

**ASSET UK**



An Equal Transnational Dissemination  
visit to Malmo, Sweden  
15<sup>th</sup> – 16<sup>th</sup> September 2005



**<http://www.asset-uk.org.uk>**



**ASSET UK Visitors:**

Judith Kirsh, Pauline Moon, from LLU+;

# 1. Background and purpose of dissemination visit

This dissemination visit to Sweden, 15<sup>th</sup> – 16<sup>th</sup> September 2005, grew out of a meeting at a conference between Helen Sunderland (LLU+) and Elisabet Mornerud (Världens Hus, Malmo, part of the Hyllie Park, Folk High School for adults), where they discovered that they were both working in the field of basic literacy.

The dissemination visit was organised in order to disseminate LLU+'s teacher training course 'Teaching basic literacy to ESOL learners' to Elisabet Mornerud and her colleagues in Världens Hus, Malmo, and other colleagues in the Malmo area.

Elisabet Mornerud kindly arranged the programme. At LLU+, we knew that she was involved in an innovative project concerned with teaching basic literacy in both mother tongue and Swedish. Therefore, we also took the opportunity to find out about basic literacy work in Världens Hus, Malmo, and the Malmo area. We did this because we took the view that our dissemination would work most effectively if all involved had an opportunity to acknowledge the experience and knowledge of the others, and to share it, and, linked to this, if we could make links between our work in UK and their work in Sweden.

## 2. Programme: seminar/workshop & meetings

### 2.1 Outline of the programme for the dissemination visit

The following is an outline of the programme of the dissemination visit:

#### **Thursday 15<sup>th</sup> of September**

8.15 Meet Elisabet Mornerud outside the hotel

8.30 – 12.00 Visit to "Världens Hus" The house of the World in the area of Kroksbäck and the bilingual literacy program and education of Hyllie Park, Folk High School. Mellanbäcksgången 4, Malmö.

8.30 – 10.00 visiting the different classes

10.00 – 10.30 coffee break with the teachers

10.30 – 11.45 background and presentation of the course and program.

12.00 Lunch at the Folk High School

13.15 Visit to the municipal school of adult education of Malmö: Komvux Södervärn and the SFI (Swedish for immigrants) unit. Contact person: Margareta Linder (Principle).

17.00 – 20.00 Seminar/workshop with the guests from LLU+ (a tea-break at 18.30)

### **Friday 16<sup>th</sup> of September**

8.30 Meet Elisabet Mornerud outside the hotel

9.00 Visit to SFI Lernia meeting with staff at the SFI unit Contact person: Anna Sibinovic

11.00 Visit to School of International Migration and Ethnic Relation, Malmö University (IMER) Contact person: Christina Waern (Teacher in Swedish as a second language)

Lunch at IMER

17.30 the teachers at “Världens Hus” invites to Tea

## **2.2 Seminar/workshop**

### **2.2.1 The seminar/workshop programme: 15<sup>th</sup> September**

The following is an outline of the seminar programme:

**Thursday 15<sup>th</sup> September 2005 17.00 – 20.00**

#### **Teaching Basic Literacy to ESOL\* Learners: a training course for ESOL\* teachers**

##### **Aims:**

- To disseminate the work of LLU+ for ASSET UK: a training course for teachers ‘Teaching Basic Literacy to ESOL\* Learners’
- To share knowledge and experience of teaching basic literacy to speakers of other languages in Sweden and the UK (throughout the session)

*\* English for speakers of other languages*

##### **Programme:**

- Introductions, aims

- Information about the LLU++ teacher training course ‘teaching basic literacy to ESOL learners’
- Key principles of the course:
  - ❖ contextualised, learner centred activities which are relevant and of interest to learners
  - ❖ the reading and writing skills, knowledge and understanding that ESOL basic literacy learners need to develop
  - ❖ using a top down approach: starting at text level and integrating work at sentence and word level
  - ❖ using a learning styles approach
- Teaching approach: Language Experience
- Break for tea/coffee
- Carousel of activities used in the teacher training course
- Issues arising & discussion

For examples of materials used in the seminar/workshop, see the Appendix.

## **2.2.2 Contextualising the seminar/workshop**

On Thursday 15<sup>th</sup> September, we took the opportunity to find out about the learning contexts of the teachers and managers who were coming to the seminar/workshop, i.e. the organisation of basic literacy provision, teaching approaches used, and training for teaching basic literacy. We visited a small number of classes and met learners, teachers, and managers.

Finding out a little about the learning contexts was very useful because it enabled us to tailor the seminar/workshop, and to make links and references during our input to the basic literacy work and approaches that we had seen/heard about, and to what learners had said. For example, during the seminar/workshop we were able to make links between key issues emphasized by the LLU+ course ‘Teaching Basic Literacy to ESOL Learners’, (such as the importance of contextualising learning, and the issue that ‘a beginner literacy learner is not a beginner thinker’), and comments made by learners who we had spoken to earlier in the day, such as how much they valued the opportunities that were provided, particularly in the mother tongue literacy classrooms, to fully express themselves, as adults, during discussions on subjects such as citizenship.

