

### **PURPOSE OF THE TRAINING PACK**

This pack has been developed to support tutors and tutor assistants working with learners whose first language is not English. It is an introductory course and is regarded as a first step to tutoring in ESOL (English for Speakers of Other Languages). The aim of the pack is to help increase the level of tutoring expertise in Scotland and ensure the continuing development of effective learning experiences.

### **BACKGROUND TO THE DEVELOPMENT OF THE PACK**

In June 2003, the Glasgow ESOL Forum in partnership with Learning Connections, Communities Scotland, conducted a training needs analysis of the Adult Literacies (ALN) Partnerships to map existing ESOL provision and to ascertain the level of tutor training required. A response rate of 81% indicated that that over a third of ESOL provision was being delivered by tutors who did not hold a qualification in teaching ESOL or had limited experience in working with ESOL learners.

This was later confirmed by the research commissioned by the Department of Enterprise, Transport and Lifelong Learning which stated that 55% of tutors working with ESOL learners within community-based adult ESOL learning did not have a recognised teaching ESOL qualification.

Additionally, some ALN Partnerships have expressed difficulty in recruiting ESOL qualified tutors and have relied on literacy-qualified/experienced tutors. Some training in ESOL has taken place for literacies practitioners locally, but it has been patchy and sporadic. During the period of August 2004 to May 2005 over half of the 32 ALN Partnerships contacted Learning Connections to request ESOL training at a national level for their tutors and tutor assistants.

### **POLICY CONTEXT**

The Adult Literacies team at Learning Connections, which is part of Communities Scotland, the Scottish Executive's housing and regeneration agency, helps support the implementation of the Adult Literacy and Numeracy strategy for Scotland. One of the priority groups for literacies support is "people with English as a second or additional language"<sup>1</sup>.

The Scottish Executive's Enterprise Transport and Lifelong Learning Department has policy responsibility for adult literacy and numeracy. The criteria for eligibility for funding from ALN resources for an ESOL learner is defined as "A person who has little or no literacy in his/her own mother-tongue and who has little or no literacy in English and whose spoken English may range from basic to fluent."

Learning Connections is delighted to support the continuing professional development of practitioners by producing this training pack for partnerships to deliver at a local level.

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<sup>1</sup> Adult Literacy and Numeracy in Scotland Report (ALNIS), Scottish Executive, 2001

## ACKNOWLEDGEMENTS

Stevenson College in Edinburgh and Anniesland College in Glasgow were commissioned to develop this training pack for Learning Connections.

Learning Connections would also like to acknowledge the crucial input from the practitioners who took part in the pilot training across Scotland between August and November 2005.

## KEY AIMS

The key aims of the pack are to:

- develop the tutors' awareness of the differences between working with first language and second language learners
- develop the tutors' awareness of how to teach beginner ESOL learners
- focus on the four skills of speaking, listening, reading and writing, plus an awareness of numeracy for ESOL learners
- develop knowledge of sourcing and developing materials for ESOL learners at level Intermediate 1 or below

The audience for this training is tutors and tutor assistants who do not hold ESOL teaching qualifications. Practitioners may be working with ESOL learners either in a group or one-to-one setting, or supporting the group tutor.

It is assumed that tutors will follow the five guiding principles of good practice<sup>1</sup> in tutoring:

- ***promoting self-determination***
- ***developing an understanding of literacies***
- ***recognising and respecting difference and diversity***
- ***promoting participation***
- ***developing equitable and anti-discriminatory practice***

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<sup>1</sup> Literacies in the Community: Resources for practitioners and managers (2000)

**Day 1**

Being an adult ESOL learner

Learning styles

Strategies for communicating with the learner

Initial assessment of language skills: listening, speaking, reading and writing

Focus on skills: speaking and pronunciation

Focus on skills: listening

Evaluating materials for ESOL teaching

Cultural considerations

**Day 2**

Focus on skills: reading and writing, including teaching reading and writing skills to users of scripts other than the Roman script

Using and adapting published and authentic materials and creating own materials

Negotiating a learning programme

Examining activities for teaching numeracy

Building Individual Learning Plans (ILPs) and using language learning objectives with ESOL learners

### BEFORE YOU START

Premises should be:

- in an easily accessible location
- suitable for the purpose
- equipped with facilities for breaks, eg tea and coffee
- accessible for people with disabilities
- equipped with any requirements such as adapted toilets, a portable loop system, or facilities for enlarged print handouts
- equipped with a flipchart
- equipped with OHP/PowerPoint/DVD/CD facilities

### NUMBER OF PARTICIPANTS

The number of participants will depend on local circumstances. It is recommended that the course be delivered by two experienced and qualified ESOL practitioners (minimum of CELTA or Trinity Cert). The group size should not exceed 20 and the minimum group size should be eight. In this way participants can experience interaction in a small group of similar size to an ESOL group and feel comfortable about contributing.

