

# Facilitation Skills

## Facilitation Skills

Read the “Facilitation Skills” points below then answer the questions.

In CCDL discussions, the facilitator is responsible for:

1. Helping things go smoothly; stopping things from getting stuck, keeping the conversation going.

2. Ensuring everyone is participating and can understand the discussion.

3. Writing main discussion questions and keywords in the TextBox to make sure everyone basically follows the discussion.

4. Inviting a student to speak up or ask questions if they have been quiet for some time.

5. Preventing one person from dominating the discussion.

6. Deciding who should go first if 2 or more people want to speak at the same time.

7. Directing discussion by calling on individual people by name.

8. Preparing extra questions and/or topic-related material before discussions to deepen and/or extend the discussion.

9. Asking “Why?” questions during the discussion to expand understanding of reasons and avoid making assumptions.

10. Enabling group members to make personal and topic-related connections at a deeper level.

### LEARNING POINTS:

1. Understanding the role of a facilitator in small group discussion.

2. Considering different motivations behind group members' behavior.

3. Preparing responses to situations CCDL facilitators are likely to face.

Activity: Write what you would do/say in the following situation if you were the facilitator. Also, think about the reason behind the student's behavior. Prepare your answers to these questions in English so that you are ready to share your ideas during class discussion.

(1) One student is very talkative and is talking about 70 percent of the time. Others are remaining quiet most of the time. Why do you think this student is talking so much? What would you do/say in this case?



(2) The discussion is going smoothly. However, there is one student who has been quiet since the beginning. Why do you think this is? Write 3 reasons. What would you do/say in each case?



(3) Most people in the chat room did not seem to understand what a student said. Why do you think they might not have understood him/her? What would you do/say in each case?



(4) Two partner students start talking to each other in their native language and you can't understand. Why do you think they are not using English? Think of 3 reasons. What would you do/say in each case?

