

## Unit 2 > Session 5

This session aims to:

- complete part of Outcome 1 summative assessment (Outcome 1)
- raise awareness of the importance of review and reflection (Outcome 4)
- identify the purpose and value of learner feedback (Outcome 4)
- introduce a variety of learning and teaching resources (Outcome 3)
- provide practice in evaluating resources (Outcome 3)

We suggest that you allocate 180 minutes for the session.

## Focus A Outcome 1 Assessment

**Aims:** To complete part of Outcome 1 summative assessment  
To develop awareness of how to manage the learning environment

**Time needed:** 75 minutes

**Materials:** Developing ESOL Tutoring Skills Assessment DVD (available from SQA secure site)  
Managing the Learning Environment observation task sheet (see Toolkit, p132 or Assessment Exemplars available from SQA secure (publication code CB4942))

**Preparation:** Prepare the overview from the DVD for display/distribution  
Check the assessment exemplar for Outcome 1 requirements

**Notes:** This session can be used for trainees to complete one of the two observations needed for Outcome 1. If the trainees are going to do both observations live then this session can be used as formative assessment to give them practice; note, however, that the secure DVD cannot be used for formative assessment. You could use clips from either of the DVDs for Units 1 and 2, or any other suitable published DVD.  
Alternatively, this session could be allocated to live observation.  
The trainees should already have had practice of using the observation task sheet.  
There are no handouts in the pack for this Focus.

### Task 1 Outcome 1 assessment

#### Stage 1

Briefly discuss the requirements for the Outcome 1 assessment. Make sure the trainees are aware that they do not have to complete all the elements in one observation.

Provide the overview (available with the assessment DVD) to give the trainees some insight into the group they are going to observe.

#### Stage 2



Play the instructions on the DVD. Pause and check if the trainees have any questions.

### Stage 3



Play the DVD without pausing. There should be no feedback on the clip.

### Stage 4

Give the trainees time to transfer their answers onto the assessment observation sheet. Remind the trainees that this should be their own work and therefore they should not discuss their answers.

## Focus B Obtaining learner feedback

**Aims:**

- To raise awareness of the importance of review and reflection
- To highlight issues relating to recording tutoring sessions
- To identify the purpose and value of learner feedback
- To give practice in designing a feedback task

**Time needed:** 75 minutes

**Materials:** [Handouts 1, 2, 3, 4 and 5](#)

Resource 2 from Session 1 (Developing ESOL Tutoring Skills overview)

Unit specification: Developing ESOL Tutoring Skills (F43W 33: [www.sqa.org.uk/sqa/files/hn/F43W33.pdf](http://www.sqa.org.uk/sqa/files/hn/F43W33.pdf))

DVD — Feedback — Patrick Amon interview (chapter 8 'Learner feedback' at 5.10)

Flipcharts and pens

**Preparation:**

- Prepare Resource 2 from Session 1 to be displayed
- Copy page 7 of the Unit specification as a handout
- Preview DVD and cue
- Ask trainees to bring in the review they have completed from their first tutoring session
- Task 1 Stage 3 could be made more kinaesthetic by having the missing sentences and the review sections from Handout 1 cut up
- See also Toolkit Sample Session 16, page 122

**Notes:** Some trainees might not have started tutoring yet, so you may have to amend this session according to the requirements of your individual course.

### Task 1 Reviewing and recording

#### Stage 1

Elicit the title of Outcome 4:

*Review the planning and delivery of ESOL tutoring sessions*

Display the Unit 2 'Planning, delivering and reviewing' diagram (Session 1 — Resource 2) to help elicit how this Outcome links to the Unit as a whole.

Ask the trainees to silently jot down what needs to be included in the portfolio to evidence Outcome 4. When finished, hand out page 7 of the Unit specification for the trainees to check.

