



Introduction to the training modules

September 2018

Training modules for language volunteers

The training modules are part of the model for volunteers in migrant language education. They are used to help volunteers to be prepared for their specific roles and also to exclude them from carrying out roles they are not suitable for and match volunteers to learners.

In order to make the most of the training modules, a trainer should follow these steps:

- Read the Model (get acquainted with terminology, volunteer roles and tasks). To learn more about the roles of volunteers in language learning, a trainer should read the Framework.
- Use the model to identify volunteer's role(s): find out which role is suitable for a volunteer during the training modules. A trainer should make sure s/he addresses the different roles during the training.

Aim of the training modules

Main aim of these training modules for language volunteers is supporting them in carrying out their specific roles and acquiring the appropriate skills regarding their volunteer work with migrants who need to learn a second language. At the end of the training course, volunteers have a clear picture of:

- *what* language volunteer work involves: they know what supporting a language learner means
- the three roles of language volunteers: language assistant, language coach and language buddy
- *how* they can support a language learner: they know what to do while supporting a language learner.

The approach of the training modules is providing different activities which participants could also use in their later work with language learners. The trainer has to make sure volunteers are offered opportunities to practice activities during the training modules they also will be likely to perform in their specific role. That way volunteers will know what to do and how to do it in order to give the language learner the best possible support.

The volunteer's awareness should be raised on the following to make sure s/he carries out a role that fits him/her:

- *What is my personality?* (e.g. more introverted volunteers should maybe focus on giving support on an individual level);
- *What are my limitations regarding L2-teaching competences?* (at what point am I not capable of giving sufficient/proper support).

Trainer requirements

Required competences of the trainer are:

- Field competence
- Trainers certificate (L2/FL)
- Positive attitude towards involvement of volunteers in L2

Target group of the training modules

The training modules are intended for those who want to support a second language learner as a volunteer. They learn the basics about L2-learning, but finishing the training modules does not give participants an official qualification for being a L2-teacher. The training is not intended for professional L2 teachers who want to give language support as volunteers. Other teachers (with no experience in teaching L2) can be trained accordingly.

Structure of training modules

Each module has the same structure. The trainer decides on how much time s/he will spend welcoming and acquaintance. This depends on the volunteers, whether the group consists of the same people or not.

Each module has outlines written down. The main goal of the subject is described and a suggestion is given on how to transfer the knowledge and to practice the appropriate skills. The trainer has the freedom to select subjects from the outlines so a training module is as tailor-made as it can be, depending on the learning needs and wishes of the volunteers. In order to do so it is recommended to stick to your own (local, regional) context.

		Time
A	Welcome and acquaintance	10-15'
	<p><i>Main goal of the activity</i> Participants (volunteers) are being welcomed. Participants and trainer will introduce themselves. Make sure the working form does not lead to long story telling.</p> <p><i>Suggestion</i> After the introduction from you as a trainer, you let all participants introduce themselves. You ask them to stick to the following questions.</p> <ul style="list-style-type: none"> • Name and profession • Type of volunteer work s/he has been doing and what he or she likes about being a volunteer • Why s/he likes to become a volunteer in language learning for immigrants <p>You give everybody 2 minutes to introduce themselves. To make sure everybody has as much time as the others, use a (stop)watch or a cooking alarm.</p>	

B	Programme of the meeting and introducing training goals	10-20'
	<p><i>Main goal of the activity</i> Informing participants about the program and training goals of the module.</p> <p><i>Content</i> Make sure participants know what to expect from the module and they know the reason certain module is organized as it is.</p> <p><i>Suggestion</i> - Ask the participants to express their expectations about what they are going to learn today (e.g. use cards or some other activity/material – see below).</p>	
	Contents of modules 1-3	
	Evaluation and closing of the meeting	10'
	<p><i>Main goal of the activity</i> Participants evaluate the meeting and reflect upon what they take home from today's meeting.</p> <p><i>Content</i> Discuss with participants what they appreciated, missed or would like to be further explored.</p>	

Addressing the different language volunteer roles

During the training modules a trainer should address the different language volunteer roles so a volunteer has a clear picture of what they are and what a role requires from a volunteer. A trainer can do this by giving examples of the roles (see appendix A) and organise a part during the training sessions where the volunteers can practice and experience the role.

It is useful for a volunteer to know about the principles of scaffolding: explicitly modelling the target language and helping the learner to do something with language which is just one step beyond what they are able to do without help. In order to learn this, during the training sessions a trainer should model activities a volunteer in its role can do with a learner by showing and explaining the steps he is taking while supporting a learner.

Suggestions for activities and materials

- *Short foreign language course*
Organise a short language course (possibly unfamiliar foreign language). Participants get some practical skills in this particular language and they're reflecting on their learning experience (also stress etc.). This way volunteers will know how it feels to be in the migrant's situation, and experiences the same difficulties in learning a new language.

