

# Being an Effective Facilitator

## Leaders & English Language Learners (ELLs)

This package of materials provides guidance to class leaders.

As well, it provides lessons for how to engage ELLs as discussion participants and seminar leaders. These are vital skills as they go into the workplace and are required to participate in and manage meetings or as students leading groups/seminars for assignments.

### Contents

2	Facilitator Guidelines	What is the Facilitator's role?
3	Communication: Key phrases	Very helpful if you have ELLs leading groups. Use a variety as a model for ELLs.
4 5 6-7 8	Developing ELLs Discussion/ Respectful Communication skills	Instructions ELL Brainstorming Page Communication Phrases Strips Master list for each ELL

© Janice GT Penner

Permission to download and copy is granted.

Please feel free to contact me for clarification / corrections or the digital version of this document.

[janicegtpenner@gmail.com](mailto:janicegtpenner@gmail.com)

[pennerj@douglascollege.ca](mailto:pennerj@douglascollege.ca)

(metro-Vancouver, BC. Canada)

# Facilitator Guidelines

© Janice GT Penner

<b>F</b>	Stay <b>focused</b> . Going off on tangents can be confusing for ELLs.
<b>A</b>	<b>Affirm</b> all participants.
<b>C</b>	<b>Correct</b> misunderstandings as soon as you notice them.
<b>I</b>	Use <b>“I” statements</b> to share feelings, opinions and experiences.
<b>L</b>	Be <b>“Active Listeners”</b> – When necessary, rephrase the speaker’s ideas to make sure everyone has understood them.
<b>I</b>	<b>Identify times for dialogue vs. debate</b> Dialogue is best for increasing the understanding of new ideas.
<b>T</b>	<b>Take turns</b> to speak. If needed, use raised hands, a speakers list or a “Talking stick.”
<b>A</b>	<b>Acknowledge</b> we are all learning; we’re all growing; we’re all different and we may even contradict ourselves sometimes! 😊
<b>T</b>	Give time to <b>“Think First, Then Talk.”</b> Silence is sometimes necessary. For challenging topics or tasks, try to give participants the questions or the task the lesson before.. Then, they can also get input from others if they aren’t sure of their views.
<b>E</b>	<b>Engage everyone</b> in the group.
	Don’t forget to debrief – especially after awkward discussions.

## Facilitator Communication Skills: Key phrases

- These are just a few phrases that will help you involve everyone in the group.

### Getting started

- Is everybody ready to begin?
- Okay. Are we ready to start?
- Let's begin with noun. / by verb+ing ....

### Bringing people into the discussion

- (Name), what do you think?
- (Name), do you have anything to add?
- Let's have your opinion, (Name).

### Encouraging everyone to participate

- What do you think about (Name's) point?
- Does anyone have anything to add?

### Clarifying

- Could you go over that again?
- I'm not sure we all understand what you mean.
- I'm sorry, could you explain that again?

### Controlling people who talk too much

- Sorry to interrupt you, but ....
- Let's hear what some others have to say.
- I think you've got a good point there. Let's find out what other people have to say? Name?

### Keeping the discussion moving

- Perhaps we should go on to the next point.

### Keeping the discussion on the Subject

- That's interesting, but it raises a different point.  
Could we come back to that later?

### Reaching agreement and summing Up

- Do we agree that.....?
- To sum up, we've decided ...
- Briefly, the main points that have been made so far are ...
- Well, that's all we have time for now.
- Let's continue on to the next point/ next question

## Developing ELL Discussion / Respectful Communication skills

### Instructions

1. Activate their prior knowledge and see how much they know about discussions and turn taking in English.
  - Have the students brainstorm phrases for each category on their page.
  - They can do this in pairs, small groups or one large group.

### (Student Page)

**Discussion Skills and Respectful Communication**

- In our lessons, we will be doing a lot of talking.
- When people discuss, they use very common phrases for different purposes.
- With your partners, write the phrases people say in these situations:

**To ASK for an opinion**

**To GIVE your opinion**

**To AGREE with someone's idea**

**To DISAGREE COMPLETELY with someone's idea**

**To PARTLY DISAGREE with an idea**

**To CHECK to see if someone understood you**

**To INTERRUPT someone politely**

**To STOP someone from interrupting you**

2. Then, provide the **Phrases Strips** you have already cut up (next pages).
  - They could do this in pairs or groups of 3 (max). Copy accordingly.
  - The task is to categorize the phrases with the function / purpose.
  - This will confirm the phrases they knew, provide them with more phrases and help them learn because categorizing info helps with deeper thinking.
  - Not all the phrases are included in the strips.
3. Give each of them a copy of the completed master list (**Discussion/ Respectful communication Skills**).
  - Copying it on thicker paper and in a different color will make it easy for them to find to refer to it often. Encourage them to have it beside them all the time.
  - The goal is to expand their repertoire beyond "I think ... I think ..."

