

# Strategy 1

How can I *draw attention* to the words?

*"Put it on the whiteboard"* (Tutor, 2015)



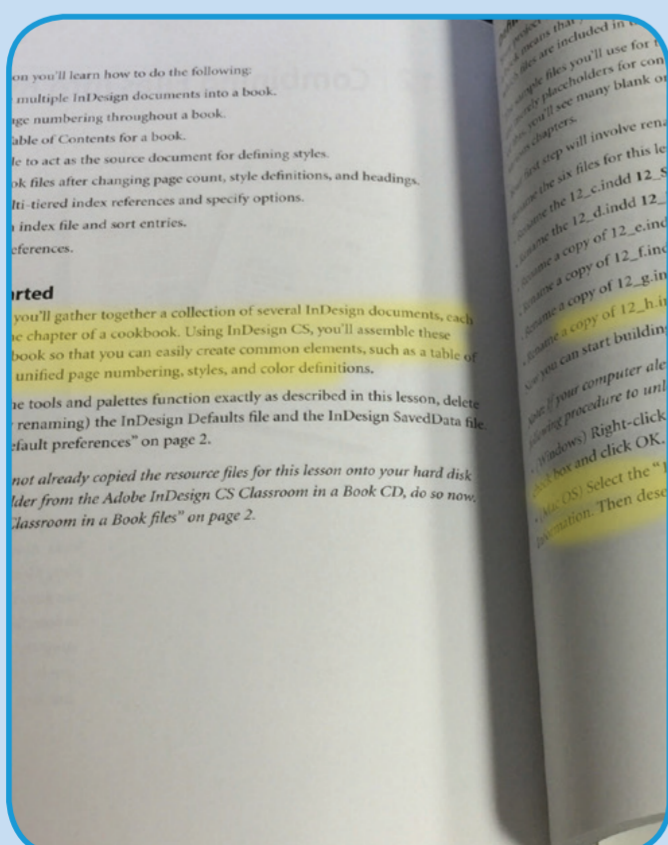
## Write a word list on the board

- Write a list of the important words in the topic you will be covering
- Refer to the list as you come to each term
- Use words from the list to recap key ideas from the lesson



## Emphasise and reiterate terminology

- When you know a word is important, draw attention to it as you mention it
- Repeat important words and ask learners to repeat them too
- Use the word as it comes up in context and encourage learners to do as well



## Point out keywords in texts

- As you work through texts, encourage learners to underline or highlight important terminology
- Ask learners to add important terminology to their glossaries
- Get learners to scan texts to find important words

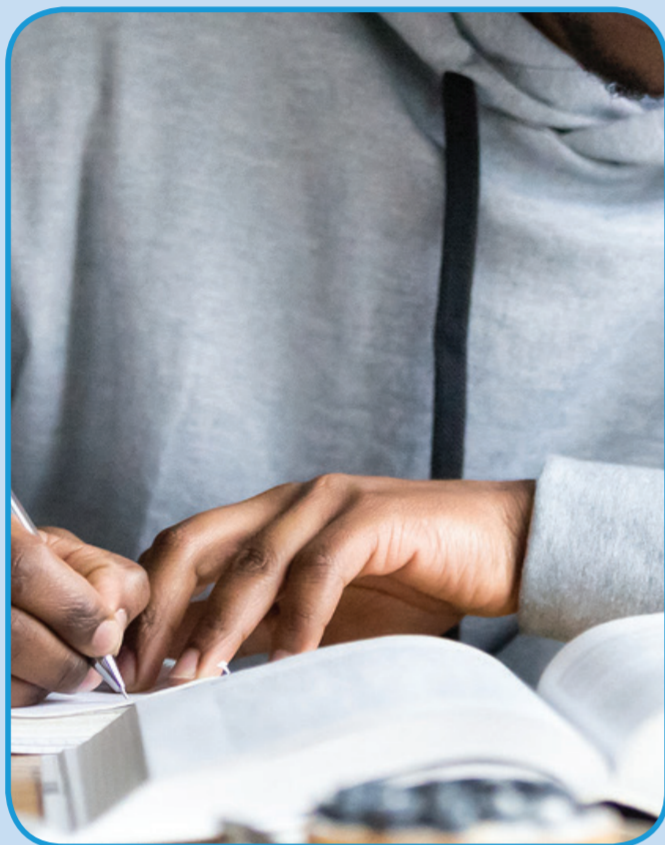


## Strategy 2

How can I *create opportunities* for use?