### CROSS-SECTORAL DELIVERY

You may wish to consider organising a cross-sectoral training event. Participants can then share their experience of working with ESOL learners in different settings. Alternatively you may wish to adapt some of the materials specifically for your sector.

### PREPARATION AND DELIVERY TIME

It is important that the trainers involved are given sufficient preparation time to select and adapt the material before the training starts.

### TIMING OF THE TRAINING

The training can be delivered over two days, however you may decide to deliver the course differently, eg splitting the course into eight afternoon sessions. Learners may benefit from more consolidation and reflection if the course is spread over a longer period of time, rather than the two intensive days.

### THE TRAINING ACTIVITIES

The contents of each activity are as follows:

Trainers' notes  
Handouts (**H**)  
Tasksheets (**T**)  
Trainers' versions (**TV**)  
OHTS (**OHT**)  
DVDs (**DVD**)  
CD (**CD**)

Note that OHTs can be converted to Power Point files if this is preferable.

The DVD can be viewed on a TV with DVD player or via a PC. To play a DVD on a PC, the PC should have a DVD drive plus DVD player software such as WinDVD or InterVideo.

Wherever possible, local materials should be used, eg individual learning plans, tutor-produced resources, local case studies and authentic local materials.

For ease, you may also want to pre-prepare a participant's pack which includes the relevant handouts and tasksheets for the training.

### **ADAPTING THE COURSE**

We recommend that you use this pack in a flexible manner to suit the interests of your group and the requirements of the organisation. The content of the training is provided in Word format on a CD-rom so that you can adapt the handouts and tasksheets as well as adding locally produced materials.

### **EVALUATION AND REFLECTION**

Evaluation is an important part of the process of improving practice and encourages participants to critically reflect on the learning that has taken place. Modelling good tutoring practice, it is useful to:

- introduce the participants to a variety of evaluation methods, including post-it notes, mind-mapping, quick thinking in pairs, email forums, sticky dots, smiley faces
- show how participants' views are being taken into account
- anonymously share a compilation of evaluation comments
- encourage participants to keep reflective diaries

A sample reflective diary is included at the end of this section which could be copied for each participant to reflect on their learning experience.

At the end of each day's training we have included evaluation sheets for both participant and facilitator.

We have also attached a sample attendance certificate which you may wish to give out to participants after completion of the training (again found at the end of this section).

### **ONLINE FORUM**

If all participants have access to the internet and feel confident using a computer, it is recommended that an online forum be set up so that participants can discuss the training and share ideas. Participating in a forum will also give the participants an opportunity to develop their own ICT skills. A successful forum requires input from the trainers as well as from the participants and this should be taken into consideration when estimating the time required to prepare and deliver the training.

If the participants all belong to your organisation you may be able to set up a forum within your own intranet. If not, one that is easy to set up and use is available at [www.smartgroups.com](http://www.smartgroups.com). You control the membership and only participants on the training will be able to access it. An unmoderated forum is probably best for this kind of group so that participants see their contributions appearing immediately.

The online forum can:

- give you and the participants a space to introduce yourselves
- give you and the participants a space to debate issues that arise during the training
- give the participants links to websites you would like them to look at
- contain typed-up versions of evaluations or flipchart records from each session
- allow you to tell the participants about anything you forgot to mention at one of the sessions
- allow participants to tell you about any points they would like clarified at the next session
- include in its calendar, the dates and details of the training, special events etc.

For an online forum to be successful, it is essential that participants are given specific tasks to do and that any messages they post are responded to quickly.

To make sure the forum runs smoothly it is worth enlisting a couple of colleagues to test it for you before the training starts.

Where not all participants have access to email or feel confident using a computer, you should consider other means of encouraging interaction in between training.

**Introduction to Working with ESOL Learners**  
**Personal reflection journal**

| <b>Session</b>                             |  | <b>Date</b> |  |
|--|--|-------------|--|
| <b>Key points (What have you learned?)</b> |  |             |  |
|  |  |             |  |
| <b>Reflection/Action</b>                   |  |             |  |
|  |  |             |  |

# Certificate of attendance

**Confirmation of attendance at training:  
Introduction to Working with ESOL Learners**

**This is to confirm the attendance of**

**Name:** \_\_\_\_\_

**Organisation:** \_\_\_\_\_

This certificate should be used for ongoing professional development purposes and stored in a professional development portfolio.

**Event:**

**Day/Date:**

**Time:**

**Venue:**

**Tutors:**

**Learning outcomes:**

\_\_\_\_\_  
**Signed:**

**Name:**

**Email:**

**Tel no:**

## REFLECTIONS ON TRAINING IMPACT

**TO BE SUBMITTED BY THREE MONTHS FROM THE TRAINING DATE**