

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

O4-A2

TRAINING PATHWAYS

[To develop the structure for the self-learning modules.]

by English at Work

SupEFL Project

Supplemental Self-help in English as a Foreign Language for Learners with Specific Learning Differences/Difficulties

2014-1-DE02-KA200-001093

March 2016

Content

Introduction.....	3
Modules.....	4
Methodology.....	5
Training Pathways.....	7
Introduction/ Methodology.....	8
Module 1 – Reading and Listening: The Byte-Sized Idiomatic Approach.....	8
Module 2 – Memory: Vocabulary Acquisition.....	10
Module 3 – Plain English Writing.....	13
Module 4 – Intercultural Communication and Motivation.....	15
Module 5 – Strategies for Better Learning.....	18
Module 6 – Interpersonal Communication.....	21
Module 7 – Public Speaking.....	24

Introduction

SupEFL - “Supplemental Self-Help in English as a Foreign Language for Learners with Specific Learning Differences“ which has been funded by the Erasmus+ Program of the European Union. The project is directed at special learners of English as a Foreign Language (EFL) who are experiencing difficulties with one or more of the four language systems (reading, writing, listening and speaking). We are developing self-help Open Educational Resources (OER) for learners of English with special needs in one or more of the following areas: reading, writing, speaking, listening, memory, motivation and/or learning in general.

The key project audience are learners with Specific Learning Difficulties (SpLDs) who will be end-users and will be most interested in the final product. To reach them the project team is also targeting teachers and trainers who would want and need guidelines on how to identify such individuals, implement our self-help program and track the progress of learners with SpLDs.

This report focuses on the development of the training pathways.

	Description:	Tasks:
O4 - A1 Self-learning Modules	Authoring the 7 learning modules; Reading, Writing, Listening, Speaking, Memory, Learning and Motivation.	To develop key tools and techniques learners can use to accelerate their learning.
O4 - A2 Training Pathways	Development of training pathways.	Development of training pathways.
O4 - A3 Methodological Handbook	Conceptualization, design and elaboration of methodological handbook.	Development of methodological handbook.
O4 - A4 Technical Implementation	Designing, programming and publishing online of the learning modules,	Development of GUI, illustrative resources, video-audio resources software development and optimization.
O4 - A5 Updates and Improvements	Updates and improvements of the learning modules.	Updating of products according to piloting activities and recommendations.

Table 1: Description of O4 activities and tasks

Modules

The platform <http://eflmodules.projectplatform.net/> will include 7 **modules** for self-help learning, plus an auxiliary 8th module with flashcards:

1. Reading and Listening: the Bite-Sized Idiomatic Approach
2. Memory: Vocabulary Acquisition
3. Plain English Writing
4. Intercultural Communication and Motivation
5. Strategies for Better Learning
6. Interpersonal Communication
7. Public Speaking
8. Vocabulary (flashcards)

Methodology

Based on the analysis of the research carried out during the first stage of the project (O3-A3) and the developed of training guidelines (O3-A4) we have developed a methodology for the creation of the self-help modules. Based on this methodology we have created the training pathways.

The methodology follows the main features of the needs of the special learners and the rules of learning. It provides the base of the content, the form and implicate the tools of the course.

The methodological handbook (O4-A3) covers the following aspects:

1. Learning and language learning
2. Special learners' learning
3. Multi-channelled learning
4. Built up from passive listening levels towards more demanding active language production
5. Activities include the most popular aspects of everyday activity of the target group
6. Focused on success and positive feedback
7. Pathways
8. Listening – understanding
9. Remembering – recalling
10. Repeating – speaking
11. Imitation – reading
12. Copying – writing

Our goal is to develop self-help learning materials for special learners to learn English as a second language. The current psychological knowledge on the needs of special learners and the rules of learning help to provide effective learning environment for our target group.

Combining the natural forms of learning and the specialties of our target group the learning pathways have been developed.

