PROFESSIONALIZATION OF LITERACY AND BASIC EDUCATION – BASIC MODULES FOR TEACHER TRAINING – TRAIN

Module 2:
Principles of Adult Learning in the field of Literacy and Basic Education

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Handout for the Seminar

Introduction – Handout 1

Definitions of literacy

'… the ability to read and write, with understanding, a short simple sentence about one's everyday life' (UNESCO)

'… the ability to both read and write a short simple statement about everyday life' – this is a definition of basic literacy as opposed to functional literacy which requires a greater degree of understanding and fluency in the language (home.ica.net/ - drw/glossl-m.htm)

… 'the ability to read, write and speak in English and to use mathematics at a level necessary to function at work and in society in general'
(DfES,UK)

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. (NALA)

'… the ability to understand and employ printed information in daily activities, at home, at work and in the community – to achieve one's goals, and to develop one's knowledge and potential' (IALS)

Levels of literacy

Level 1: indicates very low literacy levels, 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 deal only 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: are reported as a single category and involve literacy tasks that require the ability to integrate several sources on information or solve more complex problems.

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Introduction – Handout 2

European Union and literacy and basic skills

The European Union is introducing new basic skills for all which are essential for the survival of the individuals and the societies. The Memorandum of Lifelong Learning defines new basic skills as those required for active participation in the knowledge society and economy-in the labour market and at work, in real-time and in virtual communities and in a democracy, and as a person with a concrete sense of identity and direction in life. Some of these skills such as digital literacy – are genuinely new, where others – such as foreign languages – are becoming more important for many more people than in the past. Social skills such as confidence, self-direction and risk-taking are also increasingly important, because people are expected to be able to have much more autonomously than in the past.

Entrepreneurial skills release capacities both to improve individual job performance and to diversity company activities. They also contribute to job creation, both within existing enterprises – especially SMEs – and for self – employment. Learning how to learn, to adapt to change and to make sense of vast information flows are now generic skills that everyone should acquire. Employers are increasingly demanding the ability to learn and acquire new skills rapidly and to adapt to new challenges and situations.

EU reports that one third (72 million) workers are low-skilled while estimates that in 2010 only 15% newly created jobs will be for those with low skills and 50% of new jobs will require tertiary level qualifications. Ensuring the acquisition of basic skills and key competences by all citizens remains a challenge for all member states.

Recent reports in European Union confirm that poverty and social inclusion continue to be a challenge in all Member States. Low levels of initial education, unemployment, rural isolation and reduced life chances on a wide range of ground serve to marginalize large number of people and to exclude them from the benefits of society and from being active citizen. New forms of illiteracy in the shape of exclusion from access to and use of ICT in professional and daily file exacerbate this exclusion.

We have seen that there is a lot of discussion about literacy and basic skills in Europe and in other countries giving emphasis on a broad definition of literacy, of the necessity for programmes for functionally illiterate and the importance of a grading of the basic skills of the population. Unfortunately there is little discussion about the professionalization of literacy teachers.

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Principles of Adult Learning and Teaching – Handout 1

Factors affecting Learning

- Physiological Characteristics
- Motivation
- Developmental Stages and Transitions
- Self-concept
- Past Experience
- Emotions, Stress and Anxiety

(Brundage and Mackeracher)

Examples:

Adults learn best when not under stress.

Adults undertake learning with feelings about themselves which influence their learning.

Adults learn best when learning bears some perceived relationship to past experience.

Success and satisfaction reinforce learning and motivation for further learning.

Adult behaviour is not fixed, but changes in response to both internal and external pressures.

The self: Self-esteem affects learning very powerfully. Learning is virtually impossible if we are unable to integrate with previous learning and experience.

Memory: Recall is more difficult with adult learners.

Experience of time: Life stages and particular orientations may create a general inclination towards some kinds of learning and away from others.

Experience: Either offers an enabling context for new learning or may interfere with/act as a barrier against new learning. Idea of needing to 'unlearn' or 'transform' existing knowledge is relevant here.

Emotion: Directly affects learning ability e.g. over-anxiety, or stress created in home or work context. If learning threatens self-esteem etc.

Body: Has a significant influence, since the ability to receive sensory stimuli declines or can be undermined by ill-health, tiredness, age and stress.

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Principles of Adult Learning and Teaching – Handout 2

Evaluation: Factors affecting Learning

Learning experiences with good and bad results

Examples of Learning experiences	Analysis of the reasons which make good or bad.
With good Results	
With bad results	16

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The Adult Learner – Handout

The Characteristics of the Adult Learner

M. Knowles has written persuasively about the adult learner (1978). He thinks that four assumptions are useful to tutors. They are set out below. Do you agree with his assumptions?