- *Cards*
Prepare small cards, participants write down what you ask them to (e.g. expectations, imagine roles in teaching ...) and read them aloud in the plenary session. Collect the cards and save them till the end of the training on a flip over, and try to make 'themes' with cards with the same remarks. Preserve the flip over for later reference.
- *Playing games*
 - o *Role-play*
Participants take over different roles and are put in various situations. Role play can be carried out one-to-one or as a group discussion.
 - o *A dilemma play*
Create a "universe" with different characters (e.g. learner(s) and a volunteer(s)) – prepare cards/pieces of paper ... and play as a board game.
Create situations where a volunteer gives support to a particular learner in a dilemma situation relevant to particular module (e.g. first meeting between a learner and a volunteer, a volunteer wants to shake hands and a learner bows – how do you behave as a volunteer). Prepare options of possible reactions and discuss the consequences of each choice.
 - o *Famous faces ("Facebook")*
Choose some famous people of your country who are speakers of your language as L2. Imagine the famous faces as language learners. Describe the situation these *famous faces* are in: what are his/her learning goals, for example whether the learner is obligated to take a language course/exam or just wants to upgrade his/her language level. The *famous faces* need to be categorized in the three domains of learning (formal education, non-formal education and social engagement).
Maybe some relevant legislation should be introduced at this point.
Group work: participants read each situation/case and decide what kind of education/learning domain they would advise a certain famous face. They write it down on a post-it and put it on the on the wall.
Plenary discussion on the advices of the volunteers (relevant laws and regulations which are applicable to the different situations of the *famous faces* should be introduced).
N.B. By choosing for famous faces you give this exercise a bit of air and make it less stereotype.
 - o *Other games*, e.g. scrabble, charades, quizzes, bingo, memory ...
- *Use of videos*
Videos are powerful instruments to show volunteers best practices, how an activity might look like and what a s/he can do regarding feedback, asking questions, facilitating a (group) conversation and achieving scaffolding. Also, making sure volunteers are well prepared for their specific role, it is advisable to use videos which illustrate situations in a learning process of a learner and what the volunteer in his/her role can do.

A video has been added to the materials of VIME to give an example of how a certain video might look like. The video shows two language learners beginning a tailored process of learning Dutch as a second language. This video is subtitled and free to use.

Another way of using videos is using them to illustrate for example TPR, intercultural differences or certain dos and don'ts (e.g. speaking loud to an L2-learner or speaking in a very unnaturally way, an example to be found on <https://www.youtube.com/watch?v=xfm6lcPf-M0>). It gives a bit of air to the training sessions, which is of added value in making them a success.

Dos and don'ts for the language volunteer

Dos

- Focus on the learner's here and now (and her/his basic everyday needs);
- Focus on oral skills
- Limit the number of expressions and phrases (use most frequent ones, useful in various situations, use demonstratives);
- Use formulaic expression/chunks (should be learned by heart, are ready made to use immediately in real life and in various situations);
- Practice language in authentic situations (during activities, e.g. walking around, cooking class, playing games ... - showing things and explaining words);
- Repeat all the time with the learner what s/he already has learned;
- Speak naturally (don't shout, don't speak too slow or exaggerate in pronouncing);
- Focus on vocabulary: explain words by using simple language, international words, other familiar foreign languages;
- Let learners speak their language from time to time; learn from them (especially in group situations).
- Treat learners the way you as an adult would like to be treated. A language learner has a bag full of life experience.

Don'ts

- Don't focus on grammatical structures;
- Don't interrupt learners when they want to say something even if they are very slow;
- Don't correct learner's mistakes all the time – errors should be tolerated and seen as a natural outcome of the language learning process; give positive feedback;
- Do not neglect learner's pronunciation (they should also be understood by other people not only by their teacher).

Appendix A

Examples of roles for volunteers

Language assistant

Joyce is a volunteer at a language school, where she supports L2-teacher Hermione. Today, Hermione will spend the first half hour on reading skills. The differences in the group in terms of language level are quite big and so Hermione has asked Joyce to work with a group of novice readers on reading strategies. Joyce takes a group of 4 students along and follows the steps of reading according to a schedule that the students also get in class. Hereby she talks aloud which steps she takes when viewing and starting reading a text.

