered.

Prospective tutors should be encouraged and enabled to explore and perhaps challenge their own understanding of what teaching and learning entails. In doing so, they may learn that the role of the adult literacy tutor does not “confirm learners’ patterns of dependency learned in the school classroom”, but is instead about assisting “adults to create and re-create their personal, occupational and political worlds”.

(Brookfield)

The activities in this section will enable new tutors to:

- understand how adults learn and identify appropriate methods of assisting adults to learn;
 - identify students' preferred learning styles and take account of this when working with students;
 - explore theorists' understandings of the principles underpinning adult education;
 - explore the views of theorists and practitioners of principles informing good adult literacy practice;
 - reflect on how principles inform good adult literacy practice; and
 - reflect on adult literacy learning and teaching as a specialised area of education with appropriate teaching methods to it.
-

Activity 1

Defining Learning

(20 minutes)

Learning Outcome

On completion of this activity, participants will have:

- Defined and explored the concept of 'learning'.

Methodology

Ask the participants to describe what they mean by learning (brainstorm).

Record feedback on the flipchart.

The following points may emerge here:

- learning involves a change taking place in the student (this can include knowledge as well as attitude);
- there may be unanticipated learning;
- we can learn by our mistakes;
- we can have positive as well as negative learning experiences;
- we are all learners and tutors can learn a lot from their students.

Activity 2

Learning Experiences as Adults


(40 minutes)

Learning Outcomes

On completion of this activity, participants will have:

- Identified what helps and what hinders learning.
- Explored the differences between learning as a child and as an adult, including learning process and outcome.

Methodology

Ask participants to think of a learning experience in which they participated. They can choose either a successful or unsuccessful experience. Ask participants to complete the *Adult Learning Experiences* worksheet individually. ( [Handout D.1](#))

When they have completed the worksheet, ask participants to share their findings and then, in small working groups, make a list of what helped or hindered them in their learning.

Take feedback from each group. You may want to rotate and take one point per group as findings will be similar. This will ensure that everyone participates.

Tutor Tip

Write up the feedback from the group and use it to provide handouts for the group at the next training session. You may also wish to keep a record of this feedback to incorporate into your training.

Points to Highlight

- The adult student as an active participant in the learning process – the significance of the tutor's skill and approach in this.
- The relevancy of the topic – the importance of having a choice in what you learn.
- How you learned.

Tutor Trainer Feedback

- Adults can learn if the circumstances are right.
- Learning can be blocked if the circumstances are wrong. Link this point to some of the hindrances to learning identified above.
- A key part of the tutor's role is to be continually aware of a student's circumstances and to incorporate this awareness into developing their skills as a tutor.
- Put Knowles' Andragogy/Pedagogy theory up on the overhead (Overhead 1). Discuss the relevancy of this and its implications for working with adults.

Alternative Exercise Learning Stages


(40 minutes)

Learning Outcomes

On completion of this activity participants will have:

- Identified what helps and what hinders learning.
- Explored the differences between learning as a child and as an adult, including learning process and outcome.

Methodology

Ask the participants to complete the worksheet individually ( [Handout D.1](#)). Then ask them to work in small groups and consider:

- their response to learning or being taught at each stage;
- their role in learning or being taught at each stage;
- their changing role change as they matured; and
- what would have improved their learning at each stage?

Take feedback to the flipchart under the headings:

- Responses.
- Roles.
- Improvements.

Then discuss how this exercise relates to adult learners and what approaches and attitudes would best suit adult learners.

.....

Activity 3

Learning Styles

(30 minutes)

Learning Outcome


On completion of this activity participants will have:

- Explored different learning styles and their implications for tutors and learners.

Adults will have a preferred way of learning. They will have a model of what works well for them. They may also rely on the way they were taught in school. Being open to trying different ways of learning could increase our ability to learn things.

It is important for the tutor to know their own preferred style of learning in order to take the student's learning style into account.

Methodology

Link the findings from the Helps and Hinders exercise in Activity 2 and then hand out the Learning Styles questionnaire ( [Handout D.2](#)). Ask participants to complete the questionnaire individually and then share their findings. Consider how understanding learning styles helps in supporting an adult literacy learner.

Activity 4

Theories of Adult Learning

(1 hour)

Learning Outcomes






On completion of this activity participants will have:


- Explored principles underpinning adult education practice in general and adult literacy practice in particular.
- Explored and reflected on principles informing good adult literacy practices.
- Identified appropriate practice in supporting adult literacy learners which includes learning process and outcomes.

Methodology

Link the findings from earlier exercises to the principles which inform good adult literacy practice. Ask the participants to define the word philosophy (brainstorm) Record feedback on the flipchart.

Use the following overheads ( [Overheads 1-13](#)) and invite discussion and comments from participants:


- Jarvis' Statement on Philosophy ( [Overhead 2](#)).
- Adult Literacy Organiser's Value Statement ( [Overhead 3](#)).
- NALA's Principles ( [Overheads 4-6](#)).
- The Quality Framework Principles ( [Overheads 7-11](#)).
- Carl Rogers ( [Overheads 12-13](#)).

Then form small groups and give each group a handout which outlines one **practitioner's** perspective ( [Handouts 3-5](#)). Ask participants to read their handout and then in their group, consider the following questions:

- What is/are the underlying principle(s) of adult literacy seen from this practitioner's perspective?
- Is adult literacy viewed as different from the traditional model of education? Consider (where relevant) the organiser's role, the tutor's role, the student, and how learning happens.

Feedback could include the following points:

- Literacy involves much more than the technical skills; it is a political and social act.
- Literacy learning is student-centred in its approach; that is, the needs of the individual student determine the learning programme.
- The learning programme is relevant to, and uses, the student's life experience.
- The tutor and student negotiate the learning programme and share the responsibility for the successful completion of it.
- Learning is open-ended – it can be ongoing over a number of years.

Form small groups and give each group a handout which outlines one **theorist's** perspective on adult education and learning ( [Handouts 6-9](#)). Ask participants to read their handout and then in their group consider the following:

- the principles underlying practice,
- how learning happens,

- the tutor's role in learning, and
- the student's role in learning.

Then ask the group to consider what factors can affect the principle of learner-centred education.

Example factors could include:

- How the tutor, ALO, Organisation and Funder understand the concept of learner-centred education.
- The learner accepting and taking an active role in the learning process.
- The tutor's skill in facilitating the learner's role in learning.

Draw the session's learning together. Ask participants to think of the key points in the session and reflect how these points relate to how they will work as tutors. Give participants the reading and reflection tasks, allowing time to clarify any issues.

2. Communication Skills

Introduction

Empathic listening and effective communication are essential elements of good adult literacy work. The literacy practitioner understands that students can feel nervous, anxious or upset when they first approach a scheme for help. The importance of creating a welcoming atmosphere, which will enable them to relax and gain reassurance that they will get the support they need and deserve, cannot be underestimated.

Literacy learning is not a simple matter of acquiring the technical skills of reading, writing and numeracy, but is a process that can and does have a profound impact on the students' lives. Students often talk about increased confidence which enables them to actively participate in areas where they previously felt excluded. The personal development and gains they speak of have as much significance as their developing literacy skills. Experienced tutors are aware of the extent of these changes in a student and of the importance of being sensitive to and supportive of this change.

Good communication skills are a core part of tutor training and the literacy tutor's skill. The development of this skill is viewed as an ongoing process.

This session contains activities which will enable new tutors to:

- Identify good communication skills.
- Develop good communication skills.

Learning Outcomes

On completion of these activities participants will have:

- Explored the importance of good communication skills in a helping relationship.
- Identified ways to develop good communication skills.
- Practised good listening skills.

Activity 1

Communication Skills

(Approx. 15 minutes)

Methodology

Ask the participants to define what the word 'communication' means to them (brainstorm). Record feedback on the flipchart.

The Tutor Trainer identifies communication as a two-way process that both participants need to be involved in (the transmitter and the receiver).

Ask participants why we talk of communication skills. (This is because they can be learned, developed and improved upon).

An important communication skill is listening. Active listening is key to good communication and a core skill for tutors. Ask participants if they agree with this point and, if so, why.

Activity 2

The Experience of Non-listening

(Approx. 20 minutes)

The purpose of this exercise is to demonstrate the importance of good listening skills. Ask the group to divide into pairs, one person is to act as a listener and the other as a speaker. Brief the two groups separately. The speakers must address their partner for two to three minutes on a topic that is of interest to them. The listeners are to begin the exercise by listening intently to their partner but are then to become distracted and appear to lose attention.

Take feedback and ask the speakers how it felt when they were not being listened to. You may need to debrief the group as to the purpose of the exercise before you take feedback, as some speakers may be feeling quite negative. Emphasise the purpose of the activity and relate it to the adult literacy student and the importance of active listening.

Then ask: Why is listening so important?

And: How does this relate to listening attentively to the student?

(Feedback should include the fact that listening to a student helps them to feel valued, respected and eases anxiety. The student feels reassured, is encouraged to participate, and is an equal partner in the learning).

Tutor Tip

When briefing the listeners offer some guidelines to help them show their partner that they are no longer listening intently, for example using body language but without 'overplaying' the role.

If you feel the group dynamic at present would not suit this activity, consider either showing a short video clip of a listening exercise and discuss it with the group, or use a role play/group observation exercise: fully brief two willing participants to enact the original exercise and ask the group to observe and give feedback.

Activity 3


Barriers To Good Listening

(Approx. 10-20 minutes)

Ask participants to consider what blocks us from listening attentively (brainstorm). Record feedback on the flipchart.

Emphasise that listening is a decision we make and that it is a reflection of our way of working with people (link this to the guiding principles underpinning good literacy practice).

Supplementary Exercise: Agree/Disagree Cards


Give each pair a set of cards ( [Handout D.10](#)) and ask them to file the cards according to whether they agree or disagree with the statements. Take feedback and allow time to discuss/elaborate on the points that arise.

.....

Activity 4

Active Listening Skills

(Approx. 10 minutes)


Distribute the handout on active listening skills ( [Handout D.11](#)) and also put a copy on the overhead. Read through the piece and allow time for participants to discuss and elaborate on points.

.....

Activity 5

Non-Verbal Communication

(Approx. 5 minutes)

Circulate the handout on non-verbal communication ( [Handout D.12](#)) and also put a copy on the overhead. Allow participants time to discuss and elaborate on points.

Activity 6

Practising Good Listening

(Approx. 20 minutes)

Divide the group into pairs; again with one listener and one speaker. The speaker talks about a topic of interest to them for two to three minutes. This time the listener is to employ good listening skills, to practise asking open-ended questions, practise clarifying statements, and to pay attention to non-verbal communication.

After three minutes, the listener summarises what the speaker has talked about. If there is time, reverse the pair so that each participant has the opportunity to be both listener and speaker.

Feedback from the activity should highlight the positive feelings associated with being listened to.

.....


Activity 7

Empathic Listening

(Approx. 20 minutes)

Ask the group to define 'empathy' (brainstorm). Write the different responses on the flipchart.

Empathising with the student requires us to use active listening skills, to listen in an open and accepting (non-judgemental) manner, to acknowledge the speaker's feelings, to see the issue from the speaker's perspective.

Circulate Carl Rogers' 'The interpersonal relationship in the facilitation of learning' ( [Handout D.13](#)). Give time for participants to read it and then invite questions and discussion on the piece.

3. The Effective Tutor

Introduction

This section will utilise the learning from the previous two sections in defining and exploring the adult literacy tutor's role and the boundaries of the role in relation to counselling.

An important part of this training is to draw a distinction between good listening skills and what is more appropriate in a counselling environment. The tutor trainer will explore this area in this session, clarifying with tutors the limits/boundaries of the tutor's role. It may be appropriate here to clarify practice and policy with tutors with regard to the following:

- The meaning of a confidential literacy service.
- The existing support structures in the service, that is who to go to for support/advice.
- Communication links between the tutors, the tutor trainer, the ALO and the Guidance and Counselling service.
- A code of practice for staff.

The following activities will enable new tutors to:

- Know the boundaries of the tutor's role.
- Identify and explore the skills, knowledge and attitudes which constitute an effective adult literacy tutor.

Activity 1

The Tutor's Role: Boundaries

(Approx. 60 minutes)

Learning Outcome

On completion of this activity participants will have:

- Identified the boundaries of the tutor's role in supporting an adult literacy learner.

Methodology

Introduce the topic by referring back to the session on listening skills. Divide the group into small groups and ask them to consider the following question: How much listening is appropriate in supporting learning?

Take feedback and explore and clarify the tutor's role in relation to counselling and the limitations of the role here. Discuss and give information on support structures and policies in the scheme which may include the following:

- The meaning of a confidential literacy service.
 - The existing support structures in the service, that is who to go to for support/advice. Communication links between the tutors, the tutor trainer, the ALO, the Guidance and Counselling service.
 - A code of practice for staff.
-

Activity 2

The Effective Tutor

(Approx. 1 hour)

Learning Outcomes

On completion of these activities participants will have:

- Examined the tutor's role and responsibilities.
- Identified the knowledge, skills and attitudes which an effective adult literacy tutor possesses.

The tutor trainer will connect this work to the earlier activities outlining adult learning. Circulate copies of the questionnaire on the qualities of an effective tutor and allow time for participants to complete the questionnaire (in pairs or small groups) and then discuss their findings. (👉 [Handout D.14](#))


Then divide into small groups and ask participants to list what knowledge/skills/attitudes they feel are required by an effective adult literacy tutor.

Record feedback on the flipchart. Then put up overheads on the qualities of an effective tutor (👉 [Overheads 1-7](#)) and discuss them with the group.

Activity 3

Practitioners' Reflections on the Tutor's Role and Students' Experience of Learning

(Approx. 45 minutes)

Form small groups and give each group a handout which outlines one practitioner's reflection on the tutor's role and a student's experience of returning to learning ( [Handouts D.15-19](#)). Ask participants to read their handout and then in their group consider the following:

- What specific tutor skills/attitudes does the student identify as having helped them to access learning/learn?
- What knowledge/skills/attitudes does this particular tutor identify as central to their role?
- Note any point/reflection that this tutor makes which has broadened your understanding of the tutor's role.

Give feedback to the group.

The facilitator can use the above feedback to elaborate on the tutor's role and the responsibilities of the role. This part of the session can then be used to discuss the tutors' role, description and/or the volunteer tutor protocol pertinent to the scheme.

Draw the session's learning together. Identify key learning points with the participants. Ask them to reflect on how these points relate to how they will support adult literacy students.

Reading List/Resources

Key Text

National Adult Literacy Agency, revised edition, 2005. *Guidelines for Good Adult Literacy Work*. Dublin: NALA.

Recommended Reading

Brookfield, S. (1986) *Understanding and Facilitating Adult Learning*. Jossey-Bass, San Francisco.

Knowles, M. (1990) *The Adult Learner: A neglected species* (4th ed). Gulf Publishing, Houston.

NALA. (1996) 'Learning in Practice.'

Rogers, Carl. 1967. *The Interpersonal Relationship in the Facilitation of Learning*. In H. Kirschenbaum and V. Land Henderson, eds. 1990. *The Carl Roger's Reader*. Constable: London.

Rogers, Carl (1983). *Freedom to Learn for the 80s*. Ohio, Charles. E. Merrill.
Powerful Literacies. (2001) NIACE. Eds. Crowther, Hamilton and Tett.



Handouts

- D.1 Adult Learning Experiences
- D.2 Learning Stages Exercise
- D.3 Reflection on Literacy
- D.4 Perspective of an ALO on the Work of Adult Literacy
- D.5 Principles of Adult Learning
- D.6 Theorists on Adult Learning
- D.7 Paulo Freire
- D.8 Jack Mezirow
- D.9 Malcolm Knowles
- D.10 Agree/Do Not Agree Card Game
- D.11 Active Listening Skills
- D.12 Non-Verbal Listening Skills
- D.13 Carl Rogers 'The Interpersonal Relationship in the Facilitation of Learning'
- D.14 Qualities of an Effective Adult Literacy Tutor
- D.15 Adult Learner's Experience of Returning to Learning (1)
- D.16 Adult Learner's Experience of Returning to Learning (2)
- D.17 The Literacy Tutor's Role (1)
- D.18 The Literacy Tutor's Role (2)
- D.19 The Literacy Tutor's Role (3)





Handout D.1 Adult Learning Experiences

Think of a new task or learning activity that you recently took on and consider the following:

1. Why did you take on this learning? What was your motivation?

2. How did you feel about it?

When you started:

During the process:

When you stopped:

3. What form did the learning take – did you take part in a class or in an informal group, or were you learning on your own?

4. How long were you involved in this learning?

5. Did you enjoy the process or not?

What things did you enjoy?

What things didn't you enjoy?

Does it matter if you enjoyed it or not?

6. If you had a teacher/tutor, what did you find helpful or unhelpful about his/her approach?

7. Overall, what helped you to learn?

What hindered your learning?

8. Did you achieve what you wanted to? If not, can you say why?

Questionnaire adapted from New Ideas in Tutor Training (original version).



Handout D.2 Learning Stages Exercise

Complete the worksheet and then consider:

- Your response to learning/being taught at each stage.
- Your role in learning/being taught at each stage.
- Your changing role change as you matured.
- What would have improved your learning at each stage?

Then discuss how this exercise relates to adult learners and what approaches/attitudes would best suit adult learners.

Learning Stages Exercise (Alternative Exercise)

Think about learning and how you learned.

Age	What you learned	Who or what you learned from
0-5		
6-11		
11-16		
Adult		



Handout D.3 Reflection on Literacy

The Clare Adult Basic Education Service (CABES) is underpinned by two core principles. The first is that literacy is a basic human right. The late Katarina Tomasevski, the first United Nations Special Rapporteur on the right to education (1998-2004), explained that human rights have been defined and written into national constitutions (Article 42, Irish Constitution) because 'neither the interplay of market forces nor charity leads to treating people ... as subjects of rights.' Formally recognising education as a human right imposes a duty on governments to provide a means for achieving education (for example primary, post-primary and further education services) and also appropriate mechanisms to address gaps (for example political lobbying, special initiatives to combat exclusion, additional measures to support special educational needs, provision of adult literacy services).

The second principle is that literacy practices are best understood as social experiences. All literacy practices involve engaging with texts and language in ways appropriate to different social contexts. Students need to develop competencies in the technical aspects of literacy and, at the same time, be 'socialised' into ways of using literacy practices. Moreover, since social experiences are not fixed and static, but dynamic and changing, so too are literacy practices. Changes in social circumstance, whether chosen by an individual (e.g. marriage, parenthood, employment) or imposed by wider society (e.g. bureaucratic demands, technological innovations, new regulations) bring about changes in literacy practices.

Significantly, this view of 'multiple literacies' exposes the political dimension of literacy. Literacy practices are not neutral; they are embedded in the social, political and economic power relations within a society. The kinds of literacy practices individuals become familiar with, and the manner in which they are socialised into using them, are heavily influenced by social circumstance (for example. social class, educational background, employment). In other words, since literacy practices are always embedded in social context, inequalities in social experience are reflected in literacy practices. This means that, if CABES is to remain true to the principle that literacy is a basic human right, the literacy tuition we offer must take into account the role of social experience in literacy acquisition.

To put these principles into practice, CABES provision includes many themed or embedded literacy classes, social change modules, workplace learning, family learning, English language classes and active citizenship. Promotional activities aim to raise awareness about the collective responsibility to identify and change restrictive literacy practices (e.g. NALA's financial literacy campaign). The service also tries to identify and respond to potentially disempowering effects of changes in institutional literacy practices for example. the driver theory test, automated banking, new regulations in agriculture. Indeed, as well as learning 'skills' and how to apply them within existing social frameworks, we should empower students to reflect critically on literacy tasks and on the societal relationships that shape and are shaped by them. Students need to be able to imagine different literacies, ways with words that reflect a more equal, open and just society. Only then can literacy increase the *"opportunity for individuals and communities to reflect on their situation, explore new possibilities and initiate change"* (NALA definition).

Finally, if literacy is understood in this way, progress should be measured by the student's own experience of self development which enables more satisfying participation in social, cultural, civic and economic life. Indeed, even the achievement of certification itself is as much about participating successfully in the 'social environment where accredited learning takes place' as about the individual competencies gained.



Handout D.4 Perspective of an ALO on the Work of Adult Literacy

The position of the Adult Literacy Organiser (ALO) is one which has evolved with the service over the years. The ALO emerged as the person at the vanguard of the literacy movement locally, employed by VECs from the mid 1980s, when the work involved placing learners in one-to-one tuition and training volunteer tutors to do the tutoring. Today, the same ALO will manage a very broad range of people and programmes, from resource workers and centre managers to volunteers and administrative staff, all engaged in delivering a service to learners in a variety of settings such as workplace, family learning, English to speakers of other languages, intensive literacy, as well as the one-to-one learner and small groups.

Because of the pivotal position which the ALO occupies in the adult literacy sphere, the Organiser is in a sense the custodian of the underlying ethos, philosophy and value system which informs the service. This value system has its roots in the origins of the literacy movement which sprung from the voluntary sector in the community, outside the formal education system. It is reflected in the notion of what literacy is and is encapsulated in that part of the NALA definition which states:

“The underlying aim of good literacy practice is to enable people to understand and reflect critically on their circumstances with a view to exploring new possibilities and initiating constructive change.”

(NALA: *Read, Write, Now. Information Pack. P.2*)

What this means, in essence, is that literacy is not merely about learners acquiring reading and writing skills but involves a raising of consciousness of the learner with regard to their situation, so that they are empowered to take control of their own lives and bring about positive change. In other words literacy is a political act.

In practice, this involves ensuring the learner is central to the process of learning, that they have a say, not only in what they want and need to learn, but in how that learning takes place. It involves ensuring that the environment in which the learning happens reflects those values and that tutors who are selected and trained to work with literacy learners understand and appreciate the nature of the work they are undertaking. This is why the specific training which tutors are required to undertake is crucial to the process, as it brings them to an awareness of their role in facilitating the learner to identify and manage his/her own learning.

The inclusion of the learners in setting their own goals, having their needs and interests reflected in the content and participating in evaluating the outcome serves to embed the philosophy in the practice. It is what sets literacy work apart from teaching and learning in more formal settings.

As an Organiser I believe that the idealism, commitment and passion which the volunteer tutor brings to the service, on foot of the training, goes a long way towards

implementation of the underlying aim of adult literacy work – helping to effect change in individual learner’s lives.

It is why I also believe that all tutors/facilitators engaged in any aspect of literacy work should undergo training in the philosophy of adult literacy. It is only through an awareness of the social and personal change which the adult literacy service is fundamentally striving to achieve, gained through a knowledge of its core philosophy and value system, that the intended outcomes of the work will be realised by all those involved. The Organiser is a key person in ensuring that this happens.

Gretta Vaughan ALO



Handout D.5 Principles of Adult Learning

In the area of adult basic education very specific skills are needed to become an effective tutor. There are many books on theories and approaches to adult learning and these are well represented in NALA's *New Ideas for Training in Adult Literacy*. The contrast between 'How adults learn' and 'How children learn' are well documented.

There has been rapid growth in adult basic education during the past 20 years and many agencies and providers have developed programmes to address the specific needs of adults who wish to return to learning. As with all developments, there is a danger that increasing bureaucracy and the involvement of officialdom will obscure or alter 'tried and tested' successful approaches to helping adults to learn. With increased funding there is also an understandable need for accountability. This cannot be avoided but the tutor's ability to abide by the established Basic Principles of Adult Literacy Learning is less assured now than in the past. For example, the first Principle states: "Adult Learners should be actively involved in all aspects of literacy work, including having a say in what they want to learn and how they wish to go about it". Many of the new initiatives require learners to acquire accreditation whether they wish to do so or not. There is more pressure to conform to requirements by Accrediting Bodies than to allowing learners to choose those areas of education that they have personally identified as being most useful for themselves.

Tutors reading through the Basic Principles of Adult Literacy Learning increasingly question how they can continue to abide by these principles and satisfy the requirements of the various agencies now involved in adult basic education. There is an identifiable trend towards curriculum-based courses similar to those that apply to the Primary and Secondary areas of education and the distinction is becoming blurred between how children learn and how adults learn.

Adult learners returning to education very often had negative experiences at school. During the past 20 years they have repeated how important it is for them to identify their own needs and choose what they want to learn. The focus has been primarily on the individual's right to learn at their own pace and on the equality of the relationship between tutor and learner as adults. The successful growth of adult basic education has evolved from this approach to learning.

Adults returning to learning value their right to choose how, when and what they wish to learn. There is a risk that this choice is being eroded in some of the new initiatives being introduced and that the established Principles of Adult Literacy Learning will no longer guide how tutors approach their work.

It is very important that these issues are considered so that adults who were unhappy with their past experience of education as children are given the choice and respect they have come to value when returning to learning as adults. This can best be safeguarded through the application of the NALA Basic Principles of Adult Literacy Learning.

Carrie Walsh



Handout D.6 Theorists on Adult Learning

Carl Rogers

Carl Rogers is a humanist psychologist whose work has also influenced education. He emphasises the self-actualisation of the learner and argues that the goal of education is "the fully functioning person". He states that human beings have a natural curiosity and propensity to learn. He claims that experiential learning is typified by the following principles:

1. Human beings have a natural potentiality to learn.
2. Significant learning occurs when the learner perceives the relevance of the subject matter.
3. Learning occurs when the 'self' is not threatened.
4. Much significant learning is acquired by doing.
5. Learning is facilitated when the learner participates responsibly in the learning process.
6. Self initiated learning which involves the whole person of the learner, feelings as well as intellect, is the most lasting and pervasive.



Handout D.7 Paulo Freire

Paulo Freire is an exponent of education for community action. His ideas come from his work in Brazil in the 1960s, where the majority of the population was experiencing inequality, poverty and illiteracy. He argued that education should make learners critically aware of their false consciousness (created by the dominant values of a non-Brazilian culture, the culture of the colonisers). This critical awareness should then assist learners to act upon their society in order to improve it, to challenge oppressive practices. Education, as Freire sees it, is never neutral; it either liberates or domesticates the learners.

In literacy education the people reflect on their understanding of themselves in a social/cultural context; they take a critical approach to their reality, they question it. Freire refers to this as 'conscientization'.

Freire called the traditional approach to education the 'Banking Model' where the educator fills the learner with his/her knowledge.

Freire argues that the facilitator of learning should:

- Respect the humanity of the learner.
- Learn the language of the learners and identify with them.
- Bridge the gulf between teachers and learners in order to create a genuine dialogue.
- Involve the learners in planning and evaluation.
- Encourage the learners to question what they had taken for granted.
- Be aware of how learners construct their meaning universe.



Handout D.8 Jack Mezirow

Jack Mezirow is a professor of Adult Education in the USA. He believes that everyone has constructions of reality, which he calls 'perspectives' and that these perspectives have been (for the most part) acquired in childhood from key influences, such as parents/guardians, teachers and others.

As we mature and gain a wider range of experience, these perspectives can come under pressure as they no longer fit with our actual experience of the world. The stage is set for 'perspective transformation'. In order to continue to grow towards independence we must move towards perspectives which are more inclusive, discriminating and integrative of our experience. This can happen naturally but can also be facilitated by what Mezirow calls 'emancipatory education' which is aimed at helping learners to challenge their presuppositions, explore alternative perspectives, transform old ways of understanding and act on new perspectives. A key element of this process is critical reflection. He suggests a learning sequence to describe the stages in this kind of transformative learning.

- A disorienting dilemma.
- Self-examination.
- Critical assessment and a sense of alienation.
- Relating discontent to the experiences of others.
- Exploring options for new ways of acting.
- Building confidence in new ways of behaving.
- Planning a course of action.
- Acquiring knowledge in order to implement plans.
- Experimenting with new roles.
- Reintegration into society.

(Both he and Freire see education as a liberating force. Mezirow sees freedom from a psychological perspective. Like others (Kolb, Knowles), Mezirow focuses on the idea that learning happens as a result of reflecting on experience.)



Handout D.9 Malcolm Knowles

The idea of the self-directed learner is strongly linked to the work of Knowles.

Knowles' theory of andragogy, which he defined as the "art and science of helping adults learn" (Knowles, 1970, 1989), describes the characteristics of the adult learner. The tutor must take these characteristics into account to foster self-directed learning:

- As we develop towards adulthood our need for self-direction increases.
- Adults need to know why they need to learn something before commencing their learning.
- Adults have a psychological need to be treated by others as capable of self-direction.
- Adults have accumulated experiences and these can be a rich resource for learning.
- In children, readiness to learn is a function of biological development and academic pressure. In adults, readiness to learn becomes oriented towards the adult's need to perform social roles.
- Children have a (conditioned) subject-centred orientation to learning. Adults have a problem-centred orientation to learning.
- The time perspective changes; for children there is a postponed application of knowledge, for adults there is immediate application of new learning.
- For adults the more potent motivators are internal.



Overhead 1 Children Learning/Adult Learning

	The Child	The Adult
School:	- Compulsory	- Voluntary
Learner:	- Dependent – needs supervision	- Self-directing - Can work independently
Motivation:	- To curriculum	- To immediate needs and interests
Time span:	- Preparation for life – long term learning.	- Immediate application of learning
Learning Content:	- Curriculum oriented - Subject centred	- Student oriented - Problem/needs centred
Teacher/learner relationship:	- Hierarchical	- Equality/partnership
Experience:	- Limited life experience	- Rich and varied life experience – A resource for learning

(See Malcolm Knowles – Handout 9 'Philosophy and Approaches' – previous page.)



Handout D.10 Agree/Do Not Agree Card Game

Card Game

Sort into Agree/Do Not Agree. Give each pair a set of cards and ask them to file them according to whether they agree or disagree with the statements. Take feedback and allow time to discuss/elaborate on points that arise.

Active listening is a decision you make.

Good listening doesn't require concentration.

Talking is more important than listening.

Listening is a skill that anyone can learn.

If I haven't heard right it's because I haven't been listening attentively.

If someone's angry it's difficult to listen to them.

You don't really need to pay attention to body language or tone of voice when listening.

Sometimes it can be difficult to fully understand what someone is trying to say because they're not sure themselves.

If I haven't heard right it's because you haven't communicated your message well enough.

A good listener remains objective.

It's difficult to listen when feeling tired.

People are more likely to talk about themselves if they feel safe and accepted.

To listen well you need to check regularly with the speaker that you've understood the message.

It can be difficult to listen effectively if the listener is waiting to jump in with their point.

It's o.k. to take a phone call when I'm in conversation with someone.



Handout D.11 Active Listening Skills

Skill	Explanation
Summarising:	Drawing together things the speaker has said to make one statement. Check that the summary is accurate, for example, "So the three things you are saying are..."
Clarifying:	Checking that what was said is understood by the listener, such as facts/opinions/decisions/order of events. For example, "So what you're saying is..".
Reflecting:	Picking up on the explicit/implicit feelings expressed by the speaker and showing an understanding and acceptance of these.
Paraphrasing:	Repeating back to the speaker a little of what was said in his/her own words or similar words.
Explaining:	Giving an interpretation of previous statements. Could be helpful if someone is unclear about the meaning of what she/he is expressing, for example, "It could be that what happened was..."
Open-ended questioning:	Asking the speaker questions which will encourage further discussion, for example, "What happened then" versus questions which will elicit a yes/no answer.
Encouraging:	Includes thanking a person for his/her contribution. Or using sub-speech to show ongoing understanding of what is being said, for example, "Mmmm..uhuh...um...hm...yes".



Handout D.12 Non-Verbal Listening Skills

Skill	Explanation
Facial Expression	The face expresses emotions. Allow it to do so.
Eye contact	Expresses interest, encourages a speaker to continue, offers support. (Be aware of overdoing it.)
Body Language	The way we sit, stand, hold the body transmits messages. When listening, turn towards the person, lean towards them slightly, indicate a relaxed, attentive stance.
Gestures	Helpful gestures include open handed movements, head nods.
Personal space	Leave a comfortable distance between you and the other person.



Handout D.13 Carl Rogers 'The Interpersonal Relationship in the Facilitation of Learning'

"The facilitation of significant learning rests upon certain attitudinal qualities that exist in the personal relationship between the facilitator and the learner".

He describes these attitudes and qualities as:

Realness in the Facilitator of Learning

Perhaps the most basic of these essential attitudes is realness or genuineness. When the facilitator is a real person, being what she is, entering into a relationship with the learner without presenting a front or facade, she is much more likely to be effective. This means that the feelings that she is experiencing are available to her, available to her awareness, that she is able to live these feelings, be them, and able to communicate them if appropriate. It means that she comes into a direct personal encounter with the learner, meeting her on a person-to-person basis. It means that she is being herself, not denying herself.

Seen from this point of view it is suggested that the teacher can be a real person in her relationship with her students. She can be enthusiastic, can be bored, can be interested in students, can be angry, can be sensitive and sympathetic. Because she accepts these feelings as her own, she has no need to impose them on her students. She can like or dislike a student product without implying that it is objectively good or bad or that the student is good or bad. She is simply expressing a feeling for the product, a feeling that exists within herself. Thus, she is a person to her students, not a faceless embodiment of a curricular requirement nor a sterile tube through which knowledge is passed from one generation to the next.

Prizing, Acceptance, Trust

There is another attitude that stands out in those who are successful in facilitating learning. I have observed this attitude. I have experienced it. Yet, it is hard to know what term to put to it so I shall use several. I think of it as prizing the learner, prizing her feelings, her opinions, her person. It is a caring for the learner, but a non possessive caring. It is an acceptance of this other individual as a separate person, having worth in her own right. It is a basic trust – a belief that this other person is somehow fundamentally trustworthy. Whether we call it prizing, acceptance, trust, or by some other term, it shows up in a variety of observable ways. The facilitator who has a considerable degree of this attitude can be fully acceptant of the fear and hesitation of the students as she approaches a new problem as well as acceptant of the pupil's satisfaction in achievement. Such a teacher can accept the student's occasional apathy, her erratic desires to explore byroads of knowledge, as well as her disciplined efforts to achieve major goals. She can accept personal feelings that both disturb and promote learning – rivalry with a sibling, hatred of authority, concern about personal adequacy. What we are describing is a prizing of the learner as an imperfect human being with many feelings, many potentialities. The facilitator's prizing or acceptance of the learner is an operational expression of her essential confidence and trust in the capacity of the human organism.

Empathic Understanding

A further element that establishes a climate for self-initiated, experiential learning is empathic understanding. When the teacher has the ability to understand the student's reactions from the inside, has a sensitive awareness of the way the process of education and learning seems to the student, then again the likelihood of significant learning is increased. This kind of understanding is sharply different from the usual evaluative understanding, which follows the pattern of "I understand what is wrong with you". When there is a sensitive empathy, however, the reaction in the learner follows something of this pattern, "At last someone understands how it feels and seems to be me without wanting to analyze me or judge me. Now I can blossom and grow and learn". This attitude of standing in the other's shoes, of viewing the world through the student's eyes, is almost unheard of in the classroom. One could listen to thousands of ordinary classroom interactions without coming across one instance of clearly communicated, sensitively accurate, empathic understanding. But it has a tremendously releasing effect when it occurs.



Handout D.14 Qualities of an Effective Adult Literacy Tutor

Questionnaire

Do you agree or disagree with the following statements?	Agree	Disagree
A tutor should:		
Make sure the room is prepared for the session.		
Welcome the students.		
Tell students where to sit.		
Help the student to plan their own learning.		
Decide what the student needs to learn.		
Be able to tutor in literacy and numeracy.		
Make sure the material is suitable for the student's level, interest and pace of learning.		
Photocopy any materials needed.		
Ensure the material is ready for the next session with the student.		
Evaluate progress with the student.		
Talk most of the time.		
Be helpful.		
Be non-judgemental.		

Questionnaire

Do you agree or disagree with the following statements?	Agree	Disagree
A tutor should:		
Make the tea.		
Listen.		
Be a friend.		
Mark the student's work.		



Handout D.15 Adult Learner's Experience of Returning to Learning (1)

When I was at school anyone like me who had problems with learning were just shoved aside and ignored. I did have a problem but a little help and understanding at the time would have made my life a lot easier. When I was made redundant I knew I had to do something and got in touch with the Centre. I expected it to be like school but I couldn't get over the friendliness and understanding of tutors in accommodating people's needs is great. Their ability to relax people and put them at ease is a great skill. I know they have learnt it over the years and they showed me that I was capable of doing stuff that I only dreamed of doing before. I was surprised I was able to learn so much in a short period of time. It has encouraged me to stay and keep learning. I'm thrilled over the progress I've made and the confidence it has given me. I can do a lot of things now that I couldn't do before like writing a cheque and being able to read by myself. I have done the full Fetac Level 3 Certificate and I'm not finished yet. I count myself privileged to be so far advanced and enjoy encouraging others to make progress.

Stephen



Handout D.16 Adult Learner's Experience of Returning to Learning (2)

I returned to learning after about 35 years. I didn't have a bad experience at school, but I didn't learn much and always felt I could have done more. I went to a village school, it had two teachers and it was very relaxed. I thought it was great not having to study all the time.

When I left school I got shop jobs, cleaning jobs and I thought it was great to have my own money but as I got older I felt I was at a dead end. Eventually I set up my own business and I'm still doing it and I'm doing well, but my lack of education always stayed with me.

When I contacted the centre I was invited to meet the adult literacy organiser. We met in private at the centre. That was very important to me then, I didn't want anyone to know that I was thinking of going. She was brilliant, we talked and talked, we had tea, we laughed a lot and during this chat she managed to find out what I was interested in and what kind of help I wanted.

My organiser introduced me to my tutor the next week. She was really helpful; she listened to me, we drank tea (again) and we started on some work and I felt good about being there and about coming back (when I went in first I hadn't been sure I would come back). I hadn't expected her to ask me what I wanted to do. At first I couldn't think, I wanted her to decide, I think it was wanting the same as school and this was different. After a few weeks though I felt much more confident – I decided what I wanted to do and that's exactly what she helped me with. I liked it, I felt she treated me like an equal and that we were there to work together.

I've since joined a group and I'm working on lots of different things – including writing poetry which I love. I also work as a mentor to new students – I meet them before they start with their tutor and I tell them my experience of learning and I think it really helps because I'm the same as them.

Learning as an adult is so different, and so enjoyable I don't think I'll ever stop now.

Ann



Handout D.17 The Literacy Tutor's Role (1)

Learners often say a meaningful relationship with the tutor is the reason they remain in a literacy programme. Traditionally, the education process put learners in a passive position. They were seen as empty vessels to be filled with knowledge held by the teacher. Rather than a traditional teacher, the tutor is a facilitator and resource person. Someone who engages the learner in dialogue or two-way conversation. Learners must feel free to express their ideas and opinions and to make mistakes. They should be challenged to actively participate in shaping their own learning. Tutors must be open to challenges from their students.

It is important to develop a mutual relationship of sharing, trust and respect. Build up a learner's confidence right from the beginning by showing them that they have the ability to learn.

Varying tutoring techniques keeps the learner engaged, makes learning fun and helps the learner understand that learning doesn't have to be boring or painful. Developing an awareness of how we learn allows students to have greater control over the learning process and develop greater independence.

The ability to listen and learn from students builds mutual respect. To listen is to be on an equal footing. The key to effective communication is active listening which helps to ensure that a message is received correctly. Developing a positive and supportive relationship between the tutor and learner is critical to the learner's success. Patience, tact and a sense of humour are valuable assets.

As a tutor it is wonderful to observe an adult student grow in confidence and self esteem as a result of learning to read and write.

Marie Noone, Tutor



Handout D.18 The Literacy Tutor's Role (2)

It was clear from the initial tutor training course that adult literacy tuition would differ, in many respects, from conventional school-based education. The biggest difference, in my view, was the 'student-centred' approach of literacy tutors. This was in contrast to the curriculum focussed or exam focussed approach taken by many teachers in schools.

My recent experience, as a one-to-one tutor, has given me a great insight into the impact that poor literacy skills can have on a person's self esteem. My student, who came to our literacy scheme seeking help with form-filling and spelling, recently confided that an even bigger benefit has been her increased confidence.

One of the biggest benefits that I gained from tutoring is the satisfaction of dealing with topics that are relevant and interesting to the student and thus have a positive impact on their daily life. I also enjoy the experience of seeing how well a student learns when provided with a relaxed, non-judgemental environment.

I recently came across the use of the term 'scaffolding', as a metaphor to describe the support that we as tutors provide to students. I particularly like the image that it conjures up of a safe, secure environment where students can develop, until they feel comfortable about removing the scaffolding and using their skills independently. This 'scaffolding' metaphor strongly appeals to me as I feel it sums up, very well, my own understanding of my role as a literacy tutor.

Arlene Morgan, Tutor



Handout D.19 The Literacy Tutor's Role (3)

Tutoring is not just about imparting knowledge. It is also about creating a good working relationship with your student. One that builds self-confidence, boosts their egos and encourages them to press forward with their goals. Often just coming to get help will take a tremendous amount of courage. I respect that and consider that as I work with students.

Oscar Wilde was quoted as saying: "School was the only interruption in my education". I think many of the students I have tutored could relate to that quote. For most of them the school-based education system was very painful. Many of them coped by becoming a 'messenger' or the class clown. Some got into trouble to cover up the fact that they were struggling to do the school work. I feel that the school system does not work for everyone. That is why it is so important in adult literacy to create an environment that does not feel like school to the student. Creating this atmosphere is a big part of my role as a literacy tutor. I do this by creating a warm, friendly environment of mutual respect.

The tutor/student relationship is one which must be built on trust and respect. In class I always build in time for a chat. We will discuss topics that interest everyone. I don't see this as time wasting at all. It places us on an even footing. I realise that even though I am the tutor, there is a lot I can learn from my student.

Another part of my role is to facilitate learning. I try to find out why the student has returned to education and together we can set goals and discuss learning outcomes. By doing this it gives the students control over what we study. I try to create the right atmosphere so they can accomplish their individual goals. This is about understanding and being sympathetic to the causes and effects of literacy difficulties. It is also about getting to know your students so that you can recognise their learning styles and help them to achieve their goals.

In my role as a literacy tutor I realise that I must have some boundaries. Often the student may feel so comfortable with the tutor that they will share some personal problems. While these problems may have an effect on the work we are doing, I have to remember that I am there to help them with literacy. I am not a trained counsellor and it is not my role to give advice. If the problems are serious I will bring in my Adult Literacy Organiser who can possibly refer the student to other services if needed.

In conclusion, I feel that my role as a literacy tutor is to help the student move from a state of dependence to independence.

Susan Wetherill, Tutor

Adult Learning

Principles Informing Practice

"Underlying every programme of education is a philosophy. Underlying every curriculum should be a concern about the development of the learners as persons."

Jarvis

Adult Literacy Organisers' Value Statement

Literacy is a basic human right. We aim to provide and develop a person-centred, holistic adult literacy service in an environment which respects all as active partners.

Principles for Good Adult Literacy Work

- Adult literacy work is based on a philosophy of adult education which is concerned with personal development and social action.
- Adult literacy learning is an active and expressive process. Learners have the right to explore their needs and interests, set their own goals and decide how they wish to learn.

NALA, (2005). Guidelines for Good Adult Literacy Work.

- Adult literacy work respects different beliefs, cultures and ways of being.
- An ethical code of trust and confidentiality underpins all aspects of the work.
- Learners' knowledge and skills are vital for the effective organisation of adult literacy work. Learners should have the opportunity to be involved in all aspects of provision.
- Adults learn best when the decision to return to learning is their own and the environment is supportive, relaxed and friendly.

NALA, (2005). Guidelines for Good Adult Literacy Work.

The Quality Framework Guiding Principles

Voluntarism

- The student has the right to attend on a voluntary basis and to set their own learning goals in an atmosphere of trust and respect. It is the student's own decision to take part in ABE and the knowledge and skills they work on address their own interests and priorities.

NALA (2006) Evolving Quality Framework for ABE, User Guide (revised ed).

Confidentiality

- The student has the right to privacy and confidentiality. Their participation in ABE is kept private unless they agree otherwise, and any information they supply is also kept private.

Respect for Cultural Difference

- Cultural and social differences are respected at all levels in the organisation. Staff, students and managers in the service welcome people from many different social and cultural backgrounds and take active steps to make sure that everyone who wants to be fully included in the life of the centre has that opportunity.

Social Interaction and Informality

- The service creates an atmosphere that encourages social interaction, informality and enjoyment. This recognises the social aspects of learning and motivation and the importance of an adult-friendly learning environment and approach to management.

Inclusiveness

- Students can take part in all aspects of the organisation, including evaluation.

NALA (2006) Evolving Quality Framework for ABE, User Guide (revised ed).

Principles Informing Practice

"Do we tend to treat individuals as persons of worth, or do we subtly devalue them by our attitudes and behaviour? Is our philosophy one in which respect for the individual is uppermost? Do we respect his capacity and his right to self-direction, or do we basically believe that his life would be best guided by us?"

