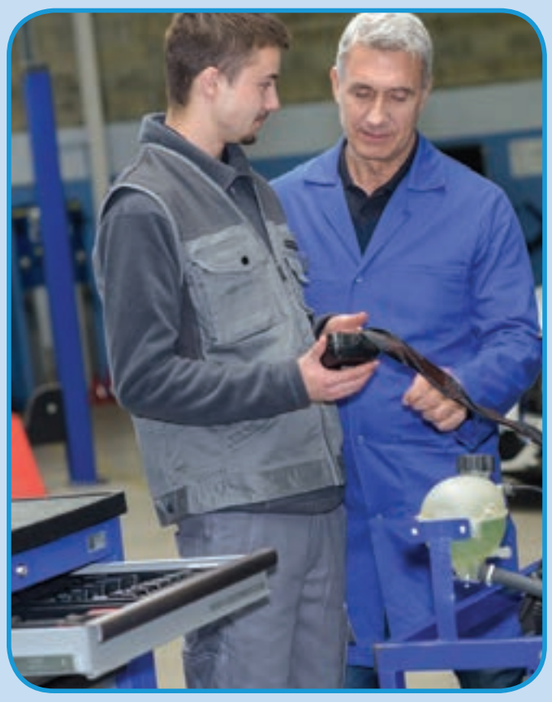
Strategy 1

How can I *draw attention* to the words?

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

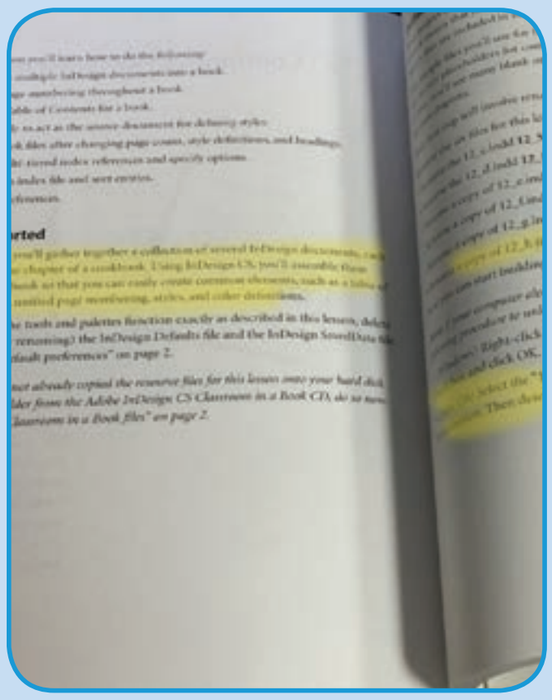
Write a word list on the board

- 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 as well



Point out keywords in texts

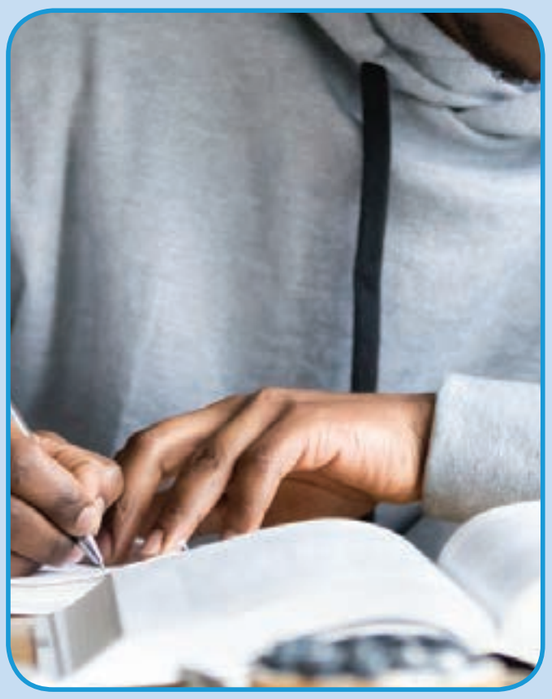
- As you work through texts, encourage learners to underline or highlight important terminology
- Ask learners to add important terminology to their glossaries
- Get learners to scan texts to find important words