Language coach – one-to-one

Ahmad and Joe are visiting the local market together. Ahmad wants to buy some fruits and Joe needs cheese for his fondue. Last week, they practiced sentences you say when you want to buy something. Today they practice these sentences in a real life situation. Joe will first buy his cheese. He uses the sentences they have practiced and show it one more time. Ahmad listens to what Joe is saying. Then they walk a bit further to the next stall where you can buy fruits and vegetables. Ahmad finds it very exciting, but he will try it himself now. Joe stays next to him and will help translate if necessary. When the greengrocer calls the price, Ahmad does not quite understand it. Joe repeats it for him, so it is clearer to Ahmad. At another stall, Ahmad wants to buy some peanuts. Joe consciously steps away a bit further, but still close enough so he can hear what Ahmad is saying. When Ahmad has bought his peanuts, Joe compliments him with the conversation.

Language coach – small groups / language café

Linda supports small groups of language learners in a language café. Everyone can drop by, some learners visit the language café at a fixed time every week, and others visit less often. The main purpose of a language café is that it is fun and invites people to practice their conversation skills. Some participants find the language café a good place to get to know new people. Today Linda sits with a group of women, of whom one of them has had the flu. Another woman tells she heard from her neighbour that there is a flu epidemic. This makes room for a conversation about health. Linda asks questions, leads the conversation by ensuring that everyone can tell their story. In between, she tries to clarify some concepts and gives feedback (implicit) on speaking.

Language buddy

Zahra recently moved to the capital. She has lived in the Netherlands for five years now, but is originally from Afghanistan. In her youth, Zahra had to deal with domestic violence, and therefore still suffers from trauma. She has her own home and started at the fashion academy, but finds it difficult to get in touch with others. She met Yoni six months ago. Yoni graduated three years ago from the same fashion education that Zahra has started with. This week they go together to a museum and last week they have had a cup of tea together at Zahra's home. Yoni knows a lot of nice places to go to and has assisted Zahra with applying for a city pass. This gives her a discount on

museums and other activities in the neighbourhood. Together they have made a plan of fun things that they can do together to get to know new people and work on Zahra's social network.

Language champion

John is a furniture maker and organizes a course for hobbyists every Tuesday. Recently a Syrian man, Abdullah, has also joined the course. He has only just arrived in the Netherlands [other host country] and made furniture for his profession in Syria. He is very skilled in what he does, but in conversations Abdullah does not always manage to explain well what he wants or needs from John. Recently Johan attended an information meeting at the local language volunteer organization. There he was told what the organization does and what they can mean for people who are learning a second language, for example conversational skills. Learners can practice in groups, but also one-to-one. John told Abdullah about these possibilities and recently Abdullah has been following conversational lessons in a small group. John already noticed he is progressing in his speaking, but also his self-esteem. Johan decides to give this information to his colleagues about what the language volunteer organization offers. In this way they can motivate their non-native speakers and encourage them to improve their second language as well.

The VIME Toolkit contains:

- Model for roles of volunteers in migrant language learning
- Selection tools for volunteers and learners
- Training modules for volunteers
- Leaflet for professional teachers
- Guide for Policy makers

The Toolkit can be found at: www.languagevolunteers.com

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Partners in the VIME project were:



Univerza v Ljubljani
Filozofska fakulteta





Module 1: How a language is learned

September 2018

Title	Module 1 – How a language is learned
Time load	3 hours including 15”break
Target groups	Volunteers starting as language assistant Volunteers starting as language coach Volunteers starting as a language buddy
Aim of the module	<p>The volunteer</p> <ul style="list-style-type: none"> - is aware of factors that may contribute to successful second language acquisition - has basic knowledge of how a second language is learned - has knowledge about how to support participants in developing communicative strategies in interactions inside and outside the classroom - has knowledge of different learner profiles and individual preferences including initial literacy - can adapt her/his language to the level of language learner - has basic knowledge of the significance of body language and gestures as part of communication - has basic knowledge of CEFR-levels and national standards of language levels
Group size	5-15
Required competences of the trainer	<ul style="list-style-type: none"> - field competence - trainers certificate (L2/FL) - positive attitude towards involvement of volunteers in L2
Content of module	The module consists of theoretical and practical subjects. It is up to the trainer to decide which subjects are suitable for the group of volunteers, depending on their roles and competences.
Background information for trainer	<p>LIAM Toolkit</p> <ul style="list-style-type: none"> - 9 - 10 - 12 - 13 - 16 - 38 - 54 - 57

