



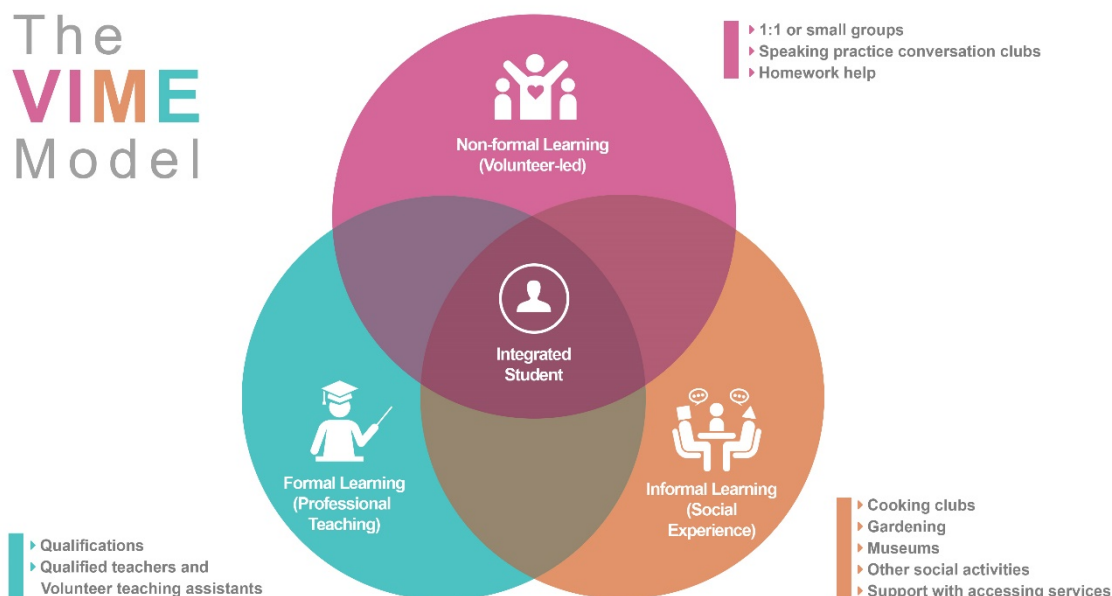
Leaflet for Professional Teachers

September 2018

Professional Language Teachers and Volunteers in Migrant Language Education (VIME)

As a second language teacher you lay the foundation for learners to be able to communicate and gain confidence to function in society. How they practice their newly acquired language skills outside the classroom is crucial to their progress. Volunteers can play an important and supportive part in helping learners practice.

The VIME Model



The VIME model suggests that learners benefit the most when they have access to both formal language learning and volunteer support within and outside of their classroom experience. Crucial to make this model of second language learning work well is coordination and cooperation between the teacher and volunteer.

Volunteers in second language learning come with different skills and experience, and they fulfil various roles. Many volunteers support teachers as classroom assistants, providing individual and group learning support within the classroom. Volunteers can also provide support as language buddies, act as mentors or run conversation clubs among many other roles. As experts of local society, customs and language varieties, volunteers can also make important contributions to learners' language learning and integration into local society.

The VIME Toolkit provides guidance about these roles that can add value to language learning, and competences that are required for each of these roles. The Toolkit describes exemplar roles volunteers can play and connects these roles with matching competences and provides training modules which can be adapted to the participants and their role.

In the VIME Toolkit, four main roles for volunteers are defined:

1. Language Assistant: Assisting in the class

The main focus of this role is to provide extra help in the classroom. The volunteer has a direct relationship with the teacher (formal educator) who directs their work with the learner in the classroom. For example facilitating differentiation or focus on particular areas of the learner's language.

2. Language Coach: Practising language use

The main focus of this role is on language practice use (individuals or small groups). The work of the volunteer is directed by a coordinator or teacher. The learner might not be studying in a formal class, so the volunteer and learner may meet in the learner's home, public space or community venue. Activities could be practising role-plays, discussing a text or playing language games. A Language Coach is capable designing and organising language learning activities on his/her own.

3. Language Buddy: Providing opportunities for social engagement

The main focus of this role is to promote the value of the host community engaging with migrants; to advocate for more and better language learning opportunities; and to encourage people to improve their language by using opportunities in their local area. For instance participating in activities together like gardening clubs or cooking clubs. The work of this type of volunteer is often not directed by a coordinator, but liaison with coordinators in the local area increases their effectiveness.

4. Language Champion: Promoting and encouraging language improvement

The main focus of this role is encouraging people to practise and improve their language skills. This role may be particularly relevant to people in organisations that work with migrants, but not in a language education capacity. A Language Champion works actively to engage adult migrants in language learning activities. For example, local GPs, housing associations, libraries, municipality councils, social workers, hospitals, children's schools, NGOs, law centres, and migrants who are current or previous language learners. All of these can promote language learning as part of their interactions with migrants. This involves Outreach work, but may also involve campaigning and lobbying.

The training modules

There are three modules for volunteer training. The first module is about how a language is learned. The second concerns interaction with learners and the differences between working with small groups and working one to one. The last one covers the context, both national and local, laws, regulations, social mapping and cooperation with other organisations. Volunteers learn about the principles of scaffolding and how they can support the language learner and leave the teaching to the teacher.

During the training, trainers make adaptations according to the role the participants will have being a language volunteer. Therefore they can be well prepared for the role that fits best, aligns with their competences and the needs of the learners. This provides you as a teacher with clarity about the tasks different volunteers can perform and what you can expect from them in terms of supporting the language learner.

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

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