*"We learn as we go"* (Carpentry learner, 2015)

*"...working with it and doing the jobs around the word"* (Carpentry learner, 2015)



### Support use of correct terms

- Learners review their and each other's written work for use of correct terms
- When talking, repeat the word with intonation and repeat until learners respond with correct word
- Get learners to listen to your use of correct terms and challenge your use



### Create opportunities for pair and group work

- Put learners in groups and pairs so they can use the language to discuss what they need to do
- In the workshop, break tasks up so one learner has to tell another learner what to do
- In groups, give learners different roles so they can use the language e.g. instruct, do, check, summarise



### Get learners to describe what they are doing as they do it

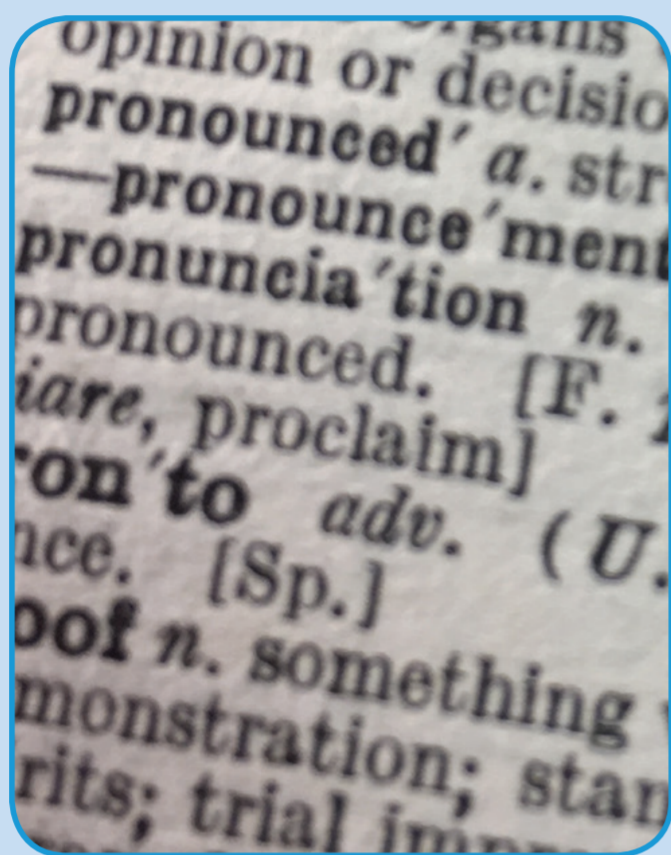
- Ask learners to repeat back to you what they need to do
- Ask learners to describe what they did when they have completed a task
- As learners work on a task, monitor and ask them to describe to you what they are doing



