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	The volunteer − 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	- 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	- Field competence - Trainers certificate (L2/FL) - Positive attitude towards involvement of volunteers in L2
Background information for trainer	**Tools from LIAM (Linguistic Integration of Adult Migrants):** Tool 3 - Ethical and intercultural issues to be aware of when working with refugees (Section C and D) Tool 4 - Responding appropriately to cultural difference and managing

intercultural communication (Section C and D)

Tool 34 - Handling initial meetings with refugees: some guidelines (Section A, C, K)

Tool 39 - Helping refugees to think about their learning (Section C, E, F)

Tool 14 - Diversity in working groups (I, J)

Tool 19 - Breaking the ice and building group confidence (C, I, J)

(Examples through activities in Tool 54 - Socialising within the local community

(Examples through activities in Tool 57 - Practising language in the real world) (E, H, K)

Content module 2

		time
		10
A	**Welcome and acquaintance**	**10**
	Main goal of the activity 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.	
B	**Programme of the meeting and introducing training goals**	**10**
	Main goal of the activity Informing participants about the program and training goals of the module.	
C	**Getting to know the learner (or learners)**	
	Main goal of activity Participants - 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. *Content* Participants are encouraged to discuss and reflect upon - different profiles of language learners and communicative needs they might have according to the new situation and their cultural and other (personal) differencies - 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. *Advantages* - 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	

doesn't participate in oral exercises for example
- Language learners learn from each other

Disadvantages
- Differences in levels and learning goals: more preparation needed for a successful meeting
- Focus on the 'average'; no tailor made approach

Pitfalls
- 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.

Suggestions
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.

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.

D	**Cultural awareness**	
	Main goal of the activity Participants are aware of the diversity in nationalities and cultures (in their groups) and gather ideas how to handle this diversity (in groups). *Content* 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. *Suggestion* Discuss cultural bias in your own behaviour and tension between different cultures (in groups).	

E	**How to find out your learner's needs**	
	Main goal of the activity Participants learn how to identify specific language and communicative needs their individual learner has and take them into account. *Content* Participants are introduced to - different ways of getting informaton 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. *Suggestions* Role play based on different learners' language profiles. Make sure that the role play leads to concrete actions (strategies) that the volunteer can carry out in real life situation. Bring a guest speaker – learner who is willing to talk about his/her cultural (and other) shock when coming to the host country.	
F	**Analysing learner's communicative needs and setting learning goals**	
	Main goal of activity 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. *Content* Participants - 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. *Suggestions* 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. 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.	

G	Learning the language in one-to-one situation	

Main goal of the activity

Participants are aware of the advantages, disadvantages and pitfalls in working with individuals.

Content

Discuss differences between working one-to-one and working in groups, discussing advantages, disadvantages and pitfalls.

Advantages
for the learner
- 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

for the volunteer
- tailor made approach

Disadvantages
for learner
- the learner develops some kind of "dependence" on the volunteer (e.g. knows only his/her pronunciation)

for volunteer
- s/he has to be more engaged all the time (regarding preparation of materials and activities during the meetings)
- limited amount of pedagogical strategies

Pitfalls
- a volunteer has a role of consultant, he/she is not a language teacher.

'Mirroring' (Re-teaching) the language to individuals and reflection on the learning and teaching situation

Suggestion

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.

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.

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.

	Main goal of the activity Participants know how group dynamics work and how to manage these group dynamics. *Content* Discuss what it takes to make group work a success and define the following aspects: • 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 Address the situation where there could be a conflict in a group and discuss possible ways to react and manage this. *Suggestion* 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. 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.	**15**
H	**Basic principles of teaching one-to-one**	
	Main goal of the activity Participants get familiar with the basic principles of teaching one-to-one. *Content* Make use of dos and don'ts in the document Introduction to the training modules.	
I	**What is differentiation?**	
	Main goal of the activity Participants know what differentiation means and are aware of differences between language learners. *Content* Discuss or explain - 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	

the importance of keeping an open mind and only responding to the actual group dynamics they observe.

Discuss with the participant how they can handle all these differences in groups they're working with.

Suggestion
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.

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.

J	**How to differentiate?**	

Main goal of the activity
Participants know how they can differentiate and how to work with the differences.

Content
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.

Suggestion
Give practical examples of working methods, how to differentiate.

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.

K	**Preparing your own meeting with your language coaching group**	

Main goal of the activity
Participants can adapt effective strategies to help language learners to achieve their diverse learning goals and interests in heterogeneous groups.

Content
Participants design a meeting with their (imaginary) language coaching group. They think about
- Who are the learners in my group
- What differences are there in language level, learning goals, culture
- What working method(s) can I use

Suggestion
Participants work together in small groups and make a plan for a meeting with language

	learners.	
L	**Strengths and weaknesses teaching one-to-one or in a group**	
	Main goal of the activity 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. *Content* 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. *Suggestion* Participants design their own plan. They present to each other in pairs or small groups. The listening participant(s) give structured feedback.	
M	**Evaluation and closing of the meeting**	
	Main goal of the activity Participants evaluate the meeting and reflect upon what they take home from today's meeting.	

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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