Unit 2 > Session 1

This session aims to:

- raise awareness of the value of learner needs in lesson planning (Outcome 2)
- introduce the purpose and content of learner profiles (Outcome 2)
- practise creating individual and group learner profiles (Outcome 2)
- introduce the Unit, Outcomes and assessment (all Outcomes)

We suggest that you allocate 180 minutes for the session.

Focus A: Learner needs

Aims:	To raise awareness of the value of learner needs in lesson planning
	To introduce the purpose and content of learner profiles
	To practise creating individual and group learner profiles
Time needed:	90 minutes
Materials:	Handouts 1, 2, 3, 4 and 5
	Resource 1
	DVD — Learner needs — Robin Ashton interview (1.46–3.53) and Initial assessment
	DVD — Learner Interviews
Preparation:	Cut up Resource 1
	Preview DVD
	For Task 2, make available appropriate resources for each group to watch their part of the DVD, eg stations with PCs/laptops or TVs with DVD players. Sufficient copies of the DVD need to be supplied for this. If only one DVD/laptop is available, the trainees can be given a supplementary task while waiting to view their learner.
Notes:	Trainees may comment on Robin Ashton's question about the interviewee's home situation. This provides a useful discussion point on what questions are appropriate and the rationale behind them.
	In the learner interviews with Monika and Anna, there is no profile for Monika as her level of English was not strong enough for her to answer the profile questions. The interview is useful as it shows Anna translating for Monica.

Task 1   Information on learners

Stage 1

Ask the trainees to discuss in small groups what information they would need to in order to create a learner profile and what questions they would ask to find this out. Take some group feedback and display it on the board.

Potential feedback

- Country of origin

- Length of time in UK

- Previous experiences of studying English

- Educational background

- Family circumstances

- How much English they use and in what contexts

- Work situation

Tell the trainees they are now going to watch a short extract of an interview with Robin Ashton, in his role as the ESOL Initiative Co-ordinator for the South East Community Planning Partnership in Glasgow. He is talking about what he needs to know about a learner when trying to place them in appropriate provision. The section is quite long but you need only use the DVD (Robin Ashton interview) from 1.46 to 3.53.

While viewing, the trainees should check if their predictions were the same and note down any specific questions mentioned. Whole-group feedback should focus on additional ideas the trainees have noticed and a discussion on why they would, or would not ask certain questions.

Potential feedback

- Learner's English experiences before coming to the UK:

- Did they study English in their own country?

- Did they have any interaction in their own country using English?

- After coming to the UK:

- How long have they been here?

- Have they been living in a house on their own or sharing with someone?

- What's been the language used in that house?

- Do they have English TV or satellite TV?

- Do they have kids and do they speak English?

- What kind of tasks can they achieve (with English)?

- Can they go to the doctor alone? Shopping?

- Trainees may have wondered if a question about the learner's reading and writing abilities in L1 would be appropriate — if not, this could be worth highlighting as a way of checking on literacy needs.

Stage 2

Tell the trainees they are going to watch Robin Ashton conduct an initial assessment interview with a learner. Ask them to listen for any rephrasing of questions to help the learner, as well as for any further questions not mentioned in his interview. Play the DVD clip — Initial assessment (5.50 mins duration).

After viewing, give the trainees some time to share their ideas before whole group feedback.

Potential feedback (rephrased questions in brackets)

- Where are you from? (What country have you come from?)
- So your first language is Polish?
- When did you come to Glasgow? (Have you been here for a month, two months?)
- Are you working here? What job are you doing?
- Where is the factory? Is it close to your home?
- Do you take the bus? (Do you travel to work by bus?)
- At work, any chance to use English? (Do you get to use English?)
- Who are you speaking to?
- Any English classes here in Glasgow?
- What do you want to improve? (Speaking is a problem, or writing, or...?)
- Do you have any plans for the future?
- It might be noted that at times the interviewer uses rising intonation on a statement rather than asking a full question. Point out, however, that he does not lapse into broken English to simplify his questions.

Comment on the low level of this learner and elicit whether, in the case of a learner with little or no English, there are other ways of obtaining the information — eg through an interpreter, a family member/friend who is able to translate or the use of visual prompts.