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

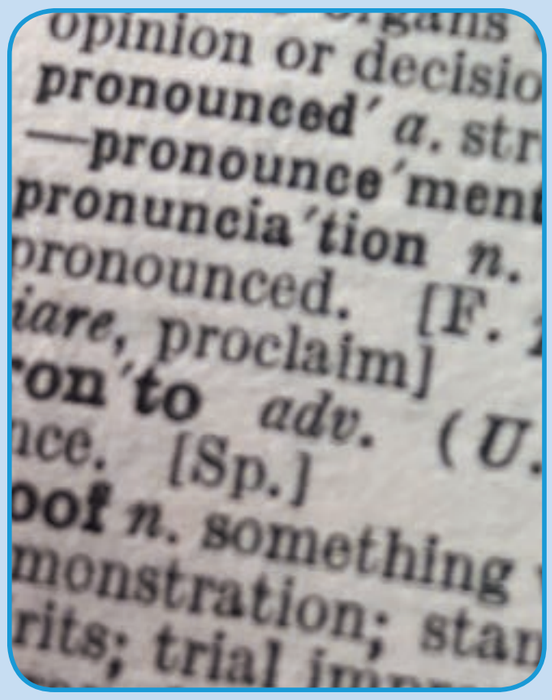
Get learners to describe what they are doing as they do it

- 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

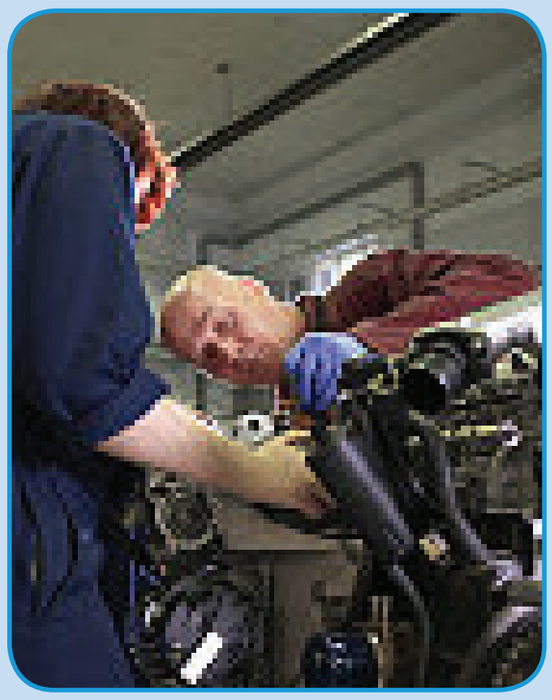
How can I *model* the words?

"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.....

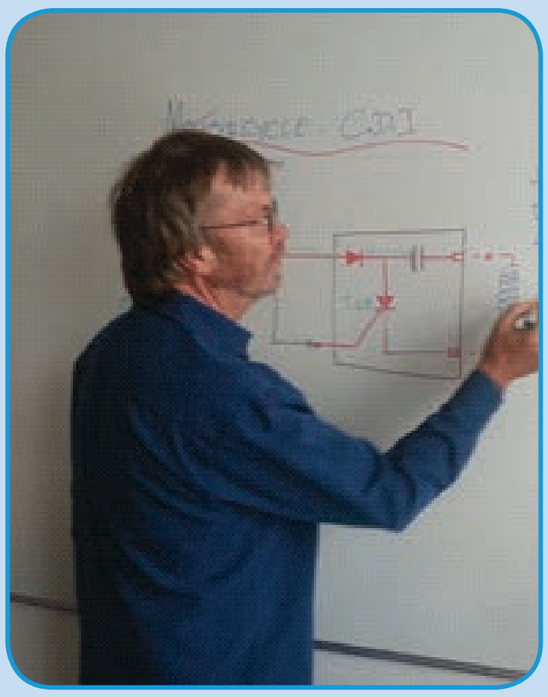
Instruct and encourage

- 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)

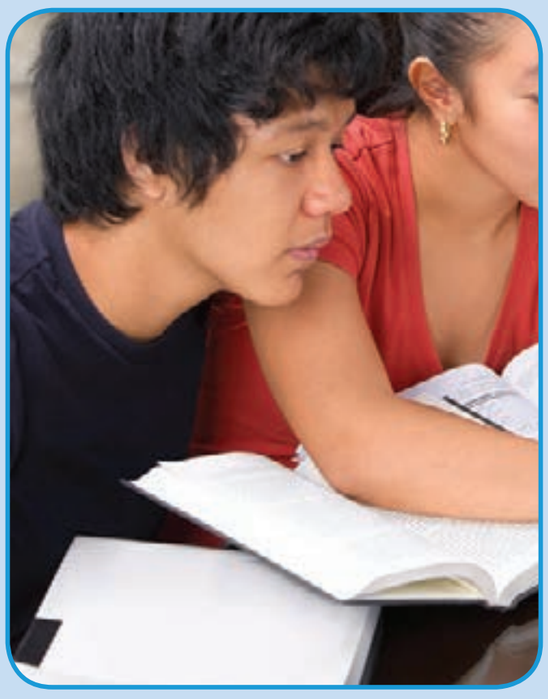


Identify and emphasise words at the start of the lesson

- 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 are 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