The main features of our methodology:

- to follow the natural learning – learning environment starting with free exploration plus giving materials for the systematic learning
- to provide natural learning environment through multi-channelled materials
- to build on communication and individual interests
- to ground a skill through passive, non-production focused learning following active, production focused learning
- to avoid confusion using continuous feedback and over-learning
- to ensure self-confidence through providing a strengthening, positive atmosphere by independent learning and individual choices

The Methodological handbook provides the psychological background for the development of the training pathways. The pathways will integrate the content of the material that is written for the self-learning modules and the psychology of learning and the knowledge of the special learners' needs identified in our Methodological Handbook (O4-A3). The pathways will design the structure of each module.

Training Pathways

Based on the analysis carried out during the previous stages of our project, the self-help modules should start with an [Introduction/Methodology page](#). Each module should follow a structure that includes the following sections:

1. **video** introduction.
2. **summary** of the module,
3. **suitability** (why this module),
4. required **level** of English (based on CEF levels of proficiency A1-C2),
5. **contents**,
6. estimated **time** for completion,
7. **objectives** (what are the goals to be achieved)
8. **methodology** (how the goals will be met)

Common European Framework of Reference for Languages - Self-assessment grid

	A1 Basic User	A2 Basic User	B1 Independent user	B2 Independent user	C1 Proficient user	C2 Proficient user
Understanding	 Listening I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
	 Reading I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
Speaking	 Spoken interaction I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	 Spoken production I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
Writing	 Writing I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

Common European Framework of Reference for Languages (CEFR). © Council of Europe

Introduction/ Methodology

Module 1 – Reading and Listening: The Byte-Sized Idiomatic Approach

Summary

This module is suitable for learners of English who want to improve their reading and listening skills. It is based on very short stories revolving around idiomatic expressions that can be easily read and listened to. The narrators use different accents to help learners retain the material.

This self-help learning module is suitable for you if:

- () You have difficulties hearing and repeating words in English
- () It is difficult for you to focus on letters and/ or what people are saying
- () You often mix up or miss out letters or numbers
- () You often miss what people are trying to say
- () You have tendency to drift away at times

Required level of English language proficiency to read and understand this module:

A2 or higher (<https://europass.cedefop.europa.eu/sites/default/files/cefr-en.pdf>)

Contents

- 1.1: Idioms 1-10
- 1.2: Idioms 11-20

1.3: Idioms 21-30

1.4: Idioms 31-40

1.5: Idioms 41-50

1.6: Segmentation Activity

Estimated time to complete the module:

5-6 hours including repetition

Objectives

Upon completion of this module you will be:

- () Able to understand and apply idiomatic expressions
- () A better communicator in English
- () A better and more effective reader
- () A more productive listener

Methodology

This E-learning book is an open educational resource. It uses open-source technology and multimedia. It is mobile-friendly and device-independent. It is delivered online but there also is an offline version. The self-help learning program is designed for individual learners to work on their own and includes practice activities. It can also be used in a classroom as part of an instructor-led training program.

Module 2 - Memory: Vocabulary Acquisition

Summary

This self-help learning module is suitable for learners who want to improve their memory and range of vocabulary in English. It will train you how you can expand your vocabulary in the best possible way and with the least amount of effort.

This self-help learning module is suitable for you if:

- () You have a tendency to forget words
- () You don't have a system or approach to collect and remember words
- () You don't know what words to learn
- () You regularly start to learn new words but forget them
- () You give up easily on learning new words

Required level of English language proficiency to read and understand this module:

B1 or higher (<https://europass.cedefop.europa.eu/sites/default/files/cefr-en.pdf>)

Contents

2.1: Learn New Vocabulary, Apply It and Expand your Memory

2.1.1: Take the Initiative

2.1.2: Don't be Ineffective

2.1.3: Be Selective

2.1.4: Use Good Resources

2.2: Activity: What Resources Will You Use?

