

Unit 2 > Session 10

This session aims to:

- introduce planning across sessions (Outcome 2)
- discuss some tutoring problems and their possible solutions (Outcomes 2 and 4)
- relate problems and solutions to trainees' own contexts (Outcomes 2 and 4)

We suggest you allocate 120 minutes for this session.

Focus A Planning ahead

Aims: To introduce planning across sessions
 To introduce factors that affect planning across sessions
 To practise creating a scheme of work

Time needed: 60 minutes

Materials: [Handout 1](#)
[Resource 1 and 2](#)

Preparation: Cut Resource 1 into two texts
 Select the learner contexts from Resource 2

Notes: It is worthwhile making the point that long-term planning is notoriously difficult but it does provide a framework for tutors and learners.
 The trainees may prefer to set their own learner context for Task 2.

Task 1 Planning across sessions

Stage 1

On the board, write the terms below:

- *syllabus*
- *block*
- *lesson plan*
- *individual learning plan (ILP)*
- *scheme of work*
- *group learning plan (GLP)*
- *academic year*
- *record of progress*

Tell the trainees that these terms all relate to planning across sessions. Put the trainees in pairs and ask them to consider in which ESOL settings the terms might be relevant – eg college, community, one-to-one, group tutoring etc.

Potential feedback

syllabus	mainly college but also community, particularly with groups working towards exams or using a coursebook
block	college (typically a period of 12 weeks with syllabi or schemes of work drawn up)
lesson plan	all settings
ILP	all settings
scheme of work	all settings
GLP	community group tutoring
academic year	college
record of progress	community one-to-one or group tutoring

Stage 2

Split the trainees into two groups. One group is given Text 1 from [Resource 1](#), the other Text 2. Ask the trainees to first of all skim quickly and identify the setting to which their text relates. Text 1 relates to college-based, group delivery and Text 2 to community, one-to-one provision.

Next, they should read in more detail, noting down the various factors which affect planning across sessions.

After a few minutes, pair up members of the first and second group. They should discuss their responses to the texts and draw up a list of similarities and differences. Take ideas from the whole group.

Potential feedback

- In college, syllabi and schemes of work are often provided, while community tutors often need to produce their own
- A scheme of work could be weekly or session-by-session, depending on the setting
- ILPs are used in both settings. In community provision they usually form the basis for planning ahead, while in colleges they are one of many planning tools
- Flexibility is required in both settings, but it may be easier for the community one-on-one tutor to resume their plan if the learner misses some sessions
- A college tutor's desire to be flexible might be curbed by the outcomes required for the block, ie the need to pass assessments or an exam, or to complete a certain amount of the coursebook or the designated course materials
- It is easier to negotiate a syllabus with an individual learner or small group
- It may be easier for community tutors to adapt schemes of work as the length of time required to achieve a goal is less fixed
- Access to relevant materials and ICT might be more readily available at college, facilitating smoother planning

Task 2 Creating a scheme of work

Stage 1

Tell the trainees that they are going to put themselves in the shoes of a tutor in a community setting, working one-to-one (some trainees may already be delivering in this context). Use the example of a taxi driver coming to a learning centre. He needs help with English for work. Elicit which language areas and topics/themes might be relevant for him, eg:

- *understanding street names, house numbers and directions*
- *understanding local accents and dialects*
- *pronouncing street names correctly*
- *pronouncing prices*
- *checking/ confirming with customer about destination or route*
- *using polite intonation*
- *making small talk*
- *providing information about the local area (restaurants, places to visit)*

Tell the trainees that together we are going to make a scheme of work for six 90 minute sessions with this learner. For each session we have to decide what language and skills might be covered and an order of progression. They do not have to come up with the finer points of a lesson plan. As a group, come up with a reasonable scheme, eg:

Session 1	Session 2	Session 3
<ul style="list-style-type: none"> • Listening – understanding street names, house numbers and directions • Focus on common thoroughfares 	<ul style="list-style-type: none"> • Speaking – review the numbers and focus on pronunciation of prices • Review street names and pronouncing street names correctly 	<ul style="list-style-type: none"> • Listening: understanding common customer requests in a variety of relevant accents • Matching colloquial language to standard/formal language
Session 4	Session 5	Session 6
<ul style="list-style-type: none"> • Speaking: checking destinations and routes (question forms) • Reading about your locality • Speaking: making suggestions to customers with polite intonation 	<ul style="list-style-type: none"> • Grammar: past forms • Speaking: making small talk/ responding to questions about your background/recent events • Further practice of polite intonation 	<ul style="list-style-type: none"> • Review: build and practise a realistic dialogue which revises previous sessions

Stage 2

Put the trainees into small groups. Allocate one of the learners from [Resource 2](#) to each group and provide flipchart paper.

Distribute [Handout 1](#). Tell the trainees that they should discuss areas for language development for their learner taking account of his/her context (and likely learning goals). They should then complete the table in the handout, constructing a six-session scheme of work. Remind the trainees this does not need to go into too much detail.

When the trainees have worked out an appropriate scheme of work they should transfer their ideas onto flipchart paper and display on the walls for other groups to look at.