Stage 3

Ask the trainees what other types of task are used to find out about the learner. (She is asked to do a writing task based on the topic of the interview and then a reading task.) Provide the sample of writing in Handout 1 produced by the learner. Ask the trainees if they notice any difference between the learner's speaking/listening and writing ability.

Potential feedback

- Learner displays similar weaknesses in speaking and writing
- Her listening ability seems to be weaker and she often gives answers which do not correspond to the question
- No evidence of a spiky profile

Stage 4

In small groups, ask the trainees to discuss the value of a learner profile for the planning process.

Potential feedback

- Provides background information on learner(s)
- Helps to establish level of learner — this may include a spiky profile
- Can provide useful topic areas for planning
- Gives information on communicative needs
- Social practice approach focuses on individual needs
- Should indicate any literacy issues
- Allows the learner to indicate how they perceive their level of English — this forms a baseline for reflecting back on progress made
- Trainees might also comment on how the information is gained, especially with a beginner; issues to be aware of regarding the actual questions you might ask, including cultural issues; the need to take account of the learner's educational background; the need to grade questions and rephrase.

Task 2   Identifying learner needs

Stage 1

Give each trainee Handout 2. Divide trainees into three or more groups and give each group a different learner from Resource 1. In their groups, the trainees should discuss the information they have and complete the profile for their learner. The trainees should then watch the DVD (Learner Interviews) of their respective learner (note that Kasha and Violetta do the interview together) and make any additions to the learner profile.

While groups are waiting to view their learner, they should consider what other information they would like to know. After viewing, they should consider the individual needs of the learner. They should also consider whether the written information they have differs in any way from the interview they have seen. The trainees should have plenty of information on their learner from the DVD and the learner profile.

Potential feedback

Handout 3 can be given out as a reference. It shows the profile for only one learner (Violetta) but indicates the level of detail required.

The trainees might notice a difference in some of the learners' perceived speaking skills compared to their actual abilities when being interviewed.

Stage 2

Regroup the trainees so that each member of the group has a different individual profile. Provide Handout 4 (group profile template). The trainees should tell each other about their learner. Make sure the trainees are aware that there could be a lot of similarities among the learners. Ask the trainees to fill out the Group Learner Profile in their groups. Tell the trainees to focus on the 'group needs' section.

Potential feedback

Give out Handout 5 as feedback. Group needs:

- Going to the doctor
- Speaking to teacher at school
- Reading letters from school
- Understanding Scottish/local accents
- Work-based vocabulary
- Speaking to neighbours
- Using the bank and speaking to bank tellers
- Writing — filling in forms, writing letters to school, helping with homework

Stage 3

Point out that it will not always be the case that a group will display such homogeneous needs. If working with a more diverse group, it may be more difficult to address all individual needs.

Return to the value of learner profiles and elicit ways in which learner profiles are useful for the planning process.

Potential feedback

- Needs driven
- Negotiated with learner
- Flexible
- Realistic aims in lessons

Stage 4

Tell the trainees that they will need to produce a short profile of their learner(s) and learning needs prior to planning their tutoring sessions. There will be further discussion on this in Focus B but you might like to set a deadline for completion at this point.

Focus B: Content and assessment of Unit

Aims:	To introduce the content of the Unit
	To clarify assessment requirements of the Unit
	To organise practicalities of observation and access to learners

Time needed:	90 minutes

Materials:	Handout 6
	Resources 2, 3 and 4
	Unit specification Delivering ESOL Tutoring Skills F43W 33 (pp 1–7)
	Pro formas from Toolkit pp 132–137:

1   Observation sheet (Managing the Learning Environment)

2   Group learner profile

3   Individual learner profile

4   Session plan (Resource 4 provides a landscape version)

5   Resource and task rationale

6   Session review

Flipchart and/or blank cards, Blu-tack

Centre timetable of assessment, planning and reviewing for this Unit

Preparation:	Make up a folder for each trainee with copies of the pro formas
	You may wish, if able, to upload all the pro formas to your Virtual Learning Environment (VLE) or provide electronic copies to save on photocopying
	Cut up blank cards if not using flipchart
	Cut up and make sets of Resource 3

Notes:	The trainees are likely to have a lot of questions related to the practicalities of the assessments. Ensure that there is plenty of time for discussion.