## Strategy 3

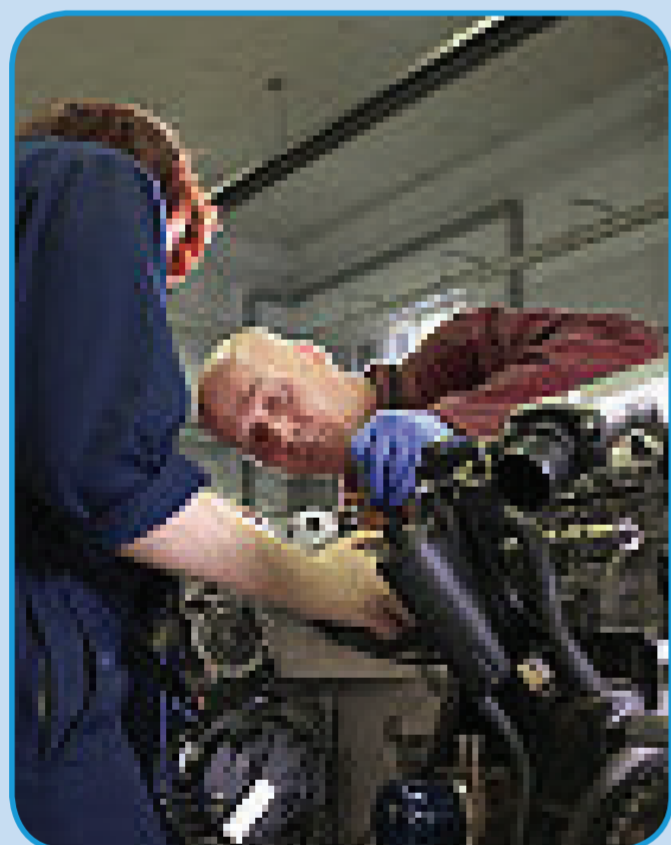
How can I *model* the words?

*“We just use it, always use it, demonstrate, show...most important what it is used for” (Tutor, 2015)*



### Model pronunciation

- Emphasise new words as you say them to help learners hear them and listen out for them
- If learners say new words incorrectly, just repeat the correct pronunciation back to them so they can hear it and say it
- Show learners how to pronounce a word by showing word stress: 'process / e'quipment



### As you talk, show learners the different contexts for using words

- Use it with other words: building envelope
- Show what sentences and phrases the words can be used in
- Show what situations different words should be used in
  - talking to: colleagues; clients; suppliers



### Use the words around the practical work

- When you are teaching learners the practical task and giving them instructions
- When you are describing what you are doing
- When you are naming tools, equipment, materials and processes

## Strategy 4

How can I *elicit* the words?

*“Don’t answer learners until they use the correct word’ and ‘Elicit the correct term’ ...challenge and argue” (Tutor 2015)*



### Prompt

- Repeat the learner’s error with correction to prompt them to use the right word (be mindful of tone and be encouraging when correction is given)
- Use feedback, “Do we call it this or ....?”
- Use unfinished sentences, “We could use a...?”



### Ask questions

- What do you call this?
- What do we mean by ‘intermediate’?
- Is this an ‘x’ or a ‘y’?
- Tell me what you are doing with the.....



### Instruct and encourage

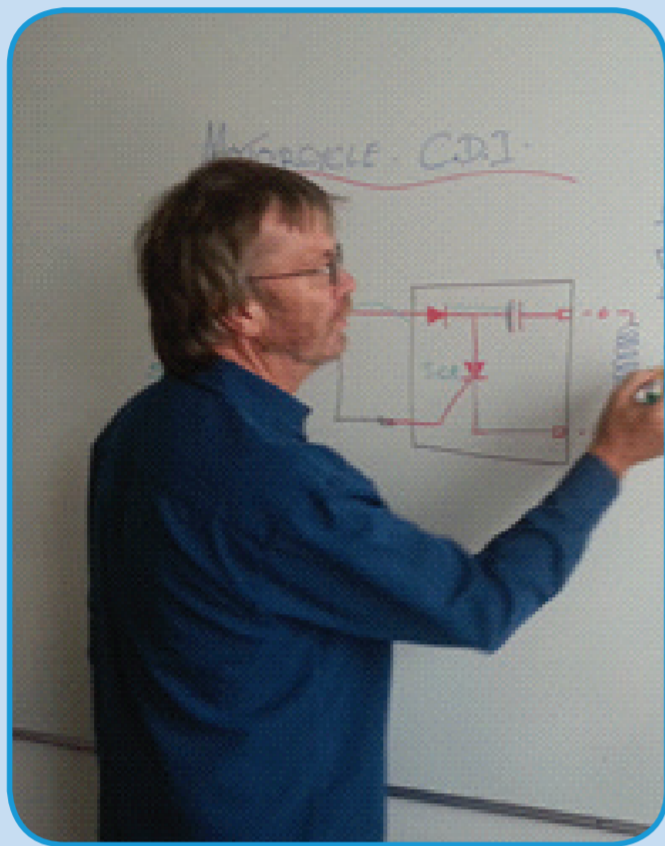
- Give a clear instruction, e.g.: *When you ask for fibre glass, call it ‘Pink Batts’.*
- Encourage learners to ask each other for meanings and key words
- Encourage learners to ask you for meanings and key words