Provide plenty of suggestions and assistance while the trainees undertake the task. Groups completing the task early could consider possible materials they might need to source for the sessions.

Stage 3

Each group should then present their ideas to the group, providing a rationale for the topics and themes/language areas they have included in their scheme. Conduct feedback on the task.

Potential feedback

- Taking account of the learner's life can help the tutor create a scheme of work which is relevant to the individual
- The tutor and learner need to be realistic about the amount of time available and the language level of the learner when negotiating what the learning goals are
- Tutors (and learners) can be unrealistic about what can be achieved in a relatively short period of time. However, tutors should also be careful to make the sessions challenging enough that the learners are developing their language skills
- The tutor needs to consider the grammar, vocabulary, functions and skills associated with each goal to transform the scheme of work into individual learning sessions
- What may seem like a very 'modest' learning goal may have many components. A scheme of work helps to sequence the sessions in a logical way, providing a framework for progression and for recycling and review
- Planning ahead helps to provide coherence and cohesion to the sessions a tutor delivers

Stage 4

At this point, the trainees could discuss some of the problems they had with this task eg they didn't really know the learner, had done no assessment of the learner's abilities in different skills, would need more time for planning and so on.

Allow time for a short buzz session where the trainees can discuss how they plan ahead and the challenges and benefits of this process.

Focus B Identifying problems and solutions

Aims: To discuss some tutoring problems and their possible solutions
To relate problems and solutions to trainees' own contexts

Time needed: 60 minutes

Materials: [Resource 3](#)

Preparation: Think about your own ESOL tutoring and prepare an anecdote to tell the trainees

Cut up the 'dilemmas' in Resource 3

You may wish to amend or add to the 'dilemmas' in Resource 3 to make them more relevant to your particular trainees

See also Toolkit Session 16, page 122

Notes: This part of the session gives the trainees opportunities to discuss issues and consider their own development needs. Make sure you provide plenty of time for the trainees' own contexts to be acknowledged and discussed.

Task 1 Dealing with problems

Stage 1

Tell the trainees an anecdote about a problem that you have had when working with ESOL learners before. Have a discussion about different possibilities for dealing with the problem before revealing what happened. Trainees may want to spend some time discussing some of their own situations, but try to keep these ideas until later.

Stage 2

Put the trainees into pairs and give each pair two cards from [Resource 3](#). They should discuss how they might deal with the challenges. Regroup the trainees into groups and they compare their 'problems and possible solutions'. Stress that there is often no 'right' answer but allow for some discussion of the issues the trainees are most interested in.

Point out to the trainees that there is a range of challenges which can arise — these can stem from the learner, the content of the lesson, the tutor, or the organisation. Ask the trainees to think about the different types of problems or challenges that can arise in an ESOL delivery setting and elicit ideas.

Potential feedback (some ideas)

- There is a range of challenges which can arise. These can stem from the learner, the content of the lesson, the tutor or the organisation
- Different types of problems than might occur include those related to culture, language issues, classroom management issues, tutor's own lack of knowledge

Stage 3

The trainees should think of an issue they have encountered/had to deal with while delivering their own ESOL sessions. They should write the problem down, distilling the problem into a few sentences.

Set up a mingling activity. The trainees should tell each other the situation, what they did about it, whether they felt they resolved the issue and whether they would do the same thing again. They can also ask each other for advice.

The trainees should control the feedback. They could discuss which issues were common to them all and the best advice they have received. They could also think about how to plan ahead and develop strategies to deal with potential problems.

Stage 5

In groups, trainees should write a list of advice for tutors when faced with problems. Give them a couple of examples to get started.

- *If you don't know what to do, ask a more experienced tutor.*
- *Make sure the learners know what is expected of them.*
- *Don't be afraid to set parameters (eg turn off mobile phones)*

Trainees write their advice on flipchart paper and post it around the room. Trainees then walk around looking at each other's advice and commenting. Have a brief whole-group feedback session.

Review and reflect (10-15 minutes)

The trainees should consider the goals they have achieved over this tutoring course. They should also think about their current learning goals in terms of ESOL tutoring. Individually the trainees should write down two achievements and two goals they are going to work towards.

The trainees can discuss what they have written in small groups.

Finally conduct whole group feedback, collating the group's achievements and current goals on the board.

Session 10

Handouts and Resources

Task 2 *Creating a scheme of work*

Make notes on your learner’s learning goals and areas for language development:

Create a six session scheme of work. Each session is scheduled for 90 minutes.

session 1	session 2	session 3
session 4	session 5	session 6

Display your ideas and present to the other groups.