## 2.3 Meetings

### 2.3.1 Details of meetings held on 15<sup>th</sup> & 16<sup>th</sup> September

Meetings were held with the following people:

1. Elisabet Mörnerud (programme manager), teachers and learners at “Världens Hus” (The house of the World) in the area of Kroksbäck, and the bilingual literacy program and education of Hyllie Park, Folk High School. Mellanbäcksgången 4, Malmö.
2. Margareta Linder (Principle) and teachers in the SFI unit (Swedish for immigrants) at Komvux Södervärn, the Municipal school of adult education of Malmö.
3. Anna Sibinovic (head of department) and teachers of the SFI unit at Lernia, Malmo. Lernia provides Swedish for Immigrants, SFI, in several cities on behalf of the Swedish government.
4. Christina Waern (Teacher in Swedish as a second language) from the School of International Migration and Ethnic Relation, Malmö University (IMER)

### 2.3.2 Key aspects of the meetings, including dissemination

- a. The British context of asylum seekers and refugees in the UK, including eligibility to work, educational opportunities.
- b. Strategies in the UK in relation to asylum seekers, with particular reference to education and employability.
- c. Training of teachers of ESOL in UK, with particular reference to training offered through ASSET UK.
- d. Provision for ESOL learners in the UK, with a particular focus on basic literacy provision.
- e. The context in which the basic literacy course was developed and how it was run under ASSET UK.
- f. During discussion about teaching basic literacy learners, both before and after the seminar, we disseminated the principles and approaches promoted by the course ‘Teaching Basic Literacy to ESOL Learners’, and topics of discussion included: the value of the top down approach, (i.e. starting with accessible text level work, rather than decontextualised letter level work), appropriate strategies for working with basic literacy learners, and the issue of contextualising learning.

- g. We briefly described the skills audit work carried out by NIACE for ASSET UK. This arose during discussion of the importance of including 'employability' in courses for learners of Swedish/English. (Contact details of people who expressed interest to be passed onto NIACE).
- h. We briefly described the Citizenship materials developed by the BSA for ASSET UK. This arose during discussion about contextualising learning. (Web link to the BSA citizenship materials to be passed onto people who expressed interest).

# Appendix

This appendix contains some examples of materials used in seminar/workshop on 15<sup>th</sup> September:

- Handout about the LLU+ course 'Teaching Basic Literacy to ESOL Learners'
- Handout accompanying one of the activities used in carousel of activities (Frith's model of reading acquisition)



The UK Asylum Seekers Mainstreaming Partnership - ASSET UK is part funded by the European Social Fund under the EQUAL Community Initiative Programme. Supported by the Learning and Skills Council.

## Teaching Basic Literacy to ESOL Learners

LLU+ is based at London South Bank University. Our work includes **teacher education**, consultancy and advice, project management, producing **resources** and running **networks** and curriculum working groups. We manage national and local projects and develop and trial new courses.

### Aims

This five day course aims to provide teachers of ESOL with the main aspects of theory and practice of teaching reading and writing to ESOL basic literacy learners, many of whom may not be literate in their first, and other, languages. The course promotes a learning styles approach to teaching and learning in the ESOL classroom that takes account of the notion that people learn in different ways.

### Objectives

For teachers to be able to

- analyse the development of reading and writing skills
- assess ESOL learners with basic literacy needs
- plan schemes of work and individual sessions
- develop their knowledge of appropriate methodology and classroom activities
- increase their classroom management skills with particular reference to mixed level groups
- design and select basic literacy materials appropriate for bilingual adult learners
- develop their understanding of individual learning styles and dyslexia

PTO

## **Course content & method**

The course covers:

- the reading and writing processes
- learning styles
- assessment
- syllabus design
- session planning and objective setting
- teaching mixed level groups
- teaching reading, composition, handwriting, spelling
- dyslexia
- materials – workshop

The training course employs the learning styles approach to teaching and learning that it promotes for the ESOL classroom. The aim is to deliver the course objectives by providing participants with a wide range of activities and tasks. There are some short presentations, but the course is not lecture based. There are opportunities to watch some videos that have been produced specifically for this course; these videos demonstrate some approaches to assessing and teaching ESOL basic literacy learners, including language experience.

## **Course assignment**

The assignment is a case study of an ESOL basic literacy learner and includes:

- a profile of the ESOL basic literacy learner
- an assessment
- learning priorities
- a learning programme of 4-6 sessions
- the learning activities and materials
- an evaluation of the work with the learner

## Frith's model of reading acquisition

This activity is about Uta Frith's theory on the stages of reading acquisition.

She identifies three stages:

### 1. Logographic

- very basic recognition of a few words

### 2. Alphabetic

- starting to develop knowledge and understanding of the relationship between letters and sounds

### 3. Orthographic

- automatic recognition of a lot of words (being a good reader)

**Activity:**

- the cards describe the stages in more detail
- put the cards under the correct stage on the white card
- use page 2 (overleaf)\* to check

*\*not included here*

*Additional note:*

N.B. Not all readers will go through all of these phases (for instance dyslexic learners often get stuck at the alphabetic stage, or never master it and move on to the orthographic.) Both whole words and phonics have their place in the teaching of basic literacy, but the eventual aim is to bring readers to the orthographic stage.

This report was written by Pauline Moon & Judith Kirsh (from LLU+) for ASSET UK.

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