



TOOLKIT FOR TEACHERS

involving volunteers in language learning



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ABOUT

How to use this Toolkit

Welcome to the teacher's toolkit. This is a guide for language teachers who want to work well with volunteers, in order to support refugees to learn the language of their new country.

It's been written by language teachers from educational organisations across five European countries, and inspired by many other teachers and groups that we've talked to as part of our research. Teachers and volunteers across Europe are finding innovative and effective ways to support refugees to learn new languages and we celebrate some of these projects in case studies throughout this toolkit.

There is huge variety in the ways that volunteers can support language learning. Not every chapter in this guide will be relevant for every teacher. Instead of being read from the cover to cover, the toolkit can be used as a resource for guidance, support and inspiration that you can dip in and out of as needed.

The introductory sections of this toolkit look at the wider context of volunteering and then explore the practicalities of working with volunteers. What are the benefits and pitfalls of involving volunteers in language teaching? How can you recruit effective volunteers in the first place? How do you establish a good working relationship with a new volunteer? How can you build in effective induction and evaluative practices with your volunteers?

Most of this toolkit, however, is dedicated to practical ideas and tools for lessons – with a specific focus on exercises and activities that involve volunteers effectively. Most teachers will be working with volunteers in a classroom setting, and the exercises found in this guide reflect this. The practical tools on offer don't rely on resources like projectors or digital whiteboards, in order to make this toolkit useful for a wider range of teachers.

At the end of this toolkit you will find guidance for evaluation with your volunteer and a number of points for reflection. We have found that our teaching practice is improved by a consideration of the more nuanced questions around our work. Good teaching is often as much about attitude as it is about technical prowess and collaboration with volunteers in refugee language teaching is no exception.

*In this Toolkit
you'll find* ↘

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A note on **TERMS**

In this toolkit, we use the term **'teacher'** to refer to a paid language teacher, teaching in a classroom setting.

'student' and **'learner'** are used interchangeably to refer to adults learning an additional language.



Working with volunteers: OPPORTUNITIES & DIFFICULTIES

Why work with volunteers in the first place? What benefits can they bring?

Volunteers can augment and support the language teaching we're able to provide as paid teachers. They can act as an extra listening ear, giving more students more talking time, support and attention.

They may be able to help with practical support, when you just need a spare pair of hands, like setting out chairs or collecting photocopies. Where mixed level groups are unavoidable, volunteers can help the teacher make the lesson accessible to a wider range of students.

The PROS:

Volunteers can:

- Give students more attention and opportunities to talk
- Help manage classes with mixed levels and/or complex needs
- Offer knowledge and experience of the local area / country
- Build supportive relationships with students

Language learning groups of any kind also have many benefits beyond just language learning – they're an opportunity for people to make connections and exchange knowledge and experience. Conversations may arise about how the school system works, or how to access medical care, for example. Volunteers may have knowledge and skills to share in these kind of exchanges. They are likely to have lived in the country for some time themselves and be able to support with navigating bureaucracy, accessing services or answering questions about how things work.

The class will also, hopefully, act as a supportive community where people enjoy their time together. Volunteers can add to this sense of community by being a warm, welcoming presence. They may have things that they have in common with students – perhaps they live in the same area, speak some of the same languages or come from the same cultural or religious background. The teacher may be able to facilitate activities in class which reveal other shared interests, hobbies or experiences. These connections between learners and those in a teaching or supportive role help build the community in the class.

However, some teachers are wary of working with volunteers. An ineffectual volunteer can hinder learning by

error correcting inappropriately, dominating conversations with learners or making lesson planning difficult through their inconsistent attendance. Teachers may not be paid for the extra time and effort that is involved in recruiting, inducting or managing a volunteer.

If you'd like to work with volunteers but have some doubts about how to proceed, this toolkit outlines the fruits of our research on how to get started. It looks at effective volunteer recruitment, induction and some tips for how to work well together. In short, how to make the most of what volunteers may have to offer, whilst safeguarding against the risks involved in inviting a new person into your classroom.

In our experience, it's worth taking some time to set up a mutually beneficial teacher-volunteer relationship. Clear communication and ground rules at the beginning of the relationship help prevent some of the unhelpful volunteer behaviours mentioned above.

It takes time to set up a new relationship. No matter how formal and well organised the intake and induction of new volunteers may be, a fair bit of chaos or friction at the beginning of the relationship is inevitable. If you let someone

The CONS:

Volunteers can:

- Attend inconsistently, making lesson planning difficult
- Error correct inappropriately
- Talk too much, not giving students space to talk
- Create extra work for teachers who aren't paid extra to induct or support volunteers



else in your classroom there will be a period of adjustment. It is our task as teachers to be open to new ideas and unexpected behaviour that challenges our view on good teaching. In turn, we can share our pedagogical skills and experience with volunteers. In other words: we teach them to be assistant teachers. All being well, this will be a fruitful process - well worth the time involved.