Task 1   Developing ESOL tutoring skills overview

Stage 1

Review the main aims of Language and Learning in ESOL (Unit 1) and the type of assessment undertaken. Tell the trainees they will now have an opportunity to consider the content and assessment for Unit 2. Provide Handout 6. The trainees should complete Part 1. Elicit the answers and write them on the board.

Answers

- **Describe** strategies for managing an effective learning environment
- **Plan** ESOL tutoring sessions
- **Select** appropriate resources and **design** appropriate tasks
- **Review** the planning and delivery of ESOL tutoring sessions

Ask the trainees to look at Part 2 and to discuss the questions in pairs or small groups. The trainees should notice that there is overlap between elements of the Outcomes. Conduct a short feedback session, focusing on the cyclical nature of planning, delivery and review — and highlighting that the Outcomes are interdependent. Display Resource 2 to facilitate feedback.

Potential feedback

- Support for trainees will be ongoing throughout the Unit
- It would be difficult to plan the next session without reviewing the previous one
- The trainer can act as a resource to give advice where needed, but the work will be the trainees' own and they should attempt to work towards being autonomous

Stage 2

Provide the Unit specification pp 1–7. Tell the trainees the following:

- *Work on your own. You have 10 minutes to look at the text and come up with five questions about it.*

Put the trainees into groups and ask them to discuss their questions and record them for display. You could provide a flipchart or blank cards similar to the FAQs for this; when they have finished they could stick the cards onto the board/flipchart. Tell the trainees that there will be a chance to discuss the questions shortly.

Hand out the FAQ cards from Resource 3. In their groups, the trainees should match the Qs and As and consider if any of their questions have been answered. It is also possible that this activity will produce more questions.

Stage 3

Hand out the folders with the pro formas. Go through the various forms which will be used for the portfolio. Spend time discussing the trainees' questions.

Emphasise the practical nature of the Unit, the cyclical nature of assessment and how all assessment is tailored to each trainee's learners. You will also need to go over the practical aspects of observation and allocation of learners. There is more information on this in the Introduction section and the Toolkit pp 5–9. You will probably also want to point out that during this Unit there will be time given for each trainee's planning and reviewing. Provide the centre timetable for the Unit.

Review and reflect   (10-15 minutes)

Stage 1

The trainees should be given time to discuss what they hope to achieve by the end of the Unit and any challenges they feel they may face. This can be done in small groups. Some of the challenges are likely to be practical and related to time issues.

Stage 2

Provide the trainees with an opportunity to feedback to you and the whole group. Make notes during the feedback. These objectives and challenges can then be revisited at appropriate points throughout the course.

Session 1

Handouts and Resources

Task 1   Information on learners
(sample of writing)

Do you notice any difference between the learner's writing ability and the level of speaking/listening they demonstrated in the interview?
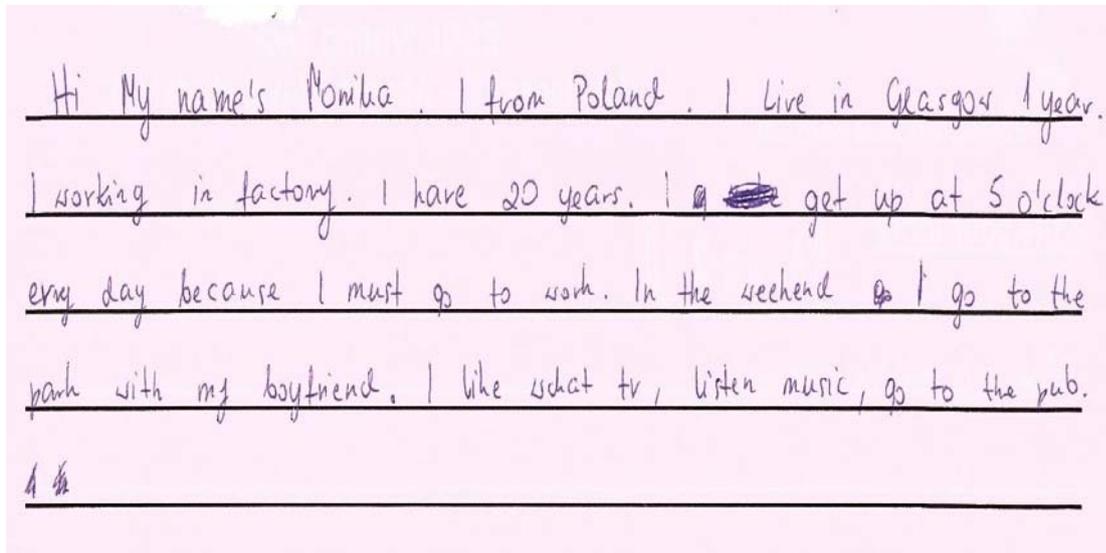
Hi My name's Monika. I from Poland. I Live in Glasgow 1 year. I working in factory. I have 20 years. I ~~a~~ get up at 5 o'clock evry day because I must go to work. In the weekend I go to the park with my boyfriend. I like what tv, listen music, go to the pub.