Carl Rogers

To what extent do we have a need and a desire to dominate others? Are we willing for the individual to select and choose his own values, or are our actions guided by the conviction ... that he would be happiest if he permitted us to select for his values and standards and goals.

The Effective Adult Educator

An Adult Educator:

- understands what motivates adults to participate in adult education;
 - has a strong commitment to adult education;
 - has developed a system of values about adult education; and
 - has an understanding of the structure of the community, its organisation and groups.
- believes in the potential for growth in people;
 - communicates well;
 - understands conditions under which adults are most likely to learn; and
 - is her/himself learning.
- knows her/himself, her/his values, strengths and weaknesses;
 - is open-minded and capable of accepting others' ideas;
 - believes innovation and experiment are necessary to develop the field; and
 - believes in freedom of thought and expression.

Grabowski

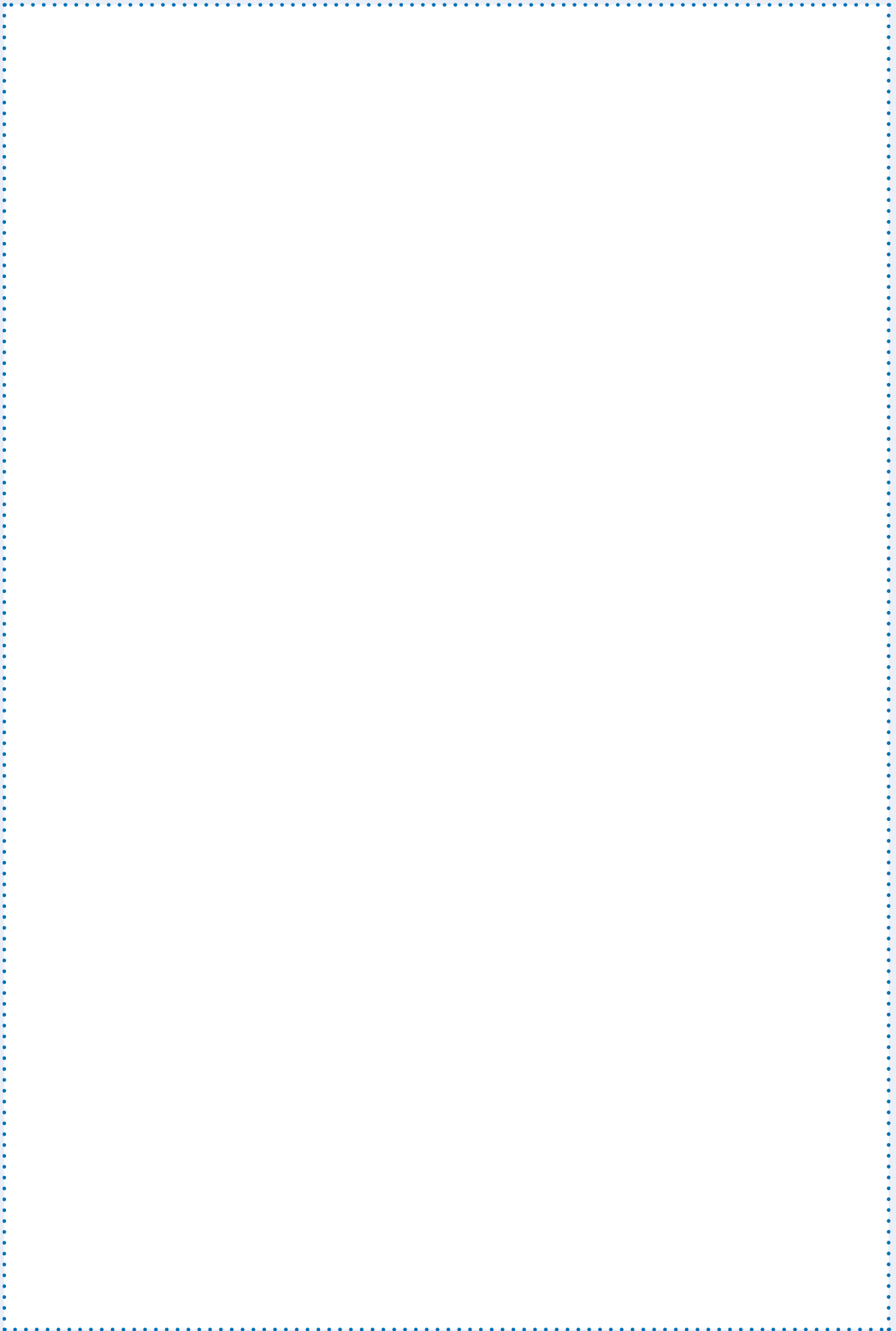
- has confidence in the learner's ability;
- is always prepared to enter into a genuine dialogue with the learner;
- has a strong motivation to help;
- is an open and growing person; and
- is warm and loving.

Tough

The Role of the Adult Educator:

- a conviction in the potentiality for growth of adults;
 - a strong personal commitment to adult education, exemplified by the extension of his/her own education;
 - a willingness to accept others' ideas; and
 - the encouragement of freedom of thought and expression.
- The adult educator must understand the conditions under which adults learn, their motivation for learning, the nature of the community and its structure.
 - Underlying all of these, and essential, is an understanding of oneself supported by a sustaining personal philosophy.

Campbell





Section E Introduction to Reading

Reading is the area in literacy in which the greatest gains are made. The vast majority of students will improve their reading skills. This is heartening information for those starting out as literacy tutors. Reading, however, is a very complex skill to develop. The purpose of this section is to demonstrate the difficulties involved, but also to explore different adult-orientated approaches and learning activities which help to develop reading skills.

Learning to Read

Fluent reading becomes so automatic that the skilled reader is unaware of the many features involved. Consequently, the tutor trainer needs to impress upon new tutors the need to:

- Help students to develop a good basic sight vocabulary.
- Ensure that the student understands how to decode words.
- Check the student's understanding of what they are reading.
- Help the student to monitor their own understanding.
- Use materials based on a student's background knowledge and interests.
- Use adult vocabulary.
- Give relevant and interesting information.

Materials

All good literacy practice starts with the needs of the individual student. The materials used by the tutor are crucial for addressing the specific needs of the student and for maintaining motivation and interest. It is often difficult for new tutors to grasp that there is no curriculum to follow. The 'language experience' approach and code exercises discussed in this section demonstrate what effective materials might look like. This training pack also contains a specific section on materials, which covers making your own materials and simplifying texts.

Reasons for Reading

New tutors also need to consider the different purposes for which people read. Efficient readers will learn to use many styles of reading to suit their purpose.

- Skimming to identify the main ideas in a piece of text.
- Scanning to look for a specific piece of information, or to answer a specific question.
- Proof reading a piece of writing to find errors.
- Reading material containing numerical information
- Reading for information – using reference books, the Internet and other reference sources.
- Reading for enjoyment.
- Critical reading – becoming aware of different types and styles of writing, reading books for review or analysing poems.

This section of the training pack offers a variety of timed activities with specific aims and learning outcomes. You can select or adapt the activities to suit your purpose.

Mirror Writing Exercise


Aim

To appreciate how intimidating print can be for a literacy student.

Learning Outcomes

- To be aware of the sensitivities of students asked to read aloud.
- To become aware of their own reading strategies.

Methodology

- Circulate the Mirror Writing piece ( Handout E.1), face down, and tell the tutors not to turn it over until you say so.
- When all the tutors have a copy, ask them to turn over the page and each tutor in turn to read one sentence aloud. As soon as one tutor gets stuck, move swiftly to the next. Do not let any tutor read more than one sentence. (5 minutes)
- As a group exercise, ask the tutors the following questions and record their feedback on a flipchart:
 - How did you feel when you were asked to read out the passage?
 - What strategies did you use in reading the underlined words?
 - Did you find that the passage got easier as you read on? If so, why?
 - What would have made this exercise easier? (10 minutes)
- Group discussion – How does this exercise help us to understand how a student might feel when confronted with the written word? (5 minutes).

Trainer notes:

The mirror writing exercise is very effective in reminding tutors of how terrifying being put on the spot can be. For literacy students, if not handled correctly, being asked to read aloud can remind them of negative school experiences. Always give students a choice of reading to themselves or reading aloud.

Reading the piece should also prompt a discussion about the tutors' own reading strategies and how they apply to their student:

- Capital letters and full stops indicate where to start and finish a sentence
- Knowing initial consonants, common letter strings and word shape helps decoding
- The effort of decoding individual words can interfere with understanding the passage
- As the meaning of the text becomes clearer, it is possible to use context clues
- If the text had been given a title, it would have made reading the piece easier

Handouts



- E.1 Mirror Writing
- E.2 Elements of Fluent Reading
- E.3 Tutor's Copy
- E.4 Student's Copy
- E.5 Language Experience
- E.6 (Sample Language Experience piece) Big Boys' Toys
- E.7 Suggestions for Using the Language Experience Piece
- E.7 Cloze Procedure
- E.8 Key Words (Dolch list)
- E.9 Social Sight Vocabulary
- E.10 Cloze Passages
- E.11 Comprehension: Gomplimg Ribbils
- E.12 Tips for Helping Students to Monitor their Comprehension
- E.12 Reading for Different Purposes
- E.13 Reading for Different Purposes





Handout E.1 Mirror Writing

Writing

Writing needs to form part of the literacy learning process from the very beginning of tuition. Not only does writing reinforce the functional aspects of learning to read, but it also gives learners additional opportunities for exploration, for exploring different forms of language and for experiencing mastery over the written word (often for the very first time in their lives), all of which leads to increasing confidence in handling language.



Handout E.2 Elements of Fluent Reading

Skilled Reading

The two main components of reading are rapid word recognition and comprehension. We read to understand. The more fluently we are able to read, the more processing capacity is left to spend on comprehending what we are reading.

How do Skilled Readers Read?

Research has shown that fluent readers are so skilful they can typically read five words per second. Eye movement technology has shown that a skilful reader not only fixates most words (apart from short ones such as 'of', 'to') but also appears to process the individual letters in each word, even where they are predictable.

The ability to decode and comprehend text efficiently depends on a number of factors:

Letter Knowledge

The letters of the alphabet are confusing to a beginner reader. In order to be able to read, the reader needs to be able to recognise upper and lower case letters and different fonts.

Phonics

Phonics is the branch of science that deals with spoken sound. To understand a language, one must be able to distinguish and categorise the distinct sounds.

Essentially, a person beginning to read needs to understand that speech is made up of a stream of sounds and syllables.

A crucial step in learning to read is the understanding that the letters of the alphabet represent the individual sounds in words. This requires the beginner reader to understand that a word is made up of separate and distinct sounds and that individual letters or strings of letters represent those sounds. For example the word CAT is made up of three sounds C-A-T and is represented by three individual letters. The word CHAT is also made up of three sounds but is represented by four letters, the CH representing one distinct sound. Once a reader understands this principle, it becomes easier to decode text.

Print Knowledge

The reader needs to understand how a text works, the direction you start from and the nature of the text being read. Skilled readers have expectations about the text they are about to read. The way one might approach reading a flight schedule or a timetable is different from sitting down to read a novel. Expectations of print only come through reading a wide variety of texts.

Just as we expect to see words appearing in a certain order, we also expect to see letters in order. We have unconsciously acquired the code and if we saw a sequence *dgsumz*, we would be astonished, but if we saw the word *crecious*, we might not be.

Syntax

Syntax is the structure of a language that allows words to fit together to make phrases and sentences. Knowing where the verb or subject will appear in the sentence makes it easier to predict what will come next. For example in the sentence "Patrick lempied to the shop" our knowledge of English tells us that lempied is the verb and that Patrick got to a shop somehow, even if we don't quite understand the meaning of the word 'lempied'.

Semantics

Semantics relates to the meaning of words and sentences. To understand a sentence a reader may have to examine meaning at several different levels simultaneously. For example: "Can you spell Laurence?" or "Can you spell, Laurence?".

Background Knowledge

Depending on the subject matter and our background knowledge, we approach a passage with a greater or lesser expectation of meaning. The better the frame of reference a person has for the material being read, the easier the piece will be to comprehend. Background knowledge is about being able to relate one piece of information to another and knowing what is relevant to what you are trying to understand. In turn, reading new information amends and develops previous information.

How we can Use this Knowledge to Help our Students

Armed with this knowledge, we can apply what we know as follows:

We need to give students material that:

- Harnesses their needs and interest and their background knowledge.
- Uses sensible English and adult words.
- Conveys information and is relevant.

We need to ensure:

- That they have a good basic sight vocabulary.
- That they understand how to decode words through letter-sound correspondence and word pattern.
- That they have understood what they have read.
- That they learn to check their own understanding of what they read.

Code Exercise

(25 minutes)

Aim

To appreciate how difficult decoding is for a literacy student.

Learning Outcomes

- To understand how confusing the printed word can be when you don't know the code.
- To develop an understanding of how painstaking teaching a basic student can be.

Methodology

Ask the group to divide into pairs. One person is the tutor and the other the student.

Give the tutor's copy (👉 Handout E.3) to one participant and the student's copy (👉 Handout E.4) to the other.

Tell the participants that the exercise is a role-play and that the tutor must try to teach the student to read the piece.

The task is to teach the student to read by whatever means they can.

- Explain to the pairs that they must not translate the words letter by letter, as you cannot do this with a real student.
- Walk around the groups and observe how they are doing: give advice if they are struggling.
- Bring the group back together and ask each pair to feedback to the group how they found the exercise (25 minutes).



Handout E.3 Tutor's Copy



My



name



is



Mary.



I



have



lived



in



the



city



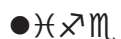
centre



all



my



life.



I



have



four



children.



Handout E.4 Student's Copy



Using the Language Experience Approach

(40 minutes)

Aim

To introduce participants to the Language Experience Approach.

Learning Outcomes

- To understand how to generate a language experience text
- To become aware of the importance of using a student's own language and grammar.
- To know how to ask open-ended questions.

Methodology

- Ask the group to divide into pairs. One person is the tutor and the other the student. Explain to the tutor that s/he is to elicit enough information from the student to write down three sentences. (5 minutes)
- Ask the tutor in each pair to read out what they have written and ask each student if they agree that those were the exact words they used. (10 minutes)
- Ask the group what sort of questions they asked to elicit the information. Record them on the flipchart. (5 minutes)
- Look at the questions and ask the group to decide if they are open-ended (i.e. questions that cannot be answered by 'yes' or 'no') or closed questions. If they are closed questions, how could they change them to become open-ended questions? (5 minutes)
- Give an input on the language experience approach and how it is used in literacy to generate reading materials. Emphasise the importance of using open-ended questions and writing everything down verbatim. (See 🖐️ Handouts E.5-E.7). (10 minutes)
- Question and answer session. (5 minutes)



Handout E.5 Language experience

Language experience is a method of using a student's own language to create reading materials:

What are the Advantages of Using Language Experience?

- It is based on the student's own vocabulary.
- It involves the student and gives them a sense of ownership of the material.
- It provides instant reading material for beginning readers.
- It can provide a bank of essential sight words.
- It can encourage writing activities.

How do you Generate the Text?

- Use open-ended questions to generate discussion with your student.
- Write down verbatim a few sentences which have been dictated by the student.
- Do not change grammar or syntax, but clarify with the student that you have written down what they intended to say.

How can you Use the Text?

- Discuss the piece with your student and show an interest in the text.
- Read the piece to the student and then read the piece together.
- Point out unusual words.
- Cut out the first sentence and ask the student to read it.
- When the student seems confident reading the sentence, cut it up into individual words.
- Mix the words up and see if the student can put them together to form the sentence.
- Repeat this exercise with the other sentences.
- You can also ask the student to create new sentences with the cut up words and to read them aloud.
- Write out the sentences.
- Type up the piece of writing, using a large clear font and double-spacing, for the following session and ask the student to practise reading it again.
- Gradually build up a collection of language experience pieces and use them regularly as reading pieces.



Handout E.6 (Sample Language Experience piece) Big Boys' Toys



I went to an exhibition at the RDS for fellas who like gadgets, like video games and cars. It was for people who like putting alloy wheels and big music consoles in their cars.

I saw the 'A Team' van, the Knight Rider car and the Dukes of Hazzard car. The Dukes of Hazzard car was all rusty and old.

The James Bond car was also there and there was a guy working all the controls with a computer. The Knight Rider car was driving around the forecourt and doing all stunts around an obstacle course.



Handout E.7 Suggestions for using the language experience piece

I went to an exhibition at the RDS for fellas who like gadgets, like video games and cars.

1. Cut out the first sentence and ask the student to read it.
2. When the student is confident reading the first sentence cut it into individual words and match them to the words in the sentence.

I

went

to

an

exhibition

at

the

RDS

for

fellas

who

like

gadgets

like

video

games

and

cars

3. Mix the sentences up and ask the student to put them together in the right order.

It was for people who like putting alloy wheels and big consoles in their cars.

4. Make a Cloze exercise:

The James Bond _____ was there and _____ was a guy working
_____ the controls.



Handout E.7 Cloze Procedure

Cloze procedure is a method which encourages learners to develop and rely upon their own ability to predict meaning in what they are reading, through the use of context clues and their own previous knowledge.

The method involves deleting certain words or letters from a text and leaving an underlined blank space. Learners can then read the passage to themselves, guessing at the missing words or letters and filling in the blanks. It should be emphasized that there are no right or wrong answers – whatever makes sense when read back is okay.

It is important to avoid leaving too many blank spaces because the reader may become frustrated by the break in the flow of their reading. About one deletion for every ten words is the maximum recommended. Read the Cloze passage yourself to check that it isn't too difficult and that not too much meaning has been lost through deletion.

The Cloze method can be used for a number of different purposes:

- To assess comprehension. Using Cloze procedure gives a good idea of the reader's potential for understanding a passage. Cloze can test:
 - word recognition;
 - the use of semantic and syntactical information to predict;
 - ability to seek meaning outside the context of the immediate sentence.
- To develop prediction skills for reading. It is best to eliminate words central to the meaning of the passage, so that an appropriate word should spring easily to mind.
- To emphasize grammatical points. In this case it is best to leave out only those words that are the same part of speech (e.g. adjectives, adverbs, prepositions etc.).
- To highlight spelling patterns. As with grammatical points, you can eliminate words that begin or end with the same letter combinations, vowel sounds or rhyming patterns.



Handout E.8 Key Words (Dolch list)

First 100 most used words			The next 100 most used words		
a	and	he	after	again	always
I	in	is	am	another	any
it	of	that	away	ask	bad
the	to	was	because	best	bird
all	as	at	black	blue	boy
be	but	are	bring	day	dog
for	had	have	don't	eat	every
his	him	not	far	fast	father
on	one	said	fell	find	five
so	they	we	fly	four	found
with	you	about	gave	girl	give
an	back	been	going	good	got
before	big	by	green	hand	have
call	came	can	head	help	home
come	could	did	house	how	jump
do	down	first	keep	know	last
from	get	go	left	let	live
has	her	here	long	man	many
if	into	just	may	men	mother
like	little	look	Mr	never	next
made	make	more	once	open	own
me	much	must	play	put	ran
my	no	new	read	red	room
now	off	old	round	run	sat
only	or	our	saw	say	school
other	out	over	should	sing	sit
right	see	she	soon	stop	take
some	their	them	tell	than	these
then	there	this	thing	think	three
two	up	want	time	too	tree
well	went	were	under	us	very
what	when	where	walk	white	why
which	will	who	wish	work	would
your			year		



Handout E.9 Social Sight Vocabulary

Miscellaneous	Signs	Door Signs	Street Signs
on	hospital	private	cross now
off	station	vacant	pedestrians
salt	cinema	engaged	stop
sugar	café	toilets	slow
tea	fire station	gentlemen	city
coffee	post office	ladies	road
front	police	men	street
back	workman overhead	women	avenue
left	stairs	closed	crescent
right	for sale	shut	cross
high	escalator	open	centre
low	upstairs	push	circus
shampoo	lifts	pull	park
poison	underground	please ring	square
soap	bus	please wait	main
cleaner	request stop	please knock	high
days of the week	showing now	enter	corner
months of the year	next attraction	exit	bridge
year	wet paint	entrance	gate
parcels	downstairs	way in	town
top	restaurant	office	gardens
bottom	danger	enquiries	east
this way up	beware	stamps	south
careful	drive in	saloon bar	west
open here	lunch	way out	chemist
open other side	wash	fire exit	telephone
handle with care	brush up	information	look left
urgent	hot	emergency exit	look right
	cold	no entry	
	laundry		
	drinking water		
	no smoking		
	stand clear of the		
	gates		
	beware of the dog		
	to let		

Cloze exercise

Aim

To illustrate how Cloze exercises work.

Learning Outcomes

- To understand how to generate a Cloze text.
- To become aware of the factors that influence the readability of text.
- To become aware of the importance of using material appropriate to the level of the student.

Methodology

- Explain that Cloze is a technique based on the recognition in Gestalt psychology that the human mind has the tendency to complete an incomplete pattern. In adult literacy and basic education work, Cloze exercises are useful to encourage students to develop their ability to predict what word will come next from context clues that are available in a piece. Use 🖐️ Handout E.7 as the basis for a short input on Cloze.
- Hand out the two Cloze exercises (🖐️ Handout E.10) and give the participants time to look over them.
- Ask the group the following questions:
 - What makes the second piece more difficult than the first?
 - Are some of the blanks more difficult to guess at than others and why?
- Put the responses on a flipchart.
- Circulate a copy of 🖐️ Handout E.7 at the end of the session. (Total 15 minutes)



Handout E.10 Cloze Passages

Cloze Passage 1: How to Save Petrol

1. Starting the engine _____ is the most extravagant action for _____ up petrol, so don't use the car for just popping _____ the road to buy an extra pint of _____. When you do start it, don't use the _____ for any longer than necessary (although _____ try to start without it). Also, don't speed _____ the engine is _____.
2. Use the highest _____ gear without _____ the engine, especially up hills. Never linger in _____ gear.
3. _____ off the engine in traffic _____ and at roadworks.
4. Make sure your wheels are _____ aligned and that you have the correct _____ in your tyres. Look at the tyres – if the pattern is worn unevenly you have a _____.

Cloze Passage 2: Petrological Identification

Andesites and trachytes, the Intermediate lavas, _____ more the character of rhyolite than _____ basalt in hand specimen. They contain _____ or no free quartz, but if _____ enough, feldspar phenocrysts will be visible. _____ the trachytes the feldspar is dominantly _____, in the andesites, one of the _____ series. In such finegrained rocks, _____ a hand lens may not give _____ great deal of information and for _____ identification, examination of a thin section _____ a petrological microscope may be necessary.

Comprehension

Aim

To be able to formulate questions to assess reading comprehension.

Learning Outcomes

- To be aware of the pitfalls when assessing comprehension.
- To examine various ways of monitoring comprehension.

Methodology

- Divide the group into pairs.
- Give a copy of 🖐️ Handout E.11 (Gompling Ribbils) to each pair.
- Ask them to read the passage and answer the questions. (10 minutes)
- Group discussion. – What was the point of the exercise? What skills were involved in answering the questions? Which questions were difficult to answer? What does it tell us about assessing comprehension? (10 mins)
- Divide the participants into small groups and give each group a different piece of writing. You can give each group a copy of each piece of writing, but they are only to work on one piece. Ask the groups to agree on three questions which will assess the student's comprehension of the piece of writing. They can write the questions on a flipchart page. (10 minutes)
- Each group pins their flipchart page on the wall and the rest of the groups decide whether the questions would assess comprehension. (10 minutes)
- Group discussion. (5 minutes)



Handout E.11 Comprehension: Gompling Ribbils

Sally loves gompling ribbils. Sometimes she gomples rif ribbils, but she likes gwet ribbils best.

Sally's lorter likes derp gibbles, but she never gomples them. She prefers to fummek them in sile.

Sile is very expensive, so sally's lorter does not buy it often. She fummeked some last week, but Sally gomples hers.

Answer the Following Questions:

1. What does Sally do with the ribbils?

2. Which ribbils does Sally like best?

3. What does Sally's lorter do with her ribbils?

4. What relation is Sally to the person who fummexes ribbils?

5. How many sorts of ribbil are there?

Give the Meaning of These Words:

Ribbil

Lorter

Fummex

Sile

Gwet



Handout E.12 Tips for Helping Students to Monitor their Comprehension

Unskilled readers expend a lot of their energy in trying to decode text. This leaves less capacity for understanding what they have read. It is very important to show the reader strategies for monitoring their own comprehension, even at the early stages of reading. The ultimate aim of reading is to understand what has been read. Comprehension should be monitored as the text is being read.

It is hard for unskilled readers to decode and comprehend at the same time. We recommend you use the following strategies:

- From the title of the piece, discuss with the student what they might expect the text to be about.
- Discuss and explain, in advance, the vocabulary that you think the student is likely to find difficult. This helps the student's reading to be more fluent and they will find it easier to predict what is coming up.
- Ask the student if there is anything in the piece that they did not understand and, if so, ask them to reread it to see if it makes sense.
- Ask the student to summarise verbally the main point of the piece.
- Then do the same with each paragraph.
- When the student has completed the whole text, ask their opinion of it.
- Ask the who, what, why, where and when questions.
- Discuss with the student what they thought of the quality of the text. Does it raise other questions?
- When decoding words, students need to ask themselves if the word they have come up with makes sense in relation to the rest of the text. They need to continually ask 'does this make sense?' and if not, they should reread the piece.
- Good readers reread when they feel they have not fully comprehended what is in a text. Your student might read a text perfectly but it does not mean they understood what they read. Encourage your student to reread if there is something they have not understood, and explain it to them if they cannot understand it.
- As time goes by, encourage your student to use these strategies on their own, without being asked by you.

Reading for Different Purposes

Aim

To understand the different styles of reading used in everyday life.

Learning Outcomes

- To distinguish between different styles of reading.
- To know when to use the different styles of reading.

Methodology

- Brainstorm – Do you read everything in the same way? Record the group's answers on a flipchart. (2 minutes)
- Give input on Reading for Different Purposes. Circulate the 🖐️ Handout E.12. (5 minutes)
- Divide the participants into small groups and ask them to fill in the table (🖐️ Handout E.13) or have one written beforehand on the flipchart and do it as a group exercise. (5 minutes)
- Take feedback. (3 minutes)
- Group discussion – What sort of materials might a tutor use to encourage the student to practise the different styles of reading? (10 minutes)



Handout E.12 Reading for Different Purposes

Apart from the obvious skill of decoding words, reading involves the ability to use different reading styles for different situations. Efficient readers will learn to use many styles of reading for different purposes.

1. Reading for Enjoyment

Most literacy students, who have struggled to learn to read, need to be reminded that reading is an enjoyable pursuit, which they can engage in purely for pleasure by reading magazines, short stories, poems and novels.

2. Skimming

Skimming is a technique used to identify the main ideas in a piece of text. There are many strategies that people use when skimming, such as reading the first and last paragraph, the first sentence of each paragraph or reading titles and subtitles.

4. Scanning

Scanning is a technique used when you are looking for a specific piece of information, or to answer a specific question. It is used when looking up a word in a dictionary or finding a number in a phone book or reading a bus timetable.

5. Proof Reading

Proof reading involves looking at a piece of writing to try and spot mistakes. It is a difficult skill for most people, but it is particularly difficult for literacy students, who may not recognise spelling mistakes or be aware of the basic conventions of written English.

The most common mistakes made are:

- missing out words,
- spelling errors,
- incorrect punctuation,
- not using capital letters properly,
- poor grammar, and
- incorrect use or understanding of paragraphs.

Proof reading a student's writing is a joint effort with the tutor. Encourage the student to read their work aloud as slowly as possible, so they can see immediately if words have been left out.

6. Reading for Information

Once students are reading fluently and confidently, they can use their skills to find out information for themselves by using reference books or the Internet.

7. Critical Reading

The final stage in reading development is to become more critical and aware of different types of reading material and different styles of writing. Reading a book for review or analysing a novel or poem will develop critical reading skills.



Handout E.13 Reading for Different Purposes

	Reading for enjoyment	Skimming	Scanning	Proof Reading	Reading for information	Critical Reading
Looking up the time of a television programme						
Finding out if a newspaper article has information about one's favourite football team						
Studying for an exam						
Finding a phone number in a telephone directory						
Looking up a bus timetable						
Reading a short story						
Reading a piece of writing to correct mistakes						
Reading a book in order to review it.						
Researching holiday options on the internet						
Analysing a poem						
Reading a horoscope						
Reading to get the main idea of a piece of writing						

Resources

Beginning to Read: Thinking about Print – Marilyn Jager Adams (1994)

Adult Literacy Core Curriculum – Department for Education and Skills UK

Introduction to Teaching Literacy to Adults – Lori Herod (Manitoba Education, Training and Youth 2001)

Read Write Now (books 1-5) – NALA

Really Useful Guide (books 1-2) NALA

Open Door Series

Easy Readers – Dublin Adult Learning Centre

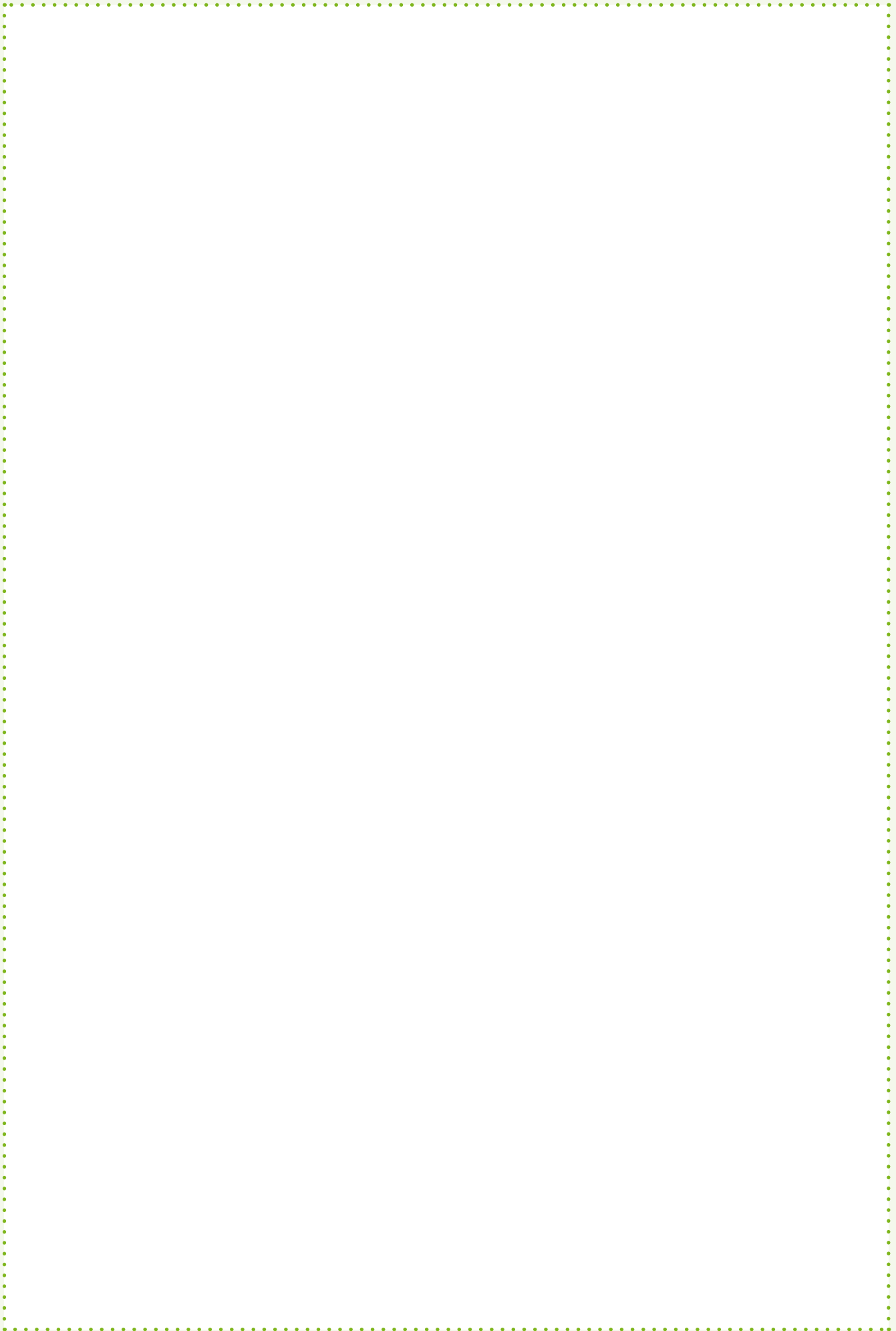
Livewire Real Life – Basic Skills Agency

Beginner Readers – Gatehouse Publications

Quick Reads – Pan Books

Working on Words – VEC

Starting Out: A Handbook for Volunteer Tutors – Maureen Nevile and Columba O'Connor (2006)





Section F Writing

Most students who come for help with literacy will have difficulties with writing. It may be something they have avoided for years, after negative experiences at school. They feel they cannot express clearly what they wish to write. Many are embarrassed about their handwriting or spelling and don't want to appear foolish in front of family and friends. Others may be reluctant to seek employment, promotion or embark on further education and training for fear it will involve writing.

Introduction

Writing is a complex process that requires a different range of skills from reading. As well as the skill of visual recognition, so important in reading, it requires recall and reproduction. The process ranges from writing with traditional pen and paper to writing an email, writing details when booking a flight on the internet or sending text messages on a mobile phone. Many students find it a daunting task precisely because it demands the co-ordination of so many elements: from clarifying their purpose, planning and sequencing their thoughts, to the technical aspects, such as handwriting or word processing, spelling, structure, layout and understanding information technology. In addition, they may find it takes longer to see progress in writing than in reading.

Writing should always arise from the student's needs and interests. In the early stages these are often functional, for example letters, application forms, notes to school. However, as tuition progresses, it is worth giving time to encouraging expressive or imaginative writing. This is often the area that students have most difficulty with, but expressive writing has the potential to radically change the student's relationship with the written word. By seeing their own words in print, students can develop a sense of mastery and ownership of the resulting piece. In addition, many adult learning centres regularly celebrate student achievements through publishing collections of student writings. These provide a rich source of ideas, as well as encouragement and inspiration for other learners.

This section of the training pack contains activities which enable new tutors:

- To reflect on what writing involves and its relevance in our daily lives.
- To consider the many different genres (kinds) of writing we use in our everyday lives.
- To consider what makes writing difficult or demanding.
- To identify the range of knowledge and skills required in the writing process and for different writing tasks.
- To discuss different ways of stimulating writing activities, including the language experience approach.
- To be able to help students to identify their particular writing difficulties.
- To explore practical strategies for helping students to improve their writing.
- To explore issues concerning handwriting.

Note

Experienced literacy students will have valuable contributions to make to the training activities in this section.

Introducing Writing

(approx. 40 minutes)

Learning Outcomes

Having completed this activity participants will:

- have reflected on what writing is and how it differs from reading.
- have explored different genres/kinds of writing and their relevance to our daily lives.

Methodology

Introduce the topic by emphasising that writing is usually a daunting task for adult literacy students because it is such a complex process and requires a very different range of skills from reading. (See the introduction to this section.)

Exercise 1

Begin by asking tutors to suggest a definition of writing. The following questions may help them to clarify their ideas:

How does writing differ from reading and from oral communication?

How do the symbols we use in writing English differ from pictorial symbols, such as the 'no overtaking' symbol or the symbol for 'no smoking'?

What other written language symbols can you recognise, read or write? In what ways do they differ from English writing?

A definition of writing (in English) will probably include the idea that it is a way of communicating meaning, through the use of abstract symbols which can be painted, scratched, engraved or drawn with pencil/pen on a surface, or entered via a keyboard onto a screen. It is a code which has evolved over years to enable communication with people who may be at a distance, rather than face-to-face, and to allow permanent records to be kept.

(Input and large group discussion 15 minutes)

Exercise 2

Circulate copies of 🖐 Handout F.1: Reasons for Writing, and ask the participants to fill them in individually.

Alternatively, ask participants to think of all the situations where they used their writing skills in the last two days. (If relevant, refer to their discussion on this in Section B; What do we mean by Literacy?)

After 10 minutes bring the whole group together and use the following questions to stimulate and focus discussion:

- Do we use writing more frequently in some instances than in others?
- How has the way we use writing changed over time?
- How does the use of writing relate to our different roles in society? (for example as a parent, different kinds of employment, training)
- What judgments do others make about us on the basis of our writing/spelling? Relate these to difficulties experienced by literacy students.
- Are there certain forms of writing which we avoid? How do we feel about this? How might literacy students answer this question?

(Individual task followed by large group discussion 20 minutes)

Summarise the main points that arise.

Finally, circulate copies of  Handout F.2: Different Kinds of Writing, which may be useful to demonstrate the variety of different kinds of writing we engage in.
(Input 5 minutes)

.....

Skills and Knowledge Required for Writing Blocks to Writing


(approx. 40 minutes)

Learning Outcomes

Having completed this activity participants will:

- have explored the knowledge and range of skills involved in the writing process.
- understand the blocks to writing experienced by adult literacy students.

Methodology

Explain that if tutors are to understand what is involved in writing, they need to do some writing themselves and reflect on the experience. One way of doing this is to ask them to write for approximately five minutes on a topic you suggest, or on something of their own choosing. Circulate copies of  Handout F.3: Ourselves and Writing, so that they can work individually on a piece of writing. Give no guidance to them as to how they should present their writing or its purpose.

(Explanation and individual writing task 10 minutes)

When they have finished writing, divide the participants into small groups so they can discuss their answers to the following questions:

- Did you have any difficulties in doing this writing task? If so, can you describe them?
- In what ways could the trainer have made this task easier?
- What knowledge and skills did you need to make use of while doing this piece of writing?
- Did you write in a particular style or tone, in continuous prose or in note form or in some other way?

(Small group discussion 10 minutes)

Bring the group together and tease out the different things we need to know in order to write effectively. The following points should emerge from the discussion.

- **Purpose** and **Content** – what we want to say and why
- **Style** and **Tone** – who is the intended audience?
- **Planning** and **Drafting** – how to make rough notes or drafts of the writing
- **Organising** and **Sequencing** – how to put our thoughts in order
- **Handwriting** – how to shape the letters – developing a personal style
- **Keyboard/computer skills** – basic word processing – text messaging skills
- **Spelling** – combining letters correctly to make words
- **Grammar** and **Structure** – how to put words into phrases, sentences, paragraphs
- **Punctuation** – where to put full stops, capital letters
- **Layout** – how to position writing on the page
- **Proofing** and **Editing** – working from drafts to a final piece of writing

(Large group discussion 15 minutes)

Circulate copies of 🖐️ Handout F.4: What do we Need to Know in Order to Write Effectively? Encourage participants to add any further points which arose during the discussion.

Students are often discouraged from writing because there are so many different skills to be mastered. 🖐️ Handout F.5: Blocks to Writing contains comments from students about their difficulties with writing. Relevant pieces of student writing could also be used. Allow five minutes discussion on this so that tutors can relate each comment to a specific aspect of writing.

(Large group discussion five minutes)

Note

For both of these exercises remind participants to include all forms of writing, for example handwriting, keyboarding, texting.

Finding a Starting Point Developing Writing Skills

(approx. 50 minutes)

Learning Outcomes

Having completed this session participants will:

- have explored ways of finding a starting point and stimulating ideas for writing.
- know how to use the Language Experience approach to help students to practise writing and to develop specific writing skills.

Methodology

Emphasise the importance of starting any writing activity from the student's needs and interests. An informal chat, using one of the activities below, is the best way to discover what writing tasks students want to be able to complete.

Demonstrate how tutors can help students to prioritise those tasks which they want to tackle first and to decide which they can leave till a later date.

- Gather some samples of real life writing tasks and/or make cards with a wide range of named tasks written on them such as:

letter to school

holiday postcards

writing text
messages

work report

application form

addressing
envelopes

telephone
messages

keeping a journal

- Use a checklist of writing tasks to help students decide what they wish to work on first.
(See 🖐️ Handout F.6: Checklist of Writing Tasks.)

(Input and discussion 10 minutes)

Because there is such a wide range of purposes for which we use writing, some of the skills for effective writing, summarised in 🖐️ Handout F.4, may vary in importance in different situations. For example, we do not need to pay as much attention to spelling, grammar, punctuation or layout when writing a short message as when applying for a job, when all of these elements are important.

Circulate copies of 🖐️ Handout F.7: Writing Purposes Chart and discuss with the group how the chart might be used. Encourage participants to add examples which illustrate how we must pay attention to different elements of the writing process, depending on the type of task.


(Input and whole group discussion 10 minutes)

Now explain how the Language Experience approach can also be used as a starting point with beginning and improving writers, for writing practice and for developing writing skills. (See Section E of the training pack for details of the Language Experience Approach).

Have to hand copies of a piece of student writing generated through this approach and give them to participants. Discuss ideas as to how such a piece could be used to develop writing skills as suggested below:

- Encourage students to practise writing some of the sentences they have created through the language experience approach. (Not having to worry about what to write or how to spell the words allows students time to concentrate on the physical aspects of writing).
- Bring in a variety of different writing tools, in addition to the commonly used biro, and encourage students to see which they like best: e.g. hard and soft lead pencils, felt tip pens, traditional ink pens, the addition of 'grips' to make writing tools easier to hold.
- Observe whether the student has difficulty with letter formation, the spacing between letters or between words.
- When students feel confident about the words in the piece of writing generated through Language Experience, introduce additional vocabulary such as days of the week, names of family members, local place names, numbers, as well as the most common words used in writing.
- Discuss with students the benefits of writing short pieces of the text as prepared dictation. This is not meant as a test but to allow both student and tutor to discover particular aspects of the writing which may need attention. For example:
 - handwriting,
 - simple punctuation rules such as where to place capital letters or full stops,
 - how to break writing into paragraphs,
 - rules for using apostrophes, and
 - spelling difficulties.
- Help students to develop spelling skills through:
 - identifying difficult parts of words,
 - noticing sequence and order of the letters,
 - noticing common letter strings (-tion, str-, -oo-, -ee-, -and, -ment)
 - finding and writing the small words in bigger words for example Information: in, for, form, mat, or, on, I, inform, format
 - building a personal dictionary of words in an index note book (with alphabet tabs).

(Input, demonstration, 20 minutes)

Finally, circulate copies of  Handout F.8: Stimulating Ideas for Writing, to demonstrate a variety of other ways you can stimulate writing. Encourage participants to add further ideas which arise in discussion.

(Input and discussion of Handout 10 minutes)

Note

Those with basic word processing skills may find writing on a computer helpful. Seeing one's writing in print helps to build confidence. It also means students do not have to worry about handwriting.

Responding to Student Writing

Editing and Reworking

Strategies for Helping with Writing Skills

(approx 60 mins)

Learning Outcomes

Having completed this session participants will:

- understand how to respond sensitively to student's written work.
- be able to identify and prioritise those aspects which need attention.
- understand a range of strategies for helping with different writing skills.

Methodology


Once the student has got a first draft of what they want to write down on paper, the question of editing arises. This demands great sensitivity on the part of the tutor, especially since the student may have taken a great deal of time over the task. The piece might be considerably improved if certain points were clarified or elaborated, if the sentences were arranged in a different order, if repetitive information were left out, if the spelling and punctuation were accurate and the layout correct.

Give a short input on how tutors need to approach the task of helping students who wish to improve their writing. You may want to include the following points:

- If you ask your student to write something, even his/her name and address, you will be able to discover a lot of information about their needs, as well as their writing strengths and weaknesses.
- Encourage your student to read back his/her writing to you.
- In order to encourage confidence and self-diagnosis, always ask students where they themselves think they have difficulties before pointing them out.

(Input 5 minutes)

One way to raise some of these issues is for tutors to have the opportunity to study an example of a student's written work in draft form. Ideally, the piece should arise from trainers' own work with students, so that they can comment on how the situation was handled.

For trainers who do not have access to such material, writing samples at different levels are included in this section. (See  [Handouts F. 9, 10, 11, Samples of Student Writing.](#))


Choose your own sample of writing, or one of those provided, and give a copy to each participant. Then divide the group into pairs or groups of three and ask them to discuss how they might help the student who wants to improve this piece of writing, and to devise strategies for two or three particular difficulties which they have identified.

The following questions may help them to focus their discussion:

- What would be your initial response to the piece? What can you say about the content and the presentation?
- What aspects of the piece do you feel need attention?
- What aspect would you suggest working on first?

Emphasise the importance of responding positively to the piece, rather than seeking to identify all mistakes, and of prioritising the most important aspects of the writing to work on, rather than trying to 'fix' everything in one session.