"It is our first job to make the students feel noticed in the classroom, and with help from the volunteers it is easier to consider every student and give them a feeling of being paid attention to."

Teacher, Austria



DOES VOLUNTEERING UNDERMINE PROFESSIONAL LANGUAGE TEACHING?



The mention of 'volunteers' amongst teachers can cause concern for those working in countries, like the UK, where paid professional language teaching are losing jobs and funding and sometimes being replaced by volunteer provision. That is why, this toolkit focuses explicitly on the work of paid teachers alongside volunteers.

However, we know from our research that many unpaid volunteers across Europe are organising classes for refugees and often acting as teachers where no funding or paid teachers are available. Often these volunteer-run classes are the only provision that refugees have

access to. Volunteer groups are also doing innovative work around informal language provision. We want to celebrate the generosity of the volunteers acting in this way.

At the same time, we also want to make the case in this toolkit for the importance of properly paid and trained language teachers. Professional teachers can offer a level of expertise and consistency that only the most dedicated and financially independent volunteers can match. They're therefore vital to supporting refugees to learn language and participate fully in the new communities in which they find themselves.



ROLES

What can volunteers do?

It's worth reflecting on how exactly you, as the teacher, would like to work with volunteers. Volunteers can assist teachers within the classroom as well as augmenting formal provision through extra-curricular support – providing help with informal and non-formal learning (see diagram next page). Below we list a number of different ways that volunteers can support formal provision – inside and outside the classroom.

Volunteers in the classroom

Within the classroom, volunteers can play a variety of roles. Some volunteers stick to one function, others change depending on the particular lesson:

Volunteers as language coaches

Some teachers use volunteers to work with learners 1:1, or in a small, separate group, whilst the teacher focuses on the rest of the class. This can be useful where one or two learners have specific needs, distinct from the wider group. Alternatively, volunteers can provide time-limited intense tuition to every learner in the class, in turn. They can focus on specific task like reading, conversation or preparation of a text or questions, or even on assessment of students' needs.

Suited to: Relatively introverted types; volunteers who hold a professional teaching qualification.

Volunteers as participants (with high knowledge of the language)

Here volunteers are treated as participants and take part in class activities without prior knowledge of the lesson plan or the activities that they're about to get involved in. This can help to establish a sense of equality and camaraderie between volunteers and students and help build their relationships. Due to volunteers' proficiency in the target language, they are likely to understand activity instructions well and can then support other learners to participate.

Suited to: Volunteers who may not be able to attend consistently; extraverted, chatty volunteers

"My volunteer was great. In the classroom, we had an elderly couple and one of them had hearing difficulties so whenever we were doing group discussion it was really hard for him to join in. The volunteer spoke their language and was able to work with them separately and involve them in a separate discussion at times and just generally make sure they were ok. It was honestly so useful having her there."

Teacher, UK

Volunteers as teaching assistants

Some countries such as Denmark have professional, paid teaching assistants, but this is a voluntary role in many classrooms across Europe. The volunteers acting as assistants may be trainee or retired teachers themselves. They assist the teacher in lesson implementation, which may include monitoring, supervising, error correcting and other support. Volunteer teaching assistants may even be involved in lesson preparation.

Volunteers as auxiliary support to formal provision

Many volunteers make language learning possible by supporting in a specific auxiliary field, for example childcare or administration.

These volunteers might not be involved in the language acquisition directly, but their engagement makes it possible for certain groups to access the language classes.

Volunteers outside formal provision

Volunteers may also run extra-curricular activities that sit alongside classroom provision, acting as 'language buddies'. Teacher engagement with these volunteers can benefit students by linking them to the volunteer or activity that augments formal classes. Closer cooperation with teachers may allow volunteers to plan extra-curricular experiences or



activities which complement what students are learning in class. Examples of such activities may include:

Volunteers supporting or organising excursions

Since language acquisition isn't limited to the classroom, excursions can provide a fruitful context for immersive learning and language practice - as well as community building amongst students. Learning the names of the fruits in a book is one thing, but buying them at the market is something else. Discussing how to access local services in class can be useful, but a trip to register for the local library en masse may prove more transformative for both language acquisition and access. Volunteers can support such excursions or even organise them on their own.

Volunteers as language buddies

In several projects volunteers and refugees are matched at an initial event and from then on meet autonomously one-to-one. Some projects offer buddying programmes which include supervision or group activities. However, the focus remains on one-to-one relationships and sponsorship. Language learning is not always the main focus of buddying but the relationship nonetheless provides important conversation practice for students. Patient listeners are a valuable resource for every language learner.