## Answers

Each review must include the following:

- a brief record of learner progress, including learner feedback
- identification of learner(s)' future learning needs
- a brief account of the effectiveness and appropriacy of the plan
- a brief account of the effectiveness of the resources and tasks
- identification of tutoring strengths and weaknesses
- identification of personal tutoring aims

## Stage 2

Split the trainees into pairs. They should show each other the review that they have completed and explain what they wrote and why. If some trainees do not have a review then group accordingly. Ask the pairs to think of five problems they have found with completing the review. Take whole-group feedback, giving each trainee the chance to come up with an original issue. Nominate a trainee to board suggestions.

## Potential feedback

- Unsure of how much to write
- Unsure of what to put in each section
- Feel as though there is a lot of repetition
- Have forgotten the session by the time I start to write it
- Unsure of which section to put different information into
- Find it difficult to consider my own strengths
- Not sure whether there is a problem related to the plan, resources and/or tasks, or whether this is about the execution of them
- Difficult to identify future learning needs as learners have so many
- Not sure how to get feedback from learners

Tell the trainees that they will return to this list later.

## Stage 3

Provide trainees with [Handout 1](#). Ask the trainees to read the review quickly and to write down something they know about the content of the lesson under each heading in Part 1.

**Potential feedback**

- aims: to develop language needed for going to the doctor
- topic: focus on health and describing complaints
- functions: describing illnesses/ problems
- lexis: parts of the body, health complaints
- grammar: 'I've got (a)', 'He's got (a)'
- activities: listening task, matching, drilling, role-play

Ask the trainees to look at Part 2 and insert the text 1–8 into the appropriate places in the review (A–H). The trainees could do this task in pairs.

**Answers**

**A 3      B 1      C 8      D 2      E 7      F 5      G 4      H 6**

Refer the trainees back to the problems they identified in Stage 2. Ask them to consider which they still feel are problematic. Conduct a short question and answer session to deal with any relevant issues. Note that ways of obtaining learner feedback will be dealt with in Task 2.

**Stage 4**

Remind trainees that in one of the three reviews they are assessed on, they must provide a recording of part of their session. Provide [Handout 2](#) and let the trainees work through the tasks in pairs.

**Potential feedback****Part 1**

- 1 It is not necessary to record a full session, but it might be useful to do so to gather info
- 2 The recording provides information on different aspects of practice for exploration
- 3 The recording will not be used to assess tutoring
- 4 To submit only the 'highlights' of a session might not give the valuable info required

**Part 2**

- 2 The requirements (from page 7 of the Unit specification) state that one of the reviews must include an audio/audiovisual recording of one tutoring session covering at least one complete activity from set-up to feedback, lasting a minimum of 15 minutes
- 3 Reviewing, recording and reflecting should inform future planning and delivery

Try to highlight the supportive and positive nature of the reviews — and that the recordings are part of this.

Finally, briefly discuss any issues the trainees have, eg access to equipment, the required format for the portfolio, or assistance needed if they have decided to use video rather than audio.

## Task 2      Obtaining learner feedback

### Stage 1

Ask the trainees if they have received comments from learners on their tutoring so far. How have they obtained feedback and how do they feel it has helped them? Distribute [Handout 3](#). The trainees should look at the learner comments in the *Pre-viewing* section and decide what sort of information each comment could provide for a tutor. Conduct feedback using [Handout 4](#) for ideas and/or give a copy to each trainee for reference.

### Stage 2



Ask the trainees to look at the next task while they view Patrick Amon talking about obtaining learning feedback (Patrick Amon interview, chapter 8 at 5.10). What phrases does Patrick mention?

### Answers

- 1 F (formal questionnaire)
- 2 G (experience of the classroom situation)
- 3 D (throughout the duration of the course)
- 4 H (informal ways)
- 5 A (comparing answers about the course)
- 6 E (builds class as a community)
- 7 B (orally or in writing)
- 8 C (direct feedback)

### Stage 3

Direct the trainees to the *Post-viewing* task and allow a few minutes discussion before taking feedback. It is not necessary to use all of the points below.

