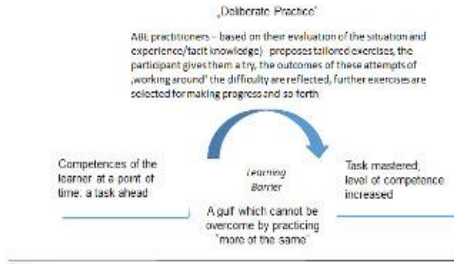


Table 3 - Deliberate practice and overcoming learning barriers, 3s

Deliberate Practice as a model of learning



Barriers within learning processes & participation in the group activity

- Spelling specific combinations of sounds
- Learning to read specific combinations of letters
- Actively using specific patterns of grammar
- Solving a particular problem in everyday maths (e.g. subtracting Value Add taxes from the gross value)
- Sitting longer than 10 minutes
- Reading aloud in front of the group
- Taking any topics discussed seriously (stop being the clown in the group)

Deliberate Practice as a model of learning

Example general		Transfer to ABE	
<p>Learner: encounters an unsolvable barrier</p> <p>Teacher: recognizes the barrier and suggest a solution (detour)</p> <p>Learner: "take the detour" (practices, understands the problem, learns to differentiate approaches ("have a try again"))</p> <p>Learner: goes back to initial task (A) learns to solve it and partly generalises the experience (B) or delimitate learning process (C) due</p>	<p>Fluency/step: contextualized learning pattern (rhythm, intonation)</p> <p>Suggestion: of an exercise (e.g., more complicated but specific, easier but more fun)</p> <p>Learner: practices while getting further support (e.g. feedback, encouragement)</p> <p>Learner: goes back to initial situation (A) succeeds or (B) fails and repeats the process with another alternative</p>	<p>Learning to read: Learn a language (pronouncing letters, pronounce certain sound)</p> <p>Suggestion: of an exercise</p> <p>Learner: practices while getting further support (e.g. feedback, encouragement)</p> <p>Learner: goes back to initial text (A) succeeds or (B) fails and repeats the process with another alternative</p>	<p>Teaching reading: Teach a language (not successful) in supporting the learning process with a set of exercises</p> <p>Sharing: and discuss possible barriers and which strategies lead to possible pathways of solutions ("professional competence")</p> <p>Learner: practices while getting further support (e.g. feedback, encouragement)</p> <p>This learning barrier can't be overcome in a good enough way or it's not to be overcome and the process is search a solution next time</p>

Learning to play piano is not easy for an adult person. The teacher tried to teach in another way, he proposed the learner to play the melody, the exercise in a very slow speed or as staccato, very quick, and doing this worked

Share your story - which learning barriers did you encounter in your work as a basic skills teacher?

In your experience - what solutions do you see? And what detour do you see in case this doesn't work?

- hyperactive children as learners one year ago. The teacher tried to enter in their world, arouse interest
- 17 years old student with dislexia, his coping strategy was to listen to the teacher intensively, avoid reading and writing
- dislexia as a special challenge to handle
- Participants are overwhelmed by the challenges in their living situations and with traumatised
- motivational barriers
- Maths lesson we talk about the situation in their countries to show interest and solve the stressful situation
- For learners with little experience in formal learning settings it can be reassuring to have the same, familiar kind of exercise over and over
- save the first twenty minutes of the lesson to talk about students' problems
- Participants should create their own story related to the topic, the subject, to become involved with the learning topic
- make use of all they are and already knew before
- General remarks and conclusions for further discussion on teachers' competences
- because of too short time for literacy, for learning writing, we focused on what can be useful in the life of the participants, we changed to oral work, repeating
- with the hyperactive children i tried to give them a reward for the learning
- It could be useful to share experience, difficulties with colleagues to find different methods to overcome the barrier, exchange as a chance to develop approach
- importance of learning by observing and exchange with other teachers
- INTERVISION and exchange peer consulting
- situated learning, that students can relate the topic with their real live experience
- The world of English is communication, the world of German is quite different and much more complicated. It depends on the methodology, that the teacher uses.
- to focus on the real live situation of the participants to awake interest for learning and hold on learning
- The teacher is dependent to take feedback of the learners, not as test or examination, but to get known what has come across
- adult learning overlaps with support learning with some target groups putting ourselves into their shoes
- mechanistic approach to teaching ignore the relevance of the topic for the learners. You have to have a holistic view on the subject. The teacher has to identify himself with the subject to be able to bring it across
- teachers need to be open to learn themselves
- participants need the space to learn what they need to learn
- experience that it gets hard to get a distance to my own goals, the learners are the experts, what they can handle
- take in and acknowledge students' feedback is a competence