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Task 2   Identifying learner needs (individual learner profile)

Developing ESOL Tutoring Skills (Outcome 2)			
Individual learner profile			
Name:	Age:	Gender:	First language(s)
Learner background relevant to their learning eg: • length of time in UK • educational background • reasons for learning • family circumstances • work circumstances • other • •			
Candidate's perception of learner's needs: • study skills • literacy needs • skills needs • language needs • • •			
Learning strengths/weaknesses:			

Task 2   Identifying learner needs
(completed individual learner profile)

Developing ESOL Tutoring Skills (Outcome 2)			
Individual learner profile			
Name: Violetta	Age: 36	Gender: F	First language(s): Polish

Learner background relevant to their learning eg: • length of time in UK • educational background • reasons for learning • family circumstances • work circumstances • other	Violetta has been in Scotland for three years and lives with her two children aged 10 and 12 years old. She finished high school in Poland and has a pre-intermediate level of English. She works as a cleaner in the morning and in a factory in the evening. She has problems when she needs to talk to her workmates and says it is difficult to express what she is trying to say. Another major need is for her to understand her children's teachers at school and be able to help them with their homework. Her children speak very fast in English so that she can't understand. She has difficulty understanding the Scottish accent and would like to improve her listening skills.
Candidate's perception of learner's needs: • study skills • literacy needs • skills needs • language needs	Violetta has no literacy issues. Although only at pre-intermediate level she has few problems with reading and writing. She finished high school in Poland and so is used to formal study in a classroom setting. Listening skills development to better understand speakers with local accents. Understanding of people talking at a general level (social English) and in more formal settings (doctor, teacher). Speaking in day-to-day situations and more formal settings. It is especially important for her to be able to communicate with her children's teachers. Writing with focus on replying to school letters. Improving grammatical accuracy, especially use of tenses. Vocabulary development and extension to help her communicate more easily at work, school and in social settings.
Learning strengths/weaknesses:	Violetta works well in class and attends well. She is very committed to learning and is able to self-motivate. Her weakness is her lack of confidence in her speaking and she gets frustrated when she can't find the words to express herself. Her reading and writing skills are well-developed and she is comfortable with studying.

Task 2 Identifying learner needs (group learner profile)

| **Developing ESOL Tutoring Skills (Outcome 2)** |
| Group learner profile |

Write a general profile of the group rather than detail about each learner. Highlight anything of particular note.	
• Learners' ages • Genders • First language(s)	
Learners' backgrounds relevant to their learning, eg: • length of time in UK • educational background • reasons for learning • family circumstances • work circumstances • other	
Candidate's perception of group needs: • study skills • literacy needs • skills needs • language needs • other	
Learning strengths/weaknesses:	

Task 2   Identifying learner needs (completed group learner profile)

Developing ESOL Tutoring Skills (Outcome 2)		
Group learner profile		
Write a general profile of the group rather than detail about each learner. Highlight anything of particular note.		
Learners' ages: Genders: First language(s):	26, 33, 36, 36, 37,38 All female Polish (x4), Russian, Arabic	
Learners' backgrounds relevant to their learning, eg: • length of time in UK • educational background • reasons for learning • family circumstances • work circumstances • other	The learners have been in Scotland from 8 months to 3 years. They are all of a similar age and educational background (all finished secondary school). The four Polish learners are friends, work part-time and come to lessons together. They need English for everyday situations, such as communicating with their children's schools. The other two learners are full-time mothers and also need help with this. All the learners expressed a need to improve their listening skills, especially understanding Scottish accents.	
Candidate's perception of group needs: • study skills • literacy needs • skills needs • language needs • other	There are no literacy issues within the group. Their needs include: • Developing listening skills to better understand speakers with local accents. • Reading with focus on letters from school, banks. • Writing with focus on filling forms, replying to school letters. • Speaking in day-to-day social situations. • Use of tenses, developing accuracy, vocabulary for day-to-day situations, functional language	
Learning strengths/weaknesses:	Strengths: • All are of similar level • Confidence in reading • Most speak quite confidently	Weaknesses: • Listening skills — understanding local accents • Limited vocabulary • Grammatical inaccuracy

Task 1   Developing ESOL Tutoring Skills overview

Part 1

Insert the five verbs below into the correct Outcomes for Developing ESOL Tutoring Skills:

review	**design**	**plan**	**select**	**describe**

1 _____ strategies for managing an effective learning environment.

2 _____ ESOL tutoring sessions.

3 _____ appropriate resources and _____ appropriate tasks.

4 _____ the planning and delivery of ESOL tutoring sessions.

Part 2

Look at the diagram below and the words/phrases in the circle. Which relate to each Outcome above? Do any of them belong to more than one Outcome?

Discuss with your partner why the diagram is in the form of a circle.

Task 2   Identifying learner needs (information for profiles)

Learner 1 — Violetta

Violetta is a 36-year-old woman from Poland. She has been in Scotland for 3 years and lives with her two children, who are 10 and 12 years old. She finished high school in Poland and has a pre-intermediate level of English. She works as a cleaner in the morning and in a factory in the evening. She has problems when she needs to speak to her colleagues as it is difficult for her to express what she wants to say. This is also a problem when she has to go to meetings with her children's teachers and says it is difficult to understand the Scottish accent. Her eldest child is starting high school and she wants to improve her English so she is able to help with homework. She says sometimes her children speak very quickly in English so she can't understand! For this reason it is important for her to learn.

She needs English for day-to-day situations, such as going to the doctor, shopping and speaking to teachers at school. She would like to improve her speaking and listening skills, especially her understanding of Scottish accents. She is quite confident when she has to read or write in English. She likes TV, reading and Scottish food.

Learner 2 — Mona

Mona is a 37-year-old woman from Egypt. She has been in Scotland for 8 months and has two daughters aged 5 and 8. She finished high school in Egypt and is a full-time mother. She often takes out children's books from the local library to practise her reading skills. She has a pre-intermediate level of English and has strong reading and writing skills. She is very committed, studying every day. She needs help with all day-to-day situations, but in particular understanding messages which are sent home from school about school activities and events. She often has to ask the teacher to clarify what the letters/messages are about.

She needs to improve her English skills to communicate with the doctor, the dentist and when out shopping. She says she has problems understanding and speaking: 'People in Scotland speak very fast and I can't understand.' She also says English is difficult because words aren't written the way they sound. She doesn't have many problems reading and writing as she can take her time and use a dictionary. However, speaking to people is much different because it is immediate. She likes reading, art and culture.

Task 2   Identifying learner needs (information for profiles)

Learner 3 — Oxana

Oxana is a 33-year-old woman from Kazakhstan, who has been in Scotland for 3 years. She finished high school in Kazakhstan but didn't study English at school and says she had no English skills before she came to Scotland. She has a 2-year-old daughter and is a full-time mother. She needs English for everyday situations, such as speaking to her neighbours, visiting the doctor and when she is out shopping. Her daughter is starting nursery next year and she wants to understand clearly all the information she is given.