Participants may find it helpful to ask themselves the following questions when studying a writing sample:

- Is it easy to follow the sequence of ideas?
- Is the writer able to spell simple words? (For example, from the 'Dolch' list, see  Handout E.8)
- Does s/he have an understanding of sentence structure, verb tenses, capital letters and full stops?
- Is the handwriting legible/fluent?
- Can the student self-correct? Is s/he aware of the type of mistakes that s/he is making, for example leaving out 's' at the end of words, omitting endings such as 'ed' or 'ing'?
- Does s/he have a knowledge of letter sounds and their combination into letter strings/patterns?

After 15 minutes bring the whole group together and invite feedback from each of the small groups on their ideas for the different strategies.

(Small group exercise, feedback on strategies, 25 minutes)

During the discussion, participants may have questions concerning their own understanding of grammar, punctuation and layout. Spelling is discussed in greater depth in the spelling section of this training pack (See Section G). The trainer should have a variety of resources on hand to show participants, and should also be able to direct people to helpful books, worksheets and websites.

(Demonstration of resources and questions and answers, 20 minutes)

Finally, allow 10 minutes to discuss how tutors can help with the more advanced skills of drafting, proofing and editing if they feel it is appropriate for their student.

 Handout F.12: Stages in the Writing Process provides some useful ideas.

(Input and discussion 10 minutes)

Working on Handwriting

(approx. 60 mins)

Introduction

In today's technologically advanced world, many people believe that the written word has lost its importance, with so much of our communication now done via computer and other electronic equipment. However, students continue to recognise handwriting as being an important literacy skill. They are aware that their written work represents them to the world. While they may excuse or explain away illegible handwriting by professionals, for example their local G.P., they are often both ashamed and critical of their own efforts. Eventually, they may avoid writing altogether and this makes the situation even worse. The only way a student will improve is to start writing again and to keep practising on a regular basis. There may also be a need for more specific guidance, particularly about good letter formation, joined writing, what type of pens/pencils to use, or whether to use lined writing books.

Learning Outcomes

Having completed this session participants will have:

- explored the relevance of handwriting in literacy work
- understood how students may feel about their handwriting
- learnt how to help students who wish to develop their handwriting skills

Methodology

Exercise 1

Ask the participants to form small groups of four to six people and to discuss the importance of handwriting in today's world. Suggest that they examine the question in terms of:

- personal reasons,
- developing literacy skills, and
- situations where handwriting is still necessary or preferred.

The following are some of the points which may emerge during the discussion:

- Our handwriting is our sign, our stamp: it identifies us.
- Good handwriting is admired by others. It is a craft of which we can be proud.
- We do not want to be misjudged by our handwriting.
- It is still an important communication skill.
- It reinforces spelling by providing shape and feel.
- Our handwriting may be the first impression of us given to a stranger.
- It personalises communication, for example when sending a greeting card.
- Completing a personal cheque, signing an official form or other documents still require the handwritten format.

Remind tutors that students will have their own personal reasons for wishing to improve their handwriting. As in all other aspects of literacy work, handwriting should arise from the student's expressed needs.

(Input and small group work 15 minutes)

Exercise 2

In order to understand how a student with handwriting difficulties might feel about putting pen to paper, participants should try the following exercise:

- Divide the group into pairs, A and B.
- A reads out a short message of about 12 words, which B writes down, using non-writing hand – right-handed tutors use left hand and vice versa.
- B then reads out the message which A has written.

When each person has had a turn at writing, bring everyone together and ask:

How the attempts went?

What the writing looks like?

How people feel about the experience?

Typical comments are:

- It was exhausting.
- My arm and hand are stiff – I couldn't hold the pen properly.
- I feel stressed.
- If I had been asked to write any more I would have made an excuse to stop.
- I'm ashamed of the look of it. It looks like a child's writing.
- Even the spelling was difficult. It was so slow that I got lost in the middle of words.
- I can see why a student would not want to write in front of anyone, it's so embarrassing.

If tutors remember how they felt during this exercise, they will be more aware of what hard work even a short piece of writing can be for a student with handwriting difficulties.


(Exercise and feedback 15 minutes)

Exercise 3

Divide participants into small groups of four to five to discuss what they feel are the basic requirements for students wishing to develop their handwriting skills. The ideas should include the practical such as pens and paper, as well as the necessary knowledge and skills. After 10 minutes bring the participants together to report their findings.

The following points may be discussed:

- Writing instruments.
- Comfortable seating arrangements.
- How to position the paper for right-handed and for left-handed people.
- How to warm up and/or to avoid strain with pattern writing or doodling.
- Knowledge of different kinds of writing and when they are used (print, joined writing, calligraphy).
- Knowledge about the formation of letters, upper and lower case, printed and joined.
- Having something to write such as copying, tracing, demonstration pieces.
- Moving from a rough draft to the final version.
- Developing a personal style, character in writing.

 **Handout F.13: Points for Tutors to Note on Handwriting** summarises some important points about handwriting and provides a useful reference for beginning tutors.

(Small group work, feedback and discussion 20 minutes)

Finally, it is worthwhile having some books and other resources on handwriting to show to tutors and to emphasise the importance of using adult friendly material which does not seem childish. Students with a particular interest in improving their handwriting will wish to know how to form the letters correctly and easily. Examples of letter formation can be found in handwriting guides for adults and should be discussed before students decide on their preferred style.

These books also provide ideas for pattern writing and a variety of exercises to develop handwriting fluency.

(Demonstration and discussion 10 minutes)

Handouts



- F.1 Reasons for Writing
- F.2 Different Kinds of Writing
- F.3 Ourselves and Writing
- F.4 What do we Need to Know in Order to Write Effectively?
- F.5 Blocks to Writing – Quotations from Students
- F.6 Checklist of Writing Tasks
- F.7 Writing Purposes Chart
- F.8 Stimulating Ideas for Writing
- F.9 Samples of Student Writing (1)
- F.10 Samples of Student Writing (2)
- F.11 Samples of Student Writing (3)
- F.12 Stages in the Writing Process
- F.13 Points for Tutors to Note on Handwriting





Handout F.1 Reasons for Writing

Look at the reasons for using your writing skills below and circle the phrase that represents how often you write for each purpose. Include writing you do on the computer or on the mobile phone. Try to think of a concrete example of a writing task for each reason listed.

1. I use writing to keep myself organized

every week

sometimes

never

example:

2. I use writing to put across my point of view

every week

sometimes

never

example:

3. I use writing to keep in touch with people

every week

sometimes

never

example:

4. I use writing to get information or pass on information

every week

sometimes

never

example:

5. I use writing to record information for future use

every week

sometimes

never

example:

6. I use writing to commit myself financially

every week

sometimes

never

example:

7. I use writing to entertain myself or others

every week

sometimes

never

example:

8. I use writing to clarify my thoughts and feelings

every week

sometimes

never

example:



Handout F.2 Different Kinds of Writing

For Office Use Only Office Enquiry Number

Missing, damaged or delay

1 Your name **Sender**

Name (please use block capitals) Name (if different)

BRENDAN MORPHY

Address Address

3, Vale View Pk
Birch Grove
Newington

2. Customer details – main applicant

Title Mr ☐ Mrs ☒ Miss ☐ Ms ☒

First name PATRICIA

Middle name(s) ANN

Surname MURPHY

Home telephone number 041 12345

Work telephone number

Mobile number 086 0123456

Date of birth (e.g. 29JAN1970) 21MAR1974

Please indicate the most suitable time for us to call you to gather security details. If you live in a country outside the Republic of Ireland, please be aware that you will be called by Greenwich Mean Time (GMT).

Mornings ☐ Afternoons ☐ Evenings ☒ We



EBS
BUILDING SOCIETY
2 Burlington Road, Dublin 4, Ireland



7-12 Dame Street,
Dublin 2.

93-20-86

THIS IS A SECURITY CHECK

Pay *Trocure*

Thirty five euro only

THOUSANDS TENS UNITS HUNDREDS TENS UNITS PER NUMBER

5655500 93-2086 81963671 06

Date *10/7/06*

euro euro euro

€ *35.00*

FOR AND ON BEHALF OF
EBS BUILDING SOCIETY

S.J. Byrne
Authorised Officer

The Truck Company,
Main Street,
Kilkenny.

To Whom It May Concern,

I am writing to apply for the job as a truck driver with your company. I have a full clean driving licence and have 3 years experience working as a driver. I am sending on my CV to you. Please contact me as soon as possible.

Yours sincerely,

Jack White

ACCIDENT REPORT FORM

Name: Mary Smith

Date: 28/08/01

Statement of Events:

As I was coming up the stairs from the canteen, I tripped on the stairs. I think my sandal caught on the lip of the stair. I was carrying a cup of coffee, but it was not very hot and did not burn me.

I fell on my left knee, which is badly bruised and swollen.

Signed: Mary Smith

WITNESS STATEMENT

Name: John O'Brien

Statement of Events:

I was at the door of the canteen when I heard a bang. I went to the stairs and found Mary Smith, who had fallen on the steps. She had hurt her knee and I brought her to the canteen and made an ice pack for her.

Signed: John O'Brien

Ann
Betty called while you were out. Can you call her back this afternoon?
Pat

Hope you have
a lovely Easter
and a springtime
filled with happiness.

with love from all the family
John

Janet Brown
2, Park Road
Newtown
Co. Cork



Handout F.3 Ourselves and Writing

Write for approximately five minutes on either:

- a) the topic suggested by the trainer or
- b) a topic of your choice.



Handout F.4 What do we Need to Know in Order to Write Effectively?

Purpose and Content – what we want to say and why

Style and Tone – who is the intended audience?

Planning and Drafting – how to make rough notes or drafts of the writing

Organising and Sequencing – how to put our thoughts in order

Handwriting – how to shape the letters and developing a personal style

Keyboard/Computer Skills – basic word processing – text messaging skills

Spelling – combining letters correctly to make words

Grammar and Structure – how to put words into phrases, sentences, paragraphs

Punctuation – where to put full stops, capital letters.

Layout – how to position writing on the page

Proofing and Editing – working from drafts to a final piece of writing

Other?



Handout F.5 Blocks to Writing – Quotations from Students

"Writing is so much harder than reading."

"I can't reply to my text messages."

"I don't know how to get started."

"Everyone says I should book my flights on the internet."

"I don't know where to put the capitals and the full stops."

"I don't know what to write about."

"My opinion isn't important."

"My handwriting looks messy and childish."

"I can't spell the words I want to use."

"I can't get my thoughts in order."

"I can do it on my own but I freeze up if I am in public."

"My arm gets tired and I can't concentrate for long."

"I don't know how to lay it out."

"It is hard to find ways to practise writing outside of the class."



Handout F.6 Checklist of Writing Tasks

Writing Task	can do	need to do	for later
letters of the alphabet			
family names and addresses			
own name and address			
addressing an envelope			
employment details			
telephone message			
lists for shopping			
postcards			
greetings cards			
email			
text message			
get information from internet			
crosswords			
letter to school			
curriculum vitae			
letter to friend			
formal letter			
application forms			
keeping a diary			
writing stories, poems			
insurance forms			
accident form			
helping children with homework			
other?			



Handout F.7 Writing Purposes Chart

What do I need to write?	Who is going to read it?	What is my purpose?	Should it be formal or informal?	What do I need to pay particular attention to?
letter of application for a job	prospective employer	to gain an interview/ make a good impression	formal	spelling, layout, grammar, punctuation, correct content
personal diary	myself	writing practice, pleasure	informal	?



Handout F.8 Stimulating Ideas for Writing

Students often need help in thinking about ideas for writing. Try some of the following:

Writing about Student's Hobbies/Interests

Gather information or pictures to encourage writing and exploration of student's own interests.

Make a Photograph Album

Use photographs of the student's family or of local interest and write short notes about each picture.

Keep a Simple Diary

Write a sentence about the events of each day. Keep a record of appointments including names and places.

Keep an Address Book

Include own address as well as other people's. Check that the spellings are correct.

Collect Samples of Different Kinds of Writing

Include formal and informal writing – letters, notes, telephone messages, stories, reports, invitations, greetings cards, envelopes, curriculum vitae, forms, poems and samples of writing by other students.

Plan an Outing or a Holiday

Include notes and checklists of what you have to do. Find out about events, places of interest or particular cities/countries, and write down necessary information.

Create a spider-gram and write about your experiences afterwards.



Handout F.9 Samples of Student Writing (1)

this is a peher of the Titank
It @ws 1000 passengers some
are rick and some and poor
It hab 20 liefbots
It ~~crash~~ crash into an icsberg
It wyss sipet to be the sefils
Ship



Handout F.10 Samples of Student Writing (2)

I would love TO give ~~Smoking~~
for my ~~helt~~ sake IN the
Motning I do be ~~fat~~ SIX

Smoking Slow you up I donk
like the Smal of Smoking
of my clovez They are
~~disgust~~ ^{YOUR} THEY are vety
bade for ~~helt~~ IT would
be wout IT to give €250
to Be able to give THEM UP
THE money you Save you ~~AT~~
~~Be~~ ables go to THE USA
twice a year



Handout F.11 Samples of Student Writing (3)

my purse by Teresa.

Every purse has a story to tell and this what happen to mine. I work at catering and for safe after I ask the girl were I could put my purse and she said put it in the cooker as she had to go down stairs to work. I do so and when I came back some one had put on the cooker. When I took it out it was very hot and my money was in bit pound's note went in tow half and my lip stick was melted all all my money all the staf laugh at it all



Handout F.12 Stages in the Writing Process

Most people go through a number of distinct stages before completing a piece of writing. It is useful for students to understand this so that they can tackle the task one step at a time.

Stage		Possible role for tutor
Talking freely	↓	<ul style="list-style-type: none">- Suggest topics or themes to write on.- Initiate discussion to draw out student's ideas.- Listen.
Catching the words	↓	<ul style="list-style-type: none">- Take notes for the student.- Map out or diagram points.
Planning	↓	<ul style="list-style-type: none">- Clarify student's purpose .- Suggest ways of going about it (for example, arranging ideas in chronological order, identifying student's emphasis, clarifying their point of view).
First draft	↓	<ul style="list-style-type: none">- Scribe using Language Experience approach.- Give spellings when requested.- Ask for clarification.- Remind student of other points s/he planned to include.
Editing	↓	<ul style="list-style-type: none">- Ask questions for clarification.- Offer suggestions such as:<ul style="list-style-type: none">- rearranging points or paragraphs- cutting bits out- elaborating where necessary- breaking into paragraphs- punctuation.- Help to check spelling.
Final copy	↓	<ul style="list-style-type: none">- Encourage student to proof read.- Prepare for final handwritten or printed copy.
Celebrating	↓	<ul style="list-style-type: none">- Support student at a reading evening.- Share written work with other tutors and students through newsletters or publication of student writings.

Adapted from Sue Shrapnel Gardener, Conversations with Strangers



Handout F.13 Points for Tutors to Note on Handwriting

1. Work on handwriting should always arise from the student's expressed needs and should not be imposed by tutors.
2. It is important to discuss the basic requirements for good handwriting with students – writing instruments, writing paper, good light, comfortable seating.
3. Handwriting will only improve if people write regularly. Students may need to be reminded of the opportunities for daily writing such as keeping a diary, writing down telephone messages for the family, writing out shopping lists. This allows students to see everyday, useful and regular reasons for writing.
4. Strain can be felt in the writing hand, even after a few lines, and especially if students have not done much writing recently. Suggest they take a rest and shake out the arm, right from the shoulder down to the hand.
5. Doodling, such as circling particular letters or words on a page, is a good way to get a pen in hand, without having to produce continuous writing.
6. Tutors should not overuse the pen. Waving it around while chatting or correcting work obtrusively can appear intimidating.
7. Students asking for help with handwriting may have had bad personal experiences, for example, a cheque being refused or illegible writing returned, so do not make light of their difficulties. Accept that it is serious for them and help them with strategies for improvement.
8. Writing letter strings is a useful practice, both for dividing long words into manageable parts and for helping with spelling, for example, acc-ommo-date, em-barr-ass-ment, in-ter-est-ing.
9. In the past, some people were taught to use their right hand when writing, when they were naturally left-handed. They may wish to reconsider which hand they want to use as adults.
10. When students gain confidence, it can be helpful to dictate short passages which they have time to prepare in advance. This can help them to overcome feelings of panic about writing in public. Filling in a lodgement docket or application form is another useful writing exercise. Only try these ideas after discussion and with the agreement of students.

Additional Resources

Form Filling, ABC Publications, 2000.

Left to Write, Brown, H. and Brown, M. Brown and Brown Publishing, Cumbria, 1996.

Letter Writing, Fiona Richardson. CDVEC/CDU, 2006.

Literacy through the Ages, Co. Clare Reading and Writing Scheme. 2001.

NALA workbooks to accompany television programmes:

Read Write Now, Books 1-5

The Really Useful Guide to Words and Numbers, 2006.

Putting Pen to Paper, Sinead Hawkins. NALA, 2005 (plus web version).

Starting Out, Neville M. and O'Connor C. Dublin Adult Learning Centre, Dublin, 2006.

The Starter Pack, Basic Skills Agency, London, second update 1999. Sections on *Start writing* and *Write more – Write better*.

To Write Too Right, Bossard P. Hollway J. and Mackey J. ARIS Australia 1997.

See NALA Resource Guide.

Websites

www.nala.ie

www.literacytools.ie

www.avanti.books.com







Section G Spelling

Standardised spelling developed over a long period of time in order to help people communicate more effectively through writing. Tutors and students should be aware that spelling only matters when you want to write, and even then the importance of correct spelling depends on the purpose for writing.

Introduction

The majority of adults who return to education to improve their reading and writing cite spelling as one of the reasons for returning. While many find that they progress quite quickly in their reading, spelling is a skill that most adults returning to education feel less confident about. Spelling difficulties often prevent students from writing, as they find they cannot spell the words they want to write. This section gives tutors ideas and approaches on spelling that they can use with their students. However, there are a few important points to make about the spelling process:

- It is important to approach spelling in the context of the student's needs.
- Spelling will only improve with writing practice but poor spellers are often reluctant to write. It is therefore vital to encourage students to write as much as possible. When working on spelling, the emphasis should always be on 'having a go', rather than on the correct spelling of every word.
- It is important for tutors to realise that they do not 'teach' spelling as such, but rather equip the learner with a number of strategies they can use to help them with their spelling.
- Many students believe that English spelling has no structure. However, it is important to point out to learners that many words do follow a pattern.
- It is important to remember that spelling is about recall and is therefore a much more difficult skill than reading.

Aims

The aims of this section are:

- To develop an awareness of some of the issues students have with spelling.
- To understand the various strategies people use when spelling.
- To explore strategies that will help students to develop spelling skills.
- To understand how our memory works and how this can be applied to spelling.
- To analyse spelling errors from students' writing and to decide which spelling problems to work on.
- To show that learning dictionary skills is an essential part of improving spelling.

Attitudes to Spelling

(25 minutes)

Learning Outcomes

- To become aware of the fears and attitudes students have with spelling.
- To explore ways of addressing these fears and attitudes.

Methodology

- Circulate copies of Attitudes to Spelling (🖐️ Handout G.1). Participants can work in pairs or in small groups and should discuss briefly whether they agree or disagree with the different statements. (10 minutes)
- Ask the groups to reassemble and encourage discussion by asking participants to give feedback on the statements. The facilitator can refer to the following points on each statement while recording feedback. (15 minutes)
 - 'If you want to learn to spell, you should read more' – This improves reading but not spelling. Reading is about recognition and spelling is about recall. Both are very different skills. However, it could help to recall some of the words if you are a visual learner.
 - 'There's no logic in English spelling' – Conventions and regularities can make sense of English spelling, for example 'ed' endings for regular past tense verbs and the ending 'shun' being spelt as 'tion' is very common.
 - You can always spell a word if you just sound it out' – Sounding will usually help with words, especially for the beginning of words, and this helps learners in the use of a dictionary. However, this will not always work as some words are not spelt as they sound. For example bought, neighbour.
 - 'If you look at a word long enough, you'll be able to spell it' – This would work if you had a perfect visual memory, but you do need other spelling strategies.
 - 'There is one correct way to learn to spell' – Students will often rely on one strategy, but they should be encouraged to use other strategies.
 - 'I make spelling mistakes because I don't speak properly' – Pronouncing words incorrectly can lead to spelling mistakes, as learners may spell words just as they pronounce them, for example 'hostipal' for 'hospital'. But on the whole this does not seem to be a major problem. For instance, a student may pronounce the word 'that' as 'dat' but will usually understand that the word is spelt 'that'.
 - 'If you learn the rules you'll be able to spell' – Rules can help with some words such as *'i' before 'e' except after 'c'*. And while there are always exceptions, it is important not to overemphasise these.
 - 'You'll put students off if you correct their spelling' – Students expect help and do not want to be patronised.

Handouts



- G.1 Attitudes to Spelling
- G.2 Approaches to Spelling
- G.3 Spelling and Memory
- G.4 Analysing Spelling Errors
- G.5 Responding to a Piece of Student Writing
- G.6 Points to Remember when Tutoring Spelling





Handout G.1 Attitudes to Spelling

1. If you want to spell you should read more.

2. There's no logic in English spelling. That's why it is so hard.

3. You can always spell a word if you just sound it out.

4. If you look at a word long enough, you'll know how to spell it.

5. There is only one correct way to learn to spell.

6. I make spelling mistakes because I don't speak properly.

7. If you learn the rules, you'll be able to spell.

8. You'll put students off if you correct their spelling.

Spelling Test

(30 minutes)

Learning Outcomes

- To become aware of the tutor's own spelling strategies.
- To learn about other spelling strategies.

Methodology

- Explain to the participants that you are going to give them a spelling test but that some of the words have been made up.
- Read out the following words and ask the participants to write down each word as they think it should be spelt. Explain to the participants that they may ask for the word to be repeated. (10 minutes)
 - Glipper
 - Picnician
 - Psychophonically
 - Myotonic
 - Supersede
 - Lepidopterous
- Ask the participants to get into groups of four and agree on one version of the word. (5 minutes)
- Ask each group to provide feedback to the main group, explaining how they arrived at the particular spelling. While taking feedback, the facilitator writes each word on the flipchart and discusses the strategies used by the participants to come up with the correct spelling. The following information can be used while recording feedback: (15 minutes)

Glipper	Sounds like slipper, flipper. Cannot be 'gliner', as this would be pronounced 'glyper'.
Picnician	After a few minutes, ask if the word were to mean 'an expert on picnics', does that change the spelling? Words ending in 'cian' usually refer to a job, or expertise, for example technician, beautician, optician and statistician.
Psychophonically	Compound word – psycho is difficult to spell but tutors would be familiar with this prefix. Note the suffix ally. It is necessary to break up such a word.
Myotonic	Means 'inability to relax muscles'. It might be necessary to break up . If the word is then changed to myotonicked (not a real word), be aware of the necessity to put in the 'k'.
Lepidopterous	A real word meaning 'a scaly insect'. The tutors can find the 'dop' hard to hear although that is where the word is stressed. They must listen carefully to the sound . It may need repetition .

Supersede

Meaning 'to take the place of.' The ending 'sede' is not common so tutors will be inclined to spell this word 'superceed' as in 'proceed', or cede as in 'concede' but the ending 'sede' comes from the Latin 'sedere' to sit.

- The participants will realise that they have been using the following strategies for spelling these words:
 - recognising patterns;
 - knowing the meaning of the word;
 - repetition;
 - breaking-up;
 - knowing common prefixes and suffixes; and
 - knowing the origin of words.


Strategies for Spelling

(35 minutes)

Learning Outcomes

- To learn about the main spelling strategies – visual, auditory, kinaesthetic – and how these can be applied to teaching spelling.
- To learn about using mnemonics and some other spelling strategies.

Methodology:

- Icebreaker: Write up the following (made-up) word on the flipchart: 'Wetheringlessly'
- Read out the word to the participants. Allow about 10 seconds and cover the word. Then ask the participants to try and remember how to spell the word. (2 minutes)
- Ask the participants if they are able to spell the word and, if so, how did they remember the word. Record feedback. (5 minutes)
- When taking feedback, emphasise these points:
 - **Visual learners** may have seen smaller words in the longer word (wet, her, ring, less);
 - **Auditory learners** listened to the word and may have counted the number of syllables – weth/er/ing/less/ly (5 syllables).
- Give input on the different approaches and strategies we use to teach spelling. (See  Handout G.2) (15 minutes)
- Using some of these approaches and strategies, ask the participants to divide into small groups and devise a way to help students to spell these words: (10 minutes)
 - address
 - brother
 - piece
 - broccoli
 - carpenter.



Handout G.2 Approaches to Spelling

There are several approaches to learning spelling. Some students may find that one of these approaches works well for them and find another approach difficult. It is important to encourage students to try all spelling approaches.

Auditory Approach

Phonics is one of the most important teaching methods used to improve spelling. A phonic approach includes a number of key skills. These are -knowing the sounds of letters, breaking up words into syllables and recognising patterns. Students should:

- Build up a good knowledge of the **sounds** made by each letter, blends (for example, *bl* at the start of *black* and *blue*, and *str* in *street* and *string*), and digraphs (words with *ch*, *sh*, *ph*, *th* and *wh*).
- **Sound out** and spell the beginning of the word – this will make it easier to locate the word in the dictionary.
- Break words into **syllables** and sound each syllable out one at a time. This is an essential skill in learning to become a more competent speller.
- Become aware of common **prefixes and suffixes** for example *un*, *dis-*, *con-*, *-ing*, *-ed*, *-tion*, *-ly*.
- Recognise **patterns** – words that sounds the same will *usually* be spelt in the same way, for example *night*, *right*, *bright*, *fight*, *flight*.

Other Auditory Approaches

Silent letters can often cause a problem, but pronouncing the word as it is spelt can overcome this, for example Wed-**nes**-day, Feb-**ru**-ary, **kn**ife. Sometimes silent letters can be remembered by associating it with another form of the word where the letter can be heard distinctly, for example:

- muscle – muscular,
- sign – signature.

Music or chanting can be used as an auditory memory support for a word that a student finds particularly difficult, for example, “right – there’s an **r**, there’s an **i**, there’s a **g**, **h**, **t**”.

Visual Approach

- The students should keep their own **personal spelling dictionary** or notebook.
- **Highlighting** the difficult part of a word will help the student to remember the word. As the student checks through their spelling notebook, their attention will be drawn to the word, or to the part of a word that caused difficulty.
- Looking for smaller words within words can help with the difficult part of a word: for example *hearing*, *police*, **secretary**, *arranged*, **pie**ce of pie, *strawberry*.
- **Look-cover-write-check** – This is a well know strategy for learning to spell that involves looking at the word, covering it, writing it and then checking to see if the word is correct.
- Ask your student to try several possible ways of spelling a word to see if one ‘**looks right**’.

- Encourage the students to actively **notice words** when they are out and about such as street names or the names of shops and businesses. This will help in developing their overall visual memory. Even watching TV can be a good opportunity to notice words on the screen, for example weather maps, news items, advertisements and sub-titles.

Kinesthetic Approach

- With a weak student, show them how to **trace** letters of a new word and then **practise** writing it out.
- Use **Cloze** exercises for single letters, like the word street, for example:
ST _ EET
STRE _ T
S _ REET
- If a spelling is wrong, make sure the student **rewrites the whole word** and does not just correct over a misspelling.
- Most importantly, ask the student to **use the word** in his/her writing.

Some Other Spelling Strategies

Mnemonics

- A mnemonic is a memory aid. One example of a mnemonic is **Richard of York Gave Battle In Vain**, to help learners remember the sequence and colours of the rainbow, which are red, yellow, green, blue, indigo and violet. It can be also used as a strategy to remember how to spell a word. For example, a mnemonic to remember how to spell the word **necessary** is '1 collar and 2 socks', one 's' and two 'c's', as it is a common mistake to forget which letters are doubled.
- Other mnemonics can be created in the form of **nonsense stories**. These can help trigger the memory for a learner trying to remember a difficult word. For example, if a student found the middle part of the words **hospital** difficult, tell a story about someone falling into a **pit** and being brought to hospital. Another example would be the word **accommodation** – Telling a story about going on holidays with twin babies who need two cots (cc) and two mattresses (mm), or finally, to create a story about Tom who works in **customer** service. All of these may help the learner to remember some difficult words. It is a good idea to encourage students to create their own nonsense stories around some difficult words.

Origins

Discussing the **origin of words** can often help students remember the spelling of difficult words. For example, from the Greek word 'ped', meaning 'foot', comes peddle, pedicure and pedestrian.

Games

Have some fun with games but don't put any pressure on the student by timing or scoring. There are many letter and word board games available. Here is an example of just some of the spelling games you could play:

- Word searches and crosswords.
- 'I Spy' using the phonic sound of letters, for example 'I spy with my little eye, something beginning with the /fff/ sound'. The answer could be feet, but also **phone** or **pharmacy**.
- Finding smaller words within words, such as the words 'port' and 'ant' in important. Also, jumbling up the letters in a word and finding as many smaller words as you can.
- Scrabble. You can just use the scrabble letters without the board to find new words.
- Boggle. Another word game which is a little bit easier than Scrabble and a lot of fun to play.


Spelling and Memory

(35 minutes)

Learning Outcomes

- To explore what we know about memory
- To apply this to learning spelling

Methodology

- Give the following input – Research on learning by psychologists has given us some useful information about how our memory works. What we know about memory is very useful in helping us to learn how to spell. When we work on learning a new spelling, we use our short-term memory. When we no longer have to think about how the word is spelt, it has arrived in our long-term memory. (5 minutes)
- Give input using  Handout G.3: Spelling and Memory. Tutor trainers may like to write the underlined key words on the flipchart for the input. (20 minutes)
- From what we now know about memory, ask the group to devise ways of remembering how to spell the word 'onomatopoeia'. (10 minutes)



Handout G.3 Spelling and Memory

- Our memory works by building **links**. For example, linking the word 'hear' to the word 'ear'. Also, linking root words such as the word 'sign' to 'signature'.
- We remember things more easily if we organise them into **groups**, patterns or categories. For example words ending in 'ight – night, light, bright, sight, flight.
- We remember **unusual** things. For example, that February has an 'r' in the middle.
- We remember things that **interest** us most and are relevant to our lives. A builder might like to spell words that relate to his trade, such as *mahogany*, *escutcheons*.
- We remember things better if we already **know something** about them. For example knowing that action words often end in 'ing' or that occupation words often end in 'cian'.
- Learning is an **active** task – we have to think about *how* we can remember something. Students need to constantly review the spelling strategies they use and consider which ones work best for them.
- We cannot emphasise enough the importance of revision to help spelling stay in our long-term memory.

Analysing Spelling Mistakes

(70 minutes)

Learning Outcomes

- To be able to categorise the type of spelling error and the reason a student might make that error
- To consider ways of dealing with these errors using students' own writing

Methodology

- Input: Most spelling mistakes can be categorized into five common kinds of mistakes. These mistakes are usually:
 - Getting letters in the wrong order.
 - Missing out bits or adding bits.
 - Mixing up sounds/homophones.
 - Not knowing the spelling rule.
 - Spelling words as they sound.

(5 minutes)

- Circulate 🖐️ Handout G.4 which contains a chart of common spelling mistakes and ask the participants, in pairs, to tick the kind of spelling mistake that is being made. (10 minutes)
- After 5 minutes take feedback and discuss. (15 mins)
- Circulate Sample 1 of a student's writing together with 🖐️ Handout G.5. Explain that the student has requested particular help with spelling. Allow the group time to read the piece of writing. (It is important to acknowledge that the learner has attempted to communicate meaning in writing, rather than focus on spelling errors first.) It is also important to only work on a few spelling errors in a given session. (5 minutes)
- Using 🖐️ Handout G.5: Responding to a Piece of Student Writing, give input on the possible approaches you could use to respond to the spelling errors. (15 minutes)
- Divide the participants into groups of four to five and circulate other samples (Samples 2, 3, and 4) of students' writing. Give each group a different sample and decide on which spellings to work on, and how they might possibly approach this with a student. (20 minutes)
- Take feedback and discuss. (15 mins)



Handout G.4 Analysing Spelling Errors

Incorrect Spelling	Correct Spelling	Gets letters in wrong order	Misses out bits or adds bits	Mixes up sounds/ homo-phones	Doesn't know the rule	Spells it like it sounds
abel	able					
statshun	station					
driveing	driving					
whit	with					
geting	getting					
corse	course					
spling	spelling					
wrighting	writing					

Student Sample 1

To Whom it Concerns

my name is Catherine

I have being on a Carse in D.A.L.K
for 2 yeas a I tink I have come a long way
Whit my Reid ing a Rite a I am lere Sping
and I am lere Comeputer and I wed like
to Con tin you my Carse ~~Be~~ ~~Be~~ Because
I need to lear mor Be Cecause I - Left Shool
Wen I was 11 yeas old and I Cad Not Reid
~~Be~~ ~~Be~~ OR Rite or Spel But I have
Come a long Way in D.A.L.K
~~Be~~ In D.A.L.K day Gere me Confed
in my Self and I am lery to Sand
up for my Self

Catherine

Note

DALC refers to The Dublin Adult Learning Centre, the name of a literacy scheme in Dublin.



Handout G.5 Responding to a Piece of Student Writing

Working on Spelling: Sample 1

It is important to only work on a few spelling errors in the piece in a given session. Try and find words that show a recurring spelling mistake.

Some of the spelling errors in the piece are:

- **Error 1: 'Rite' for write**

The student does not know that some words begin with **wr** – where the **w** is a silent letter.

- **Error 2: 'Confed' for confidence, 'comeputer' for computer**

The student cannot break up longer words into syllables.

- **Error 3: 'Tink' for think**

The student spells words as she pronounces them.

Here are some suggestions for working on each of these errors.

Error 1

Using a dictionary, find a list of other words that begin with **wr**. It is important to try and use words that you feel the student will use. For example:

- write
- writing
- wrist
- wrap
- wrong.

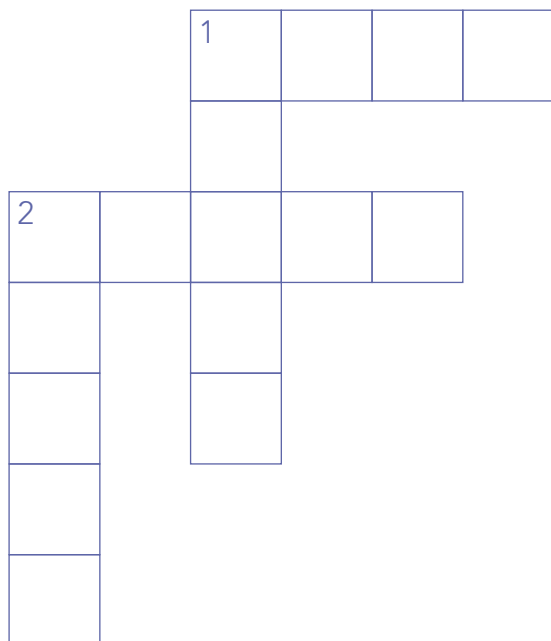
Make up some sentences, either before the session or with the student, to show the context for each word. For example:

- I sat down to **write** a letter to my friend.
- I made sure to **wrap** the present in nice paper.
- It is **wrong** to drink and drive.

You could try doing Cloze tests with these sentences so the student begins to recognise these words.

To reinforce these words, make crosswords using online resources (see the resources section at the end of this section). For example:

WR Words



Across:

1. To cover.
2. You use a pen and paper to do this.

Down:

1. To take water out of.
2. It is between your hand and your arm.

Error 2

To introduce syllables, ask the student to clap or tap out the beats in their own name, and the name of their family and friends. For example:

- Mar-y has two syllables.
- Fer-gu-son has three syllables.

Next, use the same method with some longer words that the student may want to spell. Try using the words in the piece that they had difficulty with. For example:

- Con-fid-ence.
- Com-pu-ter.

As you say each syllable, write it out so that the student can see how each syllable is spelt.

Encourage the student to try and spell each longer word by approaching each syllable separately.

Error 3

Make a word list of other words that begin with **th**. For example,

- thin
- think
- that.

You can also encourage the student to make up their own sentences with th words and create Cloze tests. For example,

Th Words

I am going to Spain on holidays **with** Jackie.

I am going **this** week.

I **think** it will be hot **there**.

That is why I must bring sun cream.

Try filling in the blanks:

I am going to Spain on holidays _____ Jackie.

I am going _____ week.

I _____ it will be hot _____.

_____ is why I must bring sun cream.

Student Sample 2

my name is Sandra i am the
the mother of there kids
I am in the ~~adalt~~ adult Learning center
in mont jay. sure i come here to lern
to Read and Rite. and spell. as i want to
be able to help my kids with thire
home work i feel / that i will not be
able to lern any more. I left ~~s~~ school
at 11 years of ~~age~~ age. the Government
let me down in the past i feel
very sad and angry as i was
geting on very well. we are
mad that yous are letin 9. of us
go on CE.

Delase Help us

Thank you

Sandra

Note

CE refers to Community Employment – FAS scheme.

Student Sample 3

My NAME

IS RITA

I LEFT SCHOOL AT 14 YEARS
OF AGE I COULD NOT HEAR RIGHT

I CAME TO CENTER TO LEARN

MY CONFIDENCE I LIVE ON MY OWN

AND I LIKE GOING TO CENTER
IT HELPED ME MIXE WITH PEOPLE

I LEARN A LOT THEN I CAN

WRITE LETTERS AND FILL IN

FORMS I WAS VERY SICK

I HAD NO WAY TO GO OUT

MY CONFIDENCE WAS VERY LOW

Rita

Student Sample 4

My Name is Danny

I Have a problein whit my spelling
I had hoped knowen that I shoud
be able to over come this problein
in saying that I know that I am losy
in the way I have a problein this problein
I want to be able to ~~on right with~~
side a letter to take notes
to be normal in this respect

I will over come this situation
~~in full~~ full on Sunday

Danny

PS I also Have a difficulty whit
retmark and I will get over this
in the same way

I am in for the Long Hall

Dictionary Work

(30 minutes)

Learning Outcomes

- To understand the difficulties students have with using a dictionary.
- To become aware of the knowledge and skills needed to use a dictionary.
- To help students to choose the most suitable dictionary for their level and learning needs.

Methodology

- Brainstorm: What fears would some students have about using a dictionary? (5 minutes)
- Record feedback (5 minutes). In the discussion, mention these points:
 - For many students the experience of trying to use a dictionary has been one of frustration and failure. Frequently heard comments are "I tried to look up that word but I couldn't find it", or "That word isn't in my dictionary".
 - Tutors need to understand that learning to use the dictionary is a complex process requiring specific knowledge and regular practice. Every session with a student should include some time for dictionary work.

Using a Dictionary

- Give the following input into the skills needed to use a dictionary: (10 minutes)
- Knowing the purpose for which you require the dictionary:
 - Is it for checking the spelling of words only?
 - Is it to know the meaning of the word?
 - Is it to find a different word with a similar meaning?
- Answers to these questions will affect the student's choice of dictionary (a spelling dictionary, a regular dictionary, a thesaurus)
- Familiarity with the alphabet and knowing the sequence of letters can be helpful for students. If students don't know the alphabet or are not keen to learn it, then have the alphabet written out clearly on a card as a reference and keep it on the table while you work and/or as a book mark for your dictionary.

A B C D E	F G H I J K L M	N O P Q R S	T U V W X Y Z
A b c d e	f g h i j k l m	n o p q r s	t u v w x y z

- Understanding that words are arranged alphabetically in the dictionary.
- Knowing the range of possible and probable spelling of the same sounds. For example, the letters 'f', 'ff', 'ph' and 'gh' can sound like 'f' and 's', 'sc', 'c' and 'ps' all sound like 's' in certain words.
- Know the abbreviations used in a dictionary and their meanings. For example, *adj* for adjectives.
- How to scan for a single word on a page of entries rather than read the whole page in detail.
- How to use the guide words to help the student find the right page.

Choosing a Dictionary

- Input: There are a number of things to consider when choosing dictionary. Students should be encouraged to use the different dictionaries available in their scheme before choosing one with which they feel comfortable. (10 minutes)

Ask the group to consider the following points when helping students to choose a dictionary:

- layout (for example print size or too much densely packed information),
 - number of words (it can be frustrating to use a dictionary with a very limited word bank),
 - specific purpose (for example do I want spellings, meanings, derivations or synonyms?),
 - comprehension (are the definitions written in language that is easily understood?),
 - pronunciation of difficult words (is this done in an easy to understand way?).
- Circulate the sample worksheet for working on dictionary skills.



Handout G.6 Points to Remember when Tutoring Spelling

- Try to assist your student to identify which letters make what **sound**.
- Try to assist your student to **break up** words into syllables.
- Analyse why your student makes a particular mistake, show them and let them **analyse their own mistakes**.
- If the problem is not phonic, use whatever **strategy** your student finds useful, for example look, cover, write, check and/or mnemonics.
- Strictly **limit** the amount of **rules** you introduce and try not to confuse your student with a list of exceptions.
- Try to do both **reading** and **writing** at each session.
- Encourage your student to use a **dictionary**.

Resources

The following is a list of resources and reading materials that may help with teaching spelling in adult literacy.

Some Reading References

Bill Bryson *Mother Tongue*

Louisa Cook Moats *Speech to Print*

Vivian Cook *Portraits of the L2 User*

Diane McGuinness *Why Children Can't Read*

Websites

For making word searches, crosswords and other puzzles:

<http://puzzlemaker.school.discovery.com/>

For working on a variety of spelling games and printable worksheets:

www.bbc.co.uk/skillswise



Acknowledgment of Contributors:

Klein, C and Miller, R. *Unscrambling Spelling* Hodder and Stoughton, 1990

Student Samples: Rita Murphy, Catherine Reid, Sandra Walsh.



Section H Assessment and Planning

"A goal without a plan is just a wish."
Antoine de Saint-Exupéry

Aims

This section covers **Assessment and Planning** and the **overall aims** of the section are as follows:

- to identify and use appropriate assessment, planning and record keeping procedures;
- to assess the literacy levels of students and negotiate appropriate learning programmes based on their needs, goals and interests.

Content

Celebrating Progress

- Involving and Celebrating Students

Input

Assessment and Planning

- What is Assessment?
- What do we Mean by Assessment and Planning?
- What do we Mean by Assessment in Adult Basic Education?
- What is Assessment in Adult Basic Education?
- How Important is Assessment to Learning and Progression?
- What is Progress in Literacy?
- Why do we Assess?
- Assessment and Planning as a Support for Teaching and Learning
- What Should we Assess?
- Approaches to Assessment.
- Choosing Assessment and Planning Methods – Guiding Principles
- The Five Key Questions
- What Assessment and Planning Methods do we Use in Adult Basic Education?
- Mapping the Learning Journey Framework
- Assessment Methods in Adult Basic Education
- When to Use Different Methods and Why?
 - Initial Assessment
 - Planning a Programme
 - Assessing Progress

Group Exercise

Input

Input

Handout

Input

Group Exercise

Input

Input

Input

Handout

Input

Handout

Input

Input

Handout

Group Exercise/Input

Planning a Learning Programme

- Meeting your Student for the First Time
- Looking at Resources
- Guidelines for Planning a Lesson
- A Framework for Lesson Planning
- Finding a Starting Point
- Aims and Objectives
- Setting Long-term and Short-term Goals
- Planning a Learning Programme
- Planning a Lesson
- Sample Lesson Plans
- Homework/Home Activities
- Using Learning in Everyday Life

Group Exercise/Input/Handout
Group Exercise
Group Exercise
Handout
Group Exercise
Handout
Input
Input
Group Exercise
Handouts
Input
Input

Record Keeping

- Sample Record Sheets
- Organising Work and Learning
- Data Protection

Group Exercise
Handout
Input
Input

Handouts

Sources and Reading List/Websites

Key to Symbols/Abbreviations



= Group Exercise



= Handout



= Input



= Trainer only



Celebrating Progress

Involving and Celebrating Students

The overall aim of assessment and planning is to encourage and show progress. Making small steps in progress is very significant for an adult basic education student. As adult literacy work is student-centred, it is important to encourage students to get as actively involved in the work of their scheme as possible; by joining committees and attending meetings, forums and social gatherings. This provides opportunities for them to have a say in how their scheme is run, to meet other students and to use the skills they are developing in tuition. So being invited to attend a presentation evening or a student writings' launch with their tutor to mark their achievements can be very beneficial.

.....



Assessment and Planning

What is Assessment?

Group Exercise (20-30 minutes)

Learning Outcome

To identify what assessment traditionally means

- Introduce the topic of 'Assessment' to participants and ask them to write down the first words that come to mind when they think of the word 'Assessment'.

Then ask participants to turn to the person beside them and discuss what the word 'Assessment' means to them and what their own experience or ideas about assessment are.

Invite the group to come together and give their feedback. Write up the key words or ideas on the flipchart or board. Summarise by adding any of the following points not covered in the feedback.