2.3: Vocabulary and Fluency

2.4: How Many Words to Learn Every Day

2.5: Activity: What do you need English Vocabulary for?

2.6: Create Your Own Vocabulary Flashcards

2.7: Select Your Vocabulary Strategies

2.8: Types of Strategies

2.9: Take a Total Approach

2.9.1: Reading

2.9.2: Listening

2.9.3: Writing

2.9.4: Speaking

2.9.5: Combining It All

2.10: More Vocabulary Learning Techniques

2.10.1.T: Spaced Practice

2.10.2.T: The Primacy-Recency-Effect

2.10.3.T: Semantic Fields and Elaboration

2.10.4.T: Geo-Spatial and Narrative Memory

2.10.5.T: Dual-Coding (Words and Pictures)

2.11: Play Vocabulary Games

Estimated time to complete the module:

3-4 hours

Objectives

Upon completion of this module you will:

- () Know what words to learn and which resources to use
- () Be able to select and apply the best vocabulary acquisition and memory techniques
- () Acquire the skills, techniques and strategies you need to expand your vocabulary

Methodology

This E-learning book is an open educational resource. It uses open-source technology and multimedia. It is mobile-friendly and device-independent. It is delivered online but there also is an offline version. The self-help learning program is designed for individual learners to work on their own and includes practice activities. It can also be used in a classroom as part of an instructor-led training program.

Module 3 - Plain English Writing

Summary

This self-help learning module is suitable for learners of English who want to improve their writing skills. It will teach you how to say what you want to say in plain English.

This self-help learning module is suitable for you if:

- () You have difficulties with spelling
- () You are better in speaking than in writing
- () It isn't easy for you to organize your thoughts
- () Tend to go off on tangents when writing about a topic
- () Are not sure how to write what you want to say

Required level of English language proficiency to read and understand this module:

B1 or higher (<https://europass.cedefop.europa.eu/sites/default/files/cefr-en.pdf>)

Contents

- 3.1: Introduction - What's Plain English?
- 3.2.: The Writing Process
 - 3.2.1: Think about what you want to say
 - 3.2.2: Plan how to say it

3.2.3: Organizing yourself

3.2.4: Organizing your ideas

3.3: Writing in plain English

3.4: Use of language

3.5: Editing your document

3.6: Points to remember

3.7: Practice Activities

Estimated time to complete the module:

2-3 hours

Objectives

Upon completion of this module you will be able to:

- () Organize your ideas and express yourself clearly in writing
- () Select the appropriate style, structure and format for your reader
- () Edit your writing effectively before sending it to your reader

Methodology

This E-learning book is an open educational resource. It uses open-source technology and multimedia. It is mobile-friendly and device-independent. It is delivered online but there also is an offline version. The self-help learning program is designed for individual learners to work on their own and includes practice activities. It can also be used in a classroom as part of an instructor-led training program.

Module 4 - Intercultural Communication and Motivation

Summary

This self-help learning module is suitable for people who want to be more effective in their communication in English with people from other cultures. It will enable you to understand the people you are communicating with better and to improve your intercultural communication. As a result, you will understand your culture and that of others better.

This self-help learning module is suitable for you if:

- () You have had misunderstandings when communicating with someone from another culture
- () You have a feeling that or your communication partners are taking things too literally
- () You are not sure what is appropriate for you to do in your intercultural communication
- () You are not sure what the people you are communicating with are really trying to say
- () You sometimes have difficulties understanding people from other cultures

Required level of English language proficiency to read and understand this module:

B2 or higher (<https://europass.cedefop.europa.eu/sites/default/files/cefr-en.pdf>)

Contents

4.1: Introduction

4.2: What is Culture

4.3: Perception – Attitudes, Values and Belief Systems

4.4: Style-shifting

4.5: Mindsets

4.6: 10 Cultural Variables

4.7: Definition of the 10 Cultural Variables

4.7.1: Control

4.7.2: Time

4.7.3: Action

4.7.4: Communication

4.7.5: Space

4.7.6: Power

4.7.7: Individualism

4.7.8: Competitiveness

4.7.9: Structure

4.7.10: Thinking

4.8: Case Studies

4.9: Summary: 7 Disciplines & 3 Steps

4.10: Dealing with ...