### Potential feedback

Learner feedback could provide information on:

- **content of lessons:** too easy/difficult, relevance to learners, interest for learners, other areas to cover, whether the materials selected work
- **learner progress:** whether aims are being achieved, if the language being assimilated, whether the learners are coping with level, difficulties learners are experiencing, future goal-setting
- **tutoring style:** rapport with group, too fast/slow, whether learners understand you, whether your instructions are too complicated
- **future lessons:** what learners need more of, what they are interested in, what activities they have liked, what they want more of, other topics are of interest/need, whether to use an activity again

## Task 3      Feedback tasks

### Stage 1

Ask the trainees to think about any ways that feedback is gathered from them in the current course. Board any suggestions.

### Potential feedback

- The Review and reflect tasks at the end of each session provide feedback on how well the trainees are picking up the course content
- Feedback forms, if used at the centre, may provide information on delivery, the materials and their appropriacy etc
- Trainers may direct questions at trainees to gain feedback on how particular activities have worked or if aspects of content need to be gone over again

### Stage 2

Put the trainees into pairs or small groups. Ask them to imagine they have just finished teaching the lesson on health vocabulary summarised in the review in Handout 1. They have 15 minutes left at the end of the session to obtain some feedback from their learners.

Ask them to design a task to do this. They can choose to focus on one aspect of the lesson or be more general, but must think about the level of the learners when they create the task. The task can be displayed on a flipchart.

When they have finished, each group shows their task to another, or, time permitting, to the whole group.

### Stage 3

Provide the trainees with different examples of feedback activities on [Handout 5](#). Give them time to have a look at them and decide what they would be useful for and how they could be adapted. Is there anything similar to the task they designed, and/or is there another task that might have been more appropriate for that lesson? What could they take from this to use with their own learner(s)?

#### Potential feedback

- Different tasks may be suited to different types of feedback, eg checking on learning, learning styles and goals as well as evaluating delivery
- Certain tasks may be more appropriate for end-of-session feedback while others reflect on longer periods of time
- The 'wobbly wheel' can be used to feedback on a session, course or set of learning goals. Language points, skills, goals etc can be added to the outer circles, with the learners then allocating themselves a score for each one
- All tasks are adaptable, eg in Sample 5 the smiley faces could be replaced with statements if used with higher level learner(s)

## Focus C Resources

**Aims:** To introduce a variety of learning and teaching resources  
To provide practice in evaluating resources

**Time needed:** 30 minutes

**Materials:** [Handout 6](#)  
Mini library (see notes)  
Large cards/pieces of paper for writing categories of resources

**Preparation:** Write four or five resource categories on cards, depending on the mini-library, and set up four or five stations for Stage 2  
Check information with regards to copyright laws and CLA licences ([www.cla.co.uk/assets/217/fe\\_user\\_guidelines.pdf](http://www.cla.co.uk/assets/217/fe_user_guidelines.pdf))

**Notes:** Check that some trainees have brought in materials used with their learners before doing Stage 1.  
For the mini-library the trainer will need to have available a selection of ESOL/EFL course books, skills books, ESOL learning packs, citizenship materials, reference materials such as dictionaries, online materials, authentic materials, resource packs, graded readers etc.

## Task 1 Resources

### Stage 1

Trainees who are already working with learners should have brought in examples of published materials that they are using. Place the trainees into small groups according to who has brought in materials. They should show their own teaching materials to the others and tell them who they use them with and briefly mention the pros and cons of each resource. Set a time limit of about 10 minutes.

This could lead to a discussion about some of the problems with published material, especially course books.

#### Potential feedback

- the fact that it may not be of particular relevance to your learner(s)
- copyright issues
- cost of book (also accompanying DVD, workbook, teacher book, etc)
- not enough space to write notes

### Stage 2

This stage aims to emphasise the wide range of materials available in the field of ESOL/EFL. Place each resource category card on a table. You may wish to include the category 'other' or a few blank cards for the trainees to add their own categories.