## Strategy 5

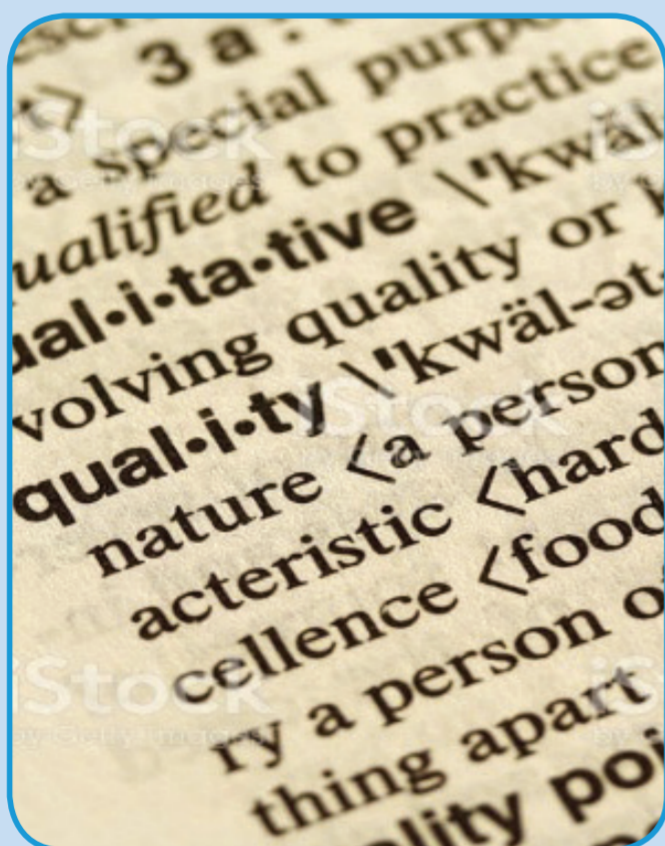
How can I *pre-empt and prepare*

*"I love the glossaries"* (Learner 2015)



### Identify and emphasise words at the start of the lesson

- Get learners to tell you what words they already know about the topic
- Give learners words at the start of the class so they can identify what they already know
- Give learners words from the topic to categorise based on how they understand the words



### Prepare resources to support the learning

- Develop glossaries for the topic you are focusing on
- Develop word lists for each topic of the most important words learners will need to understand and use
- Use the 'vocabulary reflection sheet' to think about how you will focus on words in class



### Identify what words might come up in the session

- Scan through what they will read - what words do you think they may have trouble with?
- Look at the words coming up in your class - are they a 'need' to know or 'nice' to know?
- If they are a need to know, put some support in place for learners to understand them; if they are a nice to know, replace them with plain English



## Strategy 6

How can I *support and explain*?