Estimated time to complete the module:

8 hours

Objectives

Upon completion of this module you will:

- () Be able to compare and contrast your culture with other cultures
- () Know what a mindset is and how it impacts cross-cultural communication
- () Understand and be able to apply 10 key cultural variables to any target culture
- () Be better prepared for your communication and be able to practice the art of style-shifting
- () Be more motivated to communicate with people from other cultures

Methodology

This E-learning book is an open educational resource. It uses open-source technology and multimedia. It is mobile-friendly and device-independent. It is delivered online but there also is an offline version. The self-help learning program is designed for individual learners to work on their own and includes practice activities. It can also be used in a classroom as part of an instructor-led training program.

Module 5 - Strategies for Better Learning

Summary

This self-help learning module is suitable for people who want to improve their learning strategies – whether learning on their own or in a group with others. It conveys a set of rules, objectives and procedures that make learning easier and contains a special section for people with reading and writing difficulties. It is designed to enable you to become a better learner.

This self-help learning module is suitable for you if:

- () You have trouble getting started with your learning
- () You have a tendency to be easily bored or drift away while learning
- () You are inconsistent in your learning progress and achievements
- () You do not tend to stay focused and give up easily
- () You feel overwhelmed by the task of learning

Required level of English language proficiency to read and understand this module:

B1 or higher (<https://europass.cedefop.europa.eu/sites/default/files/cefr-en.pdf>)

Contents:

5.2. Better Learning, in general

5.2.1. Learning on your own

1. Feedback
2. Motivation
3. Self-Discipline
4. Self –Regulated Learning
5. Study Time | Study management

5.2.2. Learning With Others

1. What are the benefits of group work?
2. Study Groups

5.3. Better Learning for Persons with Reading and Writing Difficulties

- Concept maps and mind maps
- Drawing
- Writing and spelling
- Reading
- Studying

Estimated time to complete the module:

8 hours

Objectives

Upon completion of this module you will be:

- () Able to give yourself and others better and more meaningful feedback
- () More motivated to learn English and track your learning progress

- () Capable of self-disciplining yourself and structuring your learning
- () More self-driven and motivated to learn English
- () Be able to apply time management techniques

Methodology

This E-learning book is an open educational resource. It uses open-source technology and multimedia. It is mobile-friendly and device-independent. It is delivered online but there also is an offline version. The self-help learning program is designed for individual learners to work on their own and includes practice activities. It can also be used in a classroom as part of an instructor-led training program.

Module 6 - Interpersonal Communication

Summary

This self-help learning module is suitable for people who want to improve their interpersonal communication in English and/or their native language. You will understand yourself and others better. It will enable you to become a more accomplished, effective and versatile communicator.

This self-help learning module is suitable for you if:

- () You have had misunderstandings when communicating with someone
- () You have a feeling that or your communication partners are taking things too literally
- () You are not sure what is appropriate for you to do in your interpersonal communication
- () You are not sure what the people you are communicating with are really trying to say
- () You sometimes have difficulties understanding people

Required level of English language proficiency to read and understand this module:

B1 or higher (<https://europass.cedefop.europa.eu/sites/default/files/cefr-en.pdf>)

Contents

- 6.1. Exercise: Get to know each other and begin practicing
- 6.2. Adjectives to describe yourself and others
- 6.3. Exercise: Assessing your communication style (Feedback and Answer Key)
- 6.4. Communication Style - The Basic Idea