Give out an equal amount of resources from a range of different categories to each small group. Ask them to categorise the resources by physically placing them under one of the categories on an appropriate table. When this is done, discuss it as a whole group with a particular focus on the resources that are difficult to categorise.

### Stage 3

Divide the trainees into four or five groups depending on the number and type of resource categories you have, and assign each group a category and table. Focus on actual teaching/learning materials that can be used with learners, rather than teacher development books or reference books.

Give out [Handout 6](#), the resource checklist. In their groups the trainees should select one or two resources according to the criteria on Handout 6 and any other criteria they come up with for their tutoring situations. They can add these criteria to the bottom of the checklist.

### Stage 4

Regroup the trainees so that there is one person from each original group in the new group. The trainees should feedback on the resources they looked at and how they rated them. If possible, allow the trainees to borrow one of the resources to look at in more depth at home or to use with their learners.

## *Review and reflect (10-15 minutes)*

### The wobbly wheel

The trainees should look at the 'wobbly wheel' feedback task in [Handout 5](#). Ask the trainees to draw their own wheel, adding to the outer circles a variety of topics they have covered in the course so far. You could give these as examples:

- the present tenses in English
- managing the learning environment
- tutoring ESOL literacies
- writing lesson aims
- obtaining learner feedback

They then give themselves a score from one to five for each element and write the numbers in the appropriate circles. If time, allow for some paired discussion of the wheels.

Collect the wheels in for photocopying, as a record of trainee feedback. Suggest to the trainees that they review their wheel later in the course to see if they feel their 'scores' have changed.

## Session 5

# Handouts and Resources



## Task 1 Reviewing and recording

Developing ESOL Tutoring Skills (Outcome 4) Review session	
<b>Name:</b> Pauline Murray	<b>Session no:</b> 2
<b>Date of session:</b> 4 Sept 09	<b>Audio recording:</b> No
<p><b>Brief record of learner progress, including learner feedback:</b></p> <p>By the end of the lesson the learners could use the health vocabulary quite accurately. The pronunciation of 'ache' had improved in headache/backache but they still had difficulty using 'sore' — sometimes using a combination such as 'sore headache'. <b>(A)</b></p> <p>Learners felt this lesson was very useful as they often have to go to the doctor or chemist and most have young children who often get sick. They would like to be able to go to the doctor/visit the chemist without an interpreter or having to rely on family members, friends for support. <b>(B)</b></p>	
<p><b>Learner(s') future learning needs:</b></p> <p>The learners need to continue to build their vocabulary in this area and be exposed to the kinds of questions they will be asked. They need to work on listening skills. <b>(C)</b></p> <p>They also need to be able to express themselves more fully when describing symptoms.</p>	
<p><b>Brief account of the effectiveness and appropriateness of the plan:</b></p> <p>The plan worked well and we managed to complete all the activities, except for the final activity where I had hoped that the learners would roleplay explaining their child's problem to the doctor using he's/she's got. However, this would probably have been too complicated and better kept for a separate lesson. <b>(D)</b></p> <p>However, I should have started by asking about the learners' experiences of going to the doctor. It would have been better to do the picture matching activity after some oral drilling as seeing the words written down caused a lot of problems with pronunciation, especially ache, cough and throat.</p>	

## Task 1 *Reviewing and recording*

### Developing ESOL Tutoring Skills (Outcome 4) Review session (continued)

#### **Brief account of the effectiveness of the resources and tasks:**

I based my lesson on resources from the SQA Access 2 ESOL literacies pack and they worked well. **(E)**

The listening task helped to provide a frame and a good model for pronunciation before the roleplay activity.

#### **My strengths in this tutoring session:**

I felt my planning and staging of the lesson made sense. I was more relaxed with the group and listened to the learners more, and was even willing to correct some inaccuracies. **(F)**

It was really nice how they reacted when I made a spelling mistake (that they noticed) on the board. They seemed sympathetic!