Volunteer contact persons for groups, activities and clubs outside the classroom

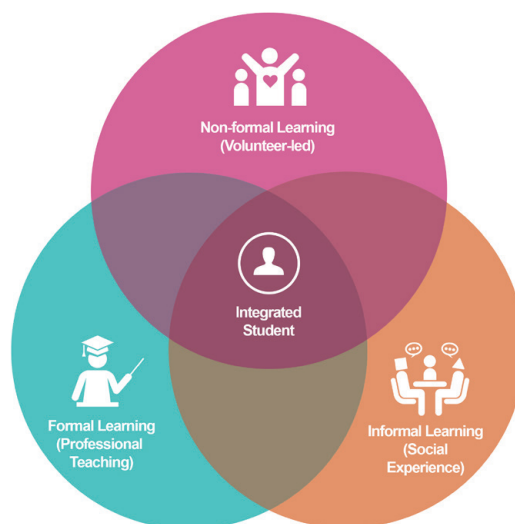
Shared interests, concerns, talents or passions can all be fruitful starting point for building relationships, groups or community. Language teachers can support their students to get involved in relevant groups (sport clubs, residents' associations, cooking activities, unions, gardening projects etc) by inviting representatives into the classroom. Teachers can help groups interested in involving refugees by explaining how language learning happens and how language learners can be best supported.

The VIME Model

The VIME (Volunteers in Migrant Education) research project suggests that successful language acquisition requires a combination of good language teaching (formal provision), supported practice with volunteers outside the classroom (informal provision) and language use in real life contexts such as cooking clubs or museum visits (non-formal provision or 'social experience').

Further Infos on <https://www.languagevolunteers.com/>

- ▶ 1:1 or small groups
- ▶ Speaking practice conversation clubs
- ▶ Homework help
- ▶ Qualifications
- ▶ Qualified teachers and Volunteer teaching assistant
- ▶ Cooking clubs
- ▶ Gardening
- ▶ Museums
- ▶ Other social activities
- ▶ Support with accessing services



A TASTE OF FREE TIME

The City of Leuven's 'Bijt in je vrije tijd' (this translates literally as 'Bite in your free time') initiative exists to connect migrants with sports and cultural groups in Leuven, Belgium. During the months of October and November migrants can participate for free in 50+ activities. They have a chance to speak Dutch with other participants and activities can be chosen by language level as well as interest. There are group and family activities on offer too.

This initiative is a useful case study of teacher and extra-curricular cooperation. In order to encourage migrants' participation, introductory days are organised in collaboration with language schools. Groups come to the schools and offer activities during classes so that students can try them out in a familiar context. Students also meet volunteer buddies at this point and can make appointments to do activities with them.

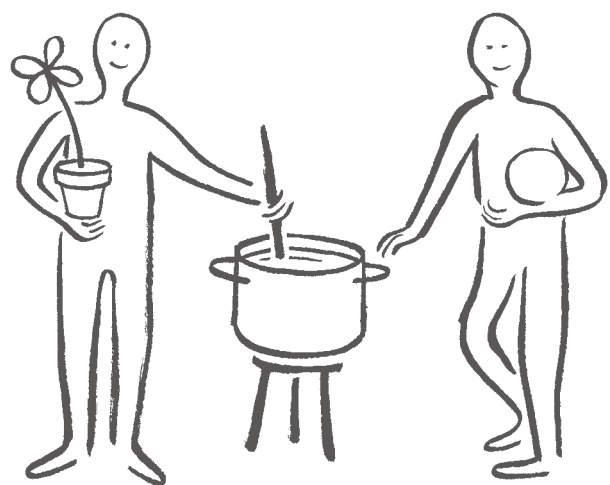
Teachers' support is vital to the success of the scheme. As well as welcoming partner organisations into their classroom for introductory days, teachers help learners find activities that are a good fit. This means taking into account learners' interests and level of Dutch, since some activities require a higher language level than others. To equip students to take part, teachers talk about the activities in class and facilitate practice of relevant sporting or activity-related language. For those who don't speak the language well, it can be crucial to have a familiar person introducing them to the scheme and supporting them to take part.

The collaboration and commitment of the scheme's buddies is also essential to its success. For one month, volunteers accompany migrants (both adults and young people) to the cultural or sporting events. They spend a few hours a day (or evening) with the language learner to help them to find their way to the event or register. They also make them feel at home at the club or event. 'Bijt in je vrije tijd' is a fine example of how language learning and community building come together.

Migrant learners appreciate more than just the one-off activities on offer: many continue their attendance and register at sports clubs. Sometimes they become a trainer and help other language learners who arrive later on at the club.

Agate Jacobzyk, a longstanding member of an aerobics club she originally accessed through this scheme, says: 'A week ago some new woman arrived to take aerobics class together with us. She didn't know the language so well so it wasn't easy for her to find our courses. Thanks to 'Bijt in je vrije tijd' she found us and I think she will stay'.