Content module 1

		time
A	Welcome and acquaintance	10
	<i>Main goal of the activity</i> Introduction and welcoming	
B	Programme of the meeting and introducing learning goals	10
	<i>Main goal of the activity</i> Informing participants about the program and learning goals of the module.	
C	The nature of language and language teaching and learning	
	<i>Main goal of the activity</i> Participants are aware of the nature of language(s): <ul style="list-style-type: none"> - Languages are systematic (grammar) - Languages are symbolic (meanings behind words) - Languages are social (communicative function) Monolingual vs. multilingual societies (L1, L2, regional languages) Personal monolingualism vs plurilingualism (L1, L2, FL)	
	<i>Content</i> Reflect on/Discuss <ul style="list-style-type: none"> - what do people do with L2, what do they need it for, what are their personal essential goals with this language (language tasks; language functions) - communicative competence (language repertoire consists of many languages and pieces of languages; translanguaging, non-verbal “language” as a strategies) – dynamic nature of language competence - standard language and language varieties (dialect) and implications for language learning - how (learner’s) mother tongues and other languages learned may influence learning the target language - different roles of language teacher and volunteer 	
	<i>Suggestion</i> Participants should reflect on <ul style="list-style-type: none"> - their own experiences with learning mother tongue and FLs/L2s (motivation, obstacles, reflections on successes and failures). - How they can contribute to the teaching and learning of L2 	

D	Factors contributing to successful second language acquisition	
	<p><i>Main goal of activity</i> Participants are aware of factors contributing to successful second language acquisition</p> <p><i>Content</i> Participants will be introduced to and discuss</p> <ul style="list-style-type: none"> - the difference between learning from the environment (non-systematic) and systematic learning - factors influencing learning; e.g.: differences in age, sex, aptitude, motivation, personality, learning styles and strategies <p><i>Suggestions</i> The participants reflect on factors having influenced their own language learning (L1 and other languages).</p>	
E	Knowledge of second language acquisition theories and perspectives	
	<p><i>Main goal of activity</i> Participants are introduced to main theories and perspectives on second language acquisition.</p> <p><i>Content</i></p> <ul style="list-style-type: none"> - Introduction to the behaviourist theory, the cognitive perspective, the sociocultural perspective, and the communicative perspective on second language acquisition. - A discussion of differences in learning L1 and L2 (i.e. social context, motivation etc.) 	
F	CEFR-levels and national standards of language levels	
	<p><i>Main goal of the activity</i> Participants have very basic knowledge of the CEFR-levels (global scale A1–C2); <u>can-do</u> statements, language profiling</p> <p>They know the national standards of language levels (country specific).</p> <p><i>Content</i> Introduction of the CEFR-levels and the national standards of language levels.</p> <p>Participants self-evaluate their L2/LF competence according to the self-assessment grid in the CEFR.</p>	

	<p><i>Suggestion</i></p> <p>Participants look at learner produced materials (audio/video recorded or written) and try to assess it according to the can dos (positive feedback).</p>	
G	Significance of body language and gestures	55
	<p><i>Main goal of the activity</i></p> <p>Participants are aware of the importance of body language and gestures and different ways of using it.</p> <p><i>Content</i></p> <p>Discussing different situations where body language is involved e.g. shaking hands, kissing on the cheek or looking direct in the eyes. Body language is many times related to cultural background and during this part of the meeting participants need to learn how linguistic awareness and cultural awareness are intertwined.</p> <p><i>Suggestion</i></p> <p>Participants make role plays with use of gestures and body language and discuss how it influences the communicative outcome. Use for instance examples of ways of greeting.</p> <p>You can discuss different experiences participants had during holidays, at work or daily life abroad.</p>	
H	Knowledge of participants	75
	<p><i>Main goal of activity</i></p> <p>Participants are aware of different backgrounds in education, life experience and language level and skills of language learners.</p> <p><i>Content</i></p> <p>Participants need to be aware of the background and life experience of the language learners, their educational background and different levels of literacy. They should be aware of different levels in skills (reading, writing, listening, speaking) within a language and between different languages someone uses. In order to grade your own language, you need to be aware of the way you speak to language learners. Participants need to be aware of the specific difficulties certain language groups can have in learning L2 (e.g. pronunciation of certain sounds or syllables).</p> <p><i>Suggestions</i></p> <p>Give the participants the possibility to talk about the above in relation to examples of language learners' profiles. Use written profiles or make use of video (YouTube</p>	