#### **Things that didn't work well in this tutoring session:**

I need to try not to correct just by providing the right answer. **(G)**

I also cleaned the board very quickly without giving people a chance to record what was there. My drilling was a bit half-hearted and the learners responded in the same way!

#### **My personal tutoring aims for next session:**

Work on eliciting more — and allow for 'thinking time' before deciding learners don't know. Don't prepare too much material — use a 'less is more' approach.

**(H)**

(Allow time for copying boardwork.)

## Task 1 *Reviewing and recording*

### Part 1

Read the review above. What do you know about the lesson content?

**Note down some ideas beside the headings below:**

- aims:
- topic:
- functions:
- lexis:
- grammar:
- activities:

### Part 2

The sentences below are missing from the review.

**Match the sentences 1–8 below to the missing parts of the review A–H.**

- 1 They particularly liked when they did the role-play of doctor and patient and were able to give each other advice.
- 2 Most of the staging made sense and the activities were all useful.
- 3 The learners could put the words in short sentences using 'I've got (a)' although even at the end of the lesson they tended to miss out the article.
- 4 Sometimes I asked a question and then replied myself, which I think annoyed the learners a bit.
- 5 I felt that I was building rapport with the learners.
- 6 Try to maintain a good pace without rushing the learners.
- 7 Some of the pictures were a bit confusing though and could have been replaced.
- 8 They also need work on making appointments, especially by telephone.

## Task 1 Reviewing and recording

### Part 1

**Read the short text below and answer the questions that follow.**

In this Unit candidates will record part of a session and submit this recording as part of their portfolio. This recording is a valuable tool, which can help to frame one of the feedback sessions. It may throw up surprising and even illuminating information, providing useful areas for exploration. Candidates could reflect on aspects such as clarity and simplicity of instructions, coherence in sequencing activities or whether activities were overly/sufficiently ambitious for their learner(s). The recording is not intended to assess the performance of delivery — it is unnecessary and perhaps of little value to select the ‘best bit’ of a session as an evaluation tool. It might indeed be better to record an entire session and then select the sample they wish to use for the review, and include in their portfolio.

- 1 Is it necessary to record a full session?
- 2 What is the purpose of the recording?
- 3 Will the recording be used to assess your tutoring?
- 4 Why is it not recommended that you submit only the ‘highlights’ of a session?

### Part 2

**Talk to a partner about the recording:**

- 1 Have you already made the recording you will submit?
- 2 What are the requirements for this recording?
- 3 What do you think the recording was/will be useful for?



## Task 2 Obtaining learner feedback

### Pre-viewing

**Look at these learner comments.** How is each comment useful for the tutor?

- 1 I went to the class twice but I was totally bored as I'd done all the stuff before.
- 2 The tutor is very organised but she goes so fast I just can't keep up.
- 3 I don't like working in groups because I don't think I learn from the other learners — they are always making mistakes.
- 4 We have been working on a health topic. Last week I managed to go to the doctor without an interpreter for the first time.
- 5 I love him. He's so funny, but he never corrects me or marks my homework.
- 6 I want to concentrate on speaking. I don't care about all the reading and writing we do in class. I want to become a nursery assistant in the future.

### While viewing



You will view a practitioner talking about learner feedback.

**Match 1–8 with A–H to identify ideas the speaker mentions.**

- |              |   |                            |
|--------------|---|----------------------------|
| 1 formal     | A | answers about the course   |
| 2 experience | B | or in writing              |
| 3 throughout | C | feedback                   |
| 4 informal   | D | the duration of the course |
| 5 comparing  | E | class as a community       |
| 6 builds     | F | questionnaire              |
| 7 orally     | G | of the classroom situation |
| 8 direct     | H | ways                       |

### Post-viewing

Talk to your partner. Why would you want to get feedback from your learner(s)?