Task 1 *Planning across sessions (jigsaw reading)*

Text 1

My planning is largely influenced by the syllabus I am given for the block. This sets out the topics, language points and skills to be covered over the 12 weeks. For example, with the Intermediate 1 group I have this academic year, the syllabus comes from the assessment requirements. This block they'll be doing the SQA transactional Unit so my focus is on helping my learners achieve the Outcomes. Then from the syllabus, and the coursebook allocated to that level, my level co-ordinator produces a scheme of work which breaks down the delivery on a weekly basis. It's up to me to decide what I am going to teach on a particular day — the lesson planning and materials used are my responsibility, as long as they fit in with these other things. But we have to be flexible — there is administration to be done, public holidays, festivals, school in-service days, all sorts of things which get in the way. Assessments have to be scheduled and there will need to be review and revision to allow learners to catch up or consolidate. It can be really hard to keep all the learners progressing at the same rate. You also need to liaise with other lecturers the group have — for example my Int 1 group have one day a week in the computer lab and it's important that my colleague knows what's been covered in my lessons. Most of the time you have too much material and you need to prioritise what you and your learners want to cover, making sure group and individual needs are considered. For that we use ILPs and individual guidance slots.



Text 2

Planning for me is quite straightforward in one sense because even if the learner misses a session or two for whatever reason, we can go back to the last point we were at and try to pick up. The difficult thing is that there is no course as such for my learner — she is not going to do any formal assessments and there is no suitable coursebook available at the centre. So everything starts with the ILP. I help the learner identify her learning goals, then prioritise according to what is most immediately needed, although the level of the learner is also important in determining what should be tackled first. Once I've worked out the first goal — or goals, if two or more can be integrated — it's a case of producing a scheme of work, a session-by-session plan for working towards them. It's a case of figuring out the language points, vocabulary and skills the learner needs, deciding on the best order for introducing them, and working out which material I can use. This can be the most challenging part — often I don't have access to relevant printed materials, and if I can't find anything appropriate online, I have to make it up myself. But I can make a final decision on that when I write the actual lesson plan, which takes the content for one session and divides it up into logical stages. Of course, during lessons you discover that some things were more or less challenging than you anticipated, and you are constantly negotiating with the learner as to their needs, so the scheme has to be adapted. But as the scheme is followed, with the record of progress being used on a session-by-session basis, we can check if the learner has achieved that particular goal or not — it might need another session or two. Then it's on to the next goal and the whole process starts again.

Task 2 *Creating a scheme of work (learning goals)*

A mother with a child starting primary school:

Her goals are to feel part of the school community and help her child with homework. She is able to read and write in English but very reluctant to speak. Her level is Access 2/elementary.

A young Polish woman who has recently started work in an Italian restaurant:

Her goals are to communicate with customers and colleagues and do her job well. She struggles with understanding the local accent. Her level is Access 3/pre-intermediate.

A refugee seeking his first job in the UK:

His goals are to learn about the system for applying for jobs and be successful at interviews. He is willing to do any kind of work. He has poor literacy skills but his speaking and listening skills are stronger (Access 2/elementary)

A woman in her 50s who volunteers in a charity shop:

Her goals are to integrate more with her community and make friends. She is very embarrassed about making mistakes when she speaks. Her level is Access 3/elementary.

A learner wishing to apply for UK citizenship:

She has been in the UK for four years and is at Intermediate 2 level/upper-intermediate. She works shifts in a care home and has little time to study.

A learner who is trying to pass his driving test:

He has already sat the theory test and failed. He gets confused with the 'technical' language his driving instructor uses. His level is Intermediate 1/pre-intermediate

Task 1 *Dealing with problems (dilemma cards)*



Learners keep leaving their mobile phones on. Sometimes they text during the lesson and some even answer the phone when it rings. You know that another tutor allows them to do this.

Some learners of the same religious background are not getting on well as one is very devout and disapproves of the others' more liberal behaviour. This causes friction during discussion activities.

You tutor a learner in her home, but she seems more interested in making tea and serving cakes than learning English.

Most of your learners work shifts and the group is never the same from one meeting to the next. You feel like you are just repeating the same lesson every week.

You have a group of four learners from the same country and it is very difficult to make them speak in English all the time. Sometimes, you have no idea what they are saying.

You are working with four learners but they are obviously at different levels. You feel as though the lesson is always too easy or too difficult for some of them.

You think your learner is not progressing because he never uses English outside of the sessions.

You're working with a literacies learner and all you seem to do is watch her copy words out. She seems quite happy but you are really bored.



By the time your learner has told you all her news, there is no time for the lesson you have planned.

Your learner wants to go to university in Scotland. You know that it will take time for his English to reach an appropriate level. He was a teacher in his own country and you don't want to upset or de-motivate him.

When you go to your learner's house, she never gets time to do her lesson in peace. Her children are always asking for food or help and her husband leaves it all up to her.

One of your learners, who is an asylum seeker, tells you that his family is about to be deported. You feel awful but don't know how to help.

There is increasing friction between 2 of your learners. They come from countries that are at war with each other. They now refuse to work together and one is making very disparaging comments about the other and his country/religion.

The coursebook you have been assigned has lots of pronunciation work but this 'standard form' is nothing like the way you say things. You even find it difficult to try to copy some of these sounds.

You are working with an intermediate learner who always asks you to explain differences in vocabulary and specific grammar points. You find it very difficult to do this and get very embarrassed.

You are working with a small beginner's group. They seem to get very tired and lose focus after about one hour of a two hour session.

You are working with an ESOL literacies learner. The progress is so slow. You feel that he has forgotten everything from the last session by the time you meet again.