	<p>or self-made) for example. For the subject of difficulty in pronunciation: show for example a Chinese person speaking a sentence in Chinese and ask the participants to repeat after him/her.</p> <p>Give the participants the possibility to discuss grading of language by giving them sentences or texts and let them discuss how to adjust the language level (simplify sentences or making them more challenging).</p>	
I	Knowledge of didactics in second language teaching	
	<p><i>Main goal of the activity</i></p> <p>The participants are aware of the existence of different methods of language learning (e.g.: The Grammar-Translation Method, The Audiolingual Method, The Communicative Language Teaching)</p> <p><i>Content</i></p> <p>Participants will be introduced to different methods of language learning (the names of different theories or methods are not important, focus on their main ideas). The main focus will be on The Communicative Language Teaching approach.</p> <p><i>Suggestion</i></p> <p>Participants are introduced to different teaching methods by using concrete examples (e.g. use one of the above mentioned methods and simulate a very short language course).</p> <p>Based on participants' personal language learning experiences, participants reflect on advantages and disadvantages of different language learning methods.</p>	
J	Supporting participants in developing communicative strategies	
	<p><i>Main goal of the activity</i></p> <p>The participants are aware of how to support learners in using communicative strategies in interactions, inside and outside the classroom.</p> <p><i>Content</i></p> <p>The participants are introduced to</p> <ul style="list-style-type: none"> - methods to make the target language 'authentic language' a vehicle for classroom communication, not just the object for study. The emphasis is on the process of communication rather than just mastery of language forms (depending on specific need of certain learner). - task and learning activities that give learners opportunity to express their ideas and opinion and to work on negotiating meaning. The participants will be prepared to act not as an expert but as a facilitator in setting up communicative activities - The participants will learn how to find out and make language learners reflect on L2 learning goals: language domains (shopping, housing, work etc.), language tasks (speech acts) etc. 	

	<ul style="list-style-type: none"> - The participants have a basic knowledge of strategies to help language learners achieve individual learning goals (eg. Listening to the radio, watching TV, using tandem language learning, speaking to the locals, use what you learn in class/ outside class, use Google Translate, prepare word lists etc.) 	
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Module 2: Working one to one and working with groups

September 2018

Title	Module 2 – Working one to one and working with groups
Time load	3 hours including 15”break
Target groups	Volunteers starting as language assistants Volunteers starting as language coaches Volunteers starting as a language buddies
Aim of the module	<p>The volunteer</p> <ul style="list-style-type: none"> – is aware of his own and the language learners cultural values and habits that can effect communication – is aware that language learners are adults and treats them as such. – is aware of intercultural/pluricultural dimension of communicative competence. – is aware of the diversity among language learners (even when they are of the same cultural background). – is aware of the factors relating to the language learner’s situation in their host country, which may affect the content and progress of their language acquisition – has basic knowledge of group dynamics – has basic knowledge of conflict management – has knowledge of language functions – has basic pedagogical and didactical skills and knows (how to use) the strategies for effective teaching of individual learners (within the group) and meeting his/her specific language needs. – knows effective strategies to help language learners to achieve their diverse learning goals and interests (in heterogeneous groups).
Group size	5-15
Content meeting	<ul style="list-style-type: none"> - Welcome and acquaintance - Program of the meeting and learning goals - Getting to know the language learner(s), his/her/their language(s) and their communicative needs - Cultural awareness - Group dynamics - Group management - What is differentiation? - How to differentiate? - Preparing your own meeting with your language coaching group - Strengths and weaknesses - Closing of the meeting and evaluation
Required competences of the trainer	<ul style="list-style-type: none"> - Field competence - Trainers certificate (L2/FL) - Positive attitude towards involvement of volunteers in L2
Background information for trainer	<p>Tools from LIAM (Linguistic Integration of Adult Migrants):</p> <p>Tool 3 - Ethical and intercultural issues to be aware of when working with refugees (Section C and D)</p> <p>Tool 4 - Responding appropriately to cultural difference and managing</p>

	<p>intercultural communication (Section C and D)</p> <p>Tool 34 - Handling initial meetings with refugees: some guidelines (Section A, C, K)</p> <p>Tool 39 - Helping refugees to think about their learning (Section C, E, F)</p> <p>Tool 14 - Diversity in working groups (I, J)</p> <p>Tool 19 - Breaking the ice and building group confidence (C, I, J)</p> <p>(Examples through activities in Tool 54 - Socialising within the local community)</p> <p>(Examples through activities in Tool 57 - Practising language in the real world) (E, H, K)</p>
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Content module 2

		time
A	Welcome and acquaintance	10
	<p><i>Main goal of the activity</i></p> <p>Introduction and welcoming: Participants are being welcomed and participants and trainer will introduce themselves. Make sure the working form does not lead to long story telling.</p>	
B	Programme of the meeting and introducing training goals	10
	<p><i>Main goal of the activity</i></p> <p>Informing participants about the program and training goals of the module.</p>	
C	Getting to know the learner (or learners)	
	<p><i>Main goal of activity</i></p> <p>Participants</p> <ul style="list-style-type: none"> - are aware that language learners are adults and they have to treat them as such - are aware of the diversity among language learners - are aware of intercultural/pluricultural dimension of communicative competence - are aware of their own and the language learner's cultural values and habits that can effect communication in one-to-one situations - are aware of the advantages, disadvantages and pitfalls in working with groups. - know specific language and communicative needs their individual language learner has. <p><i>Content</i></p> <p>Participants are encouraged to discuss and reflect upon</p> <ul style="list-style-type: none"> - different profiles of language learners and communicative needs they might have according to the new situation and their cultural and other (personal) differences - learners culturally based believes on who they are, what position they take in their own culture and in the host society - attitude of the host society towards migrants in general (also tolerance toward "foreign" accent) - level of stress the learners have because of the personal worries (e.g. health and safety of their family back home, own health problems, home sickness, feeling of loneliness) - Discuss differences between working one-to-one and working in groups, discussing advantages, disadvantages and pitfalls. <p><i>Advantages</i></p> <ul style="list-style-type: none"> - Interaction and social contact can be motivating - Positive social pressure - More input - Language learners are more active - Volunteer has more time for observation and acts merely as a coach. The volunteer 	