She finds speaking difficult. She confuses tenses, past, present and future, and says it is often hard to find the right words to use. She would like to improve her writing skills as she has not had much practice. She doesn't have many problems understanding and says she tries not to understand every word, but the sense of what someone is saying. She likes reading and often reads children's books and newspapers like The Metro. She doesn't have much time for hobbies but she likes gardening, cooking, crocheting and knitting.

Learner 4 — Kasha

Kasha is a 36-year-old woman from Poland. She finished high school and has been in Scotland for 1 year. She has a 6-year-old daughter and needs help reading letters from school, which sometimes have complicated language. She needs help when she has to attend teacher meetings. She is improving her reading skills by reading with her daughter and helping her with homework. She needs English for day-to-day situations like going to the doctor but doesn't have many problems going shopping and tries to prepare herself before she goes by thinking of the vocabulary she will need to use.

She sometimes finds speaking difficult as she tries to construct sentences in her head before speaking and this affects her fluency. She finds the Scottish accent and rapid speech difficult to understand. She prefers to see the word before she tries to pronounce it. She likes music, travel and reading.

Task 2   Identifying learner needs
(information for profiles)

Learner 5 — Sylwia

Sylwia is a 38-year-old woman from Poland. She has been in Scotland for 2 years. She finished high school in Poland and studied art for 5 years. She would like to continue studying and find a course in architecture. She has one 10-year-old daughter but she doesn't have many problems when she speaks to the teacher. She sometimes finds problems when she has to help her daughter with her English homework, especially when she needs to construct sentences.

She works part-time as a cleaner and needs to learn more vocabulary to communicate with the team she works in. This can be from general conversation to specific vocabulary for her job. She is pregnant and needs to improve her understanding when she attends the doctor, as she is being sent for tests and doesn't always know what they are telling her. She needs to improve English for day-to-day situations, such as shopping, using the bank and going to the dentist.

She speaks very confidently and is not worried about making mistakes. She wants to improve her listening skills, especially to understand the Scottish accent. She also needs help in writing for filling out forms and replying to letters from the school. She likes everything to do with art.

Learner 6 — Anna

Anna is a 26-year-old woman from Poland who came to Scotland 2 years ago. She has a 6-year-old son and works part-time. She says that she always asks her husband to attend school meetings because she is nervous. She needs English for day-to-day situations such as shopping, going to the doctor and she especially wants to be able to understand her neighbours. She would like to improve her understanding for work, to talk to colleagues and to speak in a 'correct manner' with her supervisor.

She would like to be able to go to school meetings and talk with her son's teacher and feel more confident about helping with homework. She finds writing and grammar difficult but listening and speaking are OK, depending on the situation. She wants to expand her vocabulary and to understand the Scottish accent better. She likes reading, films, music, travel and culture.

Task 1   Developing ESOL Tutoring Skills overview

Planning, delivering and reviewing diagram

Task 1   Developing ESOL Tutoring Skills overview (FAQ cue cards)