1. **'As people grow and mature their self concept moves from one of dependency to one of increasing self directedness'.**
▪ It's essential that the physical and psychological climate is comfortable to enable learners to approach the task with confidence, feeling accepted whether they know an answer or not. ▪ The adult's need for self-direction has to be respected in joint negotiation of learning goals. ▪ Every learner needs to be involved in either planning, or acquiescing in the plan of the course, with the teacher acting as guide in the process. ▪ The teaching-learning process needs to be seen as the mutual responsibility of learners and teacher. The teacher's role is much more likely to be as guide or resource person. ▪ The evaluation of learning has to be congruent with the rest of the process and to rely on self-assessment, or peer-assessment. It's best if the evaluation process becomes a re-diagnosis for the next round of learning needs, and therefore feels constructive, rather than being seen as something 'done to' the course members. This requires the tutor to be willing to receive and to use feedback in order to set an example of openness to critical review.
2. **'As people mature they become an increasing reservoir of experience, and thus a rich source of learning'**
▪ Bring more experience to share with other learners than children, and it's worth while designing learning structures which promote such sharing. ▪ Have more experience against which to relate new material (new learning tends to be more significant to us if we can relate it to what we already know). ▪ May be more set in their existing views, and can therefore be less open-minded about new material.
3. **'As people mature, their readiness to learn is the product of the development tasks required for the performance of their evolving social roles'.**
One implication of this assumption may affect group composition. If a session is on child-rearing, for instance, you might form groups according to the age group of learners' children. If it is on 'surviving unemployment', you may deliberately include unemployed people from different backgrounds to make the point that some new learning will be common to all group members, while some will be specific to the jobs the applicants are seeking.
4. **'Adults have a problem-centred as opposed to a subject-centred approach to learning'.**
One implication of this is that problem-centredness, or person-centredness will engage your learners, whereas subject-centredness will limit and delay opportunities to apply the learning. So you may design a curriculum around problems to identify what members of a group want to learn, your initial group session is very often about 'What do you want from this course?

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Group Dynamics – Handout 1

Some Characteristics of an effective group:

a)	Objectives understood and accepted by group members.
b)	There is a sense of group loyalty.
c)	There is a supportive atmosphere, with positive discussion to which most people contribute.
d)	The tutor/leader fosters cooperation rather than competition.
e)	There is likely to be disagreement, but the group gains rather than loses from it.
f)	Criticism is frank, but positive and without personal attacks on individuals.
g)	The tutor/leader does not dominate discussions. His role can change and the leadership may pass from one person to another, depending on the knowledge and experiences of group members.
h)	The group is conscious of its objectives, and will periodically assess its progress.

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Group Dynamics – Handout 2

Evaluation: During your work you have met various types of learners.
Specify 3 types of learners and suggest ways to deal with them.

1.

2.

3.

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Intercultural Learning and Strategies to recruit Participants and their Communities – Handout 1

Who are the non-participants?

- People with no/few education qualifications
- People with basic education needs
- Low income groups
- People in unskilled or semi-skilled manual occupations
- Ethnic, minority groups
- Older people
- Women with young children
- People with mental/physical disability
- People living in rural areas.

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Intercultural Learning and Strategies to recruit Participants and their Communities – Handout 2

Statement by older Adults:
Barriers to participation - 'Its all in your head'

The following statements characterize the feelings of older adults towards learning:

- 'You need to fill in applications and meet entrance requirements'
- It's about being graded and assessed
- 'I' m worried about not being good enough'
- 'Adult education requires a 'successful' record of childhood education'
- 'Learning is about being smart'
- 'You need to be able to work the system'
- 'Learning is time consuming and involves effort'
- 'I'm too old to learn'
- 'I was never good at school'
- 'What could I possibly learn at my age?'
- 'I'm afraid of speaking to other people'
- 'Other people know more than I do'
- 'I don't want to be in a classroom anymore'
- 'I don't want to be told what to do'
- 'I don't want someone else making decisions on my behalf'
- 'I'm not interested in the same thing every week'
- 'I don't like being in large groups, because
- I can't hear what people are saying'
- 'I don't go out much anymore, because I find it difficult to get around'
- 'I'm afraid of asking questions, in case others feel that I can't keep up'

Research: Universities of the third age.

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Intercultural Learning and Strategies to recruit Participants and their Communities – Handout 3

Case Study: Demetra Christoforou

Better late than never

I was born and raised in London, where I received a pure English education. For the last 18 years, I have lived in Cyprus. Although my parent's mother language was Greek, I could speak only a little Greek and I could not write at all.

Upon completion of my studies, on a holiday trip to Cyprus, my parent's country, I met and married my husband and we decided to live there. Very soon we were a very happy family of five. We had two girls and a boy, my husband was running a small business and we were leaving in a small but very nice bungalow.

Although I was a happy housewife, I was facing a problem with the Greek language, which I was not using properly. Many people were thinking that I was a foreigner because of my poor Greek and that was hurting me very much and was making me feel very sad. It was also very hard for me to watch the television programs, the majority of which were with Greek dialogues.

My problem became more serious when I tried to help my children with their homework. It was then that I took the decision to learn how to read and write Greek, my mother language. My desire for that was very strong, but I did not know where to go for that.

One day, looking into my son's schoolbag, I found a brochure of the Adult Education Centres. I found out that there were Greek lessons for illiterate adult people. I took the opportunity immediately and joined a night class.

The people attending were all adults of different age youngsters and grown-ups, coming all from different occupations, professionals, labourers and housewives, be all with a common desire: to learn how to read and write Greek.

The lessons were taking place once a week, at a primary school near to my home. Our teacher was very friendly, facing everybody with patience, giving each one individual the required support and encourage all of us to carry on. It is indeed a great honour to us to have such a nice teacher, who devoted so much time teaching us our mother language. Out of that class we learn to read and write thus being able to communicate properly, orally and writing, making our lives much easier and meaningful. We deeply thank our teacher for the valuable assistance she has given us.

Learning is the biggest tool of the human power. Someone without knowledge is like a ship in the middle of the ocean without sails or a gun with blank bullets. A very big thank you, to our teacher and to the Adult education Centres, for the opportunities they are giving us to enrich our knowledge. You should always remember that, "Better late than never".