	<p>doesn't participate in oral exercises for example</p> <ul style="list-style-type: none"> - Language learners learn from each other <p><i>Disadvantages</i></p> <ul style="list-style-type: none"> - Differences in levels and learning goals: more preparation needed for a successful meeting - Focus on the 'average'; no tailor made approach <p><i>Pitfalls</i></p> <ul style="list-style-type: none"> - Encourages the idea that the meeting is a "lesson" and not a language coaching meeting. A volunteer working in groups should be aware that he/she is not a language teacher. <p><i>Suggestions</i></p> <p>Discuss participants' (volunteers') personal characteristics (age, gender, language, social, cultural and educational background, profession, status etc.) and encourage them to be aware of the diversity between them. Reflect upon this diversity and encourage them to "transfer" it to the diversity among language learners.</p> <p>Ask participants to reflect on personal experience in a foreign environment (e.g. working/studying in another country, being a tourist) and discuss what were their communicative needs in this particular environment, how did they fulfil them.</p>	
D	Cultural awareness	
	<p><i>Main goal of the activity</i></p> <p>Participants are aware of the diversity in nationalities and cultures (in their groups) and gather ideas how to handle this diversity (in groups).</p> <p><i>Content</i></p> <p>Make sure participants understand what kind of influence diversity in nationalities and cultures can have (within a group). Everyone looks at the world from the perspective of their nationality and/or culture.</p> <p><i>Suggestion</i></p> <p>Discuss cultural bias in your own behaviour and tension between different cultures (in groups).</p>	

E	How to find out your learner's needs <p><i>Main goal of the activity</i> Participants learn how to identify specific language and communicative needs their individual learner has and take them into account.</p> <p><i>Content</i> Participants are introduced to</p> <ul style="list-style-type: none"> - different ways of getting information about their learner's needs (using the selection tool, talking to participant) and are able to reflect upon them and find tools/methods in order to achieve those needs. <p><i>Suggestions</i> Role play based on different learners' language profiles.</p> <p>Make sure that the role play leads to concrete actions (strategies) that the volunteer can carry out in real life situation.</p> <p>Bring a guest speaker – learner who is willing to talk about his/her cultural (and other) shock when coming to the host country.</p>	
F	Analysing learner's communicative needs and setting learning goals <p><i>Main goal of activity</i> Participants know specific communicative needs of their individual language learner (see basic) and is able to help the learner to set his/her specific learning goals accordingly.</p> <p><i>Content</i> Participants</p> <ul style="list-style-type: none"> - are encouraged to discuss and reflect upon communicative needs individual learner might have: what does s/he needs/wants to do with the L2 – what kind of language tasks s/he needs/wants to perform. - are aware that characteristics such as gender, language, social and educational background, profession, status etc. of the individual language learner might affect teaching and learning. - know how to help the learner to set his/her learning goals according to communicative needs and personal characteristics. <p><i>Suggestions</i> Ask participants to reflect upon different contexts of language use (refer to the CEFR, External context of use) and language tasks needed for achieving various communicative goals.</p> <p>Discuss how personal characteristics and (learning and other) experience can affect language learning and – consequently – teaching. Reflect upon setting suitable learning goals so the learner will benefit most from learning.</p>	