Traditionally, assessment is seen as:

- something that happens in a hospital, school or interview setting
- being judged – passing/succeeding or failing
- something that happens in a top-down system
- school tests or exams at the end of each term or year which indicate our academic performance or ability in certain subjects. Everyone sat the same tests and followed a similar curriculum despite our individual differences, talents and style of learning. Tests ranked us in comparison to our peers. School finished up with final assessments which often influenced our future prospects or careers. We were never asked what we thought about the course or subjects we were studying – whether it was relevant, of use to us or of any real interest to us. Neither were we asked if we had any suggestions to change the course content or the way subjects were taught.
- medical tests which played on our fear of being told that there was something wrong with us or someone else.



What do we Mean by Assessment and Planning?

(5 minutes)

Assessment and planning are at the heart of the learning process.

Assessment determines what an individual has learned from a learning experience. It gives an idea of how well someone can do something at a given time. It attempts to identify and show evidence of learning and progress. It also looks for positive change and how that change can be demonstrated.

In most literacy schemes assessment is carried out informally. The initial assessment aims to give a profile of the student and to match them appropriately with a tutor. The tutor and student then plan an individual programme and carry out regular reviews of the work the student has completed. A review of the work shows evidence of learning and provides an opportunity to exchange mutual feedback.

.....




What do we Mean by Assessment in Adult Basic Education?

(10-15 minutes)

- A process that is informal and flexible – appreciative rather than critical.
- A cyclical process.
- Planning an individualised learning programme for each student based on their needs, wants and interests – not having a predefined curriculum.
- The tutor and student jointly reviewing work regularly, talking over how things are going and planning new work or goals.
- Identifying and describing the student's progress or achievements and their learning needs – not just listing a set of unrelated skills and knowledge but showing how the student has used these in everyday life.
- Students seeing the progress they are making and tutors receiving feedback on how effective their tutoring is.



You could distribute  Handout H.1: What is Assessment in ABE? – to participants as a summary of the above.



How Important is Assessment to Learning and Progression?

(5-10 minutes)

Assessment complements the informal, intuitive process. It does this by:

- being student-centred and focusing on the student's goals;
- providing evidence of learning;
- helping to analyse difficulties when the tutor or student is stuck;
- measuring the effectiveness of the individual learning programme – checking the student is satisfied with the content covered, the materials and methods used and the pace of learning;
- sustaining the motivation of the student and the tutor;
- increasing the student's confidence; and
- helping to identify what the next stage of progression is.

Students have a right to know if they are making progress. It helps compare where they have come from, where they are now and where they want to go next. Assessment is a way to find out what the student can do now and what needs a bit of work. Assessment guides the learning process by influencing what goals to set, how to plan the learning programme and activities and which learning materials to use.

.....



What is Progress in Literacy?

Group Exercise (10-15 minutes)

Learning Outcome

To define what progress in literacy means.

- Ask participants in the large group "What do you think progress in literacy is?" Write up the feedback on the flipchart or board.

Before moving onto the definition of literacy, you could add the following points. In a student-centred approach, progress is meeting the goals set by the student, using their everyday life experience as a resource for learning. Their learning centres on real life issues. While people with literacy difficulties can be very effective in other areas of their lives, they do not want to pass on their literacy difficulties to family members.



Why do we Assess?

(10 minutes)

There are **three purposes** of assessment:

- to work towards accreditation (certificate);
- to provide accountability (evidence of learning);
- to support the teaching and learning process.

Providing a process where the student sees the progress they are making helps sustain their motivation. It helps the tutor measure the effectiveness of their tutoring and helps boost both their and the student's confidence. It is worth noting that sometimes the tutor's confidence can also wane. It helps to reassure them it is the student, and not they, who is calling the shots and that they are not putting the student off.

.....



Assessment and Planning as a Support for Teaching and Learning

(5 minutes)

In Adult Basic Education (ABE), it is necessary to identify appropriate methods to find a starting point for tuition and to plan learning programmes. It is also necessary to manage any difficulties that students may experience, and to review progress.

Students need feedback on what progress they are making and what they need to work on. Tutors need feedback on whether they are doing a good job and how they can improve their tutoring. Service providers need to know whether they are meeting students' needs and whether they need to make changes to training, assessment or placement procedures. Finally, funding bodies need evidence that the service is working effectively.



What Should we Assess?

(10-15 minutes)

Definition of Literacy

Literacy involves listening and speaking, reading, writing, numeracy and using everyday technology to communicate and handle information. It includes more than the technical skills of communication: it also has personal, social and economic dimensions. Literacy increases the opportunity for individuals and communities to reflect on their situation, explore new possibilities and initiate change.

Good practice in adult literacy work starts with the needs and interests of individuals. It is concerned with personal development and building confidence as well as technical skills.

Guidelines for Good Adult Literacy Work (Revised edition 2005) NALA

As the above definition shows, improving your literacy skills is not just about developing a set of technical skills. It is not like learning to use a computer or a mobile phone. Improving your literacy skills can open doors you would never dare enter before. It can mean being able to apply for a different job, read a bedtime story to your children or use an ATM machine. It can mean not being afraid or embarrassed to take part in community or social activities.

It can lead to you being more independent and more confident in yourself. It can help you develop a better self-image and make a huge difference in your everyday life. Indeed, it is about how well you are able to apply what you have learned to your everyday life. So as learning in ABE affects the development of the whole person, any method of assessment we use has to go beyond the technical skills of reading, writing, spelling or numeracy. All aspects of literacy should be reviewed: such as confidence, self-esteem, communication skills and participating more in community or social activities.



Handout H.2: Approaches to Assessment

Distribute this handout or show it as an overhead slide to illustrate the differences between the traditional model and the ABE model of assessment.



Choosing Assessment and Planning Methods

Testing is generally considered inappropriate for many ABE students who may be trying to overcome strong feelings of inadequacy and anxiety. For some, testing could be seen as a throwback to negative experiences they had at school. Particularly in the first few months of tuition, it is most important that new students are put at ease and feel they are getting the help they are looking for.

Throughout tuition, the choice of assessment and planning methods should be guided by two **guiding principles** – values which direct the way tutors and students work together.

Students are Adults

The tutor must always respect the adult status of the student. Effective tuition needs to be based on an open and equal relationship between the tutor and student. All methods and procedures should be designed for use with adults.

Students are Active Learners

Learning in ABE is not a passive experience. Adult learners should be actively involved in all aspects of tuition, including having a say in what they want to learn, how they want to learn it and how they are getting on. Students should get the opportunity to recognise their strengths, say what they would like to improve and what counts as progress to them. This should help them plan and monitor their own learning – a student-directed approach.

If the local scheme has developed any other assessment methods, these could be discussed at this stage.

.....



Handout H.3: The Five Key Questions

(5 minutes)

Distribute and revise this handout. This ALBSU Progress Profile was devised as a semi-formal procedure by which tutors and students could plan a learning programme and assess progress. The framework lists **four stages** in the assessment cycle, **five key questions** for the student to answer and a number of tasks that students and tutors should do together at regular intervals. It can provide a helpful guide to explain how a cyclical model of planning and assessment can be used.



What Assessment and Planning Methods do we Use in Adult Basic Education (ABE)?

(10 minutes)

In most schemes, there are generally accepted procedures for carrying out assessment. Tutors can check with their Adult Literacy Organiser or Resource Worker to find out what procedures apply to their scheme. While it is helpful for tutors to be made aware of a number of assessment methods at this stage, it is better not to overwhelm them with too many during their initial tutor training. A further session on assessment techniques could be arranged as an in-service workshop.

Mention the **Mapping the Learning Journey** framework but note that this will be explained in more detail in a dedicated session on the course and later in an in-service training workshop.

.....



Mapping the Learning Journey Framework

In 2005, a new assessment framework called Mapping the Learning Journey (MLJ) was introduced to schemes. The main purpose of MLJ is to support the teaching and learning process. It does this by:

- showing students what progress they are making which helps keep them motivated;
- reassuring tutors they are on the right track;
- giving clear and constructive feedback on the student's achievements and strengths;
- providing feedback on what areas need a bit more work, which helps the tutor and student to set new goals;
- being student-centred, flexible and informal.



Handout H.4 – Assessment Methods in ABE – is for the tutor trainer's reference only as a reminder of the range of methods possible.



When to Use Different Methods and Why?

Group Exercise (30-40 minutes)

Learning Outcome

To explain when to use different methods and why.

- The following list of suggested techniques is included as a reminder for trainers of the range of assessment methods that can be used for initial placement, programme planning and for gauging progress in tuition.
- Introduce a sample number of the following techniques by writing them on the flipchart or board. **Do not mention yet at which stage they take place.**

Initial Assessment – ‘Finding who to match you with’

- Talking it over and listening.
- Informal interview(s).
- Observing.

Planning a Programme – ‘Deciding where to start’

- Talking and listening.
- Web diagram/spidergram.
- Checklist of skills or tasks.
- ALBSU Progress Profile – Five Key Questions.

Assessing Progress – ‘Seeing how it’s going’

- Talking and listening.
- Observing.
- Student work folder/portfolio.
- Weekly record.
- Student diary/log.
- Checklist.
- Questionnaire.
- ALBSU Progress Profile – Five Key Questions.

Divide the participants into pairs and ask them to discuss at what stage of tuition they would use the different methods mentioned and why. This will encourage them to reflect on when and how each method can be used most effectively. In this way, trainee tutors will at least become familiar with some of the methods. This will help them choose the most appropriate ones to suit their student’s needs and expectations. Record the feedback on the flipchart or board.



Summarise by Adding the Following Input

Initial Assessment

Formal testing is not appropriate in adult literacy work. Usually, the Adult Literacy Organiser (ALO) has one or two short chats or informal interviews with a new student. It is important to create a good first impression. This might be the student's second – and for them their last – chance, so it is important to get it right. They need to feel they will be supported, receive good tuition and that they can make a change if something is not right. The majority of students know what they can do or cannot do and are able to say what their needs are once they feel listened to. The ALO tells them about how the scheme works; that it is confidential, that they can choose different tuition options and that they can make changes if there is anything they are not happy with. They may also mention the Adult Learner Guidance Service at this stage. The student is then usually offered a tutor and if agreed, a date is arranged to meet the tutor.

Information for the Tutor

With the student's consent, the ALO will contact the tutor to give them a profile of the student. In some schemes, the profile is in written form. Mention to participants what the ALO tells the tutor re their assessment of the student. You could include some of the following points:

- The student's reason for coming forward for tuition.
- If they have had any previous tuition.
- Their specific goal for improving their literacy skills.
- Any aspects of literacy which need immediate attention.
- Their strengths re support by family, reading/writing/spelling/numeracy skills, listening and speaking skills.
- Areas to work on re support by family, reading/writing/spelling numeracy skills, listening and speaking skills.
- Their interests and hobbies.
- Any other relevant or important information.

Sometimes the initial assessment of the student's abilities may not be totally accurate; some students may underestimate their abilities so this may need retuning. Therefore, the tutor should be encouraged to explore these areas further as they get to know the student and have more sessions with them – to identify where they are and where they want to go. The guidelines for this would have to follow the policy of the local adult literacy scheme.

Planning a Programme

The tutor and student plan a programme together based on the student's learning goals. During tuition, if either of them encounters any specific difficulties, they can contact the ALO at any time to discuss this.



Planning a Learning Programme

Meeting your Student for the First Time

Group Exercise (50-60 minutes)

Learning Outcome

To identify how to prepare effectively for the first meeting with your student.

Sample Session

Outline the following scenario to participants. You have received a phone call from your Adult Literacy Organiser or Resource Worker asking if you are free to take on a student.

You have agreed to meet the student next week. Break the tutors into small groups of three to four and ask them to discuss their first meeting. Ask one person from each group to record the feedback. Suggest using some of the following questions to guide their discussion – write the questions up on the flipchart or board in advance:

- How do you think **you** would feel?
- How do you think **the student** would feel?
- How would you want the first meeting to go? What would be **important for you**?
- How do you think your student would want the first meeting to go?
- What would be **important for them**?
- What would you **need to find out** before the first meeting?
- **How** would you find this out?

After 15-20 minutes, invite the whole group back and ask for feedback from each group. For variety, you could ask for comments from each group on different questions. You could record the feedback on the flipchart or board.



Meeting your Student for the First Time

Once you have covered the more technical aspects of the course, one of the main concerns for most trainee tutors is meeting their student for the first time. Many trainee tutors worry about how they will get started with a student. They worry that they might not be capable of teaching a student and that they will let the student down. It is important to reassure trainee tutors that many new tutors are just as nervous as their student!


Before the First Meeting

Suggest the tutors talk things over with the Adult Literacy Organiser/Resource worker before the first meeting, especially anything they are anxious about. Find out if the ALO or resource worker is going to be at the first meeting and what will happen. Both the tutor and student should be made aware that either of them can change if they are not comfortable with each other.

At the First Meeting

The first meeting with the student is important in creating a relaxed and safe setting where the student can begin to talk about their literacy difficulties. The tutor will also want to get some ideas for the first few sessions by asking the student what kind of things they want to work on.




You can distribute and revise  **Handout H.5: Meeting your Student for the First Time** – for suggestions for structuring the first session.

You could finish off the above session by touching upon the following points:

.....



If you Have any Difficulties with Tuition

Sometimes a student is unsure of where to start and says, "I don't mind" , "I'm not sure" or "You (the tutor) decide." In this case, it would be helpful to suggest a list of starting points – such as the **checklist** on **page 13** of the workbook '**Working on Words**' by **City of Dublin VEC** or the **checklist** on  **Handout H.5 (no. 5)** at the end of this section – and let the student choose which task they would like to work on first.

Sometimes a good relationship may not be enough for some students to make progress. If after trying a number of different approaches to learning, the tutor feels the student is still not making progress, reassure tutors this is not their fault. Suggest they talk to the ALO or resource worker about the difficulties they are having. In some VECs, it may possible – with the student's consent – to arrange for an informal assessment to be carried out within the scheme. This could show whether there are indications of a learning difficulty and recommend strategies for managing the difficulty.

What to do After the First Meeting

To help the tutor plan the first few sessions, it would be helpful for them to make notes after the first meeting – such as responses to some of the following questions:

- How high or low is the student's self-esteem/self-confidence?
- How motivated are they?
- What did they say they can do or know already? (Strong points)
- What did they say their main difficulties were? (Areas to work on)
- Were you aware of any specific difficulties – for example, visual, hearing, speech – if so, how will this affect the way that you tutor or how they learn?
- What did they say they want to be able to do? (long-term goal)
- What did they say they wanted to start working on first? (short-term goal)
- What kind of things are they interested in?
- How do you think the first session went?
- Did you 'gel'? Do you think you will be able to work reasonably well with this student? If not, talk to your ALO/resource worker.
- Are there any particular resources you need to get from your ALO/resource worker for the first few sessions?

Encouraging the student to get involved in planning their own programme and assessing their own progress may be difficult at first. In the first few sessions, the tutor could offer the learner a choice of different materials. In the final 5-10 minutes of each tuition session, the tutor could check with the student how things are going. As the tutor-student relationship grows, the student will become more confident and comfortable at planning and assessing their work.

What if your Student Misses or Stops Coming to Tuition?

A student could miss tuition for any number of reasons. It is important to tell tutors not to blame themselves. Simply giving the student a call, sending them a text or dropping them a short note might help establish what the difficulty is. It could be a change in family or work circumstances, sickness or other commitments. Perhaps the student might just need a short break from tuition before returning. Either the ALO or tutor could contact the student as appropriate.

Some of the above material was sourced from Pat Bennett, Katherine Dowds, Shirley Butler and the City of Limerick Adult Literacy Service.



Looking at Resources

Group Exercise (20 minutes)

Learning Outcome

To identify what resources are available and how you can access them.

How to plan a lesson is another main concern for new tutors. Before looking at how to plan a lesson, it would be worthwhile to give tutors a guided tour of the scheme's resource room or to display a selection of the resources available – workbooks, flashcards, dictionaries, worksheets, audio tapes, video tapes, computer software, DVDs and games. You could use this opportunity to inform tutors of the procedure to follow when borrowing resources.

You could also let them know if there is a resource list or starter pack available for tutors, where the photocopying facilities are and if they have access to a computer. If it is a large group, you could divide the group in two and allocate more time for this activity.

.....



Guidelines for Planning a Lesson

Group Exercise (30-40 minutes)

Learning Outcome

To discuss what you need to know and do before planning a lesson.

Divide participants into small groups of between three and four. Ask them to discuss and record feedback on the following question:

- **Before planning a lesson, what do I need to know and do?**

After 10 minutes, invite the groups back and record the feedback on the flipchart or board. Summarise with any of the following points not covered:

- What resources are available?
- Who am I planning for?
- What is the student able to do already?
- What does the student want to learn – what task do they want to start on?
- Has the student any physical disability – speech, visual, hearing – I should be aware of?
- What materials would be relevant to the student's needs and interests?
- How do I know how much to plan?

While many of these questions cannot be answered until a tutor meets a student, it is helpful for the tutor to have a checklist for designing sessions.

Suggested by: Carrie Walsh, Kildare Learning Unit



Distribute and revise 🖐 Handout H.6: A Framework for Lesson Planning.



Finding a Starting Point

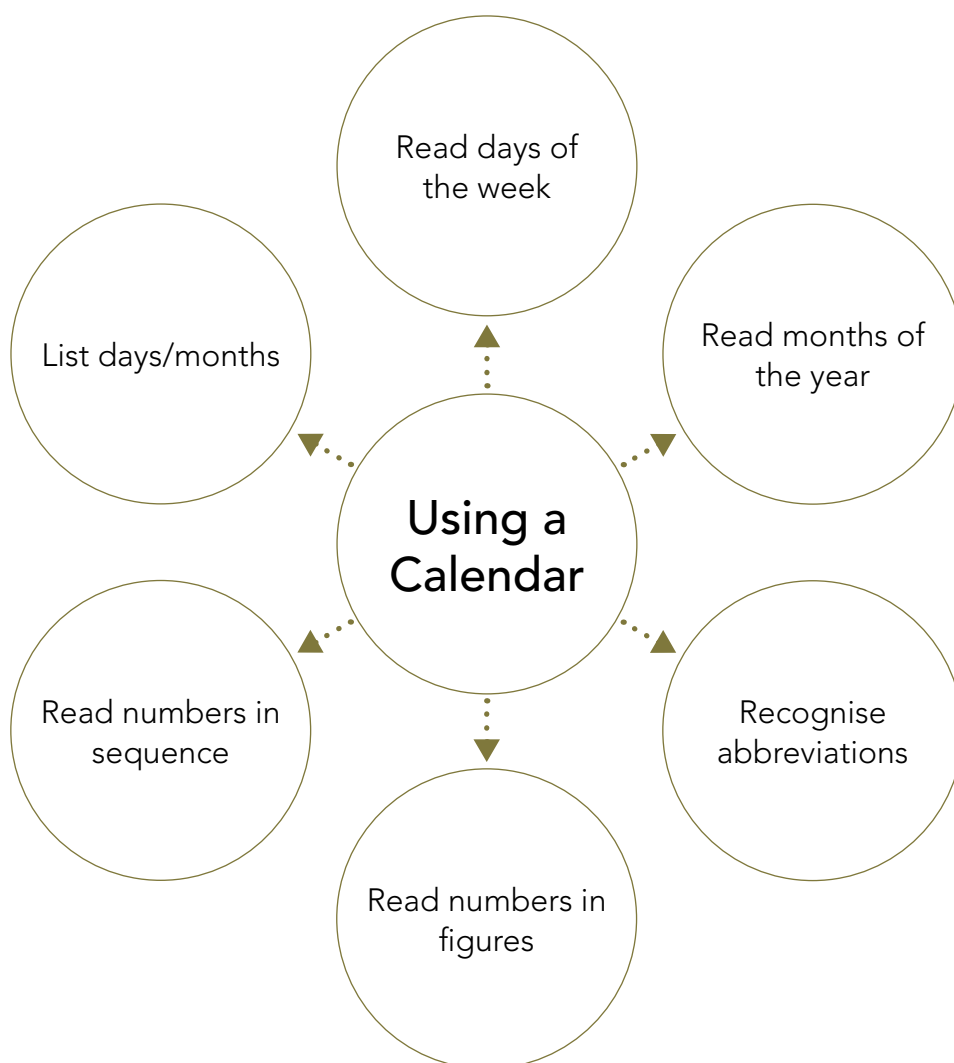
Group Exercise (20 minutes)

Learning Outcomes

To identify and set aims and objectives, recognise how to find out a student's preferred learning style, and plan a learning programme.

Once the tutor knows what their student wants to work on, they can break the goal down into aims and objectives. Draw a circle on the flipchart or board and write in the centre of the circle **Using a Calendar**. Ask the whole group how would they breakdown this aim or task into concrete skills or objectives.

Add any of the following points not mentioned:



Distribute 🖐 Handout H.7 – Aims and Objectives.



Setting Long-term and Short-term Goals

(15 minutes)

The student's long-term goal might be to be able to read a bedtime story to their child. In order to achieve this though, they may first have to work on a number of short-term goals. For example:

- matching letters and sounds/words and pictures;
 - reading and explaining smaller words on the Dolch list;
 - reading words on flash cards;
 - recognising some Social Sight words;
 - practising reading aloud through paired reading;
 - using Cloze procedure;
 - using language experience;
 - reading short texts and answering questions to test comprehension.
-



Planning a Learning Programme

Some key points:

- Tutor **and** student decide on **goals**; long-term and short-term goals.
- Tutor tries to find out how does the student learn best? What is their preferred **learning style** – seeing/hearing/touching and moving?
 - For guidelines on different learning styles, distribute 🖐 Handout H.8 – Preferred Learning Styles.
 - To obtain a questionnaire to identify your student's preferred learning style, see **Sources and Reading List – Learning in Practice** by Rosamund Philips.
- Tutor and student decide on the best **methods** and **resources** to use; worksheets, flashcards, computer, pictures, repetition, role play, tapes, everyday materials.
- Tutor sets **aims and objectives** and plans individual **lessons**
- Set a **timetable** – open to negotiation
- Check on **progress** and what the **next goal** is – assessment and evaluation (See *Section J: Evaluation – What have I learned?* for ideas on evaluation procedures.)

Reassure tutors that planning a learning programme is not an exact science. It needs to be flexible and open to negotiation and change.



Planning a Lesson

Group Exercise (50-60 minutes)

Learning Outcome

To plan a sample lesson.

Divide participants into small groups of three to four. Give each group flipchart paper and marker. Explain to participants that they are going to plan an hour's lesson for a student who has basic skills.

Tell half the groups their student wants to be able to write a cheque and the other half their student wants to fill in a simple form. You can distribute copies of cheques and simple forms if you think this would be helpful. One person is to write up the lesson on the flipchart paper. Give the groups 15 minutes for this task.

Invite the groups back and ask one member from each group to revise their lesson plan. Take one task at a time. Comment on the lesson plans as you go along or at the end. Add any of the following points not covered:

General Points

- Make sure to time your lesson.
- Check what the student knows already and go at the student's pace.
- Include a variety of tasks or activities.
- Include time for check-in at the beginning and evaluation at the end.
- Check about the possibility of homework/home activities.

Cheque

- Revise layout – usually five parts to complete – payee/date/amount in words/amount in figures/signature.
- How to spell numbers/write date/find out how to spell payee's name.

Simple Form

- See 🖐️ Handout H.10 – Sample Lesson Plan 2 and refer to the following notes.



Distribute 🖐️ Handouts H.9 and H.10 – Sample Lesson Plans 1 and 2. Revise the following student profiles with participants before looking at the lesson plans in detail.

Profiles of Students

For **Sample lesson plan 1**, the student recognises most letters of the alphabet. They can only write their full name with a lot of support and tend to get the letters mixed up. Their long-term goal is to be able to read and write their name and address on their own. Their short-term goal is to read and write their full name without any help.

For **Sample lesson plan 2**, the student has basic skills and can read and write simple, everyday tasks. Their long-term goal is to be able to fill in simple forms at work and in everyday life. Their short-term goal is to recognise and explain the different terms and sections of a form.

.....



Homework/Home Activities

It is helpful to clarify the issue of homework/home activities with the student in the early stages of tuition. The benefits of homework or home activities are:

- It provides continuity between lessons.
- It provides practice. The student has to perform tasks on their own which increases their independence.
- It reinforces learning.
- It helps the tutor see where the student could be stuck.

Source: Making Materials Work, City of Dublin VEC

.....



Using Learning in Everyday Life

(5 minutes)

Adult literacy work is about how well you are able to use what you have learned in tuition in your everyday life.

It is important for the tutor to encourage and check regularly with the student how and where they are using their learning. For example, can the student think of a situation where they have been able to carry out a task outside, on their own, without any hassle? Or when they have completed a task in a more pressurised, public setting such as a post office, bank or at work? Refer to the three process cornerstones of Mapping the Learning Journey (MLJ) for specific examples.



Keeping Records

Group Exercise (45 minutes)

Learning Outcomes

To discuss the value of keeping records and what should be recorded.

Divide the participants into small groups of three to four. Nominate half the groups to represent students and the other half to represent tutors. From the perspective of their allocated roles, ask the groups to consider the following two questions:

- Why keep records?
- What should be recorded?

Write the two questions up on the flipchart or board in advance. Ask one person from each group to record their feedback.

After 10 minutes, ask the groups to come back and record the feedback on a flipchart or board under the headings 'Students' and 'Tutors'. For variety, go around the group and invite one comment from each group on the first question until all the comments are exhausted. Ask groups not to repeat comments. Repeat the process for the second question.

You can conclude the discussion by mentioning:

- Who are the records for?
- Who records feedback?
- Who keeps the records?
- How often should records be updated?
- How should the records be used?

Mention that each scheme will have devised its own record keeping systems which tutors will become familiar with. Stress the confidentiality related to record keeping.



Distribute 🖐 Handout H.11 and/or H.12: Sample Record Sheets.

.....



Organising Work and Learning

The tutor should encourage the student to organise and date their work in a folder. This also acts as a record and helps with the assessment process. Comments on the work could be added to the piece itself or the session record.

Adapted from an article by Deryn Holland



Data Protection

This is for the trainee tutor's information only. In relation to record keeping, you could briefly mention the **Data Protection Acts, 1988 and 2003**. Data Protection is about a person's basic right to privacy. It means that they can access and correct information about themselves. Those who keep data about others have to do so in a responsible manner and comply with data protection principles.

Principles/Obligations

People or organisations keeping personal information must give individuals access to their personal information and must correct or delete any inaccurate or irrelevant information. They must:

- Obtain personal information fairly and openly.
- Use it only in ways compatible with the purpose for which it was given in the first place.
- Secure it against unauthorised access or loss.
- Ensure that the information is kept accurate and up-to-date.

They must not:

- Use data in ways incompatible with the purpose for which it was given.
- Keep it for longer than is necessary for the purpose for which it was given.

Any failure to observe these principles would be a breach of the Data Protection Acts.

Rights

There are a number of rights under the Acts. One of them is Right of Access. This means that students, for example, are entitled to access any personal information about themselves that is held on computer or in a manual filing system. They would simply make an access request to the scheme or VEC.

For further info about Data Protection, see www.dataprotection.ie



Handouts



- H.1 Handouts
- H.2 Approaches to Assessment
- H.3 The Five Key Questions – Student and Tutor
- H.4 Tutor Trainer Only
- H.5 Meeting your Student for the First Time
- H.6 A Framework for Lesson Planning
- H.7 Aims and Objectives
- H.8 Preferred Learning Styles
- H.9 Sample Lesson Plan 1
- H.10 Sample Lesson Plan 2
- H.11 Sample Record Sheet 1
- H.12 Sample Record Sheet 2





Handout H.1 Handouts

A record:
identifying,
describing and
recording a
student's progress
or achievements

A tool to support
teaching and
learning and to
sustain motivation

Getting feedback
on the learning
programme and/
or methods and
planning changes

Reviewing what is
learned, not just
what was taught

Together seeing
how things are
going

What is Assessment in ABE

Evaluating
an individual
programme
based on needs,
wants and
expectations of
student

Choosing
different
methods/
exercises

Partnership:
jointly planning
the programme

Seeing how far
the student has
travelled on the
learning journey

A tool for:

- Planning learning
- Analysing difficulties
- Reviewing progress
- Recognising the student's needs

Cyclical process
– regular

Setting specific
goals and
checking the
goals are being
met

Jointly reviewing
work and progress
and planning new
goals

Looking for
changes in:

- knowledge
- skills
- attitude

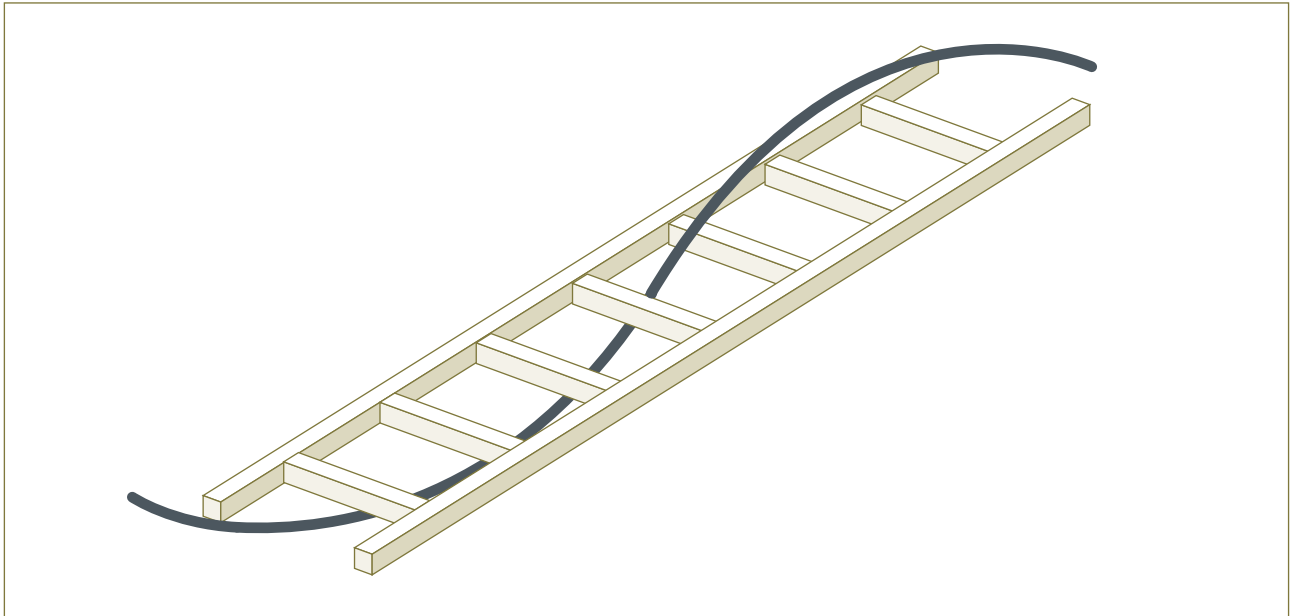
The active
participation of
the student



Handout H.2 Approaches to Assessment

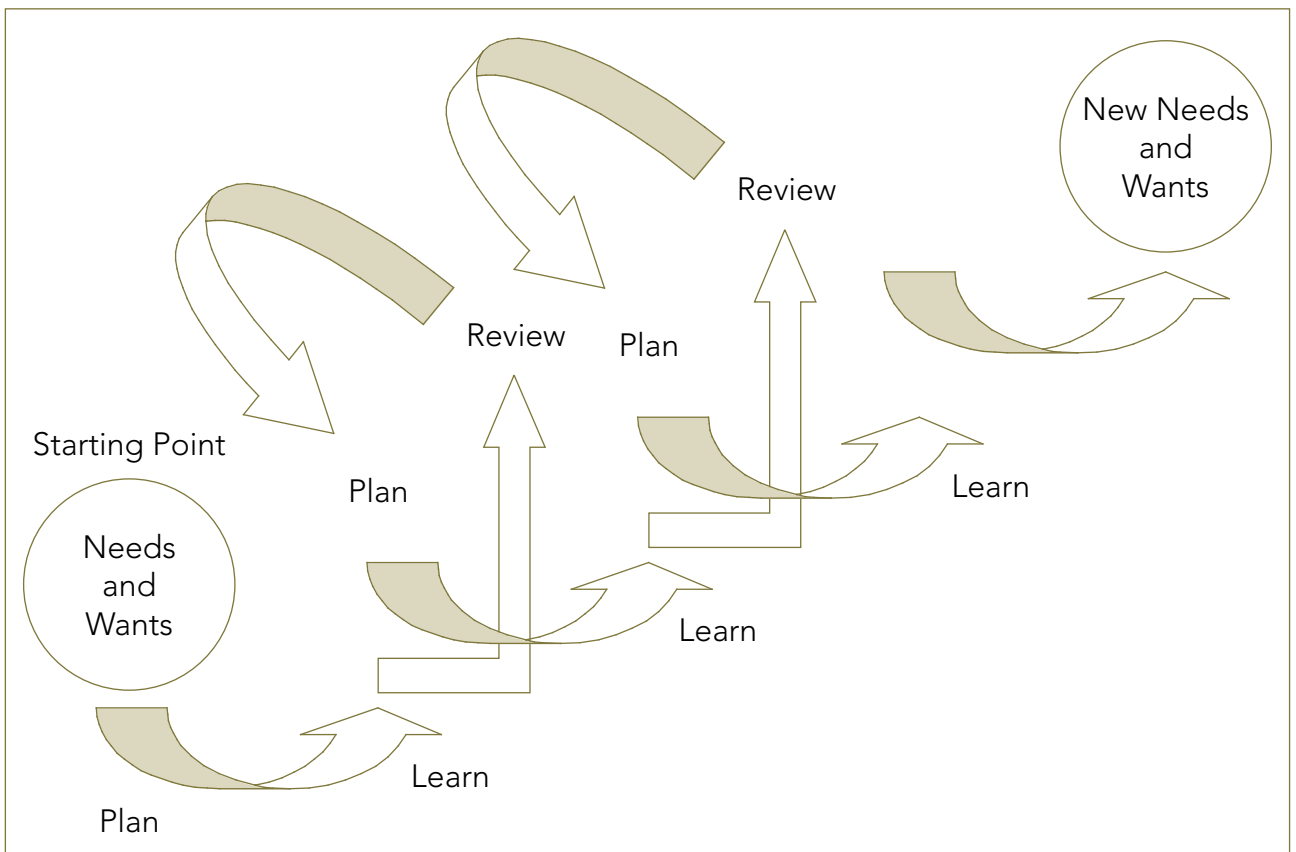
Final Assessment – Final Exam

Traditional Model



Starting Point – Set Programme or Curriculum

Cyclical Model





Handout H.3 The Five Key Questions – Student and Tutor



Plan

1. Where do I want to go?

- Decide on concrete goals.
For example: "I want to fill in forms at work."

2. What do I need to learn?

- Identify what knowledge, skills and attitudes this involves.
- Pinpoint what you already know and can do.
- Name the areas that need a bit of work.



3. How am I going to get there?

- Agree on the steps needed to reach the goal.
- Look at the types of activities, methods, materials and other support needed.
- Agree on a programme of work.
- Set learning targets.

Record

Keep a detailed record of work completed.

Review

4. How far have I got?

- Look back at the work done and assess together the progress you have made.
- Do you feel more confident when using these skills?
- Review the goals that you set together – have they been met?

Plan

5. Where do I go next?

- Decide on new goals.



Source: ALBSU Progress Profile



Handout H.4 Tutor Trainer Only

Observing

Using Progress Profile
and referring back to the
student's goals

Informal chats

Listening

Assessment Methods in ABE

Analysing errors

Checklist of tasks or skills
or questionnaire

Web diagram or mind
map

Weekly or session record

- Visual (maps/charts)
- Auditory (phonics)
- Kinaesthetic (tracing)

Student work folder or
portfolio

Student diary/journal or
log

- Aural
- Oral
- Written or
- Practical

Talking things over



Handout H.5 Meeting your Student for the First Time

A. Break the Ice

The most important task for the tutor at the first session is to be very welcoming and to put the student at ease. Go at the student's pace. Do not rush them. Most students will feel very anxious and may not know what to expect. They may cover up their anxiety by cracking jokes, by talking a lot or by being quiet and withdrawn. Remember this may be only the first or second time they have revealed their difficulty to someone else. Think about how you can break the ice. If possible, a cup of tea or coffee on arrival can help.

B. Talk Things Over

Use your listening skills to find out how the student sees their difficulty, what interests them and what they would like to do. Try to find out what they would like to start on first. This will give you some ideas for the first few sessions. Try to find out what they can do already – what they already know.

Try to use a chatty, conversational style and open questions – questions starting with what, where, why, how, which, when – rather than questions that only require a “yes” or “no” answer. Some of the following questions may be helpful:

1. Did you find the centre ok? Any trouble getting here?

2. How did you find out where to get help?

- What was it like for you contacting X? (organiser's or resource worker's name)
- What was it like for you deciding to come here today/tonight?

3. You know that everything about this is confidential?

- Does anyone else know you are here right now?
- If I call you at home, can I leave a message or would you prefer that I speak only to you?
- If I bump into you outside (particularly relevant to rural areas or smaller towns), would you prefer me not to speak to you or does that matter to you? Stress that you would never talk to them outside about tuition.

4. Where do you feel you have difficulties?

- How does this affect you? How do you cope with this now?
- What kind of things can you do now?
- What kind of things do you not have any difficulty with?

While some students may want or expect to read or write something at the first session, others might find this a bit daunting. Decide what you think is most appropriate. You could bring something with you – newspaper article, piece of student writing or try a piece of language experience – if you feel it appropriate. It might be best not to ask the student to read out loud at this early stage. Alternatively, you could ask the learner to write down their name and address or something about their job or hobbies.

5. Tell me what you would like to learn. What is the first thing you would like to be able to do?

If the student is not sure, you could offer them some options:

- Writing your name and address
- Filling in forms
- Using the ATM – ‘Hole in the Wall’
- Reading local newspaper/magazine
- Writing birthday cards
- Counting money
- Using TV programme guide
- Writing shopping list
- Reading or writing texts or emails

You could then agree with the student what you will both work on at the next session. This is setting the student’s goals. Talking this over will help you choose what materials to start with and think about what methods might be helpful to use.

6. Tell me about the kind of things you are interested in.

7. When would you like to meet?

At this stage you could agree a **day and time for tuition** with the student and exchange telephone numbers in case you need to contact each other in between sessions – for example, if something crops up for either of you and you have to rearrange tuition.

8. Is there anything else we have not mentioned that you would like to know or that you feel uncomfortable about?

You could mention any practical points here – for example, health and safety issues, access to the building, that they can change tutor at any time and that this is fine, or if there is anything you want to say about your role as a tutor.

You may feel that you do not do much ‘work’ at the first session, but you are sowing the seeds for an open, trusting relationship between the student and yourself. You are making it clear that tuition is not like school; in tuition your student tells you what they want to learn. It is important that you treat the student as an equal right from the start. Be yourself by being genuine and this will help your student to learn. It is this relationship that will encourage your student to come back to tuition every week and will help them make progress.



Handout H.6 A Framework for Lesson Planning

1. Priorities

You need to know:

- What your student wants/needs to learn.
- The resources that are available.
- Where, when and for how long the lesson is held.

2. Planning

You will then:

- Decide together on a task.
- Anticipate the difficulties that may arise.
- Plan to vary your methods and approaches.

3. Preparation

Next you will:

- Gather your resources (books, tapes, everyday materials).
- Find, design or make enough suitable worksheets.
- Arrive slightly ahead of time for your lesson to make sure the room is open, free, warm, well-lit and comfortable.

4. Presentation

You continue by:

- Giving clear instructions.
- Shaping your tuition to your student's preferred learning styles and abilities.
- Allowing your student time to discover for themselves – "I know you have it in you".
- Avoiding acting like an 'expert'.

5. Post Mortem

You finish up by:

- Allowing enough time to talk about and evaluate the session.
- Making notes for follow-up work.
- If necessary, amending your goals.
- Writing up a record of the lesson based on your joint feedback.

These five basic steps should be followed when planning all lessons.



Handout H.7 Aims and Objectives

What is an Aim?

An aim is a general statement of intent usually written from the trainer's point of view. For example:

- to enable the student to write their full name and address.

What is an Objective?

An objective is more specific and written from the student's viewpoint. For example: At the end of this programme, the student will be able to:

- Write and spell their first name and surname in upper and lower case letters.
- Read their first name and surname in upper and lower case letters.
- Explain the layout of an address.
- Write and spell each line of their address in upper and lower case letters.
- Read each line of their address in upper and lower case letters.
- Demonstrate writing their full name and address in upper and lower case letters.

Characteristics of a Clear Objective

It states the behaviour required of the student.

- Each participant will be able to _____.

It avoids ambiguity and vagueness by using action verbs which are open to few interpretations – for example:

- 'Write, list or identify' instead of 'understand, know or appreciate'.

The first three verbs are concrete and measurable. You can tell when the student is able to do these. The second three are open to interpretation. How can you measure if someone knows or understands something?

Examples of Action Verbs for Objectives

Knowledge or Information	state	list	write i	dentify	select	use
	explain	find	show	choose	discuss	evaluate
Physical Skills	select	find	show	demonstrate	use	perform
Attitudes, Values or Feelings	listen	state	record	recognise	list	decide



Handout H.8 Preferred Learning Styles

How do you Generally Learn Best? Do you?

Visual	Auditory	Kinaesthetic
- learn best by seeing	- learn best by listening and talking	- learn best by doing
- remember what you have seen	- remember what you have heard	- remember what you have done
- use a map	- talk to yourself	- think better when you move or walk
- see words in your head	- use audio tapes	- physically 'do it'
- form pictures in your mind	- listen to TV/radio	- find it hard to sit down
- write notes	- listen to music	- practise by repeating action
- read information from instructions	- speak/listen to speakers	- breathe slowly
- see parts of words	- make up rhymes/poems	- use role-play
- use notebooks	- read aloud	- exercise
- use colour codes	- repeat information out loud to remember it	- dance
- use study cards	- move your lips while reading	- write
- use photos/ pictures	- like discussions	- write on surfaces with finger – like to trace words when learning to spell
- watch TV/movies	- listen carefully	- use action words
- use charts, graphs	- use spoken directions	- use gestures
- doodle, draw or use drawings	- sound out words when learning to spell	- write lists repeatedly
- watch lips move in front of a mirror	- say words in syllables – in parts	- stretch/move in chair
- use mnemonics (memory tricks, mind maps)	- use mnemonics (memory tricks, rhymes, poems, lyrics)	- watch lips move in front of a mirror
- like to be orderly and neat		- use mnemonics (memory tricks, rhymes, poems, lyrics)



Handout H.9 Sample Lesson Plan 1

7.00	Check-in and Chat
	<ul style="list-style-type: none">- Help student feel at ease. Explain what you are going to work on at this session – any questions?
7.10	Reading their First Name and Surname
	<ul style="list-style-type: none">- Write down the student's first name and teach the student to read this.- Ask the student to count the number of letters in the word.- Read out the word while pointing to the letters.- Ask the student to pick out the initial letter of the word from the alphabet laid out on the table on flash cards.- Introduce the other letters in the same way.- Repeat for their surname.
7.30	Writing their First Name
	<ul style="list-style-type: none">- Ask the student to copy their first name and surname.- Encourage the student to practise writing the words using:<ul style="list-style-type: none">- rote method – look at word, say it, trace it, write it, shut their eyes and try to see the word, cover and try to say the letters, write the word and check the word against the original, cover it and try again- Cloze procedure (missing out letters)
7.45	Recap
	<ul style="list-style-type: none">- Chop up their name so that each part is on a separate piece of paper, for example Pat – Kelly. Mix them up. Ask the student to place them in the right order, read them and copy them.- Discuss the possibility of homework/home activity. If ok, give them prepared Cloze exercise.
7.55	Evaluation
	<ul style="list-style-type: none">- How was the session? Any questions?
8.00	Finish



Handout H.10 Sample Lesson Plan 2

7.00	Check-in and Chat
	<ul style="list-style-type: none">- Ask how the student is since your first meeting. Explain you are going to work on their goals. Help the student to feel at ease.
7.10	Layout of Forms
	<ul style="list-style-type: none">- Ask the student what kind of forms they would like to be able to fill in. Show them a selection of forms you brought in.- What do they find easy/difficult about form filling?- Choose a simple form. What do they recognise or understand? Make a note of this.- Revise the layout. Explain that most forms have similar sections – for example personal details and signature.
7.25	Terms on Forms
	<ul style="list-style-type: none">- Refer to and ask the student if they recognise and can explain some of the terms on the form – for example BLOCK LETTERS, signature, title, occupation, D.O.B., tel., no., use black pen.- Refer to and explain the terms on the form they do not recognise. Complete the multiple choice worksheet on what each of the terms means.
7.40	Personal Details
	<ul style="list-style-type: none">- Revise personal section of the simple form – give support as needed. Homework or home activity ok? If ok, complete at home or <p>Wordsearch</p> <ul style="list-style-type: none">- Discuss the option of homework or home activity. If ok, explain the format of prepared wordsearch. Give an example – include words like BLOCK LETTERS, signature, Complete at home.
7.55	Evaluation
	<ul style="list-style-type: none">- How did the student find the session?
8.00	Finish



Handout H.11 Sample Record Sheet 1

Student's Name or Initials:		Tutor's Name:		
Student's Goals:				
Session No.	Date	Work Done	Comments/Notes for Next Session(s)	Notes on Resources/ Methods Used

You can fill this form in with your student. If you did not meet for tuition as scheduled, just make a note of this in the relevant section.

