



Introduction to the training modules

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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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