

English without Frontiers

Teaching English as a Foreign Language
to Adult Learners with Intellectual Disabilities or
Learning Difficulties

Unit 10: Goodbye and Good Luck!

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The speakers on the *English without Frontiers* CD-ROM and DVD are the inc.Theatre ensemble – part of Spare Tyre Theatre Company in London: (www.sparetyretheatrecompany.co.uk)

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Objectives

Assessment

Diploma or certificate

Evaluation of the course

Framework for assessment

Video Unit 10

Activities

10.1 Spoken language, reproduction

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Assessment

If possible, the last lesson of a course should be dedicated to assessment. For longer courses (e.g. 5 lessons or more) it is good practice to include an assessment point, halfway through the course.

With some groups, it may be good practice to dedicate the last 15-20 minutes of each lesson, to assessment.

Assessment activities can have 4 objectives:

1. To give the learners a sense of achievement.
2. To reinforce the language that the learners have met during the course or lesson.
3. To help teachers diagnose strengths and weaknesses, in the participants
4. To help teachers diagnose strengths and weaknesses in the course.

For our participants, the first objective is the most important one: they should experience a sense of achievement. It is therefore very important that the teacher selects the assessment activities and the content for these activities, carefully. Because of the flexible nature of the *English without Frontiers* curriculum (teachers can select what units to use, what activities to include, and what language to teach) we cannot include any ready-made assessment activities. Instead, we will present an assessment framework from which the teacher can select assessment activities that are appropriate for a group, or for an individual participant. The content for these activities can be selected from the units that will be assessed, e.g. flashcards, the talking dictionary, the multiple choice activities.

Because we want the learners to have a sense of achievement, assessment activities should be selected slightly below, or at the level of accomplishment of the participant(s).

Feedback to the participants should always be positive and should focus on what the participants *can* do.

Diploma or certificate

Completion of the English without Frontiers course will not result in a nationally or internationally recognized diploma or degree. It is good practice, however, to give the participants a diploma or certificate, when they complete a course. On the certificate, you can describe what the participant has accomplished in the course. At the end of this unit, you will find a sample of a diploma. On the internet are several

websites where you can download samples of diplomas or make your own, on-line (e.g. www.123certificates.com).

Make the diploma ceremony a special occasion to which friends and relatives can be invited.

Evaluation of the course

For the teacher's sense of achievement and for continuing improvement of the course, it is important to ask the participants to evaluate the course. You can do this in an informal conversation, you can use the evaluation sheets at the end of this unit, or you can use a combination of the two.

Framework for Assessment

The *English without Frontiers* framework for assessment consists of 5 levels, and two modalities.

The 5 levels are:

1. Reproduction
2. Recognition
3. Comprehension
4. Elicited production
5. Spontaneous production.

The two modalities are spoken language (listening, speaking), and written language (reading, writing).

	Spoken language	Written language
Reproduction	10.1	10.6
Recognition	10.2	10.7
Comprehension	10.3	10.8
Elicited production	10.4	10.9
Spontaneous production	10.5	10.10

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10.1 Spoken language, reproduction

Objectives	The participants <ul style="list-style-type: none">repeat spoken words, phrases or sentences from the video, or presented by the teacher.
Materials	Talking dictionary Video clips 1-5, or 6-10 Flashcards
Procedure	Present a spoken word, phrase or sentence to a participant, and ask him/her to repeat the word, phrase or sentence.
Variations	<p>You can make the activity easier by showing the picture, and/or the written word while the word/phrase/sentence is presented.</p> <p>You can make the activity more difficult, by increasing the delay between the presentation, and the repetition by the participant.</p> <p>You can make the activity more difficult, by increasing the number of words that the participant has to repeat.</p>
Tips	In the English without Frontiers curriculum, the objective is that participants learn to use English for communication; perfect English pronunciation is not an objective; participants pass, if they repeat the word, phrase or sentence.