- 6.5. The Dimensions of Style
- 6.6. The Dimensions of Style II
- 6.7. Social Style Descriptions
- 6.8. The Impact of the Styles on Communication
- 6.9. Exercise: Which Social Style?
- 6.10. Communication Style Strengths
- 6.11. Communication Style Trouble Spots
- 6.12. Exercise: Style Understanding Exchange
- 6.13. Exercise: Style Indicators
- 6.14. Social Styles: Versatility
- 6.15. Consequences for People with Low Versatility
- 6.16. The Practice of Style Shifting
- 6.17. Tips for Better Communication
- 6.18. Exercise: Practicing Versatility

Estimated time to complete the module:

8 hours

Objectives

Upon completion of this module you will be more motivated in your interpersonal communication and able to:

- () Assess your own communication style preferences
- () Determine the communication style of others
- () Apply the art of style-shifting to your communication

Methodology

This E-learning book is an open educational resource. It uses open-source technology and multimedia. It is mobile-friendly and device-independent. It is delivered online but there also is an offline version. The self-help learning program is designed for individual learners to work on their own and includes practice activities. It can also be used in a classroom as part of a facilitator-led training program.

The program includes mini-inputs and demonstrations as well as activities for self-reflection and practice. It is important that participants reflect their past communication experience. For the training to be effective, participants are encouraged to form a small group (of 4-6 persons) in their social network who are also interested in improving their interpersonal efficacy in English. Because the practice activities involves self-disclosure it is very important to maintain a safe atmosphere within the group.

Module 7 - Public Speaking

Summary

This training is suitable for anyone who wants to speak before a group of people. You will learn and acquire tools and techniques that make you a more effective, polished and accomplished presenter. It is designed for anyone from the intermediate (B2) level of proficiency in English and upwards. The skills you acquire in the self-help training can also be transferred to your native language.

This self-help learning module is suitable for you if:

- () You are anxious or nervous when speaking before a group of people
- () You have a tendency to go on tangents when speaking in public
- () You have difficulties preparing and structuring your presentation
- () You don't know what to do when speaking in public
- () You are not sure how to be persuasive

Required level of English language proficiency to read and understand this module:

B1 or higher (<https://europass.cedefop.europa.eu/sites/default/files/cefr-en.pdf>)

Contents

- 6.1. Exercise: Get to know each other and begin practicing
- 6.2. Adjectives to describe yourself and others

6.3. Exercise: Assessing your communication style (Feedback and Answer Key)

6.4. Communication Style - The Basic Idea

6.5. The Dimensions of Style

6.6. The Dimensions of Style II

6.7. Social Style Descriptions

6.8. The Impact of the Styles on Communication

6.9. Exercise: Which Social Style?

6.10. Communication Style Strengths

6.11. Communication Style Trouble Spots

6.12. Exercise: Style Understanding Exchange

6.13. Exercise: Style Indicators

6.14. Social Styles: Versatility

6.15. Consequences for People with Low Versatility

6.16. The Practice of Style Shifting

6.17. Tips for Better Communication

6.18. Exercise: Practicing Versatility

Appendix 1: Organizer – Road Plan

Appendix 2: Useful Phrases

Appendix 3: Feedback on Presentations

Estimated time to complete the module:

8 hours

Objectives

Upon completion of this module you will:

- () Be able to prepare a good presentation
- () Know how to structure your presentation
- () Be sensitized to the expectations of your audience
- () Learn tools and techniques to involve your audience
- () Be aware of non-verbal communication techniques

Methodology

This E-learning book is an open educational resource. It uses open-source technology and multimedia. It is mobile-friendly and device-independent. It is delivered online but there also is an offline version. The self-help learning program is designed for individual learners to work on their own and includes practice activities. It can also be used in a classroom as part of a facilitator-led training program.

The program includes mini-inputs and demonstrations as well as activities for self-reflection and practice. It is important that participants reflect their past communication experience. For the training to be effective, participants are encouraged to form a small group (of 4-6 persons) in their social network who are also interested in improving their public speaking skills in English. Because the practice activities involves self-disclosure it is very important to maintain a safe atmosphere within the group.