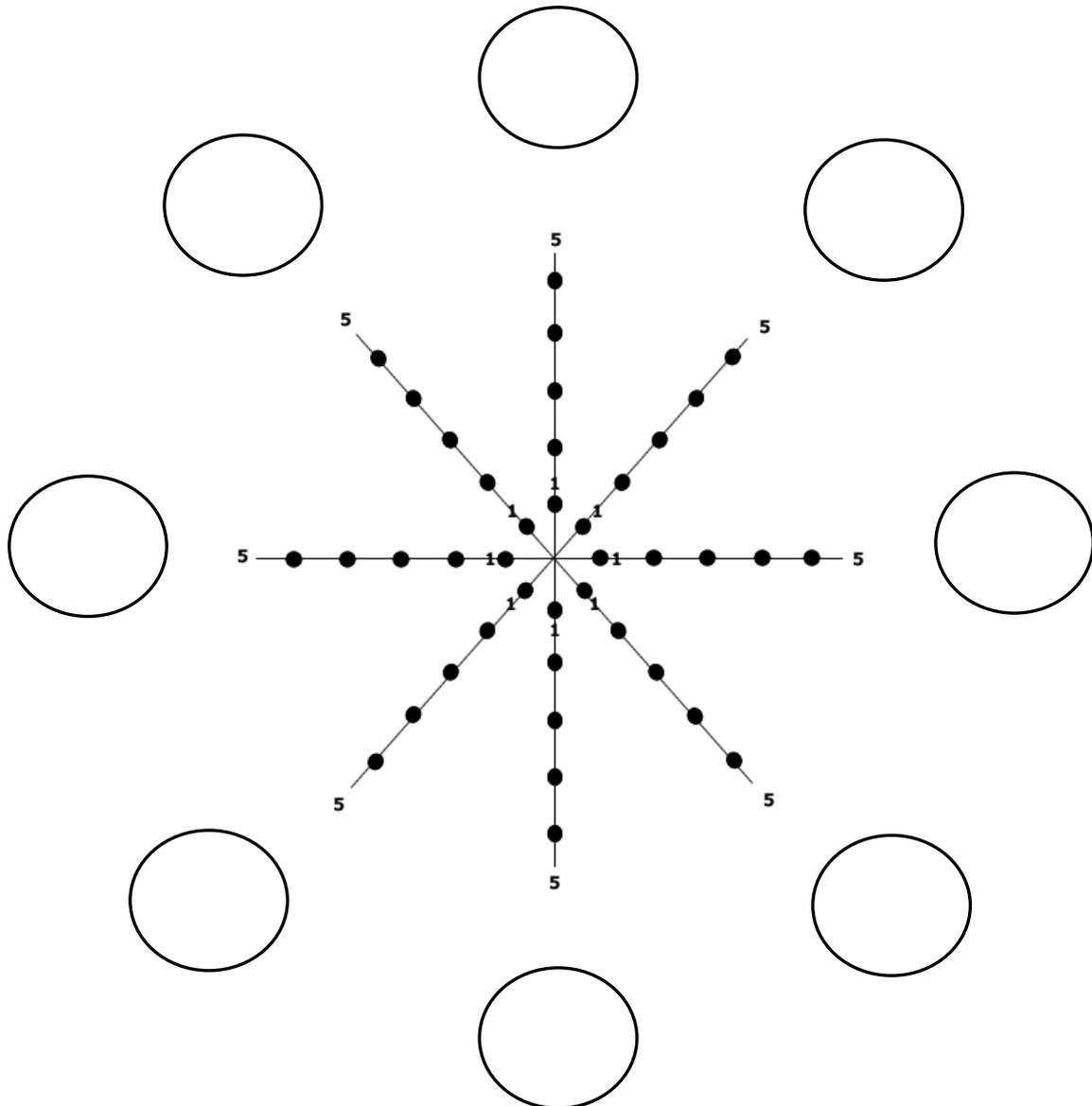
**Write down three reasons.**

## Task 2 Obtaining learner feedback (suggested answers)

- 1 I went to the class twice but I was totally bored as I'd done all the stuff before.
  - Perhaps this learner was placed in the wrong class.
  - It may be that there is no liaison between different tutors (learners are using the same materials with different tutors).
  - The learner may not realise the need to review and recycle language.
  