Some of the above was sourced from Co. Donegal VEC Learning for Living Programme Learner Journal.



Handout H.12 Sample Record Sheet 2

Session Date:

1. Did the student learn anything? Y / N

Task/Element covered	Can do	Need more work on

2. Did I use the right methods? Y / N

If yes, what methods worked well?	If no, what did not work well?

3. Were the materials at a suitable level? Y / N

If yes, in what way?	If no, why not?

4. Anything I need to make a note of for future sessions:

--

Sources and Reading List

ALBSU	Basic Skills' Assessment: <i>Materials for Assessing Competence in Basic Skills</i> . London: ALBSU, 1992. Designed for use in conjunction with the City and Guilds' Wordpower Certificate.
ALBSU	The Starter Pack. London: ALBSU, 1991. Section on <i>Learning to Learn</i> , especially pages 2-4
ALBSU	<i>Teaching Basic Communications' Skills</i> (Red Pack). ALBSU, 1989. See session 8 – Planning, Record-Keeping and Evaluation.
CDVEC	<i>Making Materials Work</i> . A guide for Literacy Tutors. <i>Working on Words</i> – see page 13 "Starting Points".
Co. Donegal VEC	Initial Tutor Training Course. <i>Tutor Training Manual</i> and <i>Learner Journal</i> for partial input and exercises on record-keeping and lesson planning. <i>Preferred Learning Styles</i> – Sheila Davin.
Holland, Deryn	<i>The Progress Profile</i> . London: ALBSU, 1990.
Holland, Deryn	<i>Keeping Records, Assessment and Evaluation: Their Links with Learning</i> in NALA News
A. Hope, S. Timmel and C. Hodzi	<i>Training for Transformation</i> . A Handbook for Community Workers.
NALA	<i>Guidelines for Good Adult Literacy Work</i> . Revised edition 2005.
NALA	<i>Mapping the Learning Journey User Guide</i> .
NALA	<i>Preparing Learning Materials</i> . A Guide for literacy and numeracy tutors.
Philips, Rosamond	<i>Learning in Practice</i> , NALA 1996. <i>Learning Styles' Questionnaire</i> .
PRU	<i>Guidelines to Literacy Teaching</i> . Leeds: Department of Education, Leeds City Council, 1988. See pages 41-43.

SCEC

Assessing Progress: Guidelines and Practical Examples of How to Assess Progress in Adult Basic Education. Edinburgh: Scottish Community Education Council, 1989.

SCEC

Tutoring Adults in Basic Education (Rainbow Pack). Edinburgh: Scottish Community Education Council. Booklet on Planning a Programme. Partial input and exercises on Aims and Objectives and Planning a Programme. (Section 1:p2-6 and Section 2: p11-17)

Vaughan, Judy

Assessing Reading: Using Cloze Procedure to Assess Reading Skills. London: ALBSU.

Websites

www.dataprotection.ie

www.nala.ie





Section I Mapping the Learning Journey (MLJ)

In the last section we looked at assessment, which is a way of checking how a learner is getting on. In this section, we are going to introduce you to an assessment tool called **Mapping the Learning Journey** or **MLJ** for short.

Introduction

At this stage, we just want to give you a flavour of what MLJ is about and to show you how helpful it is. We are going to look briefly at what MLJ is, tell you why we developed it and give you an idea of how it works. We are not going to go into too much detail. This is simply a taster for MLJ. You will be offered further in-service training in the future, once you have been assigned students.

So what is MLJ? In a nutshell, MLJ is a way of showing, on paper, what your student has learned to do and what they need a bit more work on. Together, you look back at the tasks your learner has been working on and you use MLJ a bit like a microscope, pinpointing what progress they have made and where the gaps are. It helps reassure you as a tutor that you are on the right track and gives your student proof that they are learning and working towards their goals.

MLJ shows up evidence of learning across the board. It not only highlights the progress your student has made in the tuition session with you, but also what difference this learning is having on their everyday lives; how confidently they can now do things, how differently they now do things, where they are now able to put their learning into practice and so on.

We will distribute handouts to accompany this section. So please sit back, relax and enjoy the learning journey!

MLJ One-hour Training Session Plan for Initial Tutor Training Course

Time	Activity	Resources Needed
10 minutes	Recap on What Assessment is <ul style="list-style-type: none"> - Brainstorm on what assessment is – recap from previous assessment session. 	Record on flipchart
5 minutes	Intro MLJ/Aim and Objectives <ul style="list-style-type: none"> - Introduction to MLJ – Aim and Objectives of Session. Reassure tutors that this is just an introduction to MLJ and that they will receive further training in MLJ. Mention the TAD. 	🖐️ Overhead 1: Aim and Objectives of Session
5 minutes	Rationale	🖐️ Overhead 2
10 minutes	Development and Structure of MLJ <p>Give an example of a task/skill – for example learning a language.</p> <p>Brainstorm the different ways a tutor can tell if the learner is making progress in learning the language, or give the example of a student learning to write up a menu board for their work and brainstorm on how a tutor can tell if the learner is making progress.</p>	Record feedback in the form of a mind map on a flipchart
20 minutes	Input on Structure <p>Distribute 🖐️ Handout I.1 for the language example or 🖐️ Handout I.2 for the menu board example. Link up feedback from the last exercise with Cornerstones and Areas – refer only briefly to elements.</p> <p>Summarise by distributing 🖐️ Handout I.3.</p>	🖐️ Overhead 3 and 12 🖐️ Handout I.1 or I.2 🖐️ Handout I.3
10 minutes	Evaluation <ul style="list-style-type: none"> - Invite comments on MLJ and the session. 	

Tutor Trainer Notes

General Notes

The MLJ session should follow on immediately from the session on assessment where the trainer has outlined what assessment is.

Recap on What Assessment is

Ask participants what they recall assessment is from the previous session. Record on flipchart.

Additional ideas could be added as necessary – assessment is:

- Joint review of work.
- Talking over and seeing how things are going.
- Planning new work or goals.
- Identifying the learner's progress and achievements.
- Checking out how the learner is getting on.
- Highlighting what is learned, not just what is taught.
- A record of learner's progress.
- Giving and receiving feedback on learning programme.
- Pinpointing what the learner can do now and what needs a bit of work.

Intro/Aim

- Introduce the session by saying that we are now going to look at a new method of assessing a learner's progress called **Mapping the Learning Journey – MLJ** for short. Explain that this session is a brief overview of MLJ and is part of the tutor's in-service training. Reassure participants that they will be attending a MLJ training workshop in the future to familiarise themselves with the whole framework and how to use it. Mention that this can lead to a WIT exemption and that this will be explained fully at the workshop.
- Mention the Temporary Additional Duties' Holder (TAD) name and contact number, and the fact that they are there to support tutors in using MLJ.
- The main aim of this session is for participants to get a gist of what MLJ is about and to see the value of it for both the tutor and the learner.
- [Revise](#) 🖐️ [Overhead 1 – Aim and Objectives of session.](#)
- Explain MLJ is a tool for recording what the learner has been working on to identify:
 - **what they can do now** – the progress they have made
 - **what needs a bit of work** – what their learning needs are
- Explain it is a tool to support the teaching and learning process – to help tutors become more effective and efficient.
- Clarify that the tutor starts with the learner's goals and needs and uses MLJ as a lens to examine the work done. It shows the bigger picture – the increase in a learner's self-confidence and independence.

Rationale:

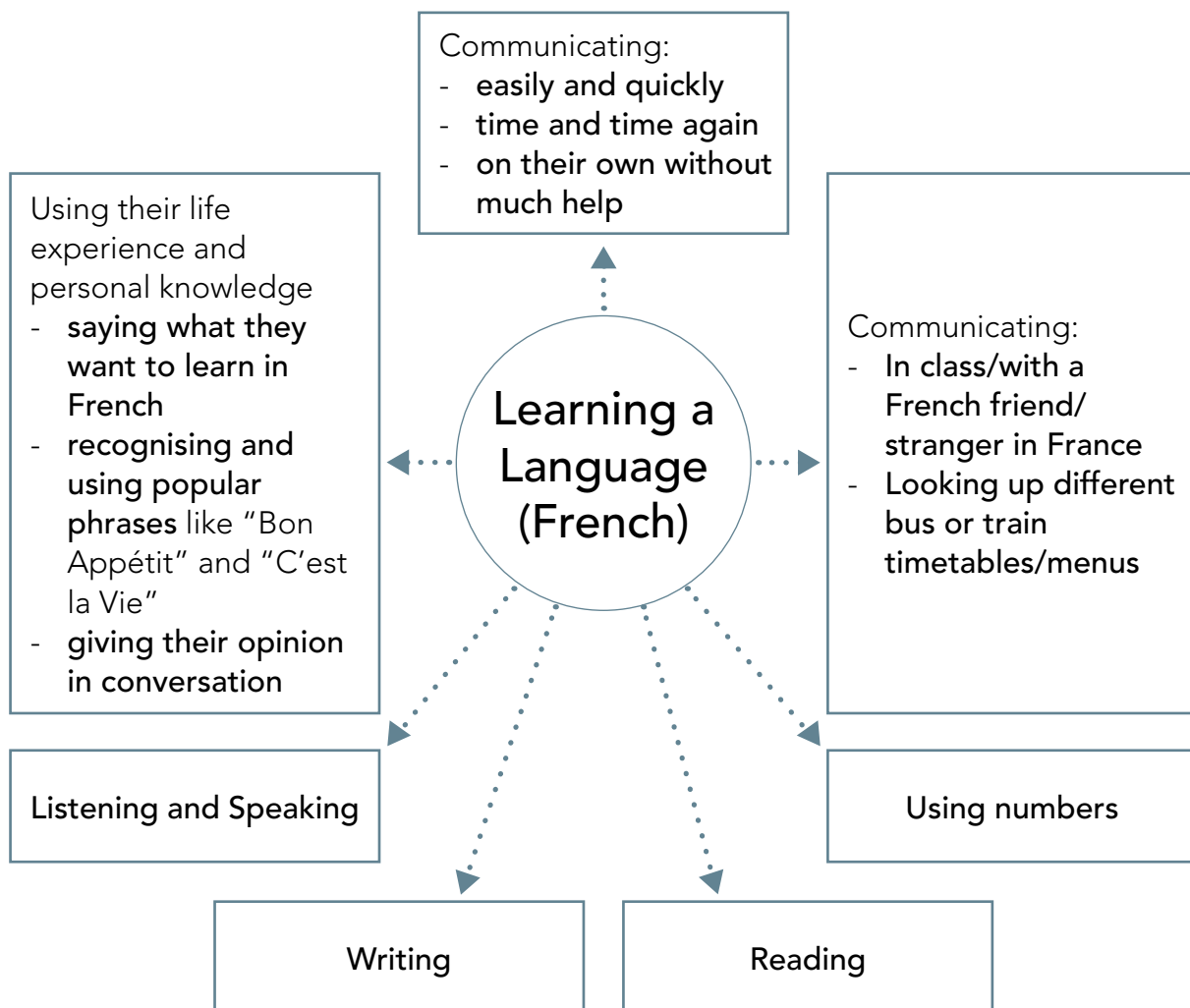
- This section is just to summarise the reasons for MLJ.

The main points to stress about MLJ are:

- It is a tool to support *tutors and learners* – it supports tutors by showing them whether they are on the right track. It supports learners by showing them what progress they are making and where the gaps are. Stress that it is a good idea to review progress as this helps to motivate the learner.
- It records specific feedback in a structured way.
- It measures learning in a range of settings.

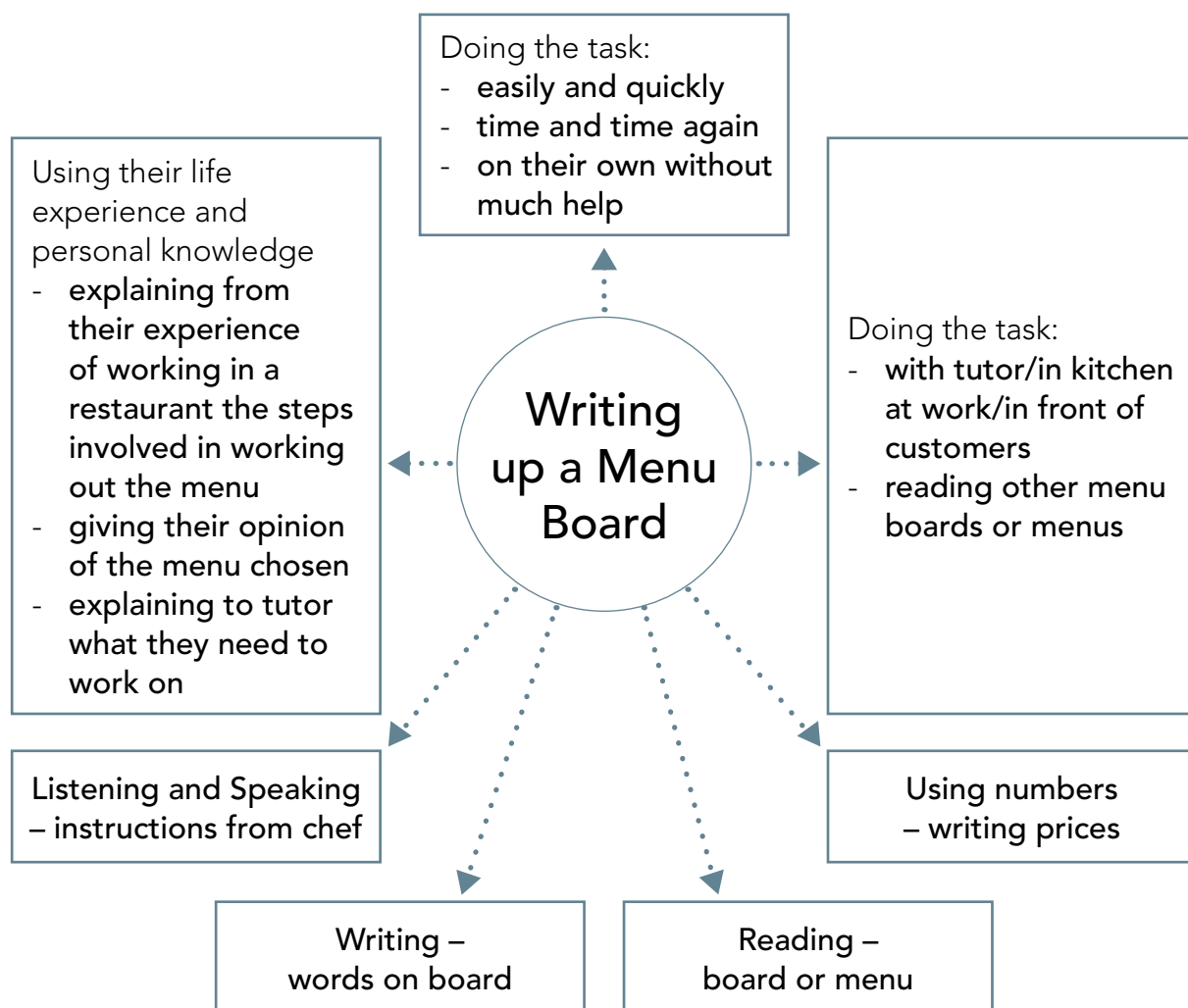
Development and Structure of MLJ:

- Explain that this is to give participants a brief overview only of the MLJ structure. Do not go into too much detail as this could be a bit overwhelming for trainee tutors.
- Mention that the idea for MLJ came from tutors' feedback and experience. Explain that MLJ looks at the different dimensions of learning and how learning takes place in a range of settings.
- Give the example of learning a language (e.g. French) **or** writing up a menu board. Write up the example on the flipchart in the form of a mind map (see the mind maps that follow)
- Ask participants what are the different ways a tutor could tell if a learner was making progress in learning a language **or** writing up a menu board – the aim is to come up with some of the following ideas:



- Some examples of the above would be:
- Listening and speaking – giving or receiving directions, phoning to make an appointment
- Writing – note, postcard or letter
- Reading – notice, menu or newspaper article
- Using numbers – telling the time in French or naming the days of the week

Or



Add any ideas from either mind map which were not mentioned.

Input on Structure

- Distribute 🖐️ **Handout I.1** or 🖐️ **Handout I.2** and revise it by linking up with the ideas from the mind mapping session on the flipchart. Explain that in MLJ we use the image of four cornerstones to represent four different dimensions of learning. Revise 🖐️ **Overhead 2** with the headings of the **four Cornerstones** – explain the headings with reference to 🖐️ **Handout I.1** or **I, 2**. Revise 🖐️ **Overhead 3: the 4 areas of Knowledge and Skills** – relate the headings back to 🖐️ **Handout I.1** or **I.2**.
- Keep in mind that this is an overview of the structure only, so there is no need to go into detail about the elements. Reassure participants that they do not need to remember all the jargon at this stage. The main aim is for participants to glean an overall picture of what MLJ is about – to identify some of the content of MLJ without necessarily knowing the jargon. Distribute 🖐️ **Handout I.3** to summarise.

Evaluation

- This is an opportunity to gauge how participants have found the session and if they have got a flavour of what MLJ is all about. Once again, they can be reassured that they will receive full training in due course.

Handouts

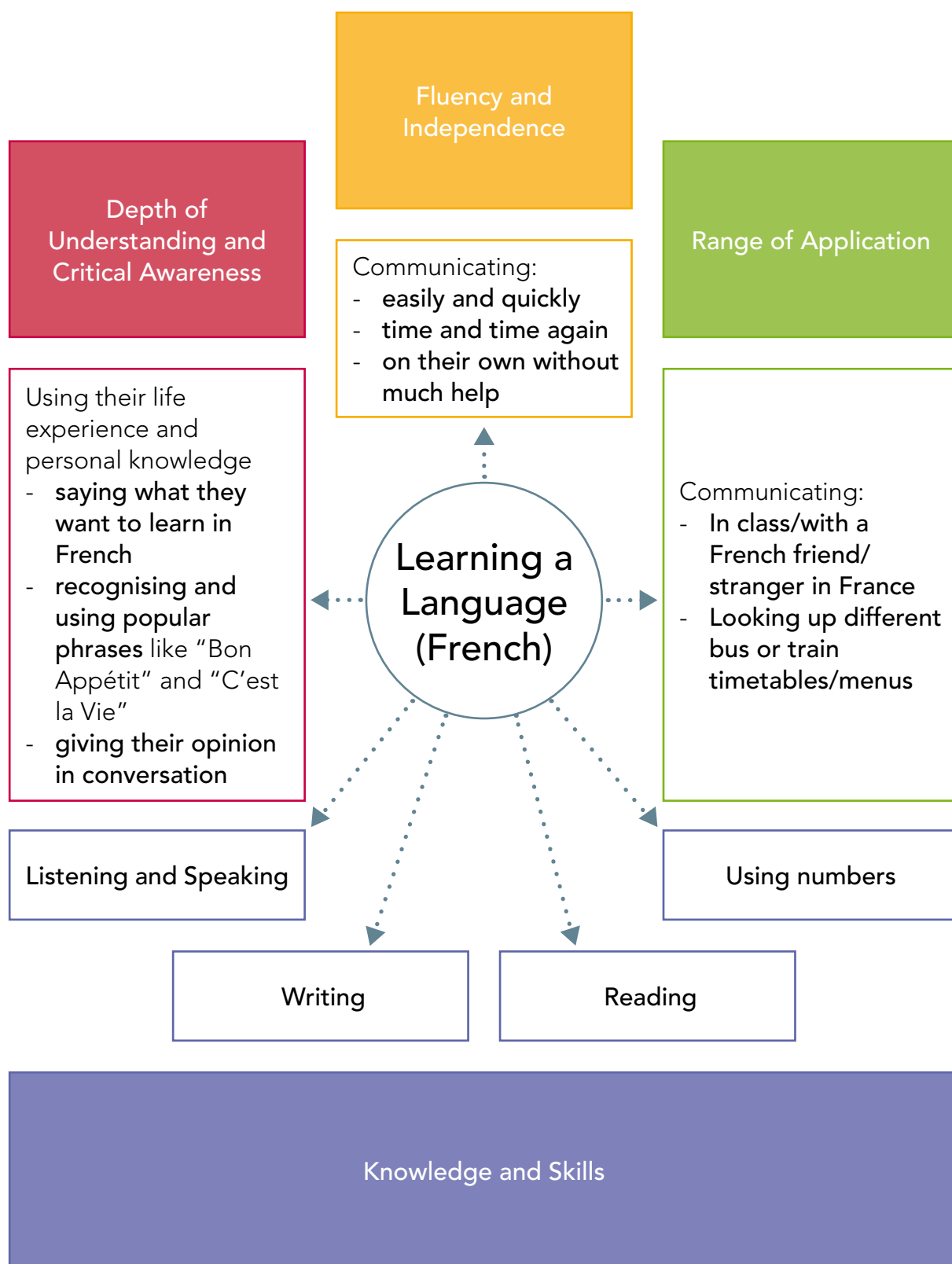


- I.1 Learning a Language (French)
- I.2 Writing up a Menu Board
- I.3 The Four Cornerstones



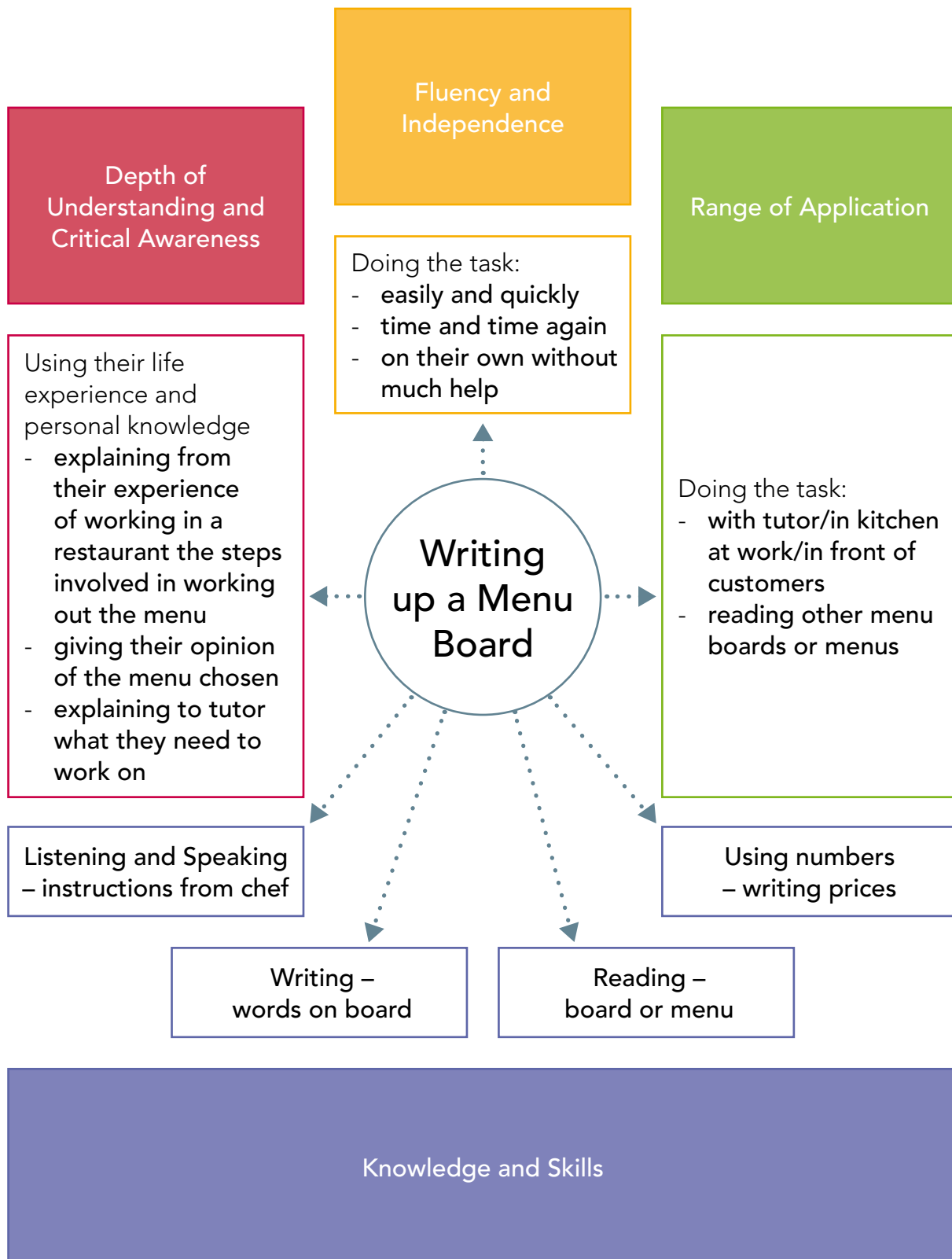


Handout I.1 Learning a Language (French)



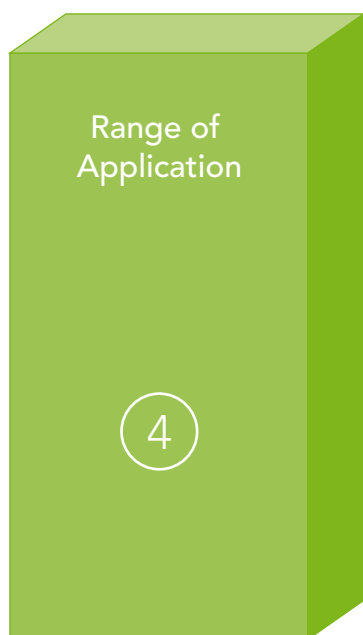


Handout I.2 Writing up a Menu Board

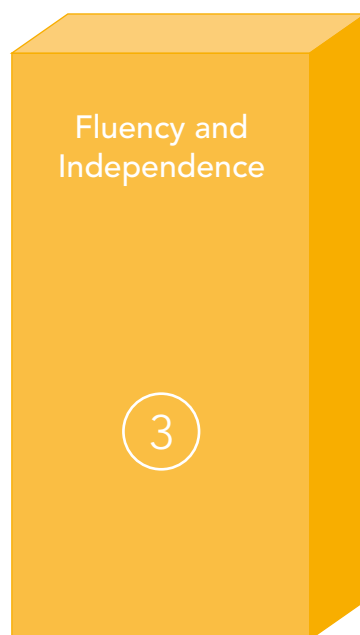




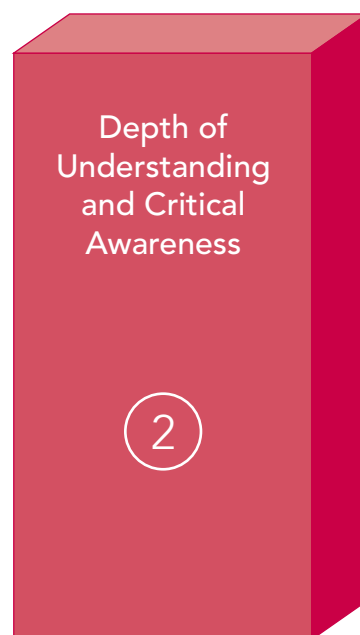
Handout I.3 The Four Cornerstones



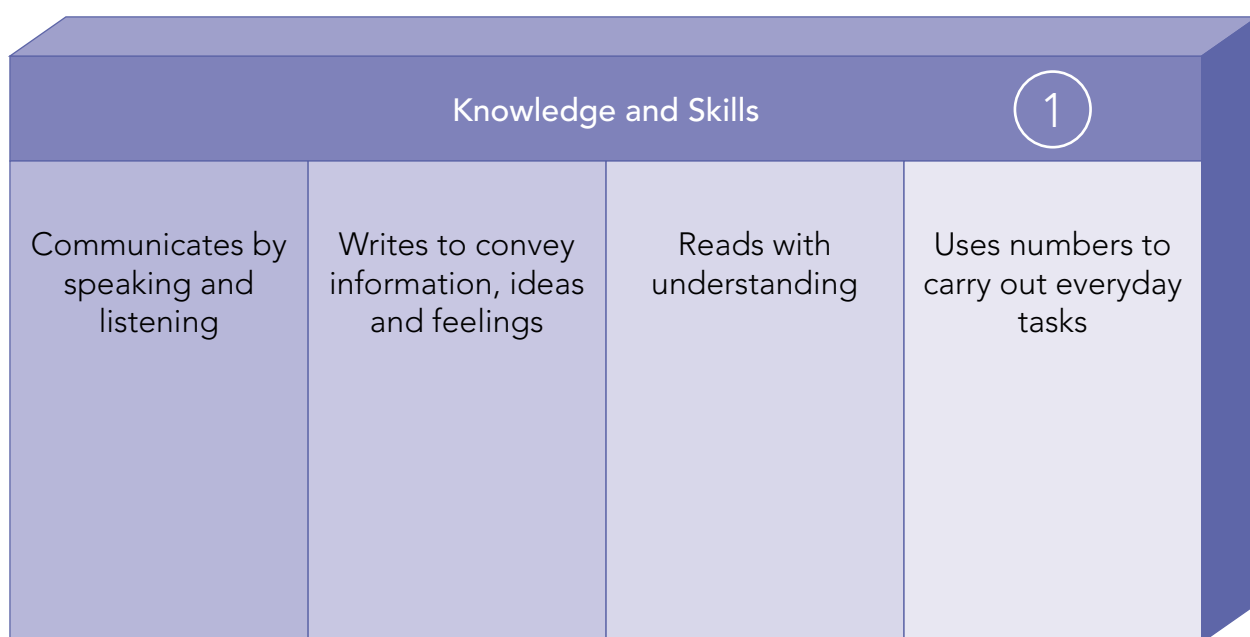
Describes how far they can apply what they have learned from one setting to another, from one task to similar task



Indicates how quickly, consistently and independently they can carry out task



Describes how well they can apply their knowledge, life experience and judgement to task



Describes what the learner knows and what the learner can do

Aim and Objectives of Session

Aim

- To give participants a brief overview of the Mapping the Learning Journey (MLJ) Assessment Framework.

Objectives

Each participant will be able to:

- Explain the rationale for MLJ.
- Recognise that MLJ is a tool to support the teaching and learning process.
- Identify the four cornerstones.

Why Assess?

- The purpose of MLJ is to **support the teaching and learning process**.
- It does this by identifying and describing the achievements and needs of learners in adult basic education.

Knowledge and Skills Cornerstone

Areas of Learning

- Communicates by speaking and listening
- Writes to convey information, ideas and feelings
- Reads with understanding
- Uses numbers to carry out everyday activities and tasks.



Section J Evaluation – What Have I learned?

The only way forward is to take one step back.

Aims

This section looks at **Evaluation – What have I learned?** Its **overall aims** are as follows:

- to explain the role of evaluation in determining what learning has taken place;
- to recognise and use appropriate evaluation procedures to measure the effectiveness of a learning programme.

Content

Information for the Trainer

Trainer only

Evaluation

- What is evaluation for?
- What do you need to evaluate?
- When do you evaluate?
- How can you evaluate?
- Quality Framework

Group Exercise

Group Exercise

Input

Group Exercise/Handout

Input

Handouts

- Sample Evaluation Forms 1-4

Sources and Reading List/Websites

Key to Symbols/Abbreviations



= Group Exercise



= Handout



= Input



= Trainer only



Information for the Trainer

This section is directed at Tutor Training so much of the information is for your reference and practice only. However, some of the principles may be applied to group and/or one-to-one literacy tuition. You can therefore decide how much of the input here is relevant to trainee tutors. A number of optional group exercises and sample evaluation sheets are included to this end.

Regular evaluation is a key element of good adult literacy work and needs to be included in any initial or in-service training course. It is part and parcel of a participant-centred programme. As a rule of thumb, the longer the course, the more ongoing and detailed the evaluation needs to be.

.....



What is Evaluation for?

Group Exercise (30 minutes)

Learning Outcome

To explain the purpose of evaluation.

Divide the participants into pairs and ask them to discuss what they think evaluation is for. Each participant should give feedback on what their partner says. Allow five minutes for the discussion and then invite each pair to give feedback. Record the feedback on the flipchart or board.

Add any of the following points which may not be covered.

Time set aside for evaluation gives participants the opportunity:

- To say what they thought about the course or learning programme.
- To critically reflect on what they gained from the course and what they found most helpful.
- To give feedback to the trainer on what could be done differently in future courses or workshops.
- To suggest ideas for follow-up or in-service training.

Evaluation is not about success or failure; it is about being open to ongoing feedback. It is a tool for change. This feedback tells the trainer:

- what worked well;
- what did not work so well;
- what could work better; and
- what recommended changes are needed to make the course better.

Trainers and tutors need to evaluate the quality of their teaching in order to improve. They need to find out if participants are learning what they should be learning and to see if the course fits the aims and objectives.



What do you Need to Evaluate?

Group Exercise (10-15 minutes)

Learning Outcomes

To identify what areas of training need to be evaluated and at what key points.

In the large group, brainstorm with the participants on what they think a tutor or trainer needs to evaluate. Allow five minutes for the brainstorm. Record the feedback on flipchart or board.

Add any of the following points which may not be mentioned.

Evaluation looks at the learning activity itself and asks how far it achieved its aims and objectives. As a tutor or trainer, you need to evaluate:

- If the aims and objectives of the course have been met.
- If the hopes and expectations of participants have been met.
- How effective were the methods of presentation and learning, and the learning activities and materials used.
- How useful and relevant was the course content.
- How well was the course organised – venue, timing.
- If there is any follow-up training required.



When do you Evaluate?

(10-15 minutes)

Evaluation should take place at key points during the course – notably at:

Different stages of the course – on an ongoing basis

This means encouraging participants, from the start, to make comments or ask questions. This gives you a sense of how the course is going. It is also a good idea to set aside five to ten minutes at the end of each session to do a quick round. Here you could ask each participant in turn to briefly comment on what they learned from the session, what they found helpful and anything they would like to change.

After each session(s), it is also helpful for the trainer or tutor to sit down and carry out a self-evaluation. The following questions could act as a guideline for reflection:

- How was the session?
- What did I practise?
- What went well? What did I do well?
- What did not go so well? What did I not do so well?
- What changes would I make?

Before the final session of the course – final evaluation

The trainer could ask participants to fill in evaluation forms prior to the final session of the course.

It is a good idea here to remind participants of the aims and objectives of the course, and what their hopes and concerns were. Carrying out the evaluation at this point allows the trainer to look through the forms and clarify any comments with participants before the end of the course.

The trainer could also ask participants to give feedback on the course in a final round of comments.

Post-course

The trainer(s) could meet with the organiser or other key people in the scheme to conduct their own evaluation, discuss participants' comments and plan follow-up training.

Partially sourced from 'Training for Transformation' – Hope, Timmel and Hodzi.



How can you Evaluate?

Group Exercise (30 minutes)

Learning Outcomes

To identify and explain different methods of evaluation.

In the large group, ask participants to think about courses they have been on and ask them to brainstorm the different evaluation methods they have experienced. Allow 10 minutes for the brainstorm. Record on the flipchart or board.

Add any of the following input not mentioned.

Methods of Evaluation:

There are many different types of evaluation methods which can be used to accommodate a variety of courses and purposes:

1. **Verbal Evaluation:** Doing an informal round and asking each participant, in turn, for one or two general comments on a session or an exercise. Encourage participants to use "I" statements. For example, "I thought _____" Alternatively, this can be more structured by asking them to respond to:
 - a. One thing I liked about the session or exercise.
 - b. One thing I would like to change.
2. **Post-its:** Distributing three post-it notes to each participant and asking them to write what they liked about the course on one, what they did not like about the course on the second, and any suggestions for changes to the course on the third. Post notes on board or wall.
3. **Written Evaluation Forms/Structured Questionnaires:** Asking participants to complete a written evaluation form or questionnaire. The form should include details such as the name of the course and trainer/tutor, the date(s) and the venue of the training course. Participants can be given the option of whether to sign the form or not.



See J.1, J.2 and J.3: Sample Evaluation Forms 1-3.

4. **Open Reflective Evaluation Form:** Asking no questions but encouraging the participant to reflect on the training course and write down their thoughts, feelings and insights.



See J. 4: Evaluation Form 4.

5. **Session on Reflection:** Introducing the idea of learning as a journey by asking participants to think about what they have learned in terms of:
 - Where did you start?
 - Where are you now?
 - Where do you want to go next?
6. **Informal Oral Interview or Structured Oral Interview:** Asking participants 'open' questions – "What, Why, How, Where, When, Which" questions – about the course.
7. **Group Discussion:** Asking participants for feedback on a session or Exercise, in response to specific questions, and recording the feedback on a flipchart.
For example:
 - How did you find the exercise/session?
 - What went well/went less well? Why?
8. **Using Photos (Photospeak) or Images:** Displaying a large selection of photos or images in front of the group and asking participants to choose one which depicts how they are experiencing the course. Participants then give their feedback.

Tutors could build up their own pool of photos and images from newspapers, magazines and so on, or they could use photo dictionaries such as the *Longman Photo Dictionary* or *The Basic Oxford Picture Dictionary*, Margot Gramer.
9. **Quantitative Evaluation:** Asking participants to evaluate the session by choosing from a sliding scale – for example:
5 = excellent;
3 = good;
1 = very poor.
10. **Qualitative Evaluation:** Asking participants to evaluate the session by choosing from a range of comments – for example, "The session was...
 - very helpful;
 - helpful;
 - unhelpful.
11. **Learner Journal:** Giving participants guidelines on keeping a learning journal which could include questions such as:
 - What did you find helpful/unhelpful about the session?
 - What were your insights about the session?
12. **Drawing a Picture:** Asking participants to draw a picture that represents their experiences on the course and what they think they will take away from the course.



Quality Framework

(10 minutes)

The NALA Evolving Quality Framework (QF) is a strategy to help maintain high standards of performance in Adult Basic Education (ABE). The QF is called 'evolving' because it is not complete. It will change and develop over time.

The QF describes evaluation as assessing the value of something. It means having clear, written goals from the start and collecting sufficient and reliable information about what is happening.

(The NALA Evolving Quality Framework User Guide 2002 – Section 2: pages 15 and 17, 21-22)

There are **five Guiding Principles** or values in the QF. They are:

1. The student's right to attend on a voluntary basis and to set their own goals will be supported by the organisation.
2. An ethical code of confidentiality, respect and trust will inform all aspects of the organisation.
3. Cultural differences will be respected at all levels of the organisation.
4. Particular attention will be paid to creating and maintaining an atmosphere of social interaction, informality and enjoyment within the organisation.
5. Students will be enabled to participate in all aspects of the organisation, including evaluation of the scheme.

The framework lists five categories called **Quality Areas** which raise a number of specific topics called **The Statements of Quality**.

For more information on the QF, see www.nala.ie – *NALA QF User Guide*.



Handouts

- J.1 Sample Evaluation Form 1
- J.2 Sample Evaluation Form 2
- J.3 Sample Evaluation Form 3
- J.4 Sample Evaluation Form 4
- J.5 Sample Evaluation Session – Tutor Training
- J.6 Sample Evaluation Sessions – Adult Basic Education Group or One-to-One Student





Handout J.1 Sample Evaluation Form 1

Name of Course:

Name of Trainer:

Venue:

Date(s):

1. What did you **like** about the course or session?

2. What did you **not like**?

3. What did you find **most useful**?

4. What did you find **least useful**?

5. Can you recall some things you **learnt** that were **important** for you?

6. Are there any **issues**, **topics** or **skill areas** that you feel need to be covered further?

7. Do you have any **suggestions** for improving the course in future?

Name (optional):

Date:

Please feel free to use the back of this sheet if you wish.



Handout J.2 Sample Evaluation Form 2

Name of Course:

Name of Trainer:

Venue:

Date(s):

1. What did you find **helpful** about the course?

2. What did you find **unhelpful** about the course?

3. Any suggestions for **changes** to the course?

Name (optional):

Date:



Handout J.3 Sample Evaluation Form 3

Name of Course:

Date(s) of Course:

Location:

Name (optional):

Trainer:

Please comment on the following:

1. What you learned from the course and the extent to which your expectations were met.

2. The presentation and delivery methods of the course.

3. The organisation of the course.

4. The extent to which you now feel prepared to tutor a student.

5. Suggestions for improvement to the course.

6. Any other comments?



Handout J.4 Sample Evaluation Form 4

Head

New ideas, concepts, facts, information, analysis



Gut

Feelings, discoveries about self, changes in values or beliefs



Foot

New skills or things I will do differently, ways in which my learning will make a difference in my life



Sources and Reading List

ALBSU	<i>Teaching Basic Communications' Skills</i> (Red Pack). ALBSU, 1989. See session 8 – Evaluation.
CDVEC	<i>Making Materials Work</i> . A guide for Literacy Tutors.
Co. Donegal VEC	Initial Tutor Training Course. <i>Tutor Training Manual and Learner Journal</i> .
Holland, Deryn	<i>Keeping Records, Assessment and Evaluation: Their Links with Learning</i> in NALA News
A. Hope, S. Timmel and C. Hodzi	<i>Training for Transformation</i> . A Handbook for Community Workers.
NALA	<i>Guidelines for Good Adult Literacy Work</i> . Revised edition 2005.
NALA	<i>Preparing Learning Materials</i> . A Guide for literacy and numeracy tutors.
PRU	<i>Guidelines to Literacy Teaching</i> . Leeds: Department of Education, Leeds City Council, 1988. See pages 41-43.

Websites

www.fgcu.edu/onlinedesign/designdevd.htm
www.nala.ie
<http://reviewing.co.uk/evaluation/methods1.htm>
www.tllt.psu.edu/suggestions/research/evaluation.shtml
www.trainer.org.uk/members/tools/evaluationmethods.htm





Handout J.5 Sample Evaluation Session – Tutor Training

Evaluation Forms

(20 minutes)

Before the final session of the initial tutor training course, explain that you are going to ask participants to complete evaluation forms – see sample evaluation forms J.1-J. 4. Explain that this is to help you find out what has worked well on the course and if there is anything that needs to be changed.

Refer back to the aims and objectives of the course, and to the hopes and fears expressed by the participants, on a slide and/or flipchart. Remind the trainee tutors to keep these in mind when completing the forms. Explain that adding their name to the form is optional. If there are two sides to the form, remind participants to complete both. Advise them that you have extra paper if anyone wants to add further comments.

Distribute the evaluation forms. Allow sufficient time to complete them and then collect them all.

.....

Review the Evaluation Forms

(15-20 minutes)

It would be helpful to have a short break here or to hand over to a co-facilitator, so that you get an opportunity to look over the evaluation forms. This means, if necessary, you can clarify any points or check for additional information with participants in the final session.

.....

Final Session

(15-20 minutes)

Clarify any points from the evaluation forms and/or do an informal round and ask each participant, in turn, for one or two general comments on the course. Alternatively, you can make this more structured by asking them to say:

- One thing they liked about the course.
- One thing they would like to change about the course.



Handout J.6 Sample Evaluation Sessions – Adult Basic Education Group or One-to-One Student

Ongoing Evaluation

(5 minutes)

From the very first few sessions, encourage the student(s) to make comments, ask questions or ask you to explain anything they do not understand. This will help them to feel more relaxed about learning and help you evaluate how the tuition is progressing as you go along. With a group, this could be included as part of the ground rules.

.....

End of Session Evaluation

(5-10 minutes)

Set aside 5-10 minutes at the end of each session to ask the student (s) how they found the session. You could ask them:

- How did you find this session?
 - What did you feel you learned?
 - Anything you liked/didn't like about the session?
 - What would you like to do next?
-

End of Session Evaluation

(15-20 minutes (Group))

(10-15 minutes (One-to-One))

Put a large selection of photos on a table and ask the student(s) to choose one which sums up how they found the session. Ask the student(s) to explain what the photo means to them.

End of Session or End of Term Evaluation

(5-10 minutes (Group))

(5-10 minutes (One-to-One))

With a one-to-one student or a group, you could ask them to complete an individual Student Journal at the end of each session, covering areas such as:

- session number and date;
- topics covered;
- comments.

At the end of the term, you could ask them to complete the Student Journal covering areas such as:

- How are you finding the sessions?
- Do you need to go over any topics again?
- Are there any changes you would like to make?
- Anything else you would like to say?
- What would you like to work on next?

End of Term Evaluation

(15-20 minutes (Group))

(10-15 minutes (One-to-One))

With a group, you could hand out evaluation forms – see Sample Evaluation Forms J.1-J.4. If appropriate, you could give your one-to-one student a form to complete. You could customise the form to suit your student(s).