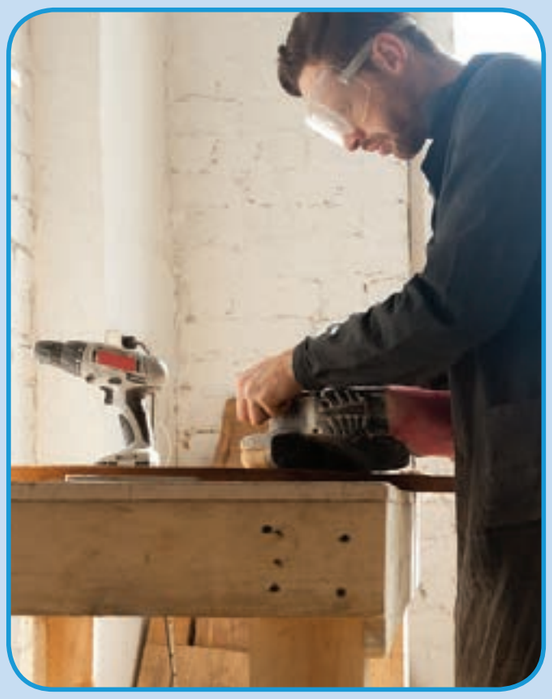
Strategy 7

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

"Teach them building slang: saw - skill saw – skilly" (Tutor, 2015)

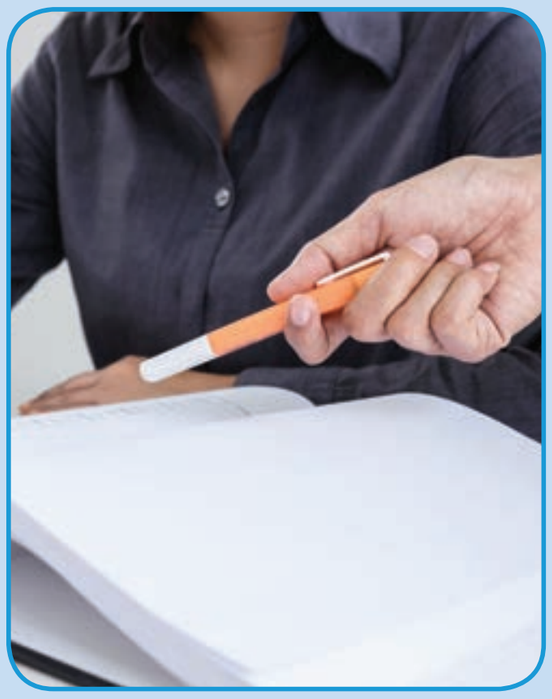
Explore and promote the language related tasks learners need to complete in the workplace

- 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?

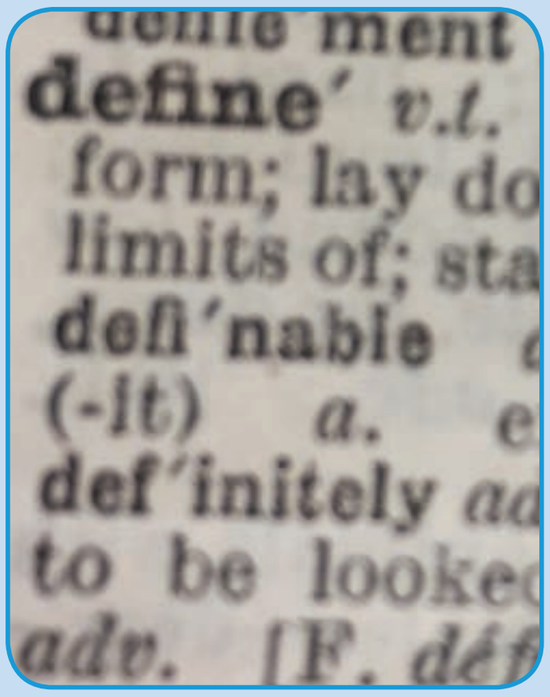
"We ask Ben... he will give us the meaning and then we underline it and write the meaning next to it" (Learner, 2015)

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