- 2 The tutor is very organised but she goes so fast I just can't keep up.
  - The tutor should perhaps review how much is put into one session. Are there enough opportunities for review? Is it necessary to use so many activities to achieve aims?
  - Had the learner been placed at an appropriate level?
  - Is it possible the tutor is pitching the lesson too high?
  
- 3 I don't like working in groups because I don't think I learn from the other learners — they are always making mistakes.
  - There may be a need to help the learner become more aware of the purpose and value of different methods and techniques the tutor uses with the group. The tutor could make the reasons for working in groups more explicit, but also provide time for learners to work individually.
  
- 4 We have been working on a health topic. Last week I managed to go to the doctor without an interpreter for the first time.
  - This feedback provides the tutor with information of how the learner's language is developing. It also shows the tutor that the topics used are relevant to the learner.
  
- 5 I love him. He's so funny, but he never corrects me or marks my homework.
  - It is great for the tutor to know that the learning environment is a happy place. However, perhaps the tutor needs to focus on language aims and organisational skills in the future.
  
- 6 I want to concentrate on speaking. I don't care about all the reading and writing we do. I want to become a nursery assistant in the future.
  - This perhaps shows that the aspirations of the learner do not match her perceived learning needs. It might be an opportunity to use this aspiration to focus on the types of tasks which a nursery assistant would need to perform, and the qualifications necessary for this job.

## Task 3 Feedback tasks

### *Sample 1 - wobbly wheel*



*Sample 2 – Individual learning plan*

Individual Learning Plan – Setting Goals			
Name:			
Goals	Steps to be taken	Review date	Review comments

*Sample 3 – Learner review*

LEARNER REVIEW/ EVALUATION SHEET

Name:

Date:

What was your goal this term?

What have you worked on this term? (check your ILP/work plan)

What have you learned? What can you do at home, at work, at college?  
Think about the four areas of Life: community life, family life, private life, working life

How do you know that you can do it?

What did you enjoy about your work this term? What was a good way of learning for you?

What did you not enjoy?

What would you like to do next?

### Sample 4 – Session review

At the end of each session put the following on the board:

- What we did today
- What I liked best
- What I didn't like
- What I want to do next

This review can be done in writing, orally, individually or in groups.

### Sample 5 – Evaluation of own learning

Tick the box for you:

In English I can ...			
<b>tell the time</b>			
<b>write my name and address accurately</b>			
<b>ask for and give directions</b>			

### Sample 6 – Ranking activity

**Circle the number** (1= I don't like this; 5 = I like this very much)

Working in groups            1      2      3      4      5

Listening to recordings      1      2      3      4      5

Grammar exercises           1      2      3      4      5

## Task 1 Resources

Complete the checklist (where appropriate) for one or two resources. Add any other relevant questions to the list.

Checklist for evaluating materials		✓	X
Is the material...	• at an appropriate level for learner(s)?		
	• up-to-date?		
	• relevant to learners' interests/needs?		
	• appropriate to learners' age group(s)?		
	• clear, simple, 'readable' (whether written, audio or video – consider typeface, spacing audio quality etc)?		
Does it...	• have clear illustrations?		
	• stimulate learner participation and communication?		
	• use a variety of accents, dialects etc in audio/video?		
	• reflect cultural diversity in the way it portrays people, lifestyles, traditions etc?		
	• contain authentic texts/audio/video etc, or texts/audio/video which look authentic?		
Is it...	• photocopiable or photocopy friendly?		
	• varied, fun and/or stimulating?		
Write more relevant questions below:			