It would be helpful to explain what the forms are for, who will see them and to go through the forms with the student(s) first. Tell them not to worry about their spelling as you can help them with this.

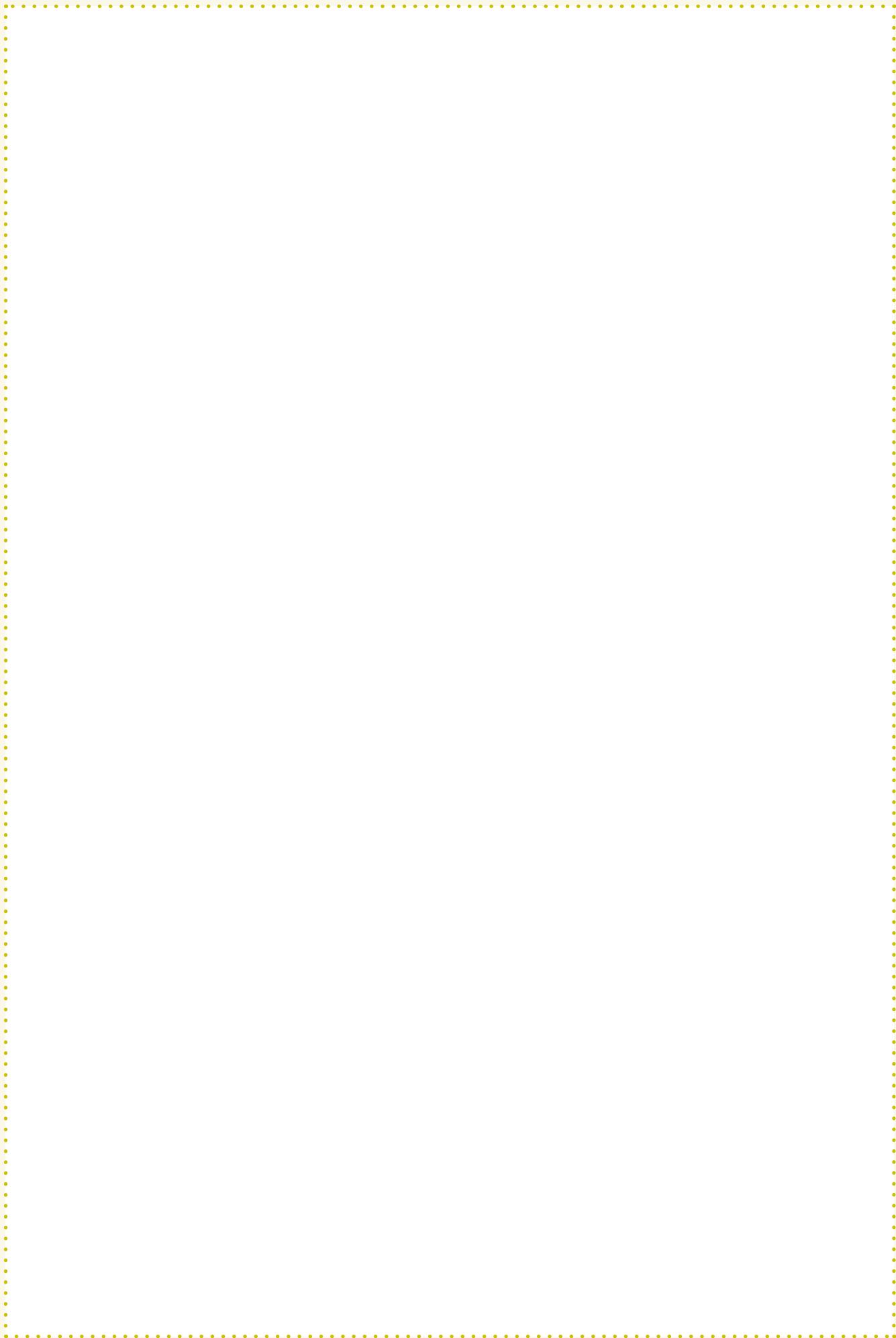
In a group, you could go round students individually and ask them if they need any help with spellings. Explain that they do not have to add their names to the forms if they do not want to.

Post-Session Evaluation

(5-10 minutes)

After each session, it is helpful for the tutor to sit down and carry out a brief self-evaluation. You could just jot down your thoughts on some of the following questions:

- How was the session?
- What areas did I cover?
- What went well? What did I do well?
- What did not go so well? What did I not do so well?
- What changes would I/will I make?





Section K Material Development

While sourcing, adapting or making materials for adult literacy students, it is essential to bear in mind the particular needs and interests of the student. Some students may have wide-ranging interests, in areas such as football, film and wildlife. As the tutor-student relationship develops, the tutor will become more aware of these interests and how they can be used to generate materials for future classes.

Introduction

Using the student's interests is a wonderful resource for motivating and building confidence. Firstly, it means the student already has knowledge and vocabulary in the area. Secondly, it helps maintain an equal relationship between tutor and student, as the student has an opportunity to share their area of interest.

However, it is very important to also consider the needs of the student. When developing materials, it is essential not to lose sight of the tutor's role in developing reading, writing, spelling and numeracy skills.

Aims

The aims of this section are:

- To explore the process of simplifying a text suitable for a literacy student.
 - To learn how to prepare a worksheet suitable for a student.
 - To show ways of sourcing materials for worksheets to meet individual student needs.
 - To evaluate materials to ensure they are suitable and culturally diverse.
-

Simplifying Text

(70 minutes)

Learning Outcome

- To understand how to simplify a text.

Methodology

- While a student may have a particular interest in a subject, the text (perhaps from a newspaper or the Internet) might be overly long, too heavy or too technical. Tutors, therefore, often need to simplify a text for a student. Using the underlined key words from 🖐️ Handout K.3, give an input on the points involved in simplifying a text. (10 minutes)
- Circulate 🖐️ Handouts K.1 and K.2 (two versions of My Father's Hands.) Ask the group to compare the two pieces of writing. Does K.2 represent a good simplification of the original piece? Discuss. (10 minutes)
- Circulate hints for simplifying texts (🖐️ Handout K.3).
- Ask the participants to form small groups and give each group a sample piece of writing. Use Sample Texts 1 and 2 (🖐️ Handouts K.4 and K.5), or any other text deemed appropriate. Ask the group to simplify the text for a basic student. It is a good idea to give two groups the same piece of writing in order to compare how different groups approach the text. (30 minutes)
- Ask one person from each group to give feedback on the process used to simplify the text. They may like to display or read the simplified version to the whole group. Discuss whether the groups found it an easy or hard exercise. (20 minutes)

Resources:

Websites

www.literacytools.ie
www.nala.ie/publications
www.bbc.co.uk/skillswise
<http://puzzlemaker.school.discovery.com/>
www.rug.ie
www.basic-skills.co.uk



Workbooks

NALA *Read, Write, Now* Learner Workbooks 1 – 5

NALA *Really Useful Guide to Words and Numbers* Learner Workbook 1 and 2

Basic Skills ABC Production Resources for Adult Basic Skills at
<http://www.abcproduction.co.uk/>



Making Materials

Working on Words: A Resource Pack. City of Dublin VEC

Acknowledgement of Contributors/Bibliography

Adult Literacy and Basic Skills Unit, 1989. *Albsu Training Pack*. UK: ALBSU

Handouts



- K.1 My Father's Hands (Original version)
- K.2 My Father's Hands (Simplified version)
- K.3 How to Simplify a Text
- K.4 Sample Text 1
- K.5 Sample Text 2
- K.6 Making or Adapting Worksheets
- K.7 Ideas for Exercises for Worksheets
- K.8 Boot and Shoe Maker
- K.9 Boot and Shoe Maker: Worksheet
- K.10 Sample Text 3 Plus Student Profile
- K.11 Sample Text 4 Plus Student Profile
- K.12 Student's Need: To Use the Street Index and Map







Handout K.1 My Father's Hands (Original version)

His hands were rough and exceedingly strong. He could gently prune a fruit tree or firmly wrestle a stubborn mule into harness. He could mark and saw a piece of wood with speed and accuracy. But what I remember most is the special warmth from those hands, as he would take me by the shoulder and point out the glittering swoop of a blue hawk, or a rabbit asleep in its lair. They were good hands that served him well and failed him in only one thing: they never learned to write.

When my father started school the punishment for a wrong answer was ten strokes of a ruler across a stretched palm. For some reason words and numbers just didn't make any sense to him. After several months he was taken out of school and put to work on the farm.

Years later, my mother, educated to the fourth year in primary school, would try to teach him to read. Many years later still, I often grasped his big fist between my small hands and awkwardly help him trace the letters of his name. But he always grew restless. Fiddling with his fingers and flexing his hands he would declare that he had had enough.

Then one night when he thought no one was looking, he slipped away with my second-grade reader and laboured over the words. He pressed his forehead into the pages and wept. "Not even a child's book," he moaned. After that, no amount of persuasion could bring him to sit with pen and paper.



Handout K.2 My Father's Hands (Simplified version)

My father's hands were rough and very strong.
He could gently prune a fruit tree
or firmly put a harness on a horse.
But what I remember most
is the special warmth from those hands.
He would take me by the shoulder
and point out the blue hawk
or a rabbit asleep in its den.
They were good hands that served him well.
They failed him in only one thing –
they never learned to write.
When my father started school
the punishment for a wrong answer
was ten strokes of a ruler.
For some reason words and numbers
just didn't make sense to him.
He was put to work on the farm.
Years later, my mother tried to teach him to read.
Many years later I tried to help him
to write the letters in his name.
He always grew restless.
He would say that he had enough.
One night when he thought no one was looking,
he slipped away with one of my school books.
He tried to read it.
He pressed his forehead into the pages and cried.
"Not even a child's book" he said.
After that,
No one could persuade him to sit with pen and paper.

Adapted from a story by Calvin Worthington



Handout K.3 How to simplify a text

- It is important to make a note of the **main points**, while keeping the overall meaning of the text.
- **Simplify the vocabulary**, while keeping words that are crucial to the meaning.
- **Reduce** the amount of new **vocabulary** by repeating some words where appropriate.
- **Avoid idioms** or colloquialisms with which the student might be unfamiliar.
- **Where possible, break longer sentences** into shorter ones, so that each phrase of five to ten words takes up one line.
- **Use the active voice.** It is easier to read than the passive. For example, "*The woman posted the letter*" rather than "*The letter was posted by the woman*".
- Try and **limit the length** of the text to 200-250 words.
- Make sure that the text is **spaced clearly**. Text with headings, paragraphs, indentations and margins is easier to read than dense print.
- **Size of print:** Print which is small or densely packed together adds to the reader's difficulty. But if it is magnified or spaced out too much, it may cause problems as it makes it difficult to scan and pick up word groups.
- **Use illustrations** if appropriate as these can give clues to the context.



Handout K.4 Sample Text 1

Charm on Tap as Tourism Chiefs Battle Water Crisis

Brian McDonald

A desperate rearguard action is being mounted in the west amid fears that Galway's water crisis may cause untold damage to the region's €700m tourism industry. The adverse publicity following the continuing contamination of tap water in the city and surrounding towns and villages has sparked a major charm offensive by Galway's local authorities and tourism interests.

Full-page advertisements, taken out in national newspapers over the weekend, stressed that Galway was 'open for business' and pointed to the efforts being taken to minimise the effects of the illness-causing parasite in the water supply. The marketing ploy was supported by a number of statutory bodies, as well as by Udaras na Gaeltachta and Galway Chamber of Commerce and Industry.

It followed an approach to Fáilte Ireland by Environment Minister Dick Roche, as a result of a fraught meeting between the Minister, local authority officials and councillors in Galway last Friday. A package of measures subsequently announced by Mr Roche included an approach to Fáilte Ireland to underline the fact that, despite the water crisis, Galway city and county remained open for business. Concern is mounting among tourism interests that visitor numbers may nosedive as a result of the continuing failure to pinpoint the exact cause of the pollution in Lough Corrib that is supplying the contaminated water to the city's treatment plants.

Yesterday, the Incident Response team confirmed that the number of laboratory-confirmed cases of cryptosporidiosis had reached 155, and again stressed the importance of boiling water for cooking and dental hygiene purposes.

Galway's social services charity, Cope, has begun a water distribution service to the elderly and disabled, to run in tandem with its Meals on Wheels service. Four litres of bottled water are being delivered daily to each of Cope's 120 clients and this will continue for at least the next month. Local bottled water company, Galway Spring Water, has been supplying the water at a vastly reduced cost.

© Irish Independent *Monday April 2nd 2007*



Handout K.5 Sample Text 2

What is Diabetes?

Diabetes Mellitus, or just diabetes as it is more commonly known, occurs when the sugar (glucose) level in the blood is too high. This happens when the body is not burning up carbohydrates properly due to a defect in the pancreas, the gland that produces insulin. Insulin is the hormone which keeps blood sugar levels within the normal healthy range. Diabetes may be present either when no insulin is made or when insulin is made but not working properly.

There are two types of diabetes – type 1, or insulin dependent diabetes, which usually occurs before the age of 35. A person with type 1 diabetes makes no insulin and therefore needs to inject insulin to regulate blood sugar levels and remain healthy. Type 2, or non-insulin dependent diabetes, usually occurs in adults after the age of 40 and is extremely common in old age. In this case, the person with diabetes makes some insulin, but this does not function properly. Usually associated with being overweight, this condition responds well to weight loss through dietary regulation. Sometimes, weight loss is not enough and tablets are required to help the person's own insulin to work. This type of diabetes is also known as adult-onset or maturity-onset diabetes.

Making or Adapting Worksheets

(55 minutes)

Learning Outcome


- How to make or adapt a worksheet suitable for a student

Methodology

- Write the underlined points from 🖐️ Handout K.6 (Making or Adapting Worksheets) on a flipchart. Explain to the participants that when adapting or making materials, it is important to keep these points in mind.
- Input: Once you have chosen the appropriate text for a student, the different exercises you do in reading, writing and spelling could include comprehension, Cloze exercises, spelling and word puzzles. Circulate 🖐️ Handout K.7. (5 minutes)
- Circulate one example of a text (🖐️ Handout K.8 on Boot and Shoe Maker plus exercises) and show how it generated exercises. (10 minutes)
- Ask the participants to form into groups of four and give a separate piece of text to each group. (Sample texts 3 and 4, 🖐️ Handouts K.10 and K.11.) Ask each group to read the student profile and the given text and to devise some exercises that would be suitable for that particular student. Write up the exercises on flipchart paper. (25 minutes)
- Ask each group to describe the learner profile and the text they were given, and to show the exercises they created to the larger group. (15 minutes)



Handout K.6 Making or Adapting Worksheets

1. Be clear in your own mind the **exact purpose** of the worksheet.
 - Is it for revision?
 - Is it for extra practice?
 - Is it an introduction to a new skill/situation?
 - Is it for information?
2. **Think about the student** you are producing it for.
 - Look for interesting content. Use newspaper articles, food labels, poems and extracts from novels or non-fiction books, depending on the interests of the student.
 - Make sure you don't assume that your student has certain skills. This could hinder them from coping with the worksheet and prevent them from benefiting from it.
 - Check the language is appropriate. Ensure any instructions are clear and precise.
3. Ensure that the **layout** is not confusing. Use a clear font; vary the size of the print; make sure the text is well spaced out; put headings, subheadings and important points in bold. Use words from the Dolch list ( **Handout E.8 in Section E of this pack**) and try to include essential sight vocabulary.
4. **Do not try to cover too many things** on one worksheet.
5. Always ask yourself: Is this worksheet **suitable for the student** and **not** is my student suitable for this worksheet?



Handout K.7 Ideas for Exercises for Worksheets

Different texts will generate different ideas for exercises to check and practise specific skills. Some of these could be:

- **Comprehension:** Checking comprehension can be verbal or written. Try and use as much of the vocabulary as possible from the reading text when forming questions. This provides repetition and increases reading practice. True or false, or multiple-choice questions are useful for reluctant writers.
- **Cloze exercises** or omitting words from the text: Helps to practise reading or work on specific vocabulary or spelling.
- **Spellings:** Choose a few spellings with a particular pattern to work on. Remember to encourage the student to break words into syllables.
- **Writing:** Some texts will encourage opinion pieces, language experience, simple letters, form filling and some of the more technical skills such as when to use capital letters.
- **Word Puzzles:** Students always seem to enjoy finding small words in a larger word; word searches; crosswords. (There is a website listed on the resources page which lets you make your own puzzles.)



Handout K.8 Boot and Shoe Maker

We were now making boots for Marks and Spencer's. I can't say that the last five years working under this foreman were very happy. He was young and had a lot to learn. But most of the coloured and Greek workers were very nice and pleasant to work with. The foreman was new to his position and somewhat ambitious. He worked us very hard, so much so that work became miserable and quite a lot of bad work was produced. I had never seen so many new employees start but seldom stay with us. I have seen him sack girls for next to nothing just to show he was in charge, though of course he was doing his job as best he knew how. He also worked very hard himself. I have seen girls cry when he got them down and what a bunch of good workers they all were.

But nobody seemed very happy. It was a proper rat race at times, with everyone trying to do a bit more than the next one. He raised his voice on many occasions, making sure he could be heard by everyone. I heard him taking up this tone once to a woman old enough to be his mother. "How rude", I thought. But one meets all sorts in the shoe trade. How fortunate I have been with whoever has been in charge! I did work under this foreman for five years. Sometimes he could be quite nice, like when I handed in my notice. He didn't want me to leave, saying; "It's far better to work with the devil you know, than a devil you don't know".

But as years go by he will find out that workers must have a little respect for their foreman. Maybe this foreman was overworked himself and he will find that quality in work does pay more than quantity.

From 'Working Lives' – Betty Ferry



Handout K.9 Boot and Shoe Maker: Worksheet

Questions:

1. Who did Betty make boots for?
2. How long did she work for the foreman?
3. What was the foreman like?
4. Did the shoemakers enjoy their work?
5. What did the foreman say when Betty handed in her notice?
6. What do you think would make the factory a better place to work?

Fill in the Missing Words:

But as _____ go by he will find out that _____ must have a little respect for their _____. Maybe this foreman was _____ himself and he will find that _____ in work does pay more than quantity.

Join up the Two Parts of the Word:

(The first one is done for you.)

over	self	overtime
no	time	_____
every	man	_____
fore	body	_____
him	one	_____

Handout K.10 Sample Text 3 Plus Student Profile

Mary is a 35-year-old mother of three. She left school at fourteen. Her children are all at school and she feels very isolated. She has basic reading and writing skills but would like to get involved in the school's parents' association. She feels that she needs a lot of work with her reading, writing and spelling.

A Learner's Story

Anna lives in Co. Monaghan, up near the North of Ireland. She is married with two children, aged 4 and 16. She stayed in school until she was 16 because her mother wanted her to, but she used to copy all her work in secondary school. For a number of years after leaving school, she worked in various factories and in cleaning jobs.

One day she hit a turning point in her life. Her FÁS supervisor suggested she go back to learning, to the Return to Education course. She had been thinking about going back to learning for many years. Her main motivation was her children because she wanted to help them with their homework. She felt that there was nothing worse than not being able to answer questions that her children would ask about reading, writing, spelling and maths. She wanted to go back to learning since the birth of her first child. She says, "When you've got a young child and you can't read, that's when it hurts. You know they're looking at their wee books and saying, "what's this Mammy and what's that?" So I made up the story, as what I thought to the pictures."

She started classes last October for three mornings per week and has not looked back since. She can now read books to her 4 year old, but he still likes her to tell him stories, like the Three Little Pigs and Little Red Riding Hood. Along with all of this, she has a pet lamb in her garden. She is a very busy woman indeed!

From NALA Read, Write Now, workbook 4



Handout K.11 Sample Text 4 plus Student Profile

Paul is 40 years of age and was recently made redundant from his factory job, which he has worked at for the last 25 years. His reading skills are quite good, he hasn't written anything in a long time and his spelling is poor. He has no confidence and feels that he needs to improve his literacy skills before he can seek new employment. His interests include football, cars and going to the cinema.

Real Madrid's Beckham Out for a Month

David Beckham will be sidelined for at least a month of his remaining time at Real Madrid after damaging the ligament in his right knee.

A spokesman for Beckham said the former England captain would be out for between four and six weeks after suffering a strain to the ligament during Sunday's 1-1 draw against Spanish team Getafe at the Bernabeu, Real Madrid's home ground.

Beckham will not only miss the return leg of Real's Champions League last-16 tie against Bayern Munich, but also this Saturday's clash against rivals Barcelona at the Nou Camp as well as at least another four league games.

If Real manage to beat Bayern, the 31 year-old could be available for the return leg of the Champions League quarterfinals.

Beckham is leaving Real at the end of the season after agreeing to sign a five-year-deal with LA Galaxy worth US\$250million.

Adapted from The Star online, 7/3/07.

Sourcing Materials to Meet Individual Needs

(1 hour)

Learning Outcome

- To demonstrate how a student's needs can help in sourcing materials.

Methodology

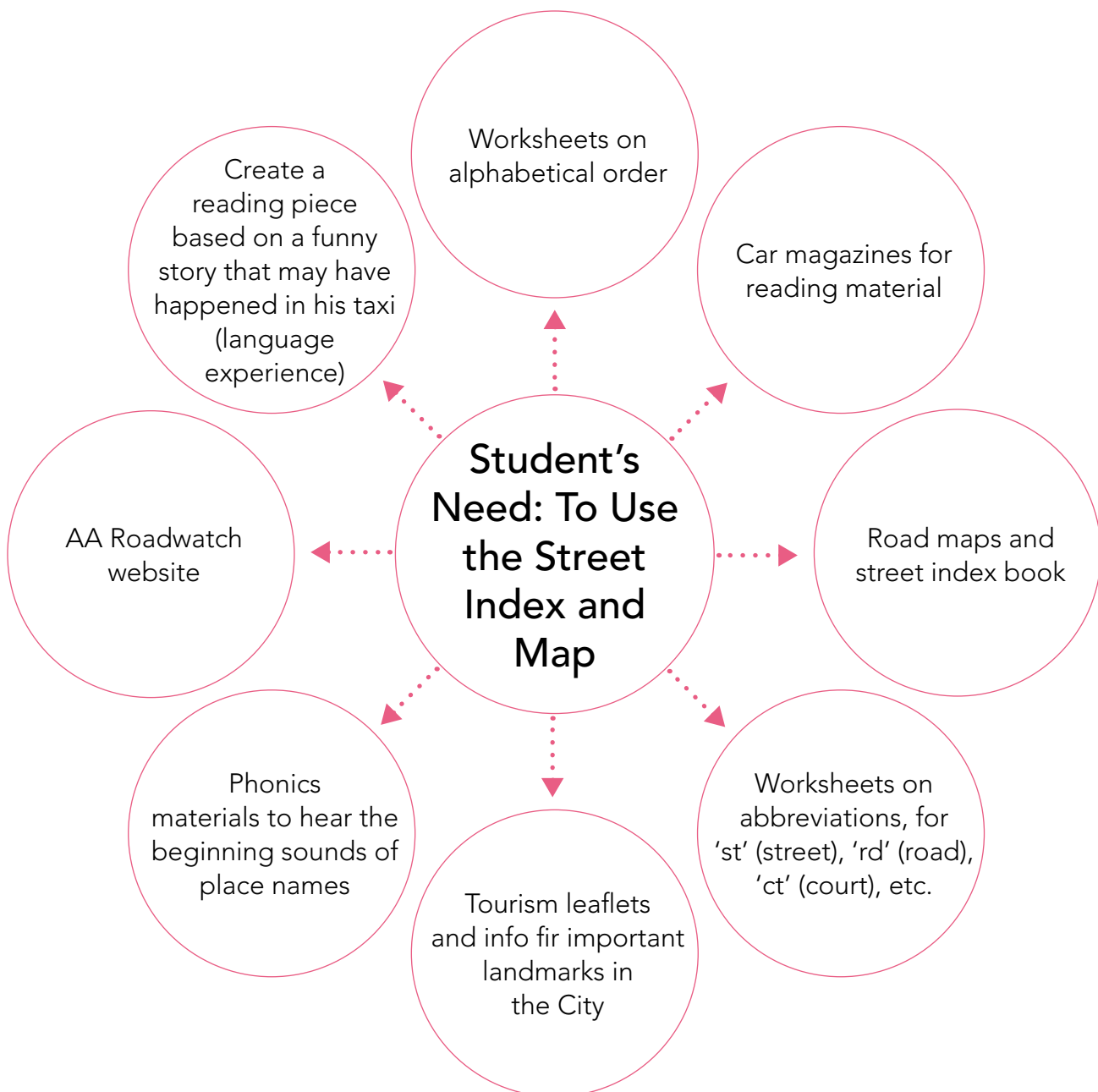
- Input: A student often comes back to learning with a specific goal in mind. However, there are a number of skills and steps that a student needs to achieve before they can meet this goal. Martin is a 47 year-old taxi driver who wants to improve his reading and writing but, specifically, he wants to learn how to read the *Dublin City Street Guide*. In order to achieve this, he will need to develop many skills first. (10 minutes)
 - Write up Martin's profile on the flipchart and brainstorm with the participants the skills Martin needs to improve on and the materials that may help him meet his needs. Record answers on the flipchart, using a spidergram as illustrated on 🖐️ Handout K.12. Use the ideas on the spidergram to prompt the group. (15 minutes)
 - Ask the participants to form groups of four to five and circulate the following student profiles:
Profile 1:
Larry, 41, works in catering in a busy canteen. He wants to improve his reading and writing as he needs to place orders for food and other supplies for the kitchen. He is also hoping to do a cookery course in the future.
Profile 2:
Betty, 53, is a mother of three grown-up children. She finds she has more time on her hands now and wants to improve her reading and writing. She wants to go on a holiday with her friend and book flights to Edinburgh, where her eldest daughter lives.
 - Ask the participants to do the following:
 - List the skills you think this student needs to develop in order to achieve his or her goal.
 - What kind of materials would help to develop those skills? Draw a spidergram to show this. (20 minutes)
- Present the spidergrams to the larger group and take feedback. (15 minutes)



Handout K.12 Student's Need: To Use the Street Index and Map

Skills Martin Needs to Work on

- Alphabetical order.
- Knowing how an index works.
- Knowing abbreviations, e.g. 'st' for street, etc..
- Knowing the sounds of letters and what new place names might begin with.
- Knowing how to use co-ordinates on a map.



In-service Training Session: Evaluating Materials

(50 minutes)

Learning Outcome

- To identify the factors involved in evaluating materials for adult literacy students.

Methodology

- Brainstorm – Ask participants to consider why they choose particular learning materials for a particular student or group? What questions do they ask themselves when they are choosing materials to work on? Record feedback and discuss with participants.

Consider some of the following questions:

- Is this relevant to the students in our area?
- How multicultural are the materials?
- How recent/old/topical are the materials?
- Is the material Irish/English or from a particular country/culture's viewpoint?
- Is the worksheet too long/ too short for this group?
- Are the materials too easy/ hard?
- Is it interesting for the student/group?
- Are stereotypes being reinforced?
- Are prejudices being reinforced?

(20 minutes)

- In small groups of four or five, assign a target group/student to each from the following list:
 - Traveller Group;
 - ESOL students;
 - Men's Group;
 - Basic one-to-one students;
 - Family learning/parenting group.
- Leave a collection of materials on a table or in the centre of the floor – newspapers, including some local newspapers, magazines, children's books, a selection of workbooks and worksheets, bank leaflets, health leaflets, food labels and packages – and ask the groups to choose materials that are suitable for their target group. Also ask them to decide on materials they think are unsuitable. Ask the participants to discuss how they decided what material was suitable/ unsuitable. (15 minutes)
- Give feedback to the larger group on the suitability of the materials chosen. (15 minutes)





Section L Involving Students

Two main methods have emerged over the years to involve students in initial tutor training – (a) as visitors to a training session and (b) as student members of the training team.

(a) Students as Visitors

In the first approach it is likely that students (and often their tutors) come along to one training session. It is important to put some thought into deciding which students are suitable and ready. They need to be reflective and articulate. They can talk about:

- why they decided to come to tuition;
- how they found out about the service;
- how they felt about their meeting with the organiser;
- their first session with their tutor – how the chat went, what they discussed, how they got started;
- their view of their level on starting, their gaps and goals;
- how the early learning went as they accommodated each others' ways;
- how productive learning began to come about; and
- how they presently feel about the literacy activity, both as a social and an academic experience.

Students need to be re-assured that they need only tell what they want known about themselves, both personally and in terms of their learning, and that everything is confidential.

Tutors find the opportunity to listen to the experiences of students really helpful and interesting. The training course can, up to this point, seem theoretical, but this session makes it very real for tutors. But they need to be prepared for this meeting in order to understand:

- the confidential nature of the occasion;
- how the student may feel about going public with them;
- what kinds of language and attitude are acceptable; and
- what are appropriate questions to ask.

It is very obvious to an experienced organiser/trainer that words like 'illiterates' or 'semi-illiterates' are taboo, but perhaps not to an inexperienced person who is training to become a voluntary tutor. It is interesting that when prospective tutors find themselves face-to-face with students with literacy problems, sitting alongside them as guests or team members, they tend to adjust their attitude. They are more likely to reform their sentences and ask direct questions of the students, with the appropriate degree of respect and using acceptable language. Here, the prospective tutors tend to see the students as active learners, involved in the activities of the service. In situations where there are no students present, there is a much greater likelihood of a conversation occurring about 'these unfortunate people' who need help —the students in this situation being viewed as passive and needy. Probing questions about students' background, family or childhood are not suitable as they may, in a minority of cases, bring up embarrassing or painful memories for students. This does not mean that students are hyper-sensitive, but the questions should concentrate on why the students decided to come to tuition, how it works, what the students and tutors do, the kinds of materials they use and how the process is working out. The key is to keep the conversation to the subject of the relationship and learning in the one-to-one literacy setting.

The occasion is enhanced when the students' tutors are also present. The banter between the student and tutor, as they describe their experiences together, demonstrates the warm and enthusiastic relationship of equality between the two. The experienced tutors' information and responses can also help in the following ways:

- to draw a picture of the role of the tutor;
- to hear how to engage with students;
- to find a starting point;
- to be aware of sensitivities; and
- to check in regularly with the student that all is well, both in terms of the relationship and the learning development.

(b) Students as Training Team Members

A second way to involve students in initial tutor training is to have them as members of the team. In this scenario, one, or better still, two experienced students join the team. They are likely to be students who have become involved in more than just 'learning' within the service; they may be the visiting students described above. They need to be open, friendly, astute and responsive. They listen, comment, give opinions, speak from experience, answer questions and encourage the prospective tutors. When buzz groups form for small group work, they can join them, getting to know quieter tutors who may be more comfortable about having a say in smaller groups. They are in a position to assess new tutors in a way that the organiser and trainer, busy with the task of delivering the content of the course, cannot do.

Evaluations by tutors who have completed the initial training course invariably praise student contributions, saying they are among the most striking and helpful aspects of the course. But this scenario can be difficult to achieve. Students are busy people, like everybody else. It takes time for a student, firstly as a learner within the literacy service and then as a visitor to the initial training course, to build up the confidence, knowledge, skills and experience to take part appropriately and comfortably. Then there is the commitment and practicality of returning, year after year, to contribute and giving up precious time.

Some Ideas for Bringing Students on Board the Initial Tutor Training Team

- 1) Invite students (together with their tutors) to one or two training sessions, well prepared as described above, so they feel comfortable and know what to expect.
- 2) Encourage students to take other steps within the literacy service like:
 - joining the literacy service committee;
 - becoming part of the 'Evolving Quality Framework' group;
 - joining NALA as a member and learning about national issues;
 - taking part in in-house, VEC and NALA student training events;
 - attending social occasions organised by the literacy service; and
 - contributing to the student publications.

- 3) To avoid depending for too long on the same students, it is a good idea to invite different students along to a tutor training session. Invite them to observe and join in if they feel comfortable, safe in the knowledge that the experienced students will handle and carry the occasion as necessary. Be aware, however, that they may just choose to sit and say very little for quite some time. Allow that, as public speaking is daunting for the majority of people, literacy difficulties or not. They have now begun their apprenticeship to become part of the training team.
-

Preparing New Tutors to Meet with Students

(30 minutes)

New tutors taking part in the initial tutor training course are often anxious about and impatient to meet with a student. This is especially the case when the tutor training team does not have student participants present on an on-going basis. The training course can seem very theoretical up to this point, so meeting with a student or a group of students helps make the course real and tangible. Meeting students offers the tutors an opportunity to hear interesting and useful facts and opinions from the students, and allows a space for tutors to ask pertinent questions. It is important that tutors are prepared for this meeting, in the same way that the students will have been prepared to meet the tutor group, as there are ethical issues to be discussed and agreed to beforehand.

Learning Outcomes

Tutors will know the following:

- The confidential nature of this session.
- How students may feel about 'going public'/disclosing information to the tutors.
- The kind of language and attitude that is acceptable.
- What are appropriate questions to ask.
- How to deal with an unexpected situation, for example knowing one of the students from another setting.
- That it should be an informal, relaxed, informative and enjoyable occasion.

Methodology

The first two issues, **confidentiality** and **students' possible vulnerability about disclosure**, can be discussed in a whole group setting. These issues are already on the agenda in other parts of the initial training course and this is an opportunity to remind people of how important they are, to both the service and the students.

The three issues around **language, appropriate questions** and **dealing with unexpected situations** can be covered by breaking into three buzz groups, each group taking one issue to discuss and then preparing a question relevant to that issue. The buzz groups can then feed these questions back to the main group for discussion and agreement.

Trainers expect that negative words and phrases, such as 'illiterates', 'semi-illiterates', 'poor students' and 'unfortunates', are regarded as unacceptable by all. The kinds of questions deemed suitable to ask students should be checked to ensure that they are not too probing, off the subject, or otherwise unsuitable.

Questions that elicit the following kind of information are to be encouraged:

- The role of the tutor as experienced by the student.
- How the students' tutor managed to engage successfully with them.
- How the pair agreed on a starting point for learning.
- How to be aware of sensitivities and deal with them.
- The different ways tutor and student plan, engage and review work together.
- How the relationship is managed.

If the tutors know that the above topics are within the boundaries of a typical meeting with students, they are likely to experience a comfortable, useful and enjoyable session.

Preparing Students to Talk to New Tutors

(90 minutes)

One of the best ways for new tutors to develop an appreciation of what it is like to live with literacy difficulties is to hear about it directly from students themselves. Remember that experienced tutors attending such a session add another interesting and informative dimension, as they and their students talk to the new tutors. Alternatively, students may have become an integral part of the training team. Students, experienced with this kind of scheme involvement, will be aware of their role and know what to expect. On the other hand, students participating for the first time will benefit from a short preparation session before the event to clarify what it is all about.

Learning Outcomes

Students will know the following:

- That the session, at which they meet tutors, is confidential, relaxed and informal.
- That participating places them in a positive, active and contributing role within the service.
- That student participation is always regarded as the highlight of the course by new tutors.
- The location of the session.
- The setting and how many tutors are in attendance.
- How the session with the tutors is run.
- What is expected of them.
- The support system in place by the training team/organiser if they need it.

Methodology

Trainers can put the following questions to the students as a group, encouraging them to discuss how they might answer the questions. The students could then try role playing in order to practise their responses, and decide how to deal with questions that are not relevant or are too personal. The following sample questions could be discussed, and students decide if any of them fall outside the areas they want to talk about:

- What are your memories of school?
- What do you think are the many possible/probable causes of students' difficulties with reading and writing?

- How did/do these difficulties affect different aspects of your life with the following:
 - job seeking and work life;
 - personal and home life;
 - shopping, banking, voting, travelling;
 - social, community involvement;
 - parenting, dealing with schools, health personnel; and
 - other issues.
- What were your feelings about looking for help and initially joining the service?
- How important were privacy and confidentiality at the beginning?
- What was it like getting started, meeting your tutor, developing the relationship?
- How did you and your tutor plan the learning, set goals, manage plateaux, review progress?
- Have you had any fun and enjoyment, do you socialise with the service?
- Have you any advice for new tutors?
- How do you feel now about your literacy and has second-chance education played a part?

After the actual session on 'Students Talking to New Tutors', it is a good idea to organise time to speak with the students about:

- How it went for them.
- How the preparation session helped.
- Any further training students feel they require.
- How much their contribution and insights were appreciated.

Handout



L.1 'Students Talking to New Tutors' – Sample Topics for Discussion

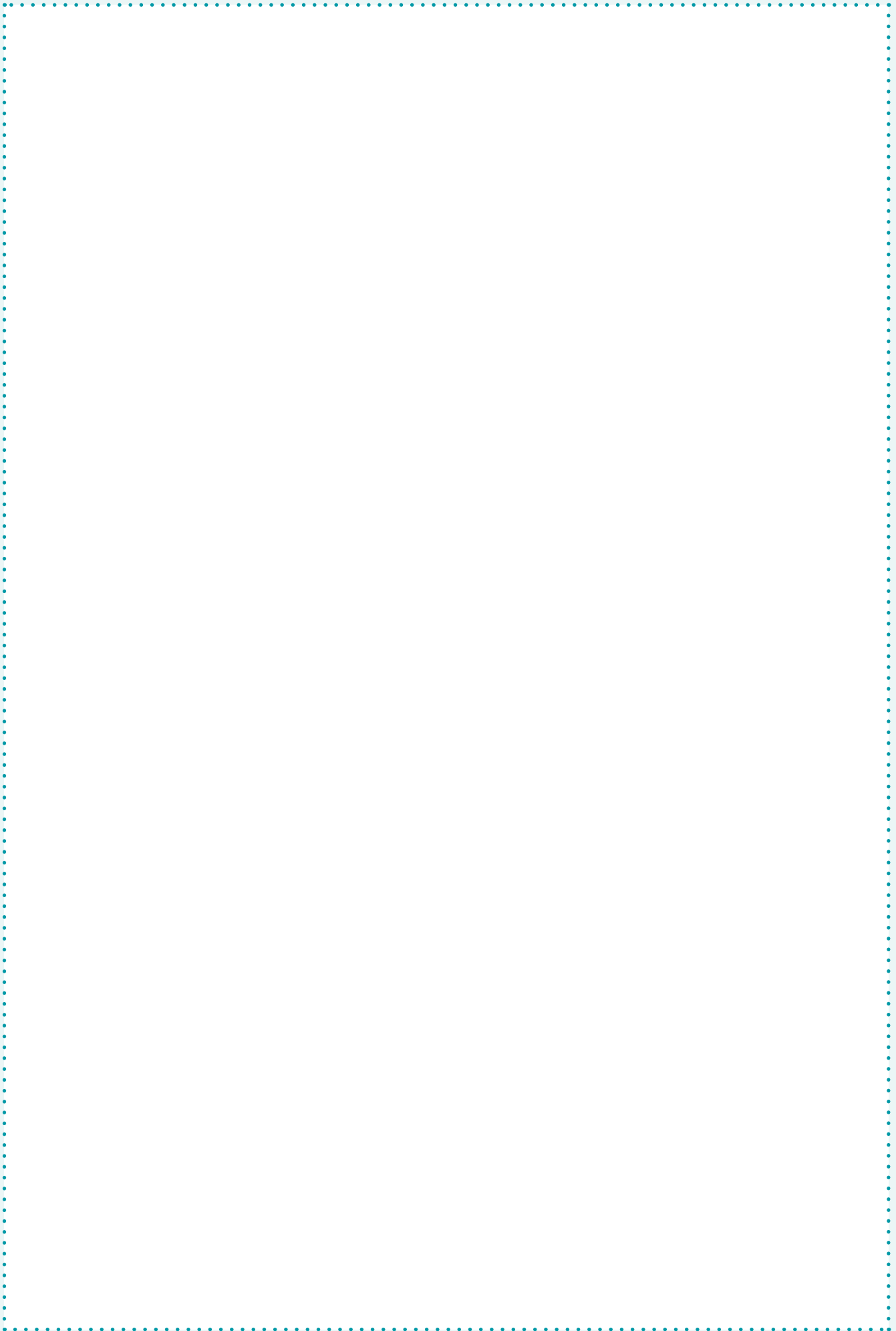




Handout L.1: 'Students Talking to New Tutors' – Sample Topics for Discussion

Students, along with their organiser, trainer or experienced students, can have a talk based on the following sample questions, which generally come up during the session 'Students Talking to New Tutors'.

- What are your memories of school, teachers and learning as a child?
- What do you think are the causes of students' difficulties with reading and writing?
- How do you deal with embarrassment around reading and writing difficulties?
- How have reading and writing difficulties affected different aspects of your life in some of the following situations:
 - looking for jobs and coping with work;
 - personal and home life issues;
 - shopping, banking, voting, travelling;
 - social, community activities;
 - parenting and teaching children;
 - dealing with schools, health workers and other official people;
 - writing, filling in forms and documents; and
 - other important aspects.
- What were your feelings about looking for help and joining the reading and writing service?
- How important was your need for privacy and confidentiality at the start?
- How did you get started, meet your tutor and develop the relationship?
- How did you plan the learning, set goals, do the work, overcome doubts about learning and review progress?
- Have you had any fun and enjoyment, do you socialise within the service?
- Have you any advice for new tutors?
- How do you feel now and has adult education helped with how you feel?





Section M Training Methods

The methodologies used in training adult literacy tutors should be as participative and varied as possible. They should follow the basic principles of adult education, where the trainees are seen as equals and are totally involved in the learning process.

Icebreakers

The purpose of an icebreaker is to introduce participants to each other in a light-hearted way. Icebreakers are a good way to begin a session with a new group. They help to relax participants, and that makes them more receptive to listening and contributing. An icebreaker can also serve to build a team atmosphere and generate enthusiasm.

The most popular icebreakers are games where participants reveal something personal about themselves, or which encourage participants to get to know each other personally.

A game that helps people to remember each other's names is often a good way to begin working with a new group.

Name Games

- Ask each person to say his or her first name, accompanied by a positive adjective starting with the same sound as his or her name, for example Marvellous Mary, Powerful Patricia or Terrific Terence. When each person has said his or her name, ask someone to volunteer to try and name the whole group, or ask each person to name the previous people before naming him/herself. (10 minutes)
- Ask each person to say their name and one sentence about themselves. Give a soft ball or a ball of string to one person who says their name. They must then name someone else as they throw the ball or string to them. If you use a ball of string, the first person holds the end of the string, so that as the ball of string is sent from person to person a spider's web is formed. (10 minutes)

An icebreaker should not be too long; otherwise there will not be enough time for the important work of the session. Equally, it should not be so short that participants feel it was a meaningless exercise. Timing also depends on the size of the group and the length of the session.

Brainstorm

The purpose of brainstorming is to generate a wide variety of ideas in an open atmosphere. Everyone is encouraged to become involved and all ideas are written down. It is often used to try to generate solutions to a problem, but it can be used just to get people thinking on a given topic.

Brainstorming is useful at the beginning of a session to generate ideas. It involves participants giving quick answers to questions. For example: what are the causes of adult literacy problems? What is so difficult about spelling? What is writing? How do you make materials that are interesting and relevant? The answers are written on a flipchart as the participants call them out. As facilitator, you should encourage the participants to come up with as many ideas as possible. All suggestions are written on the flipchart and no attempt is made to evaluate them until the end.

When all the ideas are on the flipchart, you can then expand on them or clarify misconceptions. Where the ideas generated are relevant to topics you are dealing with in the session, you can refer back to them. This is a useful means of reinforcing previous knowledge and introducing new knowledge.

Brainstorming should not last more than 10 or 15 minutes, depending on the size of the group.

Paired Work

Working in pairs provides another opportunity for participants to work with someone new. It can be used at the beginning of the course, for instance participants tell their partner who they are, why they want to do the course and what fears or anxieties they may have. People then introduce their partner to the large group. It is also used during the role plays.

Encouraging participants to work with different people helps them to get to know each other and ensures that they are exposed to different opinions and ideas.

Videos/Tapes/Visual Aids

Short clips from videos, DVDs or tapes can be used to give examples of ways of working with a student. Meeting a student for the first time, using the language experience, listening to students' stories and teaching phonics are some of the situations where videos or tapes could be used.

Overhead projectors can be used to vary the way inputs are given.

Role Play

The purpose of role play is to put the trainees in someone else's shoes or in an imaginary situation. It is a useful means of developing empathy and questioning attitudes. It can make a theoretical situation become more real and can be a powerful learning tool.

The purpose of the activity should be clear and the activity should not be too personal.

Role play can be used in a number of ways on the training course:

- To develop an awareness in the trainees of the difficulties facing students in returning to education, for example the exercise on reading code. (See the section on Reading in this pack.)
- To give trainees an appreciation of the importance of the tutor/student relationship for example the listening and speaking exercises.
- To simulate a classroom situation, for example the language experience exercise. (See the section on Reading in this pack.)

Once the activity is over it is important to discuss the learning derived from it.