G	Learning the language in one-to-one situation	
	<p><i>Main goal of the activity</i> Participants are aware of the advantages, disadvantages and pitfalls in working with individuals.</p> <p><i>Content</i> Discuss differences between working one-to-one and working in groups, discussing advantages, disadvantages and pitfalls.</p> <p><i>Advantages</i> <i>for the learner</i></p> <ul style="list-style-type: none"> - more personal approach (taking into account also the level of learner's stress) - tailor made approach (also regarding content, tempo, time, place) - more opportunities to speak, efficient use of time - personalized feedback <p><i>for the volunteer</i></p> <ul style="list-style-type: none"> - tailor made approach <p><i>Disadvantages</i> <i>for learner</i></p> <ul style="list-style-type: none"> - the learner develops some kind of "dependence" on the volunteer (e.g. knows only his/her pronunciation) <p><i>for volunteer</i></p> <ul style="list-style-type: none"> - s/he has to be more engaged all the time (regarding preparation of materials and activities during the meetings) - limited amount of pedagogical strategies <p><i>Pitfalls</i></p> <ul style="list-style-type: none"> - a volunteer has a role of consultant, he/she is not a language teacher. <p>'Mirroring' (Re-teaching) the language to individuals and reflection on the learning and teaching situation</p> <p><i>Suggestion</i> Participants are put in to the pairs, each pair consisting of a participant, learnt a language A and a participant, learned a language B. In a short session, no longer than 30 minutes, try to teach and learn these two languages from one another.</p> <p>After this teaching-learning session they are asked to reflect on both teaching and learning experience as well as make comparison to prior learning experience in the group.</p> <p>This situation put the future volunteers in both of the roles: the role of a learner and the role of a language coach. Make sure the working forms that participants are using when work with each other are the same you would suggest them to use when working with the targets.</p>	

	<p><i>Main goal of the activity</i></p> <p>Participants know how group dynamics work and how to manage these group dynamics.</p> <p><i>Content</i></p> <p>Discuss what it takes to make group work a success and define the following aspects:</p> <ul style="list-style-type: none"> • Skills for organizing and managing activities • Skills to give instruction • Skills in dealing with diverse learners • Creating a pleasant living environment and a good atmosphere • Meeting the needs and requirements of the individual learner and the group • No teaching, but coaching <p>Address the situation where there could be a conflict in a group and discuss possible ways to react and manage this.</p> <p><i>Suggestion</i></p> <p>Choose a working method that connects the theory to practical situations of the volunteers in their everyday life. Make the connection to group work later on. Make sure the working method you choose is consistent with the way you would like the volunteers to work with the language learners.</p> <p>You could use the stages of group dynamics of Tuckmann, forming, storming, norming. Connect the stages to experiences of the participants when they were part of a group, e.g. during high school, sports activity.</p>	15
H	Basic principles of teaching one-to-one	
	<p><i>Main goal of the activity</i></p> <p>Participants get familiar with the basic principles of teaching one-to-one.</p> <p><i>Content</i></p> <p>Make use of dos and don'ts in the document Introduction to the training modules.</p>	
I	What is differentiation?	
	<p><i>Main goal of the activity</i></p> <p>Participants know what differentiation means and are aware of differences between language learners.</p> <p><i>Content</i></p> <p>Discuss or explain</p> <ul style="list-style-type: none"> - noticing differences between learners - taking these differences into account in your language coaching - use of differences in a positive way - being aware of their own assumptions (e.g. about culture, politics a/o religion) and 	

	<p>the importance of keeping an open mind and only responding to the actual group dynamics they observe.</p> <p>Discuss with the participant how they can handle all these differences in groups they're working with.</p> <p><i>Suggestion</i> Make an inventory of all types of differences between learners that can affect the language learning in a group. Ask them to take their own group members in account.</p> <p>Examples of relevant differences may be: motivation, mother tongue, opportunities to practice the language, personal situation, having a talent to learn a language, previous education, intelligence, age.</p>	
J	How to differentiate?	
	<p><i>Main goal of the activity</i> Participants know how they can differentiate and how to work with the differences.</p> <p><i>Content</i> Discuss what you can differentiate on: language level, learning goal. How can we differentiate: working methods, how to form groups of language learners. How to make use of differences between language learners in a positive way.</p> <p><i>Suggestion</i> Give practical examples of working methods, how to differentiate.</p> <p>Participants discuss with each other what working methods they can use for differentiation in groups. They practice a few of these working methods in the group of volunteers.</p>	
K	Preparing your own meeting with your language coaching group	
	<p><i>Main goal of the activity</i> Participants can adapt effective strategies to help language learners to achieve their diverse learning goals and interests in heterogeneous groups.</p> <p><i>Content</i> Participants design a meeting with their (imaginary) language coaching group. They think about</p> <ul style="list-style-type: none"> - Who are the learners in my group - What differences are there in language level, learning goals, culture - What working method(s) can I use <p><i>Suggestion</i> Participants work together in small groups and make a plan for a meeting with language</p>	

	learners.	
L	Strengths and weaknesses teaching one-to-one or in a group	
	<p><i>Main goal of the activity</i></p> <p>Participants are aware of the strengths and weaknesses in their plan for a meeting with an individual or a group. They can adapt their plan accordingly.</p> <p><i>Content</i></p> <p>Participants discuss their plan for a meeting and give each other feedback on the working method(s). The plan should be consistent with their role as a volunteer (coach, not teacher) and takes into account group dynamics and differentiation strategies. Participants give each other suggestions on how to strengthen their plan.</p> <p><i>Suggestion</i></p> <p>Participants design their own plan. They present to each other in pairs or small groups. The listening participant(s) give structured feedback.</p>	
M	Evaluation and closing of the meeting	
	<p><i>Main goal of the activity</i></p> <p>Participants evaluate the meeting and reflect upon what they take home from today's meeting.</p>	