*“Avoid words ... don’t say ‘calculation’, say ‘problem solving’ (Tutor, 2015)*

*“Use different synonyms... use more commonly then use more technical ... use it from the get go” (Tutor, 2015)*



### Use synonyms to scaffold

- Use common, then more technical words
- When you use a technical word, make sure you follow it with a common word they will know
- Once they have the common word, then the technical word, teach them slang words if this is appropriate: saw - skill saw - skilly



### Give examples

- “This is called a lintel”
- “A load bearing wall is a wall that carries the weight of a roof”
- “Fibre glass and polystyrene are types of insulation”



### Draw visuals or demonstrate

- Draw a picture when you use the word
- Use real objects and name them
- Draw diagrams to illustrate/explain processes and label them so learners can see what words to use where



## Strategy 7

How can I set up an *authentic language* environment?

*“Teach them building slang: saw - skill saw - skilly”* (Tutor, 2015)



### Explore and promote the language related tasks learners need to complete in the workplace

- Display examples of texts that language learners will need to use in the workplace
- Get learners to identify skills they will need based on these examples
- Display key language in learner’s first language with translation



### Use the jargon

- Use the words they will need to use in the workplace
- Use the slang
- Use the common phrases



### Make authentic workplace language and literacy tasks part of the learning

- If learners need to write things like job sheets or invoices, practise these in class
- Practise the kind of tasks that are undertaken in a building site, hair dresser’s salon, workshop, etc
- Get learners to change common words they use into authentic language: e.g. builders say ‘timber’ not ‘wood’.



## Strategy 8

How can I *utilise first language* in the learning process?

*"We ask Ben... he will give us the meaning and then we underline it and write the meaning next to it"* (Learner, 2015)



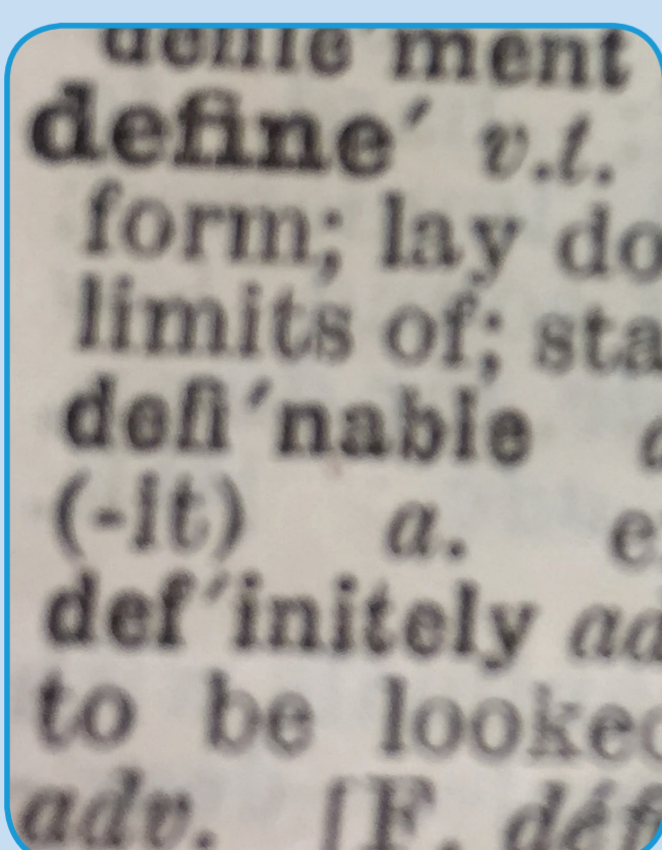
### Use first language first

- Get learners to talk about something first in their first language or write about it in their first language so they can focus on ideas, before they focus on language
- Put first language terms around the learning space so learners see their language is recognised
- Encourage learners to use their first language



### Use peer learning and draw on learners' strengths

- Get learners to give each other instructions once they have understood them
- Get learners to discuss processes and topics together
- Encourage learners to ask each other first before they ask you
- Get learners to teach you technical word translations in their first language



### Use translations and compare meanings

- Translate key words into first languages - many learners will be able to do this for you
- Where there is no first language equivalent, discuss a first language phrase that could be used
- Compare similarities between first and second language terms