While role play can be fun and help trainees to understand how it might feel to be a student, some people really hate role plays, so it should not be used too often.

Input

The purpose of an input is to impart knowledge to the group.

Trainers will need to give specific inputs from time to time, particularly in relation to the specific skills of literacy such as reading, writing and spelling.

There are handouts throughout the pack, which can be used by the trainer as the basis of the inputs.

Inputs should be relatively short and relate to the activity or exercise which follows.

To avoid giving lectures, it can be useful to use an overhead projector or write points on the flipchart and use them as a memory-aid.

Group Discussion

Group discussion is very useful for clarifying misconceptions, giving an opportunity to ask questions and listening to others' points of view. Group discussions should not last too long, but need to be long enough for everyone to feel they had an opportunity to air their views. Try not to let the group wander off the point and make sure that one person does not dominate the discussion.

Activity-based Tasks

Activity-based tasks are a good way of getting trainees working together to complete a practical task. They are particularly useful during the making materials session, when everyone gets an opportunity to make a worksheet.

Small Group Work

Working in small groups is common practice in adult education and is a very useful forum for people who are not comfortable speaking in front of a large group. It is usually used as a forum for discussing questions or issues posed by the trainer. It encourages critical thinking, creative problem solving, listening skills and questioning skills.

Small group work provides an opportunity for people to get to know each other better. It also provides trainees with experience of facilitating a small group or acting as a rapporteur.

As small group work is used quite often during the tutor training course, it is important to make sure that the make-up of the groups is not always the same and that everyone gets a chance to facilitate and give feedback.

Guest Speakers

Bringing in tutors and students to talk to the trainees is often very inspiring for the trainees. Both the group and the speakers need to be well prepared beforehand. The group could be asked to think of some questions in advance, so that the guest does not feel that they have to give a speech. Ask the guests to bring any relevant material, such as records or folders of work.

Other guest speakers could be experts on a particular topic, such as phonics, numeracy or integrating computers.

Resources

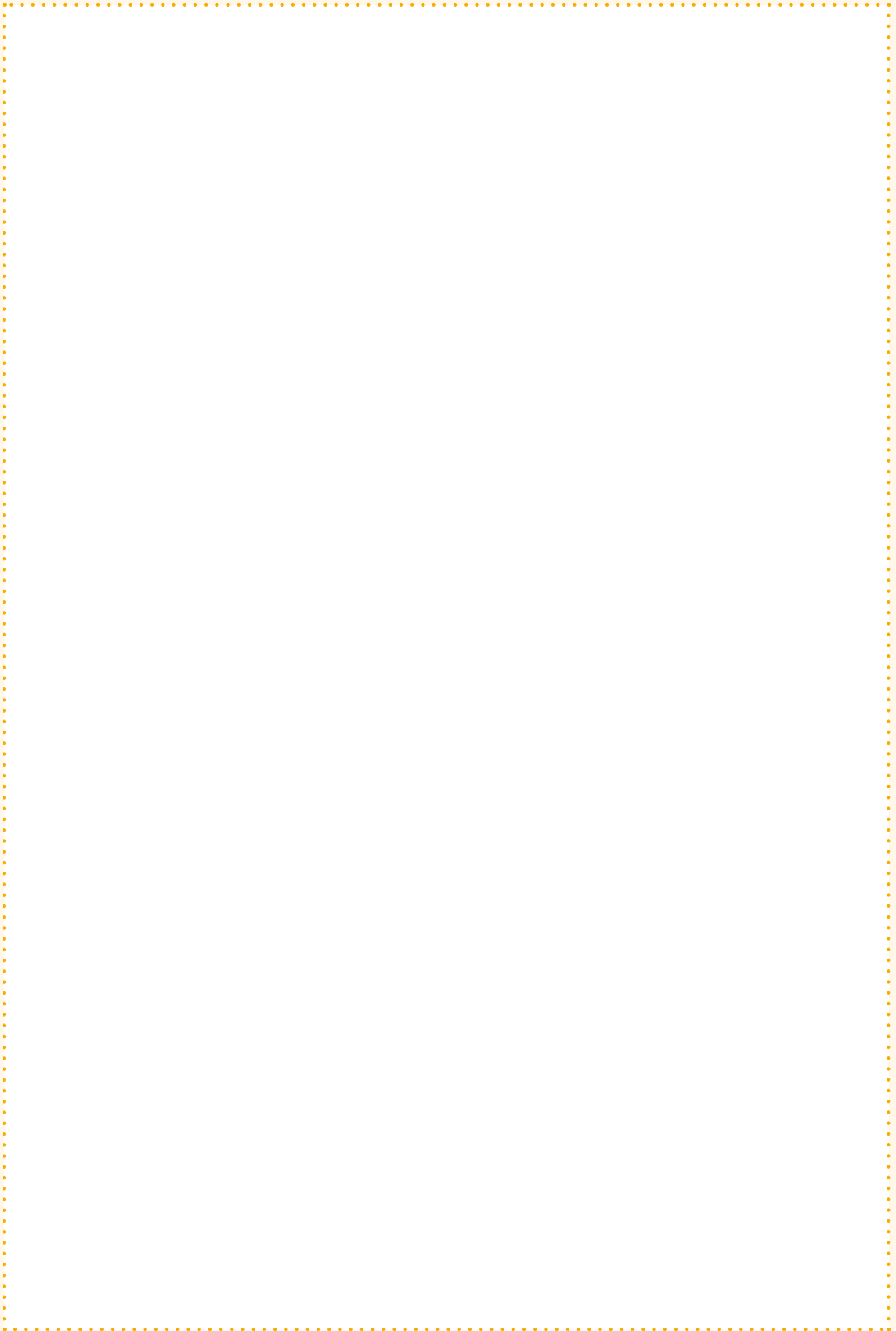
Read, Write, Now DVDs (NALA)

Adult Literacy Awareness and Literacy Tutor Training DVD (CDVEC)

Developing Facilitation Skills – Patricia Prendiville (Combat Poverty Agency)

An Introduction to Literacy Teaching – Rose Gittins (The Basic skills Agency)

The L-I-T-E-R-A-T-E Program: A Resource Book for Literacy Tutors – William T. Fagan
(Faculty of Education, the University of Alberta)





Section N Interculturalism

During the last ten years in Ireland our population has increased dramatically and our country now plays host to people from many different cultural backgrounds. Recent statistics from the Department of Education and Science indicate that 27% of students accessing the adult literacy service nationally are ESOL learners (English for Speakers of Other Languages). This amounts to 9,800 students out of a total of 35,500 students nationwide.

Introduction

Adult Literacy Schemes cater to the needs of numerous students, including members of the Irish Traveller Community, Refugees, Asylum Seekers and immigrant groups from the European Union Accession States and elsewhere. As adult literacy tutors, it is important that we make conscious efforts to respect and embrace all students accessing our centres. As President McAleese stated in 2000, "The basic building block of social inclusion is respect for every human being, not just those you like, not just those who share our views and identity, but for everyone who shares this island with us."

The role of the voluntary literacy tutor involves working with students from many different cultures and ensuring equality is vital in Adult Basic Education. The Equal Status Act (2000) prohibits discrimination on nine grounds – two of which include race and Membership of the Irish Traveller Community. By incorporating this session into part of the overall initial tutor training, participants will have the opportunity to reflect on the intercultural dimension of Adult Basic Education. They can also reflect on how equality can be promoted throughout our centres.

Overall Aim of this Section

The overall aim of this section is to introduce participants to the concept of interculturalism. It aims to help participants understand that "interculturalism is essentially about dialogue and interaction", meeting people from other countries and other cultures, interacting with them, talking to them, listening to them. Essentially "it is about realising that 'one size does not fit all' that we must plan to welcome diversity and to cater for it, and in doing so we will benefit from the process".² The section also aims to assist participants in realising that Interculturalism is about tutors reflecting on their own culture, whilst learning to take the time and the opportunity to learn about other people's culture.

From earlier sessions in their training, participants will have been made aware that all "good practice in adult literacy work starts with the needs and interests of the individual and is concerned with personal development and building confidence as well as technical skills." (NALA, 2005, p3).³ An intercultural approach incorporates these elements of good adult literacy practice and provides adults with a platform to assert their culture and individuality with confidence.

1 Department of Education and Science, Dublin (2006)

2 Department of Education and Science. Press Release (27 Nov 2002) 'Dempsey Addresses National Conference Promoting Anti-Racism and Interculturalism'. www.education.ie

3 Guidelines for Good Adult Literacy Work, NALA, Dublin (2005, revised edition)

What does interculturalism mean?

Learning Outcomes

Having completed this session participants will:

- Be introduced to the concept of interculturalism.
- Be provided with an understanding of interculturalism.
- Be aware of cultural diversity.
- Be aware of the values of interculturalism.

Methodology

Welcome and Introduction. (5 minutes)

Stage 1

- At the beginning of the session the facilitator writes the word "Interculturalism" on a flipchart. The participants are asked to think about this word for a few minutes. Participants are then asked to divide into small groups to discuss what this word means to them. (10 minutes)
- Feedback is taken from each group and responses are recorded on a flipchart. (5 minutes)
- Participants are now introduced to two definitions of interculturalism. Ensure everyone is given a copy of 🖐️ **Handout N.1** and is given adequate reading time. Earlier feedback can now be compared to the two definitions in 🖐️ **Handout N.1** and participants should be allowed to contribute freely to the group discussion. It should be pointed out to participants that these definitions are only two of many and, although the wording of each may be different, there is a general acceptance of the principles of equality, respect and inclusion. (10 minutes)

Stage 2

This stage of the session is designed to promote awareness of cultural diversity amongst participants, and that differences are something which should be appreciated and celebrated.

Activity 'Each of us is different': The aim of this activity is to introduce participants to the idea that great differences exist, even in a group they are familiar with, for example the group they are in now.

- Each participant is given a copy of the chessboard 🖐️ **Handout N.2**. (A copy of a blank chessboard can be made and the facilitator can use alternative descriptions if they wish to do so.) The participants read through the descriptions in the white squares. Through discussion with other participants in the group they must find another participant who fits one description and whose name can be written in that one box. Each name can be used only once. Each participant must engage in questions and answers with other participants to complete the task. (20 minutes)
- Give participants time to reflect on this activity and to discuss what they have learned. (5 minutes)

Stage 3

- Divide the participants into two groups and encourage them to partake in a brief discussion. One group should discuss what opportunities interculturalism makes available to an adult literacy centre and society. The second group should discuss the challenges interculturalism brings to an adult literacy centre and to society. These may prove difficult topics for discussion and therefore all participants should be given a copy of 🖐️ **Handout N.3** for reference. (15 minutes)
- Any particular points of interest or issues that were raised during group discussion can be shared with the whole group. (10 minutes)

Reading List

National Adult Literacy Agency, 2003. *Supports and Guidelines for Practitioners in the Literacy Service Working with ESOL Learners*. Dublin: NALA.

National Adult Literacy Agency, 2003. *English for Speakers of Other Languages: Policy Guidelines and Supports for V.E.C. Adult Literacy Schemes*. Dublin: NALA.

Additional Reading (optional)

National Council for Curriculum and Assessment, Department of Education and Science. *Interculturalism, Handbook and Guidelines*,

Department of Justice, Equality and Law Reform. *Planning for Diversity: The National Action Plan Against Racism 2005-2008*.

Websites

www.nala.ie

www.nccri.ie

www.equality.ie

www.paveepoint.ie

www.diversityireland.ie

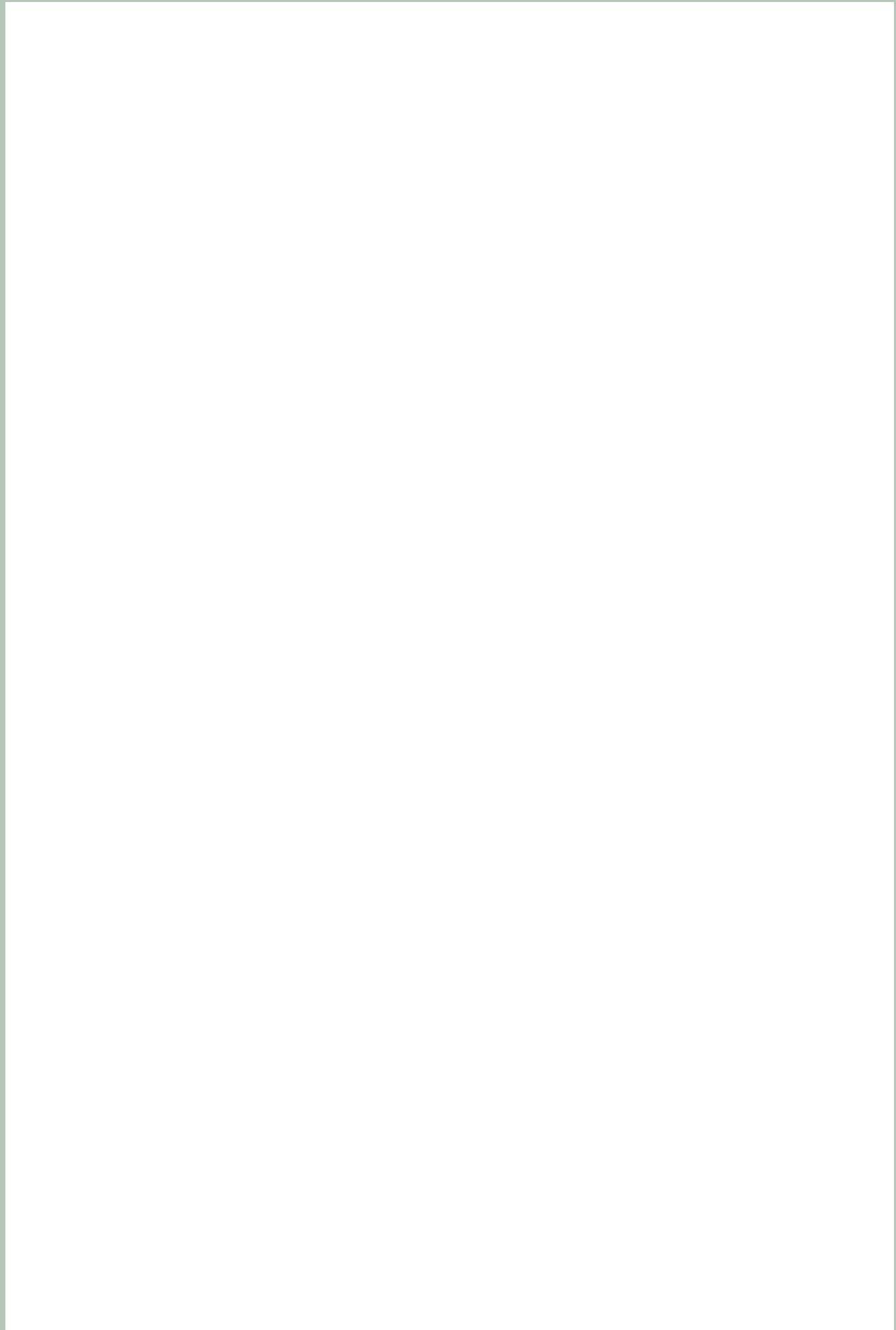
www.equalityni.org



Handouts

- N.1 What is Interculturalism?
- N.2 The Chessboard Game
- N.3 What opportunities does interculturalism make available to society?
- N.4 ESOL – English for Speakers of Other Languages
- N.5 Cultural Differences
- N.6 Case Studies
- N.7 In the Lift
- N.8 Using Photographs to Explore Language and Literacy
- N.9 Sourcing ESOL Materials and Resources for Students
- N.10 ESOL/Literacy Tutoring Techniques
- N.11 Challenges of Working with People from Different Cultural Backgrounds







Handout N.1 What is Interculturalism?



"Interculturalism is essentially about interaction, understanding and respect. It is about ensuring that cultural diversity is acknowledged and catered for. It is about inclusion for minority ethnic groups by design and planning, not as a default or add-on. It further acknowledges that people should have freedom to keep alive, enhance and share their cultural heritage."

The National Consultative Committee on Racism and Interculturalism, March 2003.

"Interculturalism is sharing and learning across cultures that promotes understanding, equality, harmony and justice in a diverse society. It is rooted in knowledge of self and others: it is further inspired by a commitment to human dignity and social justice."

www.equality.ie



Handout N.2 The Chessboard Game

	Owns a Bicycle		Loves Dancing	
Can Swim		Likes Reading		Has Been in Hospital
	Has a Younger Brother		Is Good at Maths	
Collects Stamps		Has Been on an Aeroplane		Loves the Colour Red
	Is Good at Painting		Has a Blue Toothbrush	
Has an MP3 Player		Has a Father Called John		Has an Aunt Called Mary
	Has Visited England		Watches <i>Coronation Street</i>	



Handout N.3 What opportunities does interculturalism make available to society?

- To develop general learning about other cultures and other perspectives.
- To develop knowledge about globalisation, geography and history.
- Issues such as war can be better understood.
- The opportunity for the individual to learn about their own culture from another perspective.

What challenges does interculturalism bring to society?

- How to encourage people to respect other religions.
- The need to facilitate better integration between different ethnic groups.
- The existence of stereotypical ideas about ethnic minorities and the chance to break these down and facilitate better understanding about other groups.
- It is a learning environment. Teachers, with students from diverse backgrounds, are constantly challenged to face their own assumptions. For example, during the Iraq/Iran war, one ESOL class had both Iraqi and Iranian students. The teacher made the assumption that the students would be uncomfortable sharing a class together and there could potentially be conflict in the classroom. However, both students agreed that the conflict was back home, and not in Ireland. They had no problems working together.
- The challenge of speaking to people of other nationalities in different ways.
- Designing new methods of working in an intercultural environment.

From the International Seminar on ESOL for Asylum Seekers, Equality, Interculturalism and a 'Whole Organisation Approach' for Education, M. Moreau, Intercultural Officer, CDVEC Curriculum Development Unit, November 2003.

Tutoring a student from a different cultural background

This section has an emphasis on cultural groups from outside of Ireland. It is extremely important, however, that the facilitator acknowledges the Irish Traveller Community which is a distinct cultural group within Ireland. It should be pointed out to participants that the Irish Traveller Community has much in common with European counterparts and with other nomadic groups throughout the world.

Learning Outcomes

Having completed this session participants will:

- Have explored definitions of the following terms: ESOL, Asylum Seekers, Refugees, Migrant workers and the Irish Traveller Community.
- Be aware of cultural differences.
- Have identified practical strategies and approaches to tutoring an ESOL learner with literacy difficulties.

Methodology


Welcome and introduction to the session. Participants are given a brief overview of what will be covered in this particular session. (5 minutes)

Stage 1

Before a voluntary tutor meets a student from a different cultural background, it is extremely important that the tutor understands the cultural profile of their particular student. If tutoring an ESOL student they need to understand the terminology surrounding the term ESOL:




- Participants can be directed to useful terminology in NALA's ESOL Resource Text *Paving the Way* (pages 111-114) and there is also useful information on the cultural profiles and resources, the status rights and entitlements of refugees and asylum seekers, and an overview of the asylum process and government policy. Give participants time to look at this text. Make at least two copies of the text available to the group. (15 minutes)

It should be pointed out that information regarding status, rights and entitlements of refugees, asylum seekers and migrant workers must be constantly updated. An example of this would be the Supreme Court ruling stating that "non-nationals have no automatic right to residency on the basis of a child born here" (Irish Independent, 23/05/2003 T. Brady Security Editor). Useful websites which can be accessed for up-to-date information include www.irishrefugeecouncil.ie, www.europa.eu.int which provides access to information published by the European Union, www.mcrl.ie which is The Migrants Rights Centre Ireland and www.ris.ie which is The Refugee Information Service.

- Give each participant a copy of  **Handout N.4** which covers some of the essential terminology. The facilitator will need to take time discussing this terminology and allow time for questions and answers from the group. (15 minutes)

Stage 2

The next stage of this session is to make participants aware of the cultural differences they may encounter when tutoring a student from a different cultural background.

- Begin with a brainstorming session. Invite participants to contribute their thoughts on the many cultural differences they think might exist between people. The facilitator records their ideas on a flipchart. (10 minutes)
- Give each participant a copy of  **Handout N.5** to read and refer to. As a group, discuss the cultural differences people may have with others and how being aware of these cultural differences can contribute positively to a tutor/student relationship. (10 minutes)
- The facilitator may choose between the following two activities:
 -  **Handout N.6 'Case Studies'** – Give participants a copy of  **Handout N.6**. In pairs, they must read through the three different case studies for three particular ESOL students. Explore how they might explain the students' reactions in each case. The facilitator then takes feedback from each pair. (15 minutes)
- At the end of the activity the facilitator explains to participants that in Case A it was 'good' for the student that his class was 'very, very difficult'. Eastern European students tend to have a strong work ethic and like to be challenged in their studies. In Case B, the particular student had no experience of engaging with a teacher or participating in group activities, and in Case C the student reacted this way because of her religious

beliefs. Take time to explain to participants that the greater understanding they have of their student, the better they will be able to recognize their different cultural needs.

- 🖐️ **Handout N.7 'In the Lift'** – This activity highlights how the rules of space are well defined in different cultures. Rules of space refer to the physical distance that people feel is necessary to set between themselves and other people. The aim of the activity is to make participants aware of how well we know our own rules, but that doesn't mean everybody else does.
- Divide participants into groups of four and give each group a copy of 🖐️ **Handout N.7**. This activity can be discussed amongst participants or undertaken as a role play exercise, with demarcations on the floor indicating the size of the elevator. (15 minutes)
- At the end of the activity explain to participants that even if we know our own rules of space, which are well defined for us, we cannot assume everybody else automatically knows them.

Stage 3

During this stage of the session the aim is to identify practical strategies and approaches for tutoring an ESOL student with literacy difficulties. There is a very useful section called 'Methods and Materials' in the NALA text *Paving the Way*, which should be brought to the attention of participants. It not only includes methods and approaches to tutoring ESOL students, but also contains very useful lesson plans and photocopiable materials.

- The facilitator should take time to explain to participants that every ESOL class should encompass four skills – reading, writing, speaking and listening. (5 minutes)
- 🖐️ **Handout N.8 'Using photographs to Explore Language and Literacy'** – Keeping these four particular skills in mind, participants are divided into small groups and each group is given a photo. (Photos from the Co. Clare V.E.C. Family Learning Project are particularly good but any large clear picture will suffice). Using the photo as a resource, participants come up with different activities they could use with their student that would incorporate reading, writing, speaking and listening. Each group shares their ideas with the whole group. (20 minutes)
- Give each participant a copy of 🖐️ **Handout N.8**. Allow participants adequate time to read through the sample activities which use pictures/photos as an essential resource. These activities can be used with your ESOL students. (15 minutes)
- Conclude with a brainstorming session, asking participants to list as many places as possible where they could source appropriate materials and resources for the ESOL student. Take feedback on a flipchart. Give participants a copy of 🖐️ **Handouts N.9 and N.10** for reference. (15 minutes)

Resources

National Adult Literacy Agency, 2003. *Paving the Way, Materials and Resources for ESOL Tutors*, NALA: Dublin.

National Adult Literacy Agency, 2005. *The Big Picture, Materials and Resources for ESOL Tutors*. NALA: Dublin.

National Adult Literacy Agency, 2005. *The Big Picture 2, Materials and Resources for ESOL Tutors*. NALA: Dublin.

Integrate Ireland Language and Training, 2003. *Anseo, English for Living in Ireland*. Dublin

Integrate Ireland Language and Training, 2004. *Féach, Looking at Language and Literacy*. Dublin.

Photographs, Co. Clare VEC Family Learning

English Grammar in Use, Raymond Murphy

Turn, Adult Literacy Worksheets, Compiled by Sr. Immaculee Morris in collaboration with Travellers

Websites

www.iilt.ie

www.irishrefugeecouncil.ie

www.europa.eu.int

www.mrci.ie

www.nala.ie





Handout N.4 ESOL – English for Speakers of Other Languages

What is a Migrant Worker?

A person working in a state of which he or she is not a national.

Who is a Refugee?

“Any person who owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his/her nationality and is unable, or owing to such fear, is unwilling to avail her/himself of the protection of that country; or who not having a nationality and being outside the country of her/his former habitual residence, is unable, or owing to such fear is unwilling to return to it.”

UN (Geneva) Convention on Refugees, 1951.

Refugees are...

Programme Refugees: persons who have been invited to Ireland on foot of a Government decision in response to humanitarian requests (for example. Bosnians 1992-1997).

Convention Refugees: persons who fulfill the requirements of the definition of a refugee under the 1951 Convention and are granted refugee status.

Who is an Asylum Seeker?

An asylum seeker is any person who seeks to be recognized as a refugee in accordance with the terms of the 1951 convention.

What does the Asylum Process Involve?

- Enter the country.
- Declare intention to apply for asylum.
- Taken to refugee application centre.
- Interviewed by immigration officer.
- Given temporary accommodation.
- Complete asylum questionnaire.
- After two weeks relocated to one of the communal accommodation centres.
- Asylum interview.
- Refugee status granted or refugee status refused.
- Deportation order.
- Appeal/Temporary leave to remain.

What does 'Leave to Remain' Mean?

'Leave to Remain' is permission granted to a person to remain in the State. This permission is granted at the discretion of the Minister for Justice. It may be granted, for example, to a person who does not fully meet the requirements of the definition of a refugee under the 1951 convention, but whom, the Minister decides, should be allowed to remain in the State for humanitarian reasons.

The Irish Traveller Community

The Irish Traveller Community is a distinct cultural group within Ireland. Travellers proudly claim their Irish identity and their Traveller identity. Travellers have a shared history, a unique language, a common oral tradition, a shared way of life, a common ancestry and hold various traditions and beliefs in common. Membership of the Irish Traveller Community is a birthright and Travellers see themselves, and are seen by the remainder of the population, as distinct.

Central to Traveller identity is the concept of nomadism – which is more directly a mind-set than that of actually travelling from place to place. Nomadism is a key survival mechanism, as is the strength of Traveller relationships within the extended family (kinship).

The Irish Traveller Community has much in common with European counterparts and with other nomadic groups throughout the world. Irish Travellers are not only to be found in Ireland, England, Scotland and Wales but are present in the U.S.A. (especially South Carolina and Georgia) and in Australia.

The history of Irish Travellers is indeed lost in the mist of time, but evidence from Traveller language (Shelta/Cant/Gammon) shows that some of the language is 'Old Irish'. From this, we believe that Irish Travellers have existed for several millennia.

This information was taken from 'Crosscare', Celebrating Difference. Project jointly funded by Crosscare, the Blackrock Teachers' Centre Intercultural Education Committee and The Department of Education.



Handout N.5 Cultural Differences

- Dress.
- Food.
- Age.
- Religion.
- Politics.
- Sport.
- Music.
- Privacy.
- Clothing.
- Money.
- Time.
- Greeting people.
- Colloquialisms.
- Social interaction.
- Dealing with authority.
- Learning methodologies.
- Body language.



Handout N.6 Case Studies

Case A

You meet a Ukrainian man who has been attending English classes for a while. You ask him how his classes are going. He puts his head in his hands and he explains that his classes are "very, very difficult". You suggest that he could change to a lower level class. He smiles nervously and declines the offer.

Case B

A tutor approaches you and says that she is worried about one of her students, a young woman from Angola. She avoids eye contact, only speaks when spoken to and is reluctant to participate in group activities. The tutor is worried that she has offended her in some way.

Case C

You are having a 'secret Santa' Christmas party at work and pick an Iraqi student's name. You decide to give her a homemade Christmas cake. When all the students are opening up the presents, she seems reluctant. You encourage her to open hers. When food and drink arrive, she excuses herself and leaves early.

Facilitators may decide to use their own case studies.



Handout N.7 In the Lift

The amount of space that people feel is necessary to set between themselves and others is well defined in different cultures. Read the following and answer the questions according to the customs of your culture.

Discuss with your Group

Imagine that you are in a crowded lift in an office building in Ireland. All the other occupants are unknown to you.

- A) What are the rules for standing in the lift? How do people stand when there are only two or three people? What happens when a fourth person enters the lift?
- B) How would you feel if there were two people in the lift and a third person entered and stood right next to you?
- C) What happens when the lift becomes more crowded with three or four people?
- D) How close do people stand to each other?
- E) What do people look at in the crowded lift?
- F) When is it permissible to talk to the other people?



Handout N.8 Using Photographs to Explore Language and Literacy

This Handout includes only some of the many activities on this particular topic. For more information, refer to the ESOL resource text *Féach, Looking at Language and Literacy*, Integrate Ireland Language and Training.

Introduction

Pictures present an important avenue to reading and writing for those who may struggle with literacy. Pictures also offer a challenge for those who can read and write a little.

Pictures can be an essential resource when working with learners at different levels and can also be used to introduce vocabulary on a wide range of themes.

Photographs can lend themselves to work on numerous themes, some of which could include:

- Shopping (supermarket, shoe shop, pharmacy, business hours).
- Health (hospital departments, health care, ambulance, pharmacy).
- Post Office (stamps, money, queuing).
- Transport (taking the bus, road markings).
- Public spaces (toilets, no smoking, litter bin).
- Public services (social welfare, reception, bottle bank).

Ask your students to take their own photos of signage that they see regularly, for example on the way to class.

Activities for your ESOL students

(A) What is this?

Aims

To learn new vocabulary.

Development

Allow the student time to examine the photograph. Then focus their attention on aspects of the photograph to:

- Encourage students to discuss what they see in the photograph.
- Elicit basic vocabulary.
- Encourage them to ask questions about things they don't know.
- Attempt to put some of the new oral vocabulary into writing.

(B) Writing Words

Aims

Using social sight words to practise writing.

Development

- Ask the student to focus on one word in the photograph. Working from the context provided by the picture and from their growing ability to sound out words, elicit from the student what they think the word is.
- Ask the student to examine the word and to identify the letters.
- Support the student in putting words that they know orally into written form.

(C) Find the word

Aims

To recognize a word when it appears in different places.

Development

- Ask the student to examine the social sight word in the photograph, noting numbers of letters and the first letter.
- Provide a selection of newspaper headlines, advertising flyers or catalogue pages.
- Tell the student to look through this material and find the word from the photograph.
- Ask them to cut out the instances of the word and make a wall poster of the different examples.
- Raise awareness of size, font style and abbreviations.

Féach, Looking at Language and Literacy, *Integrate Ireland Language and Training*, Dublin, 2004 Pages 184-188



Handout N.9 Sourcing ESOL Materials and Resources for Students

- NALA.
- Books.
- World wide web.
- Television – news, weather forecast, advertisements.
- Radio.
- Local library for books, DVDs, CDs.
- Everyday print – leaflets, posters, signs, food packaging, receipts, forms (motor tax, bank forms), real estate leaflets, advertisement leaflets.
- Contact different workplaces for leaflets, brochures, posters.
- DIY shops – leaflets.
- Most importantly, use students as resources, get them to share knowledge. Build on the experiences and language skills they have already developed.



Handout N.10 ESOL/Literacy Tutoring Techniques

- Sequence activities so that they move from less challenging to progressively more challenging. For example start with listening, progress to speaking, then reading and writing. Move from language experience activities, to picture-word connections, to all writing exercises (Cloze).
- Make sure that you build on activities and include plenty of consolidation. Repetition will help learners remember and reassure new members and those who have missed previous classes.
- Combine enabling skills (visual discrimination of letters and words, auditory discrimination of letters and words, spacing, letter-sound correspondence, blending letters, high frequency sight vocabulary) with language experience and whole language approaches.
- Remember that even students who have quite good spoken English are not native speakers, and need more practice listening than native speakers.
- Combine competency-based reading (medicine labels, shop signs, form filling) with phonics, word recognition, word order and reading comprehension.
- Use co-operative learning activities that encourage interaction. Give students situations in which they communicate with other class members in English to complete a task.
- Try to vary techniques to cover different learning styles and keep students interested.

Paving the Way, Materials and Resources for ESOL Tutors, NALA, Dublin (2003), pg40

Challenges of Tutoring People from Different Cultural Backgrounds

Meeting an ESOL student

Learning Outcomes

Having completed this session participants will:


- Be aware of the challenges that a tutor may encounter when working with people from many different cultural backgrounds.
- Meet a past or present ESOL student.
- Explore the difficulties an ESOL student may face adapting to a new country, new society and new culture.
- Understand the effects of trauma and cultural dislocation on students and on learning.

Methodology

Welcome and introduction to the session. Participants will be given a brief overview of what will be covered in this particular session. (5 minutes)

Stage 1

During this session participants will be given time to reflect on the challenges they may be confronted with when tutoring an ESOL student. They will also get the opportunity to meet some ESOL students. If possible, facilitators should consider inviting ESOL students who are attending a variety of classes throughout the literacy centres. This could include students attending literacy classes, language classes or both.

- In pairs, ask participants to consider the challenges that a tutor may encounter when working with people from many different cultural backgrounds. (10 minutes)
- Distribute a copy of  **Handout N.11** and use it as a template for further group discussion. (10 minutes)
- During this session two ESOL students who are/have attended the centre are invited to speak to the group. The aim of this will be to give participants an insight into how these particular students settled into life in a new country. In agreement with these students, it will also give participants a contact person they could talk to from outside the centre. (20 minutes)
- After the students have spoken, a question and answer session will follow. This can only take place if the students are happy to answer questions from participants. This needs to be clarified with the students beforehand. (15 minutes)

If it proves very difficult to get ESOL students to talk to the participants in person, then it is possible to show a video. There are videos available from the Irish Refugee Council.

- In conclusion to this whole section on interculturalism the facilitator asks the following question: How can we, as tutors and students, become more interculturally aware? It is not necessary for participants to answer this question, but instead take it with them to reflect on.



Handout N.11 Challenges of working with people from different cultural backgrounds

You may be confronted with:

- Someone whose culture and way of life may be completely different to yours.
- Someone whose language and ways of communicating may be very different to yours.
- Someone whose professional qualifications may not be recognized in their new country.
- Someone who is not sure if he/she will return to their home country.
- Someone who is using a second language they are not completely comfortable with.
- Someone who may have suffered persecution or conflict in their home country.
- A learner who may have literacy difficulties in their first language and will, therefore, find it very difficult to participate in reading and writing tasks in a second language (This must be taken into consideration when planning activities in the individual sessions).

Resources

ESOL Resources available from NALA

- Language Exercises for Adults, Level A, Steck-Vaughn
- Language Exercises For Adults, Level B, Steck-Vaughn
- Target spelling 540, Steck-Vaughn
- Reading for Today, Book Two, Steck-Vaughn
- Reading for Today, Workbook Two, Steck-Vaughn
- Instant Lessons 1, Elementary, Penguin
- Instant Lessons 2, Intermediate, Penguin
- Paving the Way, Materials and Resources for ESOL Tutors, NALA
- English ASAP, Connecting English to the Workplace, Steck-Vaughn
- English ASAP, Connecting English to the Workplace, Steck-Vaughn
- The Big Picture, Materials and Resources for ESOL Tutors, NALA
- The Big Picture 2, Materials and Resources for ESOL Tutors, NALA
- World Wise, An Adult Learning Resource for Development Education, Trócaire, NALA
- Vocabulary 3, Penguin
- Writing Works, London South Bank University
- Anseo, English for Living in Ireland, Integrate Ireland Language and Training
- Féach, Looking at Language and Literacy, Integrate Ireland Language and Training
- Beginning to Write, Cambridge University Press
- Elementary Communication Games, Longman
- English for Everyday Activities: A Picture Process Dictionary, New Reader, Press
- English for Everyday Activities: A Picture Process Dictionary, Activity Workbook
- First Report, rosemary Picking and Margaret Prudden
- Five Minute Activities, Cambridge University Press

Friends, Families and Folktales, LLU London

Fuel for Words: Energy Use and Saving Lingo, Brasshouse

Longman Photo Dictionary, Longman

Personalizing Language Learning, Cambridge University Press

Ship or Sheep? A Teacher's Guide, Cassettes 1, 2 and 3

Target Spelling Series, Steck-Vaughn

Teaching Literacy in ESOL Classes, Joanna Williams

'Test Your' Series, Test Your Reading, Test Your Vocabulary, Book 1-Elementary, Book 2-Pre-Intermediate, Book 3-Intermediate, Penguin

Additional Resources

Cutting Edge, Elementary, Longman

Cutting Edge, Pre-Intermediate, Longman

Cutting Edge, Intermediate, Longman

Clockwise, Elementary, Oxford

Clockwise, Pre-Intermediate, Oxford

Clockwise, Intermediate, Oxford

New Headway English Course, Oxford

English File, Student's Book, Oxford University Press

Approaching Geography 2, CJ Fallon

Beginner's Workbook, The New Oxford Picture Dictionary

True To Life, Personal Study Workbook, Cambridge University Press

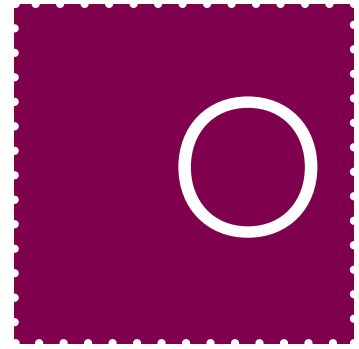
Essential Grammar in Use, Helen Naylor

Essential Grammar in Use, Raymond Murphy

Headstart, Workbook, Beginner, Oxford University Press

Cutting Edge, Mini-Dictionary, Longman

- Five-Minute Activities, A resource book for short activities, Cambridge
- Lessons from nothing, Activities for language teaching with limited time and resources, Cambridge
- English Vocabulary in Use, Elementary, Cambridge
- Friends, Families and Folktales, London language and Literacy Unit
- Writing Works, London Language and Literacy Unit
- Test Your Vocabulary, Upper Intermediate, Penguin



Section O Special Needs

NALA's task, as defined in its mission statement, is "To ensure all adults with literacy difficulties have access to high quality learning opportunities." Like the rest of the adult population, some adults with Special Needs¹ have literacy difficulties and are entitled to access whatever provision is available in their area. Following on from the 1996 *Strategy for Equality Report* of the Commission on the Status of People with Disabilities, and the October 2000 Equal Status Act this entitlement has been given a legal foundation.²

1 The term Access Needs is preferred by some.

2 NALA's Guidelines for the inclusion of adults with learning disabilities into literacy schemes 2000.

Introduction

In a literacy scheme, where volunteer tutors may be asked to work with special needs students, it will be necessary to ensure appropriate training is provided. Ideally, this training would be integrated into the relevant sections of the initial tutor training course, with a further session devoted exclusively to exploring issues related especially to Special Needs. If possible, all participants on the training course should be permitted to attend this session. There are a number of reasons for suggesting this approach. Firstly, sections in the initial tutor training course covering the **Causes and Effects of Literacy Difficulties, Adult Learning, Reading, Writing, Spelling, and Assessment and Planning** are as relevant to Special Needs tutors as they are to all others. In some instances, it may be necessary to add a few lines of extra input to ensure trainees make the connection. See the suggestions in Integrating Special Needs into other Sections. Similarly, while not all participants in initial tutor training will go on to work with Special Needs students, they will be mixing with them both socially and in the normal course of the work of the scheme on student/tutor committees, at Annual General Meetings, and so on. The concepts of equality, integration and inclusion may perhaps be new to these tutors. It is important they are given the chance to explore and gain an understanding of these issues, especially in a literacy context. Finally, we must understand that a lack of understanding can make individuals uncomfortable and unsure how to act. They will thus require some time to explore their own feelings and possible prejudices.

Aims

The aim of this section is to provide an introduction to Special Needs in the context of adult literacy education. Suggestions as to how to integrate Special Needs into the relevant sections of the initial tutor training course are provided. as well as a two hour lesson plan.

Terminology

The area of Special Needs terminology is a minefield. Nationally, a variety of different terms are used to refer to the same issue. Internationally, the same term can refer to a number of totally different matters. To avoid confusion and misunderstanding all members of the tutor training team should use the same terminology. It is also advisable to spend some time on terminology during the Special Needs session. There are some very good websites where definitions are provided and these are given at the end of this section. In general, there are two broad categories – Learning Disabilities (LD) and Specific Learning Difficulties (SLD). In some instances, Disability is replaced with Difficulty, particularly when referring to SLDs. NALA uses the term **Specific Learning Difficulties** as opposed to Specific Learning **Disabilities** and this is the term that will be used throughout this section³.

Learning Disabilities can also be referred to as General Learning Disabilities or Intellectual Disabilities. General Learning Disabilities seems to be the term favoured by support organisations such as Enable Ireland. However, the Department of Health and Children uses the term Intellectual disability. Intellectual disability was also used in the *Strategy for Equality Report 1996* and tends to be the term used in international research. **Intellectual**

3 Keys for Learning NALA *Specific Learning Difficulties Policy Guidelines* 2004 (pg6)

Disability is the term that will be used throughout this section⁴. The term intellectual disability can be used to describe a range from mild disability, where the person lives an independent life in the community, to more profound and severe disabilities requiring greater levels of support⁵.

The term Specific Learning Difficulty (SLD), “is used to refer to a range of neurological conditions that affect one or more of the ways that a person takes in, stores or uses information”.⁶ The main SLDs involve problems with one or more of the basic processes used in understanding or using spoken or written language. NALA includes dyslexia, Asperger’s Syndrome, attention deficit hyperactivity disorder (ADHD) and dyspraxia, now known as Developmental Co-ordination Disorder (DCD) in their definition of SLDs. The kinds of difficulties experienced can include – problems with word recognition, aspects of reading comprehension, aspects of writing and/or spelling. The exact nature and extent of these difficulties will vary from one student to another.

While the area of terminology lacks clarity it is essential that we try and avoid creating confusion. This can be achieved by being consistent in our use of terminology. The use of archaic and offensive terms is also to be avoided.

4 Cognitive impairment is sometimes used in the literature.

5 www.namhi.ie/indivmentestgroup.cfm 10/1/07

6 http://en.wikipedia.org/wiki/Learning_disability

Integrating Special Needs into other sections

As mentioned in the introduction, most of the sections of the initial tutor training course require very little adaptation to integrate special needs. The following are some suggestions. The sections and stages referred to are based mainly on the 1995 version of *New Ideas for Tutor Training in Adult Literacy Work*.

Section A – Introductory to Literacy

The only additions to be made in this section are in Stage 4.


Stage 4.

Volunteers' expectations and concerns and Overview of course content and programme (A3/4).

Include in this section a piece on equality as below.

- Equality – While there is a huge amount to cover on the first night, trainers might consider it important to point out that the literacy service operates from an egalitarian perspective and, in line with NALA's mission statement, tries to ensure all adults with literacy difficulties have access to high quality literacy provision⁷. It may be necessary to state that this includes adults with both learning disabilities and specific learning difficulties as described in the introduction to this section .

Section B – What do we mean by literacy?

This is a new section. From the outline provided it looks like it needs very little addition/adaptation. This may be an appropriate place to introduce the terms Learning Disabilities and Specific Learning Difficulties. (These are explained in detail in  Handout O.1 at the end of this section.)

Section C – Causes and Effects

- For students with Special Needs the causes and effects of literacy difficulties are much the same as they are for everybody else. Namely, shortcomings of the school system, cultural differences and social and economic disadvantages. The following are some suggestions to be added to the factors contributing to adult literacy difficulties.

Factors Contributing to Adult Literacy Difficulties (C4)

1. Individual problems

While many students with Learning Disabilities (LD) and Specific Learning Difficulties (SLD) left school with a literacy problem, many did not. And of course many students without any type of LD/SLD left school with profound literacy difficulties. The problem, therefore, must be outside the individual and solutions sought elsewhere.

2. Shortcomings of the school system

In addition to the reasons already mentioned in this section is the issue of special schools. For many students the curriculum provided was inappropriate, expectations were terribly low and the focus was on crafts and vocational skills.

⁷ Guidelines for inclusion

Section D – Adult Learning

This section is of particular relevance to tutors of adults with special needs. Understanding how adults learn, learning styles, attitudes to learning and encouraging critical thinking are all skills required of a special needs tutor. When discussing the roles and responsibilities of tutors it will be necessary to note that many adults with learning disabilities attend or are associated with a learning disability agency⁸. The tutor's role in relation to these agencies and carers/family members should be clarified. It is important to note that our students are adults and permission to contact/liaise with the agency must be sought from the student. Likewise, the confidentiality of the service should be noted. Many schemes have protocols in place for dealing with outside agencies. These could be introduced here.

Sections F, G, H and I

These sections cover reading, writing and spelling and are relevant to all tutors. Multisensory approaches to tutoring are especially important when working with students experiencing SLD. These approaches include visual learning (through the eyes), auditory learning (through the ears), kinaesthetic learning (learning through the body/movement of the body.) Further strategies for special needs tutors are covered in the lesson plan in this section (Section P).

Section J – Assessment and Lesson Planning

This section, with its focus on lesson planning, setting goals, planning a learning programme and identifying and defining progress, is especially important to Special Needs tutors. An introduction to the three process cornerstones in MLJ might be appropriate. It is often in the areas of Depth of understanding, Fluency and independence, and Range of application that students with specific learning difficulties can make progress, when the knowledge and skills are moving at a slow pace.