The VIME Toolkit contains:

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- Guide for Policy makers

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Univerza v Ljubljani
 Filozofska fakulteta





Module 3: The bigger picture

September 2018

Title	Module 3 – The bigger picture
Time load	3 hours including a 15”break
Target group	<ul style="list-style-type: none"> - Coordinators of language volunteers - Volunteers, in particular those working more independently/in isolated settings
Aim of the module	<p>The coordinator and/or volunteer</p> <ul style="list-style-type: none"> - can explain the outline of the system of migrant/refugee education and the pathways into mainstream education (including relevant laws and regulations) - can suggest where they can get help for learners with a range of problems. There should be a focus on signposting and understanding limits. - Participants know which organizations (volunteer or otherwise; local or national) which can support refugees/migrants in a variety of areas.
Content of meeting	<ul style="list-style-type: none"> - Welcome and acquaintance - Program of the meeting and learning goals - System of Migrant Education (national, regional, local) - Signposting/ Advising within the context of non-educational problems - Social Mapping in the local/national context - Closing of the meeting and evaluation
Required competences of the trainer	<ul style="list-style-type: none"> - Field competence - Trainers certificate (L2/FL) - Positive attitude towards involvement of volunteers in L2
Background information for trainer	<p>LIAM tools</p> <p>No. 1: The geopolitical context of migration (general reading)</p> <p>No. 2: The Rights and Legal Status of Refugees: Some basic facts and terms</p> <p>No. 24: Identifying refugees’ most urgent needs</p> <p>[NB These materials mainly refer to refugees specifically rather than migrants generally)</p>

Content module 3

A	Welcome and acquaintance	
	<p><i>Main goal of the activity</i></p> <p>Participants are being welcomed and participants and trainer will introduce themselves. Make sure the working form does not lead to long story telling.</p>	
B	Programme of the meeting and introducing learning goals	
	<p><i>Main goal of the activity</i></p> <p>Informing participants about the program and learning goals of the module.</p>	
C	System of Migrant Education (national, regional, local)	
	<p><i>Main goal of the activity</i></p> <p>Participants can explain the outline of the system of migrant/refugee education and the pathways into mainstream education (including relevant laws and regulations)</p> <p><i>Content (select as appropriate)</i></p> <ul style="list-style-type: none"> • Organisation of adult/migrant education, including the three domains of learning (informal/social engagement, non-formal educational engagement, formal educational engagement) • Rights and responsibilities of migrants with regard to language education (including opt outs) • Summary of legislation/regulations relating to migrant education • Frameworks of language (CEFR/national standards) • National education system and standards • Entry criteria for college university • Online sources of information re the above • How to stay informed about changes in laws/regulations • Where to pose questions <p><i>Suggestions</i></p> <p>Discuss each law and/or regulation by explaining the most important aspects and the answer to the most frequently asked questions. The same goes for frameworks of language.</p> <p>Give scenarios for discussion</p> <p>Group quiz (this could be a warmer)</p>	
D	Signposting/ Advising within the context of non-educational problems	

	<p><i>Main goal of the activity</i> Participants can suggest where they can get help for learners with a range of problems. Participants should understand their limits and focus on signposting.</p> <p><i>Content</i> Discuss with the participants what kind of problems migrants (might) have, what kind of support would be needed, and where they might get it. Use scenarios/case studies</p> <p>Problems could include: mental health, domestic violence, legal, economic/financial issues, etc</p>	
F	Social Mapping in the local/national context	
	<p><i>Main goal of the activity</i> Participants know which organizations (volunteer or otherwise; local or national) which can support refugees/migrants in a variety of areas.</p> <p><i>Content</i> Volunteers get a picture of the organizations (volunteer or otherwise; local or national) that are active in their local context. They make a map of their local context, by answering the following questions.</p> <ul style="list-style-type: none"> - What organisation/initiative offers something that could be relevant to your learners? - What does your own organization offer? - Are there any partnerships between your organization and others? If so, with which one(s)? <p>Make sure the participants answer these questions for all three domains of language learning (formal education engagement, non-formal educational engagement and social engagement).</p> <p><i>Suggestion</i> Give participants instruction to make a mind map which visualizes their local context instead of describing the situation in writing.</p>	
G	Evaluation and closing of the meeting	
	<p><i>Main goal of the activity</i> Participants evaluate the meeting and reflect upon what they take home from today's meeting.</p>	

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