Q	A
Does this Unit automatically certificate any Core Skills? If so, which and at what level?	Yes. Problem solving at SCQF level 6.
How is the Unit assessed? Is it different to the previous Unit?	There are still four Outcomes. All assessments will be presented in a portfolio. There is no closed-book test.
What does the observation in Outcome 1 entail?	You need to observe at least two sessions and the focus is on how the tutor manages the learning environment.
Who organises the observations?	Check with your trainer. You can observe sessions in your own workplace. The tutor must be TESOL qualified and be experienced. Otherwise your trainer will organise this for you.
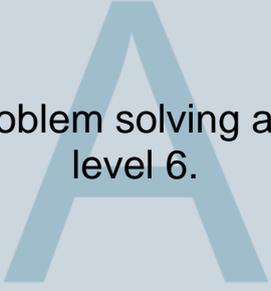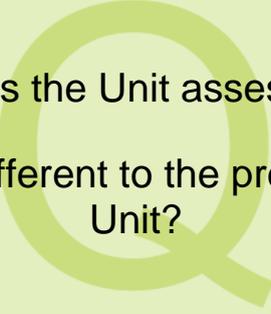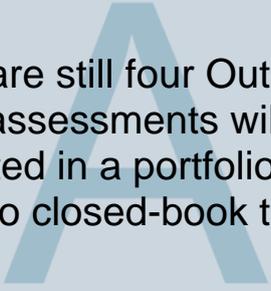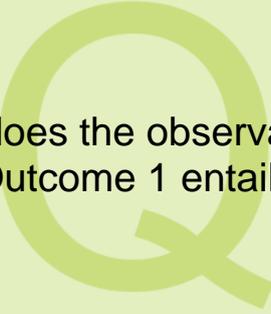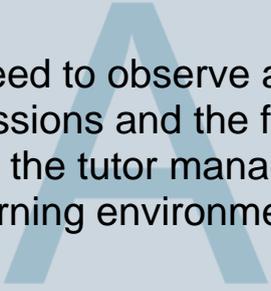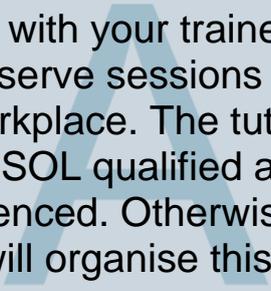
| Q	A
Can I do my observations from a DVD or do I go into a classroom? Can I observe a one-to-one session? How many observation records go in my portfolio?	At least one needs to be live. The other can be recorded. One needs to be of a group. Two records go into the portfolio. You should try to observe more if you have the time.
I already deliver ESOL. Can I work with a learner from the group I work with?	Yes, you can either choose to base your portfolio on one learner or a group. You must use the same learner(s) for the three sessions.
I don't have a learner/ learners to work with. Who will organise this?	Your centre/trainer will organise this. Speak to them about organising to meet your learner so that you can start your learner profile.
How many session plans and reviews are required for my portfolio?	You need a session plan for each of the three lessons you deliver and a review of each session.

Q	A
What length of sessions do I need to plan and deliver?	45–60 mins for each of the three sessions.
What are the requirements of the recording in Outcome 4?	You record at least one complete activity from set-up to finish. The recording must be at least 15 minutes long and can be either audio or audio visual.
What types of resources do you work with in Outcome 3?	Published and authentic.
How many resources and tasks are required in your portfolio?	Two and two — one published resource and task, and one authentic resource and task. These resources/tasks must be used in your tutoring sessions.
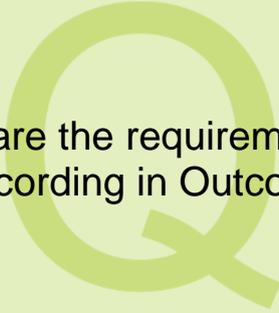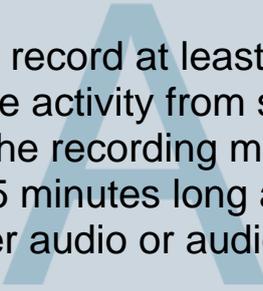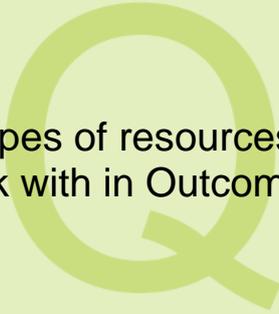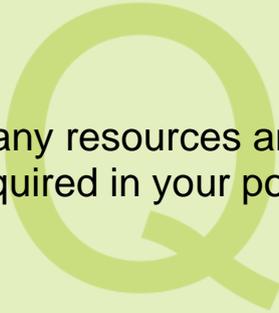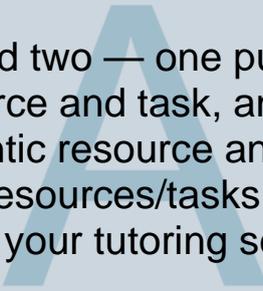
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Q	A
Q	A
Q	A
Q	A

Session plan

Developing ESOL Tutoring Skills (Outcome 2)			
Name	**Date**	**Session no.**	**No. of learners**
Topic	**Lesson Length**	**Level**	
Aims		**Rationale**	
Language covered		**Lexis**	
Anticipated problems and planned solutions **My personal aims for this lesson are to/not to:**			

Time	Tutor activity	Learner activity	Interaction (if group)	Materials