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10.2 Spoken language, recognition

Objectives	The participants <ul style="list-style-type: none">recognize the meaning of spoken words or phrases in a limited context.
Materials	Multiple choice activities Flashcards
Procedure	<p>Show a picture, and say a word or phrase (a word / phrase that matches the picture or an incorrect one). The participant says 'yes' (correct) or 'no' incorrect, uses a sign to indicate yes or no (e.g. thumb up and thumb down), or points to written signs for 'yes' and 'no'.</p> <p>Show 2 (3, 4 5) pictures and say a word or phrase. Ask the participant to point to the correct picture. You can use the Multiple choice activities for this purpose.</p> <p>Show 1 picture, say 2 (or 3, 4, 5) words or phrases. Ask the participant to indicate which word matches the picture.</p>
Variations	You can make this activity easier by choosing words / pictures that are very different, phonologically and in meaning. You can make the activity more difficult, by using 'distracters' (incorrect alternatives) that are very similar to the target word, either phonologically or in meaning.

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10.3 Spoken language, understanding

Objectives	The participants <ul style="list-style-type: none">demonstrate their understanding of words, phrases, sentences.
Materials	Flashcards
Procedure	<p>Say a word or sentence and ask the participant to demonstrate the meaning of the word or sentence, by body language, pointing, signing or acting.</p> <p>Say a word or sentence and ask the participant to draw the meaning of the word or sentence.</p> <p>Say a word or sentence and ask the participant to explain the meaning of the word or sentence, in English or in L1.</p> <p>Ask the participant a question. The participant responds by speaking or acting.</p>

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10.4 Spoken language, elicited production

Objectives	The participants <ul style="list-style-type: none">say English words or phrases in a limited context.
Materials	Talking Dictionary Flashcards
Procedure	<p>Show the participant a picture, and ask him/her to say the English word or phrase.</p> <p>You can use the Talking Dictionary for this purpose: show the picture, ask the participant to say the word, then play the video to check whether the participant said the word correctly.</p> <p>Use body language or signs to demonstrate an action or an object, and ask the participant to say the word or the phrase.</p> <p>Start an English phrase or sentence, and ask the participant to complete it. You can use pictures to make this task easier (e.g.: "this house is very", "My sweater is").</p>
Variations	You can make this activity more difficult by asking for sentences instead of single words (e.g. "I like ice cream", instead of "ice cream".)
Tips	In the English without Frontiers curriculum, the objective is that participants learn to use English for communication; perfect English pronunciation is not an objective; participants pass, if they say a word or phrase that resembles the target word or phrase.

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10.5 Spoken language, spontaneous production

Objectives	The participants <ul style="list-style-type: none">• use spoken English for communication.
Materials	Video clips 1-5, or 6-10
Procedure	<p>Play a video clip and ask the participant to respond in English.</p> <p>Ask the participants more questions, that they have to answer in English.</p> <p>Use role-play to stimulate the participants to demonstrate their English skills, e.g. act out meeting a friend, going to a shop, going to a restaurant. You can participate in the role-play, or you can be the observer.</p> <p>Invite a (preferably native) speaker of English to visit the group and ask the participants to interact with him/her.</p>

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10.6

Written language, reproduction

Objectives

The participants

- copy written words or phrases.

Materials

Flashcards

Scrabble letters or plastic letters

Worksheets with incomplete words (. ame, . ity, etc.)

Worksheets with many words

Procedure

Show a word and give the participant the letters that s/he needs to make this word. Ask him/her to copy the word with these letters

Give the participants the worksheet with incomplete words. Show each complete word, and ask them to write in the missing letter.

Give the participants the worksheet with many words. Show a word, and ask them to circle it on their worksheet.

Show a word and ask the participants to copy the word.

Variations

You can make the activity easier by showing the pictures as well as the words.

You can make the activity more difficult, by showing the written word only briefly so that the participants have to write the letter or copy the word, from memory.

Tips

In the *English without Frontiers* curriculum, the objective is that participants learn to use English for communication; perfect English spelling is not an objective; participants pass, if they can write some letters of the word, phrase or sentence.

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10.7

Written language, recognition

Objectives

The participants

- recognize the meaning of written words or phrases in a limited context.

Materials

Flashcards

Worksheets with multiple choice questions:

- One word, 3 pictures, and/or
- One picture, 3 words.