While NALA's *Keys for Learning* (2004) suggests that all schemes should have a dedicated dyslexia and SLD expert tutor, most schemes have yet to reach this stage of development. However, many schemes have protocols in place and these could be introduced here.

Note

One of the most useful publications for anyone working with students experiencing SLD is, *Keys for Learning: NALA 'Specific Learning Difficulties Policy Guidelines'* (2004). It provides information and definitions of the different SLDs, as well as some helpful tips for tutoring. There is also a section on assessment, which is very instructive.

8 Guidelines for the inclusion of adults with learning disabilities into literacy schemes. NALA 2000 (pg5).

Lesson Plan for the Special Educational Needs Section of Initial Tutor Training Pack

This session aims to give participants the opportunity to become familiar with some of the learning difficulties that can impact on students. It also aims to give them an opportunity to investigate ways of working with these students in a literacy context. This session has been designed to be delivered in two hours, including a 10-minute break at whatever stage is deemed appropriate by the trainer.

Learning Outcomes

Having completed this session participants will:

- Be aware of the difference between Intellectual Disabilities and Specific Learning Difficulties.
- Have critically reflected on their own attitudes to ID and SLD.
- Have explored the various definitions and characteristics of ID and SLD and how they might impact on a person's learning.
- Have identified strategies for helping students with ID and SLD to tackle their literacy difficulties.

Content

- Definitions and characteristics of Intellectual Disabilities and Specific Learning Difficulties to include dyslexia, Asperger's Syndrome, attention deficit hyperactivity disorder (ADHD) and dyspraxia, now referred to as Developmental Co-ordination Disorder (DCD).
- Social and medical models of disability. Inclusion and exclusion. Discrimination and equality.
- Strategies for tutoring – including multisensory approaches, Individual Learning Plans (ILPs), and learning styles.

Methodology


Welcome and Introduction (5 minutes)

Stage 1:

Definitions of ID and SLD and the difference between them.

- Participants, in pairs or small groups, are asked to try and come up with a definition for Intellectual Disability and Specific Learning Difficulty. (5 minutes)
- Each group share their definition with the others. (10 minutes)

At this stage it is important to explain how, within the area of Special Needs, terminology can be problematic. A lack of clarity around language and definitions can cause confusion. This can, on occasion, be a reflection of a lack of clarity about the whole issue of Special Educational Needs. It may also be necessary to point out how insulting the use of archaic and outmoded language can be. Participants will need to be very clear that there are significant differences between Intellectual Disability and Specific Learning Difficulties. These differences will impact on lesson planning, tutoring, goal setting and learning plans.

- Circulate copies of  **Handout O.1 Definitions of Special Needs** and allow some time for participants to read and ask questions. (10 minutes)

At this stage participants should be advised as to the terminology used in their particular scheme.

Stage 2:

The Social and Medical Model of disability.

- Direct input by trainer. (5 minutes)

The **Medical Model** of disability considers disability to be a characteristic of the individual. In this model it is believed the disability prevents individuals from accessing services and performing tasks. Some Special Needs advocacy groups have been challenging this model of disability as discriminatory and inequalitarian. They suggest it is not disability that prevents an individual's participation in society. Rather, it is the way society is organised. This is referred to as the **Social Model** of disability, where the effect of the disability is a result of three interconnecting factors: the disability, the environment and the support provided. The **Social Model** suggests 'disability' is caused by the way society is organised. There is little or no account taken of the fact that not everybody has the same 'abilities'. This creates barriers. The kinds of barriers include: prejudice and stereotypes, inappropriate learning environment, unsuitable materials, unrealistic expectations (too high or too low). As people create barriers, people can remove them.⁹

- Circulate 🖐️ **Handout O.2 Part 1** and ask participants, in pairs, to convert the Medical Model questions into Social Model questions. (5 minutes)
- Ask each pair to feed back their answers to one or two of the questions (depending on the number of pairs) to the whole group. Note the responses on a board, flip chart or overhead. Once each pair has made their contribution allow some time for discussion. (15 minutes)

At this stage it is important to encourage participants to reflect on their own perceptions and understanding of disability. They will also need to think about how they might help remove disabling barriers that are within their control. This may be an appropriate time to remind everybody of NALA's definition of literacy, especially the section that mentions how "Literacy increases the opportunity for individuals and communities to reflect on *their situation, explore new possibilities and initiate change*". (Italics mine)

Stage 3:

Strategies for tutoring.

- Direct input by tutor. (10 mins)

"Everyone will have difficulties with different areas in their lives and learning. For example, some people are disorganised but it does not stop them from accomplishing tasks they set out to do. It is the number and pattern of difficulties that defines dyslexia and other SLDs."¹⁰


⁹ Adapted from www.enableireland.ie/at/socialmodel.html 10/1/07

¹⁰ Keys for Learning NALA *Specific Learning Difficulties Policy Guidelines* 2004 (pg8)

Trainer should now define each of the SLDs. See the **Handouts** for definitions. Participants should be reminded that SLDs do not occur in isolation. Some individuals can experience overlapping SLDs.

- As a whole group exercise ask participants for suggestions about how they would approach tutoring *any* individual with **Special Needs**. (5 minutes)

The important factor here is to reinforce what has been learned at the earlier training sessions in relation to the principles for good adult literacy work¹¹, setting goals, the student-centred nature of the work and Individual Learning Plans.

- Divide participants into four small groups. Provide each group with a copy of  **Handout 3: Part A, B, C or D**. Each part defines one particular SLD, lists some of its characteristics and how this particular SLD might affect an adult's learning. Based on these handouts, each group is to come up with suggestions and strategies that could be used by a tutor to help a student with their learning. (15 minutes)
- One person from each group is to feed back to the whole group. They should begin by reading the definition and the characteristics of the particular SLD they were looking at. Then they outline their strategies. (20 minutes)

After each group has made their presentation, if time allows, it may be helpful to allow a few minutes discussion before the trainer suggests any further strategies that have been missed. (See *below*.*)

11 See Guidelines for Good Adult Literacy Work NALA (2005 (pgs 16-17)

Close, evaluation and assignment if appropriate

(5 minutes)

*NALA's Specific Learning Difficulties Policy Guidelines '*Keys for Learning*' has an excellent section which gives a definition of each of the SLDs, names some of their characteristics and provides strategies for adult literacy tutoring (pages 8 –18 inclusive). This section could be copied and given as a handout to participants.

Handouts



- O.1 Definitions of Special Needs
- O.2 Medical Model Versus Social Model
- O.3 Part A
- O.3 Part B
- O.3 Part C
- O.3 Part D







Handout O.1 Definitions of Special Needs

Special Needs: The Irish Education for Persons with Special Educational Needs Act (2004) states, “**Special educational needs means**, in relation to a person, a restriction in the capacity of the person to participate in and benefit from education on account of an enduring physical, sensory, mental health or learning disability **or any other conditions which results in a person learning differently from a person without that condition** and cognate expressions shall be construed accordingly”.¹²

Intellectual Disability: (ID) involves a greater than average difficulty in learning. Intellectual functioning is significantly below average and there are difficulties with life skills/adaptive behaviour. Intellectual disability is not an illness and cannot be treated and cured like an illness. Not all people with intellectual disability are the same and their support needs can vary from low to intensive.¹³ Intellectual Disability is sometimes referred to as Learning Disability or General Learning Disability. However, the *Strategy for Equality Report* (1996) favoured the term Intellectual Disability. This is also the term used by the Department of Health and Children, as well as being the term used in international research circles.

Specific Learning Difficulty (SLD): is a “neurological disorder, which affects one or more of the psychological processes involved in taking in, retaining, and expressing information”.¹⁴ SLDs cause problems with learning and processing information. SLDs include dyslexia, Asperger’s Syndrome, Attention Deficit Hyperactive Disorder (ADHD) and Development Co-ordination Disorder (DCD).

- Dyslexia – a difficulty with reading and writing.
- Asperger’s Syndrome – difficulty with social interactions.
- Attention Deficit Hyperactive Disorder – difficulty with attention and concentration.
- Development Co-ordination Disorder – difficulty with motor co-ordination and planning.¹⁵

12 From Keys for Learning NALA *Specific Learning Difficulties Policy Guidelines* 2004 (p6)

13 Adapted from www.namhi.ie/indivmentestgroup.cfm (now called Enable Ireland) 10/1/07

14 Working with *Students with Specific Learning Difficulties* Deborah Walsh Consultant Educational Psychologist GET WEB REF

15 www.nala.ie/nalaprospects/project/20030722113227/fuldet.html



Handout O.2 Medical Model Versus Social Model

Questions

These questions are reflective of a **Medical Model** of disability. If we look at disability from the **Social Model** perspective we would formulate these questions in a very different way:

- What difficulties do you have in understanding written material?
- Do you have a disability that interferes with your learning?
- Did you have difficulty learning while in school?
- Does your disability prevent you accessing public transport?

Suggested answers

These suggestions are only guidelines and are not definitive. The intention here is to give participants an opportunity to think about how social organisation can create barriers for some people. Participants get a chance to reflect on how even the way we phrase questions can contribute to creating barriers to access.

1. How could written material be presented to make it easier for you to read?
2. What supports do you require to help your learning?
3. How could your school experience have been made more conducive to learning?
4. What changes are needed in the building to improve access?



Handout O.3

Part A

What is Dyslexia?

Dyslexia is one of several distinct learning disabilities. It is a specific language based disorder. ¹⁶ Dyslexia is not only a reading and writing difficulty. It can also affect time management, organisation and numeracy. Not all adults experience dyslexia in the same way. For some it may pose only mild problems where others will have severe difficulties. Again, not everyone will have difficulties in the same area. ¹⁷

Characteristics of Dyslexia

- Confusion between left and right or other directions.
- Difficulty with pronouncing words.
- Finding it hard to remember new facts and names.
- Confusion with times and dates.
- Describing themselves as someone who forgets quickly rather than learns slowly.
- Difficulty reading new material.
- Difficulty remembering phone numbers.
- Finding it hard to recall the names of words or objects.

Specific Difficulties with Literacy can Include:

- Confusing letters and words that look somewhat alike.
- Inability to match speech sounds with letters and vice versa.
- Difficulty copying words and numbers from a book or blackboard.
- Difficulties with numeracy.
- Poor handwriting.
- Problems with spelling.

¹⁶ www.pactsproject.com/ireland/Handouts.plc

¹⁷ Adapted from Keys for Learning *NALA Specific Learning Difficulties Policy Guidelines* 2004 (pg8). Characteristic and specific difficulties also taken from this publication. (pg9)



Handout O.3

Part B

What is Asperger Syndrome? (Also Referred to as Asperger's Syndrome)

Asperger Syndrome (AS) is a complex brain disorder and is seen as part of the Autistic Spectrum. Generally those affected by the condition have an IQ within the normal range but may have extremely poor social and communication skills. Common characteristics can be a lack of empathy, little ability to form relationships, one-sided conversations and an intense absorption with a special interest. Sometimes movements can be clumsy.¹⁸

Characteristics of Asperger Syndrome¹⁹

- Egocentricity and inability to empathise with people and their problems.
- Taking things literally.
- Not being able to maintain a conversation.
- Only talking about things that are relevant to them.
- Naïve and inappropriate social approaches.
- Narrow, circumscribed interests.
- Using long-winded repetitive speech.
- Poor motor co-ordination.
- Problems managing their money.

Specific Difficulties with Literacy can Include:

- Poor handwriting.
- Social skills being a greater difficulty than learning.
- Language issues such as not knowing when or how to converse and how to express themselves and their needs.
- Lack of appropriate social skills.
- Being able to read but having a problem with comprehension.
- Problems with plot and details in a story.

¹⁸ <http://www.aspire-irl.org/>

¹⁹ Characteristic and specific difficulties taken from Keys for Learning NALA *Specific Learning Difficulties Policy Guidelines* 2004 (13-14)



Handout O.3

Part C

What is Attention Deficit Hyperactive Disorder?

ADHD is a difficulty with concentration and impulse control. While reading and comprehension are generally not an issue numeracy can be more problematic.²⁰ It is only in recent years that ADHD has been recognised as continuing into adulthood. Previously professionals believed children grew out of ADHD by the time they reached adulthood.²¹

What are the Characteristics of ADHD?²²

- Failure to see details or careless mistakes.
- Not listening when spoken to directly and being easily distracted.
- Poor short-term memory.
- Difficulty with work or personal organisation.
- Problems with order and sequencing.
- Failure to take in what you Section 0re saying when looking at you.
- Poor school experience.
- Having coughs or tics.
- Chewing on their hands.
- Always needing something in their hands.

Specific Difficulties with Literacy can Include:

- Sensitivity to the environment such as lighting, noise and crowds.
- Difficulty with dictation and directions.
- Difficulty with handwriting.
- Poor short-term memory.
- Low self-esteem and self-confidence.

20 Keys for Learning NALA *Specific Learning Difficulties Policy Guidelines* 2004 (pg15)

21 www.pactsproject.com/ireland/Handouts.plc

22 Characteristic and specific difficulties taken from Keys for Learning NALA *Specific Learning Difficulties Policy Guidelines* 2004 (pg15)



Handout O.3

Part D

What is Dyspraxia/Developmental Co-ordination Disorder?

DCD is a difficulty with thinking out, planning and carrying out sensory/ motor tasks.²³ While often described as a difficulty with motor co-ordination DCD affects each individual differently.

What are the Characteristics of Dyspraxia?²⁴

- Inability to think laterally.
- Issues with practical problems.
- Difficulty in interpreting or forming facial expressions.
- Talking loudly.
- Difficulty with spatial awareness.
- Experiencing bad days when areas where they normally have no difficulty become difficult.
- Needing guidance counselling.
- Difficulty following instructions, especially if there is more than one point in the instructions.
- Laughing at a joke too long or getting the joke long after it has been told.
- Difficulty with organisation.
- Poor working memory.

Specific Difficulties with Literacy can Include:

- Getting easily upset or frustrated.
- Forgetting instructions.
- Writing illegibly.
- Having a poor sense of direction.
- Reacting to all stimuli the same way.
- Always being in a hurry.
- Using the same words to get a point across.

²³ <http://www.dyspraxiaireland.com/>

²⁴ Characteristic and specific difficulties taken from Keys for Learning NALA *Specific Learning Difficulties Policy Guidelines* 2004 (17-18)

Bibliography

- Call for Evidence for the Moser Sub-Group, 1999. *Adult Basic Skills for Students with Learning Difficulties and/or Disabilities*. Leicester: NIACE.
- Department of Education and Science, 2000. *White Paper on Adult Education: Learning for Life*. Dublin: Government Publications Office.
- Finlay, F. Boyd, M. Hallahan, M. and Kennedy, M, 1994. 'Integration: Pipe Dream or Possibility?' *Reach Journal of Special Needs Education in Ireland*, 7 (2) 95 100.
- Flood, F. M. 1996. *A Strategy for Equality: Report of the Commission on the Status of People with Disabilities*. Dublin: Government Publications Office.
- Mernagh, G, 1995. 'Adult Literacy Education in Ireland: Issues for Forward Development' *Reach Journal of Special Needs Education in Ireland*, 8 (2) 95 100.
- National Adult Literacy Agency, 2000. *Guidelines for the Inclusion of Adults with Learning Disabilities into Literacy Schemes*. Dublin: NALA.
- National Adult Literacy Agency, 2004. *Keys For Learning: NALA Specific Learning Difficulties Policy Guidelines*. Dublin: NALA.
- Stuart, M, 1995. 'Education and Self Identity: A Process of Inclusion and Exclusion' In: Stuart, M. and Thomson, A. (eds) *Engaging with Difference: The 'Other' in Adult Education*. Leicester: NIACE 97 208.
- Stuart, M. and Thomson, A. Eds, 1995. *'Engaging with Difference: The 'Other' in Adult Education. Education and 'Other' Adults'*. Leicester: NIACE.
- Sutcliffe, J. 1994, *Integration for Adults with Learning Difficulties: Contexts and Debates*. Leicester: NIACE.
- Sutcliffe, J. and Jacobsen, Y, 2002. *All things being equal? A practical guide to widening participation for adults with learning difficulties in continuing education*. Leicester: NIACE.

Useful Websites

www.enableireland.ie

This is an excellent site there is some very good material on the Medical and Social models of disability.

www.nala.ie

The NALA site provides excellent information on Adult Literacy in Ireland. There are also large numbers of publications to be downloaded or purchased.

www.niace.org.uk

This is a superb site. NIACE is the national organisation for adult learning in the UK. There is a huge amount of information in relation to adult learning available on this site. It is especially good in relation to those who don't have access to learning due to barriers such as class, gender, disability, funds etc.

www.scoilnet.ie

This site is useful for definitions and strategies for tutoring. It is, however, mainly child related.

<http://www.inclusionireland.ie/>

This site focuses on Intellectual Disability. It is very accessible. Inclusion Ireland used to be called NAMHI.

www.pactsproject.com/ireland/Handouts

Great site unusually this site is adult as opposed to child focused. There are comprehensive definitions of the SLDs, plus much other relevant information.

A variety of useful fact sheets are also available to download.

www.metamath.com/lsweb.fourls.htm

Great on learning styles and strategies for different types of students.





Section P Numeracy

The term numeracy is a relatively new one. It has gained favour in adult literacy as practitioners found that learners associated the word Mathematics with school Maths which, for them, involved intricate problem solving and skills that were divorced from real life.

Learning Outcomes

Having completed this section the trainee tutors will:

- Be aware of the scale of the numeracy problem in Ireland and be informed about the developments in adult numeracy to date.
- Understand what the term numeracy implies.
- Realise how frequently numeracy is used in everyday life.
- Have some strategies for integrating literacy and numeracy.
- Be aware of the characteristics of adult numeracy tutoring.
- Have a better understanding of the problems faced by numeracy students.
- Have a list of resources for numeracy tutoring.

Introduction

It is worth noting that in NALA's definition of literacy, numeracy is now included.

'Literacy involves listening and speaking, reading, writing, numeracy and using everyday technology to communicate and handle information. It includes more than the technical skills of communication: it also has personal, social and economic dimensions. Literacy increases the opportunity for individuals and communities to reflect on their situation, explore new possibilities and initiate change.

Good practice in adult literacy work starts with the needs and interests of individuals. It is concerned with personal development and building confidence as well as technical skills'.

Numeracy has long been the Cinderella of the Adult Literacy service in Ireland, as is the case, to a large extent, in the rest of the world. When the OECD carried out the International Adult Literacy Survey in 1996, it looked at what was called three categories of literacy:

- **Prose** – the ability to understand and use information from texts.
- **Document** – the ability to locate and use information from documents.
- **Quantitative** – the ability to perform arithmetic functions.

Each category was measured against five levels from level 1 (lowest) to level 5 (highest). Ireland had a rating of 25% in all *three* categories at level 1. The emphasis at the time was placed on the literacy rather than the numeracy findings of the survey. Funding was put in place and strenuous efforts were made to increase the uptake and provision of adult literacy in this country but it is only in recent years that numeracy has been looked at in more detail.

Its provision has been recommended by various Government reports and the new initiatives in Adult Basic Education include numeracy in their core subjects, for example *Return to Education*, *Back to Education*, *Intensive Tuition in Adult Basic Education* (ITABE) and workplace literacy. In 2002, NALA put together a working group of stakeholders to produce a strategic plan. This is the definition of numeracy they agreed on:

“Numeracy is a lifeskill that involves the competent use of mathematical language, knowledge and skills. Numerate adults have the confidence to manage the mathematical demands of real-life situations such as everyday living, work related settings and in further education, so that effective choices are made in our evolving technological and knowledge based society.”

 **Handout P.1)**

As can be seen in the above definition, the emphasis is put on numeracy as a lifeskill not as an abstract mathematical skill. It is what a person encounters in day-to-day living. The tutor seeks to identify the learner’s needs and provide appropriate learning strategies.

These needs are covered through the following mathematical strands:

- Quantity and Number
- Space and Shape
- Data Handling and Chance
- Problem Solving
- Patterns and Relationships

Adults who experience difficulties in numeracy may lack the confidence to partake in many aspects of family, social and community life. They may turn down opportunities for promotion at work, as they feel they lack the numeracy skills to cope, for example if the job involves handling money and issuing receipts. They may feel inadequate and insecure, often cheated. Financial institutions intimidate them with talk of percentages and APR (Annual Percentage Rate).

When adults present themselves at an adult literacy scheme, they may not mention that they have difficulties with numeracy. Literacy needs tend to dominate at this stage. It is important, therefore, for the tutor to look for opportunities to introduce the subject in a natural way. For example, when practising writing a shopping list, a tutor could bring in a short receipt and chat about it with the learner, exploring the numeracy and literacy skills involved. (15 minutes)

Numeracy Awareness Exercise

(🖐️ Handout P.2)

Learning Outcome

Through this activity the trainee tutors will realise how frequently numeracy is used in everyday life.

Methodology

- Discussion in groups of two
- Feedback recorded on flipchart

Ask the group to list the number of occasions in a day that they use numeracy skills. They can work in pairs. After five to eight minutes, record the feed back on a flipchart. The group will have discovered that numeracy is as much a part of life as literacy, and that the two are inextricably linked as we go about our everyday lives. As you record feed back on the flipchart, draw attention to the fact that both numeracy and literacy are required on many occasions. Distribute 🖐️ Handout P.2. (20 minutes)

.....

Meaning of Numbers

(🖐️ Handout P.3)

Learning Outcome

This activity highlights the fact that students are often more numerate than they think.

Methodology

- Handout to be filled in.
- Feedback taken.
- Discussion.

Numbers are hidden in all aspects of our lives. Ask the participants to interpret the numbers on the sheet and write down the possible answers.

Go through the answers orally and discuss. (8 minutes)

Base 7 Exercise

(👉 Handout P.4, P.4a and P.4b)

Tutor Trainer Notes

We are accustomed to using the base 10 when we perform our everyday numeracy tasks but we also use other bases.

For instance, when we count weeks we count in the base 7.

8 days = 1 week 1 day

17 days = 2 weeks 3 days

So when we add 4 days and 5 days we get 9 days, which equals 1 week and 2 days.

We also use the base 12 when we use feet and inches.

14 ins = 1 ft 2 ins

29 ins = 2 ft 5 ins

For many of the participants working in the base 7 will prove difficult, as they will have to think through each step. The purpose of this exercise is not to teach the participants the base 7 but to make them aware of the difficulties students might encounter when they do not have the skills to tackle a mathematical problem.

Learning Outcome

Through this exercise the tutor trainees will:

- Experience what it feels like for students faced with a problem they may not have the skills or understanding to deal with.
- Be aware of the characteristics of adult numeracy tutoring.

Methodology

- Individual problem solving.
- Group problem solving.
- Feedback on experience.
- Trainer input and discussion – 👉 Handout P.5.

Activity

- Circulate the handout on base 7 (👉 Handout P.4) and explain that the exercise is in the base 7 rather than the base 10.
- Divide the participants into groups of 4/5.
- Ask the participants to attempt the exercise on their own at first. (2 minutes)
- Then ask them to work together to tackle the worksheet.
- Point out to the participants the fact that there are 7 days in a week could be helpful.
- Observe the groups and, if they are experiencing difficulties, offer them the second handout (👉 Handout P.4a).


Take feedback from the group. Ask how they felt and what helped them resolve their difficulties. Offer them the answers ( Handout P.4b).

Possible reactions	What Helped
Panic	7 days in a week
Brain freeze	Second handout
Insecurity	Easier when articulated to someone
Desire to escape	Reassurance – right answer
Loved the challenge	Supported learning
Cold sweat	
Satisfaction when solved	

.....

Guidelines for Good Numeracy Practice

( Handout P.5)

Having taken the feedback from the group, discuss what constitutes good numeracy practice and go through the *Guidelines* ( Handout P.5) with them. Pay particular attention to the fact that tutors need to investigate the student's own numeracy skills which may not be the conventional school type. For example, a student may keep track of spending by using separate containers to hold the money for the rent, ESB, insurance, groceries, bus and lunches. The student may not consider this a valid mathematical method yet it corresponds to good book-keeping methods. Other students may be quite comfortable adding numbers instead of multiplying them, for example four fives = $5+5+5+5$. In the early stages, it is important to build up the student's confidence in their own ability. Later quicker methods may be introduced. (40 minutes)

Student Profiles

(Handout P.6)

Learning Outcomes

Through this activity tutor trainees will:

- Identify skills students have.
- Identify learning goals.
- Devise possible learning plans.

Methodology

- Group work – one spokesperson from each group reports findings of group.
- Feedback recorded and discussed.

Distribute  Handout P.6 – Monica's Profile and Darren's Profile.

Allow time for the tutors to read the pieces (approximately 4 minutes). Divide the participants into groups of three or four, with half of the groups taking Darren's profile and the other half taking Monica's.

Ask them to discuss the following points:

- Skills students already have.
- Learning goals specific to their needs.
- Information given which will help devise lesson plans with a numeracy content.

The above points can be written on a board or displayed on an overhead.

After 15 minutes ask for feedback and record on flipchart.

Monica's Skills

- Budgeting – weekly, monthly – how does she do it? Pocket money, food, bills, school trips, bus fares. Find out how she manages: the skills she has.
- Knitting – can follow patterns, measure for size, estimate – all mathematical skills
- Cooking – can follow a recipe, weigh, work out amount of food required
- Gardening – plans planting distances, works out when to plant bulbs,, mixes feed, use of ratio

Learning Goals

- Go back to work – not cleaning.
- Go on a holiday abroad.
- Help her youngest child .

Possible Lesson Plans

- Work on the cost of child going to secondary school, books, uniform, transport.
- Budget for holiday, get brochures, read with her (literacy integrated with numeracy) and work out how much she would need to save each week for holiday.
- Distances from house to class, get a map of area and use for both literacy and numeracy. Bring home to show children.
- Skills she may require for helping her youngest child at school.

Darren's Skills

- Work – driving, direction, map reading, estimation of time and distance, petrol requirements. Find out how he does it. What mathematical skills he employs that he may be unaware of
- Follows instructions – delivers right goods to the right address.
- Leisure – Scoring in Pitch and Putt. Dog racing – betting odds, each way, to win.

Learning Goals

- Learn skills necessary for the job of store manager.
- Improve his writing and his numeracy.

Possible Lesson Plans

- Form filling, memo writing, cheque writing, account keeping. Bring forms from work to use for lessons.
- Map reading to build his confidence.
- Budgeting, debts.

(35 minutes)

Language of Mathematics

( Handout P.7)

Learning Outcomes

Through this activity tutor trainees will:

- Become aware of the necessity to use the mathematical vocabulary known to the student to avoid confusion.

Methodology

- Brainstorming.
- Record on flipchart.

Write the symbol + on flipchart. Ask the group to identify the different ways we have of saying it. Do the same with the other symbols: −, X, ÷ and =.

Point out to the tutor trainees how important it is to initially use the word the student is secure with to avoid confusion. (10 minutes)

Resources

(🖐️ Handout P.8 and P. 8a)

Learning Outcomes

Through this activity tutor trainees will be:

- Equipped with some resources to help them in their tutoring.
- Able to source further materials.

Methodology

- Demonstration.
- Illustration.
- Discussion.

Number Square

Distribute the base 10 number square to the group, explaining to them that students find this extremely useful for multiplication and division. Show participants how a blank number square can be filled in and used as a counting square, for example count in fours, adding two numbers, subtraction.

(5 minutes)

.....

Numeracy Self Assessment

(🖐️ Handout P.9)

The student fills in this form by ticking the box which they feel applies to him/her – easy, hard, need a bit of help. Do not use until you know the student quite well, as it could be a negative experience. Some students like it as it provides learning goals and records their progress. (5 minutes)

Resources in Adult Literacy and Numeracy Centres

( Handout P.10)

- **Basic Calculators** – not scientific, large format, often found in €2 shops. Demonstrate how to calculate percentages.
- **Metre tape measures** – available from K and M Evans, 28 Mary's Abbey (off Capel St on the Luas line), ordinary tape measure. Point out that if the average sized person measures from the tip of their shoulder to the end of the opposite hand, it is a metre long.
- **Rulers.**
- **Weighing scales** – kitchen, bathroom.
- **Clock** – cardboard clock faces available in K and M Evans, wall clock, no fancy numerals!
- **Maps** of local area (Ordnance Survey), Ireland, atlases and globe.
- **Thermometer** – available from chemist, school type thermometer available from K and M Evans.
- **Spoon** – medical spoon.
- **Measuring Jug** – marvellous cookery aid.
- **Geometry Set** – optional.

(10 minutes)

.....

Books

The Numeracy Pack

Introduce the group to the book *The Numeracy Pack* by Diana Coben and Sandy Black. It is written for adult learners and covers many of the topics learners experience difficulty with.

- **Book 1** starts with the skills of counting and writing numbers and covers basic addition, subtraction, multiplication and division.
- **Book 2** builds on the skills developed in Book 1.
- **Book 3** deals with fractions, decimals and percentages.
- **Book 4** has a fairly extensive section on time – clock, date, timetables and the calendar, as well as a section on the use of the calculator.

The only drawback with this book is that it is published in England and therefore the currency used is pounds sterling.

Everyday Maths

This book is a comprehensive starter book. It covers cheque writing, the basic operations, calculators and estimation. On page 18, the two take-away methods (borrow and pay-back method and exchange method) are gone through step by step. Show these pages to participants and point out to them that they need to be careful to stick to the particular method the student uses. The exception to this is if the student wants to help their child with their homework, then the exchange method is required. (10 minutes)

Bibliography

Bailey, I, and Coleman, U, 1998. *Assess and Participation in Adult Literacy Schemes*, Dublin: NALA.

Britten, Jessica, *An Introduction to Numeracy Teaching*, London: The Basic Skills Agency.

Conroy, Dr Pauline and O'Leary, Helen, 2005. *Do the Poor Pay More?* OPEN

Meeting the Numeracy Challenge, NALA

Handouts



- P.1 Definition of Numeracy
- P.2 Numeracy Awareness Handout
- P.3 The Meaning of Numbers
- P.3a The Meaning of Numbers
- P.4 Base 7 Exercise
- P.4a Base 7
- P.4b Base 7 Exercise
- P.5 Guidelines for Good Numeracy Practice
- P.6 Student Profiles
- P.7 Mathematical Symbols
- P.8 Multiplication Square
- P.8a Hundred Square
- P.9 Numeracy Self Assessment
- P.10 Resources in Adult Literacy and Numeracy Centres
- P.11 Recommended Books







Handout P.1 Definition of Numeracy

Numeracy is a lifeskill that involves the competent use of mathematical language, knowledge and skills. Numerate adults have the confidence to manage the mathematical demands of real-life situations such as everyday living, work related settings and in further education, so that effective choices are made in our evolving technological and knowledge based society.

Basic Mathematical Strands

- Quantity and Number.
- Space and Shape.
- Data Handling and Chance.
- Problem Solving.
- Patterns and Relationships.



Handout P.2 Numeracy Awareness Handout

- Alarm clock – digital, analogue.
- Timer on microwave/oven.
- Timetables for train, bus, plane and ferry. Knowledge of 24 hour clock.
- Estimation of journey time to work, to school.
- Money for lunch, bus, books.
- Shopping – estimation of cost, weight, amount of meat needed, watching for bargains, checking receipts, % discount, litre, 1½ litre.
- Cooking – number of people, potatoes needed, time to prepare and cook, following a recipe, doubling it if there are more people to feed.
- Withdraw money – use of bank or ATM.
- Set the video machine to record at a particular time.
- Help with homework – maths, geography, science .
- DIY – measuring for curtains, carpets, lino, tiles. Length of nail required, amount of paint, wallpaper. Bags of sand and cement – ratio.
- Hobbies – knitting, reading and interpreting patterns, matching size to number of balls required.
- Map reading if going to unknown destination.
- Betting slips.
- Weather – temperature, speed of winds.
- Wage slip – interpreting it, pay per hour, overtime, holiday pay, time and a half, overtime.
- Work – writing cheques, keeping accounts, giving change.
- Sport – different methods of scoring (tennis, golf, cricket, darts), results and league tables.
- Planning a holiday – dates, temperature, cost x 4, travel timetables.
- Driving – speed of car.
- Statistics – support for political parties.
- The list is endless.



Handout P.3 The Meaning of Numbers

1. Fill in individually or with person next to you. (2 minutes)

Identify these Numbers (The First one is Done)

1. 01 4547054 telephone number

2. 35c _____

3. 15/12/83 _____

4. 7.53 _____

5. 3-1 _____

6. 34B _____

7. MP 745326539 _____

8. 1916 _____

9. 05 D 12543 _____

10. 98FM _____

11. 8/10 _____

12. L34 _____

13. 0863517354 _____

14. x _____

15. 5693521M _____



Trainer's Handout P.3a The Meaning of Numbers

Possible Answers

- | | | |
|-----|--------------|---|
| 1. | 01 4547054 | telephone number |
| 2. | 35c | money |
| 3. | 15/12/83 | date of birth, date on letter |
| 4. | 7.53 | money, decimal, measurement, time |
| 5. | 3-1 | football score, subtraction sum, racing odds |
| 6. | 34B | house number, bus number, bust measurement |
| 7. | MP 745326539 | insurance policy number |
| 8. | 1916 | train, bus, plane time, Easter Rising |
| 9. | 05 D 12543 | car registration |
| 10. | 98FM | radio frequency, pass word |
| 11. | 8/10 | mark in a test, p8 of ten pages, woman's dress size |
| 12. | L34 | inside trouser leg, skirt length |
| 13. | 0863517354 | mobile telephone number |
| 14. | x | multiplication sign, unknown quantity |
| 15. | 5693521M | social security number |



Handout P.4 Base 7 Exercise

$$\begin{array}{r} 3 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +1 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +6 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 132 \\ +256 \\ \hline \end{array}$$

$$\begin{array}{r} 544 \\ +345 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 20 \\ -6 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ -5 \\ \hline \end{array}$$



Handout P.4a Base 7

Addition								
	0	1	2	3	4	5	6	10
0	0	1	2	3	4	5	6	10
1	1	2	3	4	5	6	10	11
2	2	3	4	5	6	10	11	12
3	3	4	5	6	10	11	12	13
4	4	5	6	10	11	12	13	14
5	5	6	10	11	12	13	14	15
6	6	10	11	12	13	14	15	16
10	10	11	12	13	14	15	16	20

Multiplication								
X	0	1	2	3	4	5	6	10
0	0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6	10
2	0	2	4	6	11	13	15	20
3	0	3	6	12	15	21	24	30
4	0	4	11	15	22	26	33	40
5	0	5	13	21	26	34	42	50
6	0	6	15	24	33	42	51	60
10	0	10	20	30	40	50	60	100



Handout P.4b Base 7 Exercise

Answers

$$\begin{array}{r} 3 \\ +2 \\ \hline 5 \end{array}$$

$$\begin{array}{r} 4 \\ +2 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 6 \\ +1 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 4 \\ +4 \\ \hline 11 \end{array}$$

$$\begin{array}{r} 6 \\ +5 \\ \hline 14 \end{array}$$

$$\begin{array}{r} 4 \\ +5 \\ \hline 12 \end{array}$$

$$\begin{array}{r} 3 \\ +6 \\ \hline 12 \end{array}$$

$$\begin{array}{r} 13 \\ +4 \\ \hline 20 \end{array}$$

$$\begin{array}{r} 132 \\ +256 \\ \hline 421 \end{array}$$

$$\begin{array}{r} 544 \\ +345 \\ \hline 1222 \end{array}$$

$$\begin{array}{r} 3 \\ \times 3 \\ \hline 12 \end{array}$$

$$\begin{array}{r} 2 \\ \times 4 \\ \hline 11 \end{array}$$

$$\begin{array}{r} 4 \\ \times 4 \\ \hline 22 \end{array}$$

$$\begin{array}{r} 5 \\ \times 4 \\ \hline 26 \end{array}$$

$$\begin{array}{r} 4 \\ \times 6 \\ \hline 33 \end{array}$$

$$\begin{array}{r} 5 \\ -3 \\ \hline 2 \end{array}$$

$$\begin{array}{r} 10 \\ -5 \\ \hline 2 \end{array}$$

$$\begin{array}{r} 20 \\ -6 \\ \hline 11 \end{array}$$

$$\begin{array}{r} 14 \\ -5 \\ \hline 6 \end{array}$$



Handout P.5 Guidelines for Good Numeracy Practice

Here are a number of points to keep in mind when integrating literacy and numeracy:

- Make learning fun. Avoid stress. Reassure constantly,
- Make the learning relevant to the individual. Check with the student what would be useful.
- Build the student's confidence by starting with something they know.
- Discuss the student's own method. It may be different to yours.
- Adults prefer to take things slowly, one step at a time, gain a full understanding and get it right. They do not like to feel they are under pressure.
- Use adult learning material
- Encourage estimation. It is important for the learner as it promotes logic.
- Introduce the calculator (not a scientific one) at an early stage and take the student through it step by step.
- Provide opportunities for discovery and discussion. For example, look at the mathematical skills involved in daily life – making an appointment, deciding how much to withdraw from an ATM. Explore in groups the different ways a problem can be solved.
- Use a variety of approaches. Use visual/hands on to back up verbal, for example, photographs, use of measuring tapes, weighing scales.
- Twenty minutes is considered to be an ideal concentration time, though the enthusiasm of the individuals may stretch further.



Handout P.6 Student Profiles

Student Profile 1

Monica is a lady in her mid thirties. She lives in a housing estate within 3 km of the Learning Centre. She lives with her partner and their four children. Her eldest girl will start secondary school in a convent 5 km away in September. Her two middle children attend the local primary school and her youngest attends a playschool. She would like to go back to work soon.

Monica feels she has a chance now to return to education as all her children are at school. She was able to help her children during their early years in school but the three eldest have left her behind. They wait for their Dad to come home to get help. She would love to help her youngest.

Monica can read and write quite well but has difficulty with her spelling. She has made no specific reference to her mathematical skills. She liked her early years at school but she began to fall behind when she started to miss days, even weeks, due to asthma. At that time there was no help available in the school. She left school at fourteen, a failure in her own eyes.

Though she wants to return to work, as she needs the money, she would prefer to work at something other than cleaning. She would love to go on a sun holiday with her children before they are too old but is daunted by all the planning involved. She is also concerned about the cost of her eldest going to secondary school. Her hobbies are knitting, cooking and gardening.

Student Profile 2

Darren is 42. He lives in the midlands with his wife and their three children. The two eldest are in secondary school but the youngest is only in playschool. Darren works, driving a delivery van for an electrical shop. His wife Audrey works in an office and she helps the children with their homework. His hobbies are pitch and putt and dog racing.

Darren knows that the position of store manager will become vacant next year, as the present manager is retiring. Darren has been told the job is his. He is afraid to take it on as it involves a lot of paperwork and account keeping. He is under pressure to take the job as the family is finding it difficult to manage on the income they have. They have run up a lot of debts such as credit card, car loan and dishwasher repayments.

He can read the paper and write the basic things like his name and address, and fill out simple forms. He does not like his own writing. He feels he is useless at maths. He messed a lot when he was at school which he now regrets.



Handout P.7 Mathematical Symbols

+

add	and	sum of	plus
increase	total	more than	

-

subtraction	decrease	subtract	take away
minus	less than	difference	

X

multiplication	Product	power	of
square	Multiply	times	

÷

division	share	give	group
split	divide	How many	

=

equals	means	is	same as
answer is	will be	represents	



Handout P.8 Multiplication Square

1	2	3	4	5	6	7	8	9	10
2	4	6	8	10	12	14	16	18	20
3	6	9	12	15	18	21	24	27	30
4	8	12	16	20	24	28	32	36	40
5	10	15	20	25	30	35	40	45	50
6	12	18	24	30	36	42	48	54	60
7	14	21	28	35	42	49	56	63	70
8	16	24	32	40	48	56	64	72	80
9	18	27	36	45	54	63	72	81	90
10	20	30	40	50	60	70	80	90	100



Handout P.8a Hundred Square



Handout P.9 Numeracy Self Assessment

Name _____

Look at the following questions and tick the box that applies to you.

		Easy	Hard	Need a bit of help
If you spend 25c and 12c how much did you spend altogether?				
$\begin{array}{r} 23 \\ 34+ \\ \hline \end{array}$				
$\begin{array}{r} 45 \\ 56+ \\ \hline \end{array}$				
$\begin{array}{r} 243 \\ 354+ \\ \hline \end{array}$				
$\begin{array}{r} 38 \\ 23- \\ \hline \end{array}$				
$\begin{array}{r} 63 \\ 45- \\ \hline \end{array}$				
$\begin{array}{r} 785 \\ 547- \\ \hline \end{array}$				
How much change do you get from €20 when you spend €15?				
$\begin{array}{r} 25 \\ 5x \\ \hline \end{array}$				
How much do four 48c stamps cost?				
$25 \div 5$				
$48 \div 8$				

		Easy	Hard	Need a bit of help
$294 \div 7$				
Write in words 49				
Write in words 358				
What is 10% of €100?				
What is 20% of €500?				
What is 3.15pm on the 24 hour clock?				
Two lengths of fencing measure 8.4 metres and 4.6 metres. What is their total length? How much is €86 to the nearest €100				
$\begin{array}{r} 4.67 \\ 3.25- \\ \hline \end{array}$				



Handout P.10 Resources in Adult Literacy and Numeracy Centres

- **Basic Calculators** – *not* scientific, large format, often found in €2 shops.
- **Metre tape measures** – available from K & M Evans, 28 Mary's Abbey (off Capel St on the Luas line), ordinary tape measure.
- **Rulers.**
- **Weighing scales** – kitchen, bathroom.
- **Clock** – cardboard clock faces available in K & M Evans, wall clock, no fancy numerals!
- **Maps** of local area (Ordinance Survey), Ireland, atlases and globe.
- **Thermometer** – available from chemist, school type thermometer available from Evans.
- **Spoon** – medical spoon.
- **Measuring Jug** – marvellous cookery aid.
- **Geometry Set** – optional.



Handout P.11 Recommended Books

Coban, Diana and Black, Sandy, 2004. *The Numeracy Pack*. London: The Basic Skills Agency

McNamara, Monica, 2001. *Time 4 Learning*. Dublin: NALA

Working with Maths – Basic Maths, Decimals, Fractions and Tables. Dublin: Curriculum Development Unit

Sum Life, Time, Dublin: Curriculum Development Unit

Maths Worksheets, Brown & Brown

National Adult Literacy Agency, 2006 *Missling an Tóbar*. Dublin: NALA

McIntyre, Marie, and Maedbh Shevlin, 2005. *Everyday Maths*. Dublin: Blanchardstown Adult Education Service

Goddard, Ruth, Marr, Beth & Martin Judith, *Strength in Numbers*

Marr, Beth and Helme, Sue, *Mathematics: A New Beginning*

The Time of Our Lives 1& 2, St Michael's House, Research

National Adult Literacy Agency. *Using the Cash Machine*. Dublin: NALA

National Adult Literacy Agency, 2004. *A Plain English Guide to Financial Terms*. Dublin: NALA

Adult Literacy and Basic Skills Unit, 1991. *An Introduction to Numeracy Teaching*. ALBSU, London

Useful Websites

www.nala.ie

www.readwritenow.ie

www.bbc.co.uk/skillswise

www.mathsbiz.com

www.problempictures.co.uk

www.literacytools.ie



Games

Addadda Great game like Scrabble but involving calculations.

Rummikub Good for number recognition, addition to 30 and some problem solving.

Mind Trap Maths puzzles come as part of the game.

www.nala.ie

What is this training pack about?

NALA has designed this pack for trainers who provide the initial tutor training course or other in-service tutor training. The material is designed for use in a variety of ways and for a variety of tutors. Trainers can dip in and out of the sections to suit their needs.

The sections correspond to the key topics that form part of the initial tutor training course. We have included more material in some sections than can be covered in two hours.

About the National Adult Literacy Agency

The National Adult Literacy Agency (NALA) is an independent membership organisation, concerned with developing policy, advocacy, research and offering advisory services in adult literacy work in Ireland. NALA was established in 1980 and has campaigned since then for the recognition of, and response to, the adult literacy issue in Ireland.

National Adult Literacy Agency

76 Lower Gardiner Street
Dublin 1
Telephone (01) 855 4332
Fax (01) 855 5475
Email literacy@nala.ie

NALA Mullingar

Telephone (044) 9340374
Fax (044) 9345834
Email pkiernan@nala.ie

NALA Cork

Telephone (021) 427 8655
Fax (021) 427 8665
Email mmurray@nala.ie

Websites:

NALA website: www.nala.ie
Literacy learning and tuition website:
www.literacytools.ie
The Really Useful Guide to Words and
Numbers website: www.rug.ie

Freephone support line: 1800 20 20 65