## Discussion Skills and Respectful Communication

- In our lessons, we will be doing a lot of talking.
- When people discuss, they use very common phrases for different purposes.
- With your partners, write the phrases people say in these situations.

**To ASK for an opinion**

**To GIVE your opinion**

**To AGREE with someone's idea**

**To DISAGREE COMPLETELY with someone's idea**

**To PARTLY DISAGREE with an idea**

**To CHECK to see if someone understood you**

**To INTERRUPT someone politely**

**To show you DO NOT UNDERSTAND**

**Are you saying (that) \_\_\_\_\_ ...?**

**As far as I'm concerned, \_\_\_\_\_.**

**Can I come in at this point?**

**Could I please just finish my point?**

**I agree with you 100%.**

**I can see both sides.**

**I disagree entirely.**

**Excuse me, I'd just like to finish this point.**

**I think you misunderstood me. I mean \_\_\_\_\_....**

**I'd like to point out that \_\_\_\_\_....**

**I'm sorry, could you please repeat that?**

**Please wait for a second. I'm almost finished.**

**You took the words right out of my mouth!**

**It seems to me .....**

**It's hard to say.**

**Sorry. I don't understand what you mean.**

**Let me put it another way.**

**Let's agree to disagree.**

**On the other hand, .....**

**You could be right.**

**Yes, that may be true, but \_\_\_\_\_**

**What do you mean by...?**

**What do you think of .....**

**What's your opinion of .....**

**With respect, that is not what I said.**

**I understand your point, but have you thought of ....?**

## Discussion / Respectful Communication Skills

<p><b>Asking for an opinion</b></p> <ul style="list-style-type: none"> <li>• <u>Name</u>, what do you think of .....</li> <li>• How do you feel about ....., <u>Name</u>?                      What's your opinion of .....</li> </ul>	
<p><b>Giving an opinion</b></p> <ul style="list-style-type: none"> <li>• In my opinion, .....</li> <li>• Personally, I think that .....</li> <li>• It seems to me .....</li> </ul> <p style="text-align: right;">                 As far as I'm concerned, .....                  How about <u>Noun ...</u> ? / <u>Verb+ing</u> .... ?                  I'd like to point out that ....             </p>	
<p><b>When you don't understand (asking for clarification)</b></p> <ul style="list-style-type: none"> <li>• I'm sorry; I don't understand what you mean.</li> <li>• Are you saying (that) <u>repeat what you think</u> ...?</li> <li>• What do you mean by ____?                      Do you mean _____?</li> <li>• I'm sorry, could you please repeat that?</li> </ul>	
<p><b>Restating (when someone has misunderstood you)</b></p> <ul style="list-style-type: none"> <li>• I think you misunderstood me. I mean _____.</li> <li>• With respect, that is <b>not</b> what I said.</li> <li>• Let me put it another way.</li> </ul>	
<p><b>Agreeing</b></p> <ul style="list-style-type: none"> <li>• That's right.</li> <li>• That's for sure!</li> <li>• I agree with you 100%.</li> <li>• I completely agree with you.</li> <li>• You took the words right out of my mouth!</li> </ul>	<p><b>Agreeing tentatively (not sure)</b></p> <ul style="list-style-type: none"> <li>• You could be right.</li> <li>• I suppose that's true.</li> </ul> <p><b>Being non-committal (don't want to say)</b></p> <ul style="list-style-type: none"> <li>• You could say that.</li> <li>• I can see both sides.</li> <li>• It's hard to say.</li> </ul>
<p><b>Disagreeing</b></p> <ul style="list-style-type: none"> <li>• On the other hand, .....                      I disagree entirely because _____</li> <li>• I'm not sure I agree with you. The reason is _____</li> <li>• Yes, that may be true, but. _____</li> <li>• I understand your point, but have you thought of _____ . ?</li> <li>• Let's agree to disagree.</li> </ul>	
<p><b>Interrupting</b></p> <ul style="list-style-type: none"> <li>• Excuse me for interrupting, but. _____</li> <li>• Sorry to interrupt, but _____                      Can I come in at this point?</li> </ul>	
<p><b>Keeping your turn</b></p> <ul style="list-style-type: none"> <li>• Excuse me, I'd just like to finish this point.</li> <li>• Please wait for a second. I'm almost finished.</li> <li>• Could I please just finish my point?</li> </ul>	