The above address was delivered by Mrs Demetra Christoforou, during the ceremony for the end of works of the Adult Education Centre of Limassol, in May 2004

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Intercultural Learning and Strategies to recruit Participants and their Communities – Handout 4

Evaluation: Strategies to recruit and understand Participants

Identify 3 strategies to recruit illiterate adults from a rural community or from a refugee settlement.

1.

2.

3.

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Intercultural Learning and Strategies to recruit Participants and their Communities – Handout 5 P. 1

Evaluation: Intercultural Learning – Questionnaire

Question 1

My neighbours, having just immigrated here from an autocratic society, consider that one should never raise their voice against the authorities – 'they know better'. I will consider it my duty to make them change their mind.

☐ strongly agree

☐ agree

☐ not sure

☐ disagree

☐ strongly disagree

What thoughts and feelings do these statements bring up for me?

_____

_____

Question 2

Citizens who share another cultural heritage cannot really integrate into European societies.

☐ strongly agree

☐ agree

☐ not sure

☐ disagree

☐ strongly disagree

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Intercultural Learning and Strategies to recruit Participants and their Communities – Handout 5 P. 2

Evaluation: Intercultural Learning – Questionnaire continued

Question 3

I sit in a train carriage, with a middle-aged lady having the seat opposite me. When a dark-skinned man enters the carriage, the lady discreetly takes her purse and holds it tight in her lap. Once the man is out of the carriage, she relaxes and places the purse next to her. I think she did the most sensible thing; you can never be careful enough these days!

☐ strongly agree
☐ agree
☐ not sure
☐ disagree
☐ strongly disagree

What thoughts and feelings do these statements bring up for me?

_____

_____

Question 4

I fell proud of being part of the European people, and I feel solidarity with other Europeans, as heirs of the same great civilization.

☐ strongly agree
☐ agree
☐ not sure
☐ disagree
☐ strongly disagree

Roma (Gypsies) are the only true European people.

☐ strongly agree
☐ agree
☐ not sure
☐ disagree
☐ strongly disagree

What thoughts and feelings do these statements bring up for me?

_____

_____

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Learning and teaching Methodologies – Handout 1 P. 1

Methods and their uses

Matching methods to Learning Aims

	Knowledge	Skill	Attitudes
Brainstorming	X	X	
Quizzes	X		
Case studies	X		X
Joint problem-solving	X		
Critical incident analysis	X		
Structured group learning	X		
Snowballing	X		
Soapboxing/debating	X		
Discussion groups	X		X
Structured exercises	X	X	
Role-plays		X	X
Demonstrations	X		
Games		X	X
Trigger videos		X	
Unstructured groups			X

Knowledge: giving information without just 'telling'

This section briefly describes a variety of methods for helping students learn about ideas in addition to the traditional lecture. These methods have the advantage that the students have to identify relevant ideas, or apply them, or marshall an argument about them, any way of encouraging them to make ideas their own will promote recall, and encourage integration of those ideas in existing knowledge.

Brainstorming

This can include making a list of relevant concepts to identify what group members know, and thus act as a useful preliminary part of a session.

Quizzes

Stock-taking worksheets can provide a similar starter for discussion, or can be a check at the end on what has been grasped.

Case studies

They can be real or simulated material designed to increase awareness of issues, and of the complexities within which issues are usually embedded. They are particularly useful for integrating knowledge or ideas on a source, and exploring the implications of applying them.

Critical incident analysis

Reviewing occasions, when something has gone very well or badly, can promote analysis of why this has happened. This is useful for any learning to be applied back at work.

Learning and teaching Methodologies – Handout 1 P. 2

Joint problem-solving

When information is shared amongst group members like a jigsaw, and members have to co-operate in order to discover the whole picture, members are made aware of the parallels with normal life, where information is seldom available coherently and systematically at the beginning of a problem-solving exercise. They also learn the importance of sharing and of listening to others to garner a fuller view.

Structured group learning

Individuals have time to prepare for the agreed topic and then have a given time to teach information-or a skill-to a partner. An observer may give feedback. Then members swap, so that both have opportunities to teach and learn. (Feedback can be on the accuracy of the content taught or on the process chosen to teach.

Snowballing

This method aims to provide individual time for thought, followed by time in small groups of two or four, then perhaps groups of eight and then the whole group. Each stage has a specific task, building on the one before, and possibly matched to stages 2-4 of the experiential learning cycle.

Soapboxing/debating

Create two teams to present opposing views. One member of each team is the presenter, but preparation is done by the team. Alternatively each individual gets the same amount of time to speak on a topic.

Discussion groups

Open and free discussion about a topic of mutual interest can be a good way for members to cue each other in to differing perspectives on a joint problem. It is important to keep the focus clear, or a discussion can feel undirected and inconclusive. Your role as an intermittent summariser is crucial.

Role-plays and exercises

The purpose may be either to find out how it feels to betaking a role as a client or member of the public, or to get feedback on the way each player participated in an exercise and to hear how others interpreted what you did.

Trigger videos

Very brief video exchanges which are designed to generate strong feelings in the onlooker are shown and members note their responses individually and then discuss them. These videos can be particularly useful where an emotional response overrides a cooler and more rational one.

Sensitivity/T group/unstructured groups/encounter groups

These are all opportunities to discover how you respond when the group's task is to pay attention to its members; reactions. They have been used in organizational development, and in interpersonal skills training. Because they are specialized and require considerable skill to facilitate, no further details are given in this book. Interested readers could refer to C Rogers: Encounter Groups. Pelican, 1970.

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Learning and teaching Methodologies – Handout 2

Evaluation: Association of the methods with their uses

Pleas explain in which case you would use each of the following methods:

1. Case studies

2. Lecture

3. Brainstorming

4. Discussion

Literacy Strategies and Methodologies – Handout 1

Causes and effects of illiteracy

2. Socio / Economic	3. Physical
▪ Political unrest ▪ Unemployment ▪ Low expectations and opportunities ▪ Poverty	▪ Poor vision ▪ Glue ear ▪ Brain injury ▪ Trauma ▪ Low self-esteem
3. Educational ▪ Frequent absenteeism – illness, no appreciation of education ▪ Frequent change of teachers ▪ Attention only focused on higher achievers – no focus on inclusion of all pupils ▪ Streaming ▪ Poor teaching – different learning styles ignores ▪ Large classes ▪ Corporal punishments ▪ Sufficient investment by the state in the education for people with literacy difficulties ▪ Demotivation	**4. Family** ▪ Illiterate parents or parents having low levels of literacy ▪ Hereditary factors ▪ Home culture / priorities – no books – no educational resources ▪ Poverty – child sent out to work at a young age.

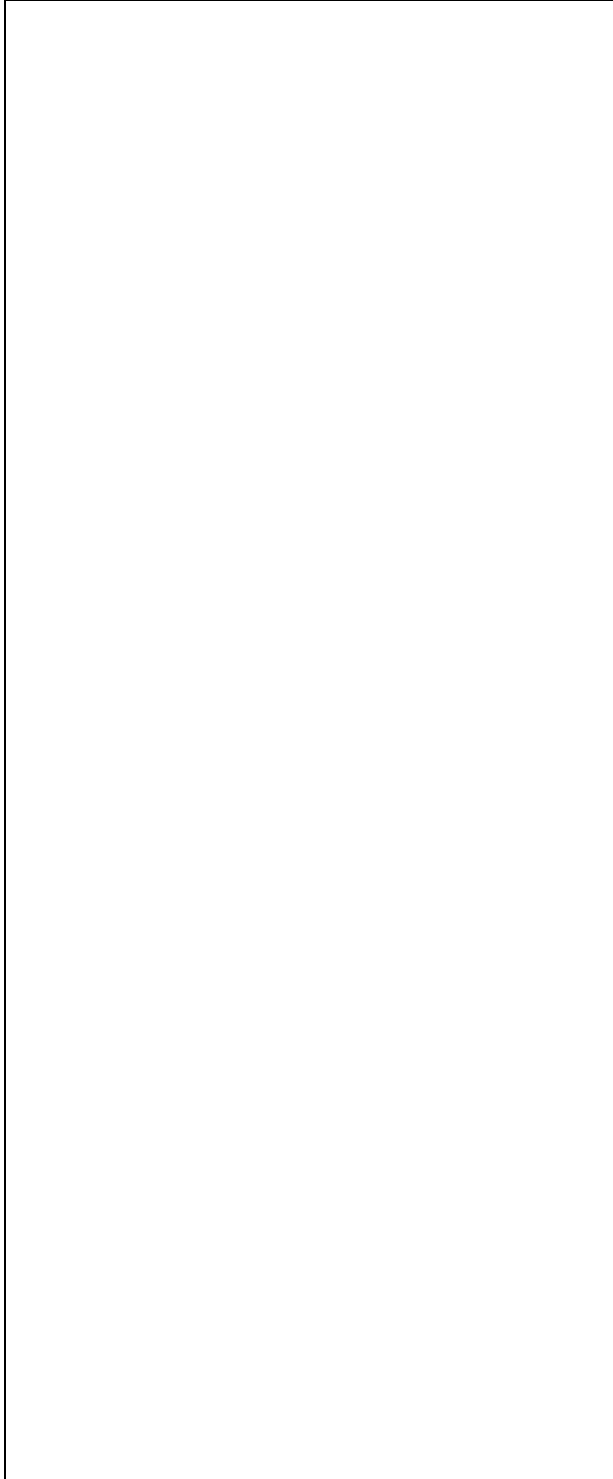**Positive effects of reading and writing difficulties**
- development of enhanced 'diplomatic' skills
- better observers
- more perseverant and determined in reaching their goals since they are more versed in hardship and are more able than others to overcome hurdles and obstacles
- development of manual dexterity / artistic skills
- more inventive and creative particularly in devising his own way for bypassing literacy
- improved strategies for recalling information – therefore increased memory skills
- ability to communicate in ways other than by reading and writing – icons, symbols
- they have more time for natural pleasures like enjoying nature, fishing…
- good actors / performers
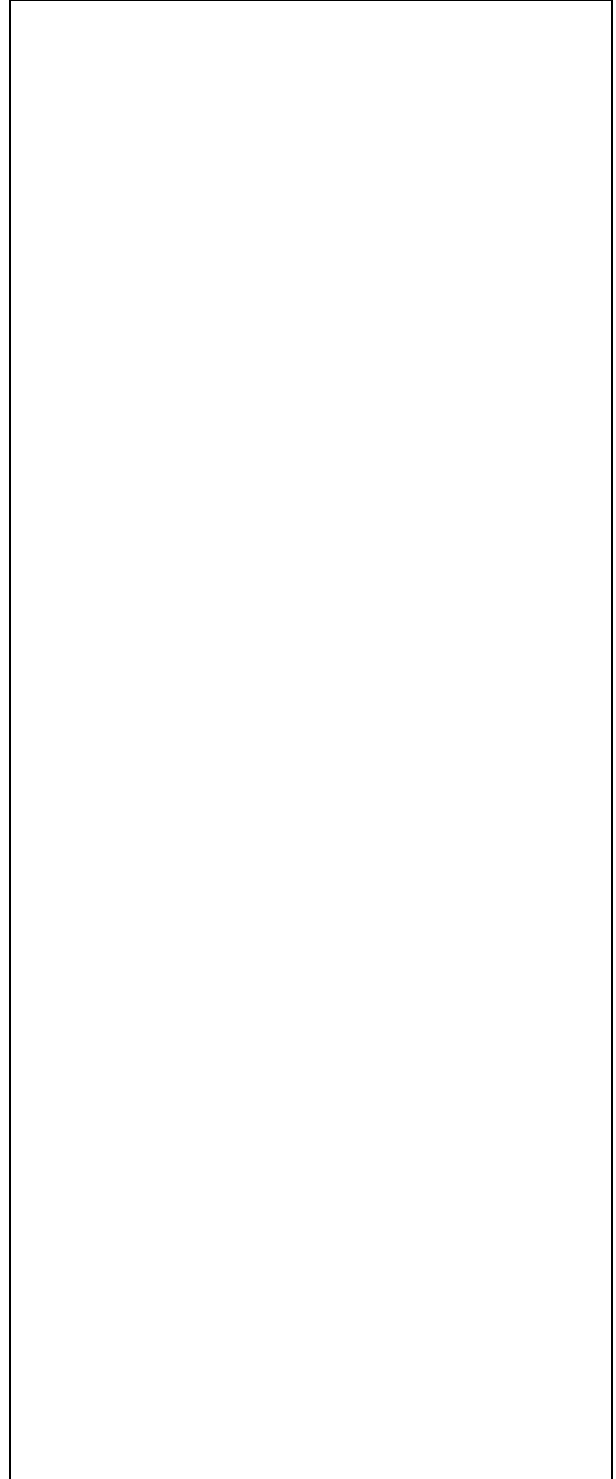- enhanced sensitivity towards the needs of others – more able to 'read' people.

Literacy Strategies and Methodologies – Handout 2

Positive and negative effects of reading and writing difficulties

Positive

Negative

Literacy Strategies and Methodologies – Handout 3 P. 1

Five Case Studies

Jane

Jane is the mother of two children who is separated from her boyfriend. She still lives in the neighbourhood she grew up in and her mother lives a five minute walk away. Jane left school early, without any qualifications. She has never had a job and has depended on social welfare all her life.

Jane helps out at the after-school club. She is great with the kids. Now there is a job opening in the centre for someone to be paid part time to do the work she is doing already. The only requirement is that she completes a council sponsored course on child protection. She will not put her name forward for the job or the course.

Johnny

Johnny is in his late thirties and is the father of three boys. He has always been a keen footballer and now helps Manager the local youth side. His enthusiasm, and ability to inspire the young players, makes him popular with adults and young people alike.

Johnny has been invited to attend the next youth Managing course and work towards a qualification but seems surprisingly reluctant even to fill in the application form.

They need a qualified Manager and may ask someone else to do the course.

Kurt

Kurt is a 25 year old single man who worked as a carpenter. Following a car accident, he is no longer able to continue with this kind of work. When he went for rehabilitation, it was discovered that he is dyslexic and can neither read nor write.

Literacy Strategies and Methodologies – Handout 3 P. 2

Five Case Studies – continued

Robert

Robert is a thirty-five year old parent who is very sociable and enjoys talking to people. He attended a craft and technical school and is now an agricultural worker. Robert likes nothing better than taking his children and their friends on outings or organizing practical activities for them.

For a number of years he has successfully organized the annual picnic on the day after the village feast. This year Robert has been asked to try and secure financial backing from the local council and sponsorship from some large local companies.

Robert can see that this is an excellent idea but he is beginning to wonder if the time has come for someone else to take over as picnic organizer.

Sarah

Sarah is married with seven children from four to seventeen years old. She married young and has never worked outside the home but would like to be able to help her children with their schoolwork.

Sarah was invited by a local community worker to join a new class to help women with their reading and writing. To begin with, Sarah enjoyed the class and the children at home really enjoyed their mother doing homework along with them.

After a few weeks however, Sarah started to fell that she is not making any progress. The feeling of failure reminds her of the short time she went to school as a child, when she was put to the back of the room and told she was lazy and not trying hard enough. She thinks she will not go next week

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Literacy Strategies and Methodologies – Handout 4

Five Case Studies – Group Work Questions

Jane   Group work questions
- Why do you think Jane is so reluctant to apply?
- Do you think she would apply for the job if she didn't have to do the course?
- What could be done and who should do it?

Johnny   Group work questions
- What are the choices facing Johnny?
- How do you think this difficulty could be resolved?
- Whose support will he need?

Kurt   Group work questions
- Why is this crisis so serious for Kurt?
- In his position, what would your priorities be?
- Whose support will he need?

Robert   Group work questions
- Why do you think this is a crisis for Robert?
- What do you think he should do?
- What do you think the village feast committee should do?

Sarah   Group work questions
- What do you think Sarah could do to avoid failing again?
- What do you think the community worker could do to persuade Sarah to continue with the class?
- What could her teacher do?

Literacy Strategies and Methodologies – Handout 5

Role Play Scenarios of the five Case Studies

Jane   Role play

Jane is having a cup of tea with her mother, who is trying to persuade her to apply for the job. Take the parts of Jane and her mother and see where the conversation takes you.

Johnny   Role play

The football team organizer calls round to see Johnny, to check if he has applied for the course. Take the parts of the organizer and Johnny and try out the conversation they might have.

Kurt   Role play

Kurt is with his case worker at the employment office. Take the parts of Kurt and the case worker and discuss Kurt's future employment options.

Robert   Role play

Robert is having an informal meeting with the chair of the village feast committee to discuss the proposal to seek sponsorship. Take the parts of Robert and the committee chair and see what happens.

Sarah   Role play

Take the parts of Sarah and the community worker or Sarah and the teacher and talk through the problem.

Literacy Strategies and Methodologies – Handout 6 P. 1

Different learning Styles

Visual The visual learner learns best and remembers information longer if they see it or picture it in their mind.	▪ Use pictures ▪ Use diagrams ▪ Use colour coding ▪ Use highlighting ▪ Use handouts ▪ Use demonstrations
Auditory The auditory learner learns best and remembers information longer if they talk about the topic.	▪ Explain ▪ Repeat ▪ Discuss ▪ Use tapes ▪ Use poems ▪ Tell stories ▪ Use dialogue ▪ Use drama ▪ Read aloud
Kinaesthetic The kinaesthetic learner learns best and remembers information longer if they are involved in handling materials and doing something.	▪ Be practical ▪ Use three dimensional models ▪ Make things ▪ Use tactile experience ▪ Move about ▪ Write

Literacy Strategies and Methodologies – Handout 6 P. 2

Different learning Styles – continued

Strengths	*Weaknesses*
Activists	
▪ Flexible and open-minded. ▪ Happy to have a go. ▪ Happy to be exposed to new situations. ▪ Optimistic about anything new and therefore unlikely to resist change.	▪ Tendency to take the immediately obvious action without thinking. ▪ Often take unnecessary risks. ▪ Tendency to do too much themselves and hog the limelight. ▪ Rush into action without sufficient preparation. ▪ Get bored with implementation/consolidation.
Reflectors	
Strengths: ▪ Careful. ▪ Thorough and methodical. ▪ Thoughtful. ▪ Good at listening to others and assimilating information. ▪ Rarely jump to conclusions.	Weaknesses: ▪ Tendency to hold back from direct participation. ▪ Slow to make up their minds and reach a decision. ▪ Tendency to be too cautious and not take enough risks. ▪ Not assertive – they aren't particularly forthcoming and have no 'small talk'.
Theorists	
Strengths: ▪ Logical 'vertical' thinkers. ▪ Rational and objective. ▪ Good at asking probing questions. ▪ Disciplined approach.	Weaknesses: ▪ Restricted in lateral thinking. ▪ Low tolerance for uncertainty, disorder and ambiguity. ▪ Intolerant of anything subjective or intuitive. ▪ Full of 'shoulds, oughts and musts'.
Pragmatists	
Strengths: ▪ Keen to test things in practice. ▪ Practical, down to earth, realistic. ▪ Businesslike – get straight to the point. ▪ Technique oriented.	Weaknesses: ▪ Tendency to reject anything without an obvious application. ▪ Not very interested in theory or basic principles. ▪ Tendency to seize on the first expedient solution to a problem. ▪ Impatient with what they see as waffle. ▪ On balance, task oriented not people oriented.

Literacy Strategies and Methodologies – Handout 7

Auditory processing Difficulties and related Strategies

Difficulties

Auditory figure – ground
Difficulty filtering out background noise or focusing on one voice amongst many
Can be a problem in social situations or working in an open-plan office

Auditory attention
May fall to follow, or lose concentration, when attending to auditory information

Auditory memory and sequencing
Difficulty storing and retrieving information given verbally
Problem remembering directions
Difficulty following multi-step instructions or remembering the order of items in a list

Auditory cohesion
Difficulty drawing inferences and making language-based connections
Problem understanding metaphors and analogies
May take things literally and not 'get the joke'
Difficulty with language-based maths problems

Spoken language
Difficulty pronouncing multi-syllabic words
May fail to set the scene or provide a context when describing events

Strategies
- Try to arrange a quiet place to work, at least for most important tasks
- Cut down as much background noise as possible
- Use visual resources to provide visual reinforcement (whiteboard, notices, illustrations, written instructions and diagrams)
- Demonstrate rather than describe
- Speak clearly, slow down and simplify verbal communication
- Provide opportunities for one-to-one clarification
- Give instructions stage by stage and wait for completion before moving on
- Use sequencing words to emphasize order (First…, then.. and finally…)

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Literacy Strategies and Methodologies – Handout 8

Motor Integration Difficulties

Co-ordination
General clumsiness and lack of automaticity
May find it difficult to do two things at once
May lose things and be disorganized

Bi-lateral integration
Difficulty, at least as a child, with using cutlery or tying shoe laces
Lack of automaticity may persist in adulthood

Handwriting
May be very untidy, with crossings-out and mixed upper and lower case letters
Pen grip may look awkward and hand tire easily
Writing may never become automatic

Tracking
May omit words, or whole lines, when reading
Problems with copying

Motor Integration Strategies

- Encourage the use of a PC for as many tasks as possible, to reduce the need for handwriting
- Where possible use assisting technologies to help with organization
- Use colour-coding to organize work tasks, diary, home life
- Experiment with writing implements – pencils, roller pens, felt tips, marker pens, fat pens etc.

Module 2: Principles of Adult Learning in the Field of Literacy and Basic Education

Literacy Strategies and Methodologies – Handout 9

Visual Processing Difficulties

Visual distractions
Distracted by cluttered background, cluttered page layout, cluttered desk, too much detail on a whiteboard

Print distortions
Print may appear to move or be blurred
May focus on the white spaces between words rather than the text

Tracking
Trouble moving smoothly from one line of print to the next
Difficulty following text while someone else reads
Problems with copying

Word recognition
Poor visual memory for words so that even well-known words may appear unfamiliar

Memory for letter patterns
Poor visual memory for letter patterns so that the same word may be spelt in several different ways in the same piece of writing.

Visual Processing Difficulties Strategies
- Use coloured paper for notices and handouts. This helps to reduce the black/white contrast that can make reading difficult.
- Coloured overlays (transparent acetates) may help with black-on-white print- experiment to see if they make a difference, and try different colours.
- Use friendly fonts such as Comic Sans, Tahoma, Trebuchet or Lucida San, avoid Times New Roman
- Experiment with different background colours and fonts on PCs
- Try to simplify the layout of documents and avoid visual clutter
- Don't put too much information on one page
- Provide essential information in non-visual ways such as audio-tapes
- Talk through printed material and encourage questions and discussion

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Literacy Strategies and Methodologies – Handout 10 P. 1

Reading, writing, spelling and numeracy Strategies

Reading Strategies

For readers with visual processing difficulties
Start with simpler material and encourage slow, careful reading
Make regular checks for meaning – every few words if necessary
Use audio-tapes: listen and read: read without tape
Experiment with coloured filters

For readers with auditory processing difficulties
Encourage lots of reading for pleasure and interest
Teach spelling, to increase sight vocabulary
Encourage use of context and syntax
Read first for sense, then go back to difficult or unknown words

For readers with motor integration difficulties
Experiment with card to help with tracking
Place book slightly to one side, not directly in front

For all readers
Use self-questioning, especially before starting to read new material – 'What do I already know about this?'
Practise picking out the main idea
Encourage flexible reading – faster for some purposes, slower and more carefully for others

Literacy Strategies and Methodologies – Handout 10 P. 2

Reading, writing, spelling and numeracy Strategies – continued

Writing Strategies

Planning
Encourage writers to talk through what they want to write before they start
Use templates for routine writing tasks at work
For more advanced writers, demonstrate mind-mapping

Handwriting
Experiment with different pens, paper-sizes, positions and pen grips
Practice letter patterns
Encourage joined-up writing – it more easily becomes automatic

Spelling
Encourage writers to keep a notebook of personal spellings
Demonstrate appropriate spelling strategies; visual and lexical for writers
With auditory processing difficulties; phonic and rhythmic for writers with motor or visual processing difficulties

Sentence structure and punctuation
Work on these together; punctuation makes more sense in relation to sentence structure

Proofreading
Encourage beginner writers to proofread for one thing at a time
Encourage all writers to proofread once for sense and once for everything else

Assisting technologies
Use assisting technologies wherever possible to circumvent writing difficulties

Literacy Strategies and Methodologies – Handout 10 P. 3

Reading, writing, spelling and numeracy Strategies – continued

Spelling Strategies

- Use relevant words
- Focus on their priority words
- Review rules such as plurals and so on.

Auditory
- Use tapes and CDs for word sounds.
- Develop mnemonics.
- Use rap, rhyme and rhythm.
- Use speak/read/recite/repeat aloud.
- Say the word funny (e.g. Wed-nes-day).

Visual
- Match words to pictures and colours.
- Break up words by using phonics.
- Look for the words within words.
- Develop associations of letters to pictures.
- Use cloze exercises with letters of words.
- Highlight the part of the word learner needs to focus on (for example, acc-ommo-dation).

Kinaesthetic
- Use computers.
- Try modelling clay to make letters and objects.
- Beat out the syllables with finger or pencil.
- Use letter tiles.
- Use crosswords.
- Cut out letters from newspapers or magazines.
- Use computer-spelling programmes.
- Write the words through repetition and cursive writing.

Literacy Strategies and Methodologies – Handout 10 P. 4

Reading, writing, spelling and numeracy Strategies – continued

Numeracy Strategies

- Use actual money.
- Try role-plays, menus, catalogues and shopping list.
- Use dominos.
- Use card games like patience.
- Try solitaire on the computer.
- Practise with bus timetables.
- Teach the 24-hour clock.
- Play bingo.
- Use cookery that includes measurement, weighing scales and temperatures.
- Try knitting.
- Develop a colour association with the different operations, for example blue for addition, green for subtraction and so on
- Make a list of the words that describe the different operations such as addition is add or plus or increase.
- Use objects like matches, lolly sticks or cubes.
- Use assisting technology.

Module 2: Principles of Adult Learning in the Field of Literacy and Basic Education

Literacy Strategies and Methodologies – Handout 11

Evaluation of 2 Units about Literacy Strategies and Methodologies

Describe a learner's profile (visual, auditory, motor etc.) and explain the teaching approach you would employ to improve his/her literacy skills.

