Training Strategies for Adult English-Language Learners

Folse, 2004; Hattie, 2008; Hill & Miller, 2013; Hunt & Beglar, 2005; Knowles, 2004

STRATEGIES

Training strategy: Vocabulary supports

Elements of training strategy:

- **Participant uses a dictionary**—electronic or paper—during the training. Use Longman online or other ESL dictionaries.
- **Use a variety of texts** related to the training topic.
- **Provide an anchor chart of common or technical vocabulary and phrases** from the workshop. Refer to it throughout the training.

Training strategy: Interactions with the trainer

Elements of training strategy:

- **Set clear, observable learning goals**.
- **Provide frequent, explicit feedback**. Let English learners know explicitly what they are doing that is correct and what they need to do to correct incorrect work.

Training strategy: Interactions with other participants

Elements of training strategy:

- **Use collaborative learning strategies.** Use a variety of group structures for learning—pairs, triads, teams, and whole group structures—throughout the training.
- **Provide advance organizers.** If the training includes handouts with fill-in-the-blanks, before the training fill in some, or all, of the blanks for English language learners.
- **Use non-linguistic representations.** Use symbols, pictures, graphic organizers, and objects to represent key points or terms.

Training strategy: Differentiate extended readings

Elements of training strategy:

- **Provide an abstract or written summary** of a longer article.
- **Translate the abstract or written summary** of a longer English article.
- **Two for one:** When reading orally in pairs or triads, the English language learner reads only one sentence or paragraph for every three or four sentences or paragraphs their fluent partners read.
- **Use echo reading:** Have parents read text after facilitator reads the text.
- **Use choral reading:** Have parents read a sentence or sentences from a slide or handout together as a group.
- **Use break-in reading:** As a facilitator, find a key word in a reading or on a slide and have the parents read that word as you read through the reading passage or slide.

Training strategy: **Translation alternatives**

Elements of training strategy:

- **Provide translations for how to start activities** without further translation.
- **Provide translated vocabulary lists, abstracts, or summaries** with the remainder of the materials in English.
- **Provide a translator station**. The translator sits in one spot and the English language learner uses the translator as a resource only as needed during the training.

VARIOUS LEARNING STYLES

The modules will contain options for various learning styles. Facilitators can provide additional support to different learners by using techniques that will keep all learners engaged.

Learning style: **The visual learner**

Elements of learning style:

- Prefers maps, graphic organizers, charts
- Learns well from video examples or flow charts of steps that need to take place.
- Example: seeing answers from questions asked of the group on a chart.

Learning style: **The auditory learner**

Elements of learning style:

- Prefers to hear information rather than reading or seeing it
- Learns well from lectures, discussions, talking things through, and discussing problems out loud
- Example: if a parent answers a question, repeat or summarize the answer to the parent and the group.

Learning style: **The reader/writer**

Elements of learning style:

- Prefers information displayed as words
- Learns well from PowerPoints, manuals, and assignments
- Print all handouts and show them to the group when they are referenced in the module. These learners may want to read along or read each on their own.

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