Odd-one out worksheets (lists of words, with one or several words that do not belong in the list, e.g. the word 'hamburger' in a list of drinks, the word 'dog' in a list of relatives, etc.).

Procedure

Mix and match: give the participant 1 (2, 3, 4) pictures and the English words / phrases for these pictures. Ask the participant to put the correct word under each picture.

Give the participant the multiple choice worksheets and ask them to cross out the incorrect pictures or words.

Give the participants the odd-one out worksheets, and ask them to cross out the 'odd' words that do not belong.

Variations

You can make this activity easier by choosing words / pictures that are very different, phonologically and in meaning. You can make the activity more difficult, by using 'distracters' (incorrect alternatives) that are very similar to the target word, either phonologically or in meaning.

You can make this task easier, by allowing the participants to use their dictionaries.

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10.8

Written language, understanding

Objectives

The participants

- demonstrate their understanding of words, phrases, sentences.

Materials

Flashcards

Worksheet with correct and incorrect sentences (e.g. 'London is a country', 'I like hamburgers').

Procedure

Show a written word or phrase and ask the participant to demonstrate the meaning of the word or phrase, by body language, pointing, signing or acting.

Show a written word or sentence and ask the participant to draw the meaning of the word or sentence.

Show a written word or sentence and ask the participant to explain the meaning of the word or sentence, in English or in L1.

Give the participants the written questionnaire; ask them to cross out the sentences that are not true.

Variations

You can make this task easier, by allowing the participants to use their dictionaries.

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10.9

Written language, elicited production

Objectives

The participants

- write English words or phrases in a limited context.

Materials

Flashcards

Words, cut up into letters

Sentences, cut up into words or phrases

A story, cut up into sentences

A worksheet with incomplete sentences

Procedure

Give a participant the cut up word (sentence, story) and ask him/her to put the pieces of paper in the correct order.

Show a flashcard (picture side) and ask the participants to write the English word.

Give the participant the worksheet with the incomplete sentences and ask them to fill in the missing words.

Variations

You can make the 'cut and paste' tasks easier, by cutting the words / sentences / stories in only 2 or 3 parts.

You can make the writing activities easier by giving the participants a list of words from which they can choose.

You can make this task easier, by allowing the participants to use their dictionaries.

Tips

In the English without Frontiers curriculum, the objective is that participants learn to use English for communication; perfect English spelling or grammar is not an objective; participants pass, if they can write a word or phrase that resembles the target word or phrase.

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10.10

Written language, spontaneous production

Objectives

The participants

- use written English for communication.

Materials

A worksheet with written questions.

An e-mail or postcard, with a short English text.

Procedure

Ask the participants to write down the answers to the questions.

Ask the participants to write a response to the e-mail or postcard.

Ask the participants to write a short story or a poem, in English.



English without Frontiers Completion

We gladly present this certificate to

.....

in recognition of participation in the course

.....

Awarded on / /

Signature:

Signature:
























.....

.....

Name:

1. Please give a grade to the course, between 1 and 10.

(1 = very bad, 10 = very good)

- | | | | |
|---|--|---|---|
| 2. Did you like the group? |  |  |  |
| 3. Did you like the location? |  |  |  |
| 3. Did you like the video? |  |  |  |
| 4. Did you like the activities? |  |  |  |
| 5. Did you like the games? |  |  |  |
| 6. Do you think that you learned something? |  |  |  |
| 7. Was it too difficult? |  |  |  |
| 8. Was it too easy? |  |  |  |

9. What did you NOT like?
.....

11. What did you like best?
.....

12. Any other comments?
.....

Worksheet 10: Evaluation 2

Name: Date:

1. Please give a grade to the course, between 1 and 10.

(1 = very bad, 10 = very good)

2. Did you like the group?

.....

3. Did you like the location?

.....

4. Did you like the video-clips?

.....

5. Did you like the activities?

.....

6. Did you like the games?

.....

7. Do you think that you learned something?

.....

8. Was it too difficult?

.....

9. Was it too easy?

.....

10. What did you NOT like?

.....

11. What did you like the best?

.....

12. Any other comments?

.....