_____

_____

_____

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The Learning Environment – Handout 1

The Learning Environment

LEARNER- CENTRED	TUTOR – CENTRED
- learner negotiates content. - active learner role. - affective, cognitive. - variety of methods used. - continuous self and peer assessment. - learning outcomes include process of learning itself. - pace determined by group and / or individual learners.	- tutor selects content. - more passive learner role. - emphasis on cognitive. - lecture, presentation predominate. - selected tests etc. determined by tutor. - learning outcomes focus on - content/subject/skill/competence. - pace, time and place of learning determined by tutor.

The extend to which we succeed in being learner-centred depends on the nature of the constraints within we have to operate.

Module 2: Principles of Adult Learning in the Field of Literacy and Basic Education

The Learning Environment – Handout 2

Motivation

Stephen Lieb suggests there are at least six factors that serve as sources of motivation for adult learning:

- To make new friends, to meet a need for association and friendships.
- To comply with instructions from someone else: to fulfil the expectations or recommendations of someone with formal authority.
- To improve ability to serve mankind, prepare for service to the community, and improve ability to participate in community work.
- To achieve higher status in a job, secure professional advancement, and stay abreast of competitors.
- To relieve boredom, provide a break in the routine of home or work, and provide a contrast to other exacting details of life.
- To learn for the sake of learning, seek knowledge for its own sake and to satisfy an inquiring mind.

How far would you agree with Lieb's suggestions?
Have you ever been motivated to learn by any of the above?
What is the motivation for your participation in this particular course?

The Learning Environment – Handout 3

Evaluation: The Learning Environment

Explain how you would overcome specific barriers in a learning situation in relation to (case studies may help):

1. **Low motivation**

2. **Low self-esteem**

3. **Emotional stress and anxiety**

4. **Physical environment**

Module 2: Principles of Adult Learning in the Field of Literacy and Basic Education

Planning a Teaching Programme – Handout

How to plan teaching programme

Please develop a plan for a programme in your field of work. Use the handout papers of this module. If possible, create a timed agenda. Write your plan on a flip chart. Then present it to the group and accept feedback. The following questions are offered as a guideline for your plan.

Target Group
- Who is your target group?
- Is the group already there or do you have to recruit them?
- Which information do you have and what do you still need to know?
- Which are the outstanding problems?

Aims and objectives
- Which is the subject of the programme?
- Which information shall the participants give or get?
- Which abilities shall they gain?
- What will be the results?

Start
- How will the trainer and the group present themselves?
- How will you introduce the subject of the programme?
- Do you intend to use an exercises as ice breaker?
- Which information shall the participants get?

Methods
- Which are the appropriate strategies and methods for this target group?
- Which methods will fit the topics?
- Which methods will benefit the interaction in the group?
- Are there work sheets or handout papers?

Working units
- How is the matter divided in appropriate learning units?
- How are the units arranged over the workshop time?

End
- How will the participants save what they have learned?
- How will you evaluate the programme?
- Will you give a certificate?
What will happen after the end of the programme?

Module 2: Principles of Adult Learning in the Field of Literacy and Basic Education

Evaluation of the Module – Handout 1

Trainer Self Evaluation:

Teaching/Learning Groups

The following questions are offered as prompts in order to stimulate your thinking about the development and progress of your group. Written answers are not required, but discuss each question, in your small groups and make a few notes if you think it's necessary.

1.	What were your feelings when the group first met? (warmth? doubt? anxiety? confusion? frustration? hostility?) Do you feel the same now as you did then? If you feel different: a) In what way do you fell you have changed? b) What do you think accounts for the change?
2.	How would you describe the atmosphere of the group at this stage in the course? Has it always been the same?
3.	What do you consider has been the effect (if any) of the course tutors on the group?
4.	Do you consider that the course tutor(s) have been accepted as members of the group? Or on the other hand are they perceived as being 'above and beyond' the group?
5.	Are group members always aware of and sensitive to the needs and interests fo other members?
6.	Have group members I earned from others in the group?
7.	Can you identify a specific pattern of development in the group?
8.	Do you consider that the size, age range, sex ration and background has been about 'right'?
9.	Have there been any external influences upon this group? If so what has been the result?
10.	Are there any other observations your group would like to make about the group and its development?

Module 2: Principles of Adult Learning in the Field of Literacy and Basic Education

Evaluation of the Module – Handout 2 P. 1

Questionnaire for the Module

In relation to the content of the training

1. I learned

_____

_____

2. I appreciated

_____

_____

3. I would like just to say

_____

_____

4. The training has reached its objectives (please circle the one you agree)

     Correct   False   Partly

5. The meeting has fulfilled my expectations

     Correct   False   Partly

Module 2: Principles of Adult Learning in the Field of Literacy and Basic Education

Evaluation of the Module – Handout 2 P. 2

Questionnaire for the Module – continued

Please evaluate the following statements from 1 (1-totally agree) to 5 (5-totally disagree)	1 Totally agree	2	3	4	5 Totally disagree
The meeting was well organized					
The aims of the meeting were clearly stated					
Time management was fine					
Facilitators supported active participation					
Everyone had a chance to express his/her opinion					
The contribution of everyone was valued					
The methods used eased my learning					
Working in small groups was efficient					
There was a balance between working and leisure activities					

6. I found issues raised related to real life and applicable to my work.

       Correct   False   Partly

7. General comments

_____

_____

_____

_____

_____

_____