Sara Debicka, assistant trainer at the Kung Fu class, says she couldn't imagine a life without the trainings. Even if she's very busy studying, she always looks forward to the trainings and also sees the benefits for her knowledge of Dutch. 'My Dutch is much better now and I'm really motivated', she says.





VOLUNTEER RECRUITMENT

How do you find suitable volunteers (or let them find you)? Some teachers may have a volunteer coordinator in their organisation to take care of this. For those teachers undertaking volunteer recruitment themselves, below are some points to consider.

Before you start

If you're a teacher working in an organisational context, it can be useful to have clarity about the organisational norms and procedures for working with volunteers. This can include establishing who the teacher should refer to:

- To ask for a volunteer
- To discuss best practice around using volunteers in their teaching
- To discuss the challenges regarding their volunteer
- To stop working with a particular volunteer

The role that a teacher plays in their volunteers' recruitment, induction and training will depend on institutional context. Even if all three of these aspects are the responsibility of a volunteer coordinator, we would highly recommend that teachers request access to information about their incoming volunteer and have a chance to meet with them before they introduce them to students.

Recruitment

Recruitment usually involves advertising your need for a volunteer, receiving applications and then choosing (a) volunteer(s) from the applications. Obviously, volunteers are giving up their time and it can seem harsh to subject them to a lengthy or grueling application process. However, it may turn out that there are many more people interested in helping out than you're able to accommodate and some selection process is therefore necessary. And even if this isn't the case, recruitment is a chance to get a sense of your volunteer before they enter your classroom. This is highly recommended! You have a

right to be discerning about who comes into your classroom - for the sake of you, the students and the volunteer themselves!

Application process

It's useful to consider how would-be volunteers are going to find you. And once you're in touch, how are you going to learn about them and whether they're right for the role?

This of course depends on your context and the number of would-be volunteers available, but a typical recruitment process might involve:

1. Advertising the role, responsibilities involved and essential and desirable qualities
2. An application process that involves filling out an application form or writing a cover letter that addresses a number of questions and/or
3. An initial screening, meeting or interview

An alternative to stages 2 and/or 3 would be to hold an open meeting for all would-be volunteers. This meeting could be used to provide applicants with more information about the role, and double up as a training that will help volunteers work well with you. It could also be a chance for you to meet would-be volunteers and get a sense of them. If applicants are still interested after attending this meeting, they could then fill out an application form or just get started.

"Volunteers often come out of working in schools, many from teaching at primary school level, then do things with the refugees as if they're 6 year old children, which doesn't fit for 18 year old 19 year old young people, and I think this is a problem of attitude: How do I approach refugees, do I see them as poor protectable beings to be cared for, mothered or fathered, or do I see them as equal partners?"

**Language teacher
in Austria**

Who do you want to attract?

This will affect where you advertise for a volunteer. If you want to work with



volunteers with a connection to the local area, for example, then advertise through local institutions.

This will also affect your advert wording and your application process. You could list certain criteria or desirable qualities in your advert. For example, you may want to state that you need a female volunteer for a women-only group, or suggest that this is a role for friendly, flexible, reliable people.

If certain qualities or skills are important to you, be sure to check for them during your application process through the questions you ask.

Where to advertise

To find a volunteer, you could approach someone you think would be suitable directly or advertise more broadly. How and where you publicise your need for a volunteer will determine what kind of volunteers you attract and how many applications you receive.

Here are some suggestions of places you could put the word out:

- Via social media - either to your followers or by posting in relevant groups or pages
- By putting up adverts locally or in specific relevant places e.g. at the place you teach
- Advertising on relevant websites
- In relevant digital or physical newsletters
- By approaching relevant institutions or groups to ask them if anyone involved would like to volunteer.

Example for ads

VOLUNTEERS PLAY A FUNDAMENTAL ROLE IN OUR CLASSES

Whether helping to set up the classroom, supporting participants during group work or offering support and advice on local services, the contribution made by volunteers in our classrooms is vital.

In return, volunteers will have the opportunity to:

- gain experience of English language teaching in a community setting
- attend our regular training sessions on teaching methods
- gain support and advice on professional development for those looking to become an ESOL teacher

Our classes are held at various times and locations across London. Classes usually last two hours with a short break for refreshments about half-way through.

HOW TO APPLY?

Most of our volunteers come from our local partner organisations. However, occasionally there are opportunities, so if you are interested please write an email to volunteering@efalondon.org and our volunteers coordinator will advise you accordingly. Please let us know your relevant experience, availability, location in London and motivations.

Application numbers

The number of applications you get will depend on the context in which you're working and how you advertise. Having high numbers of applications can be a problem if it then requires serious work to process them. If you think that high application numbers are a risk, it's worth considering how to reach the right people whilst avoiding being overwhelmed. Some ways to reduce application numbers include:

- List specific criteria on the advert
- Target your adverts to only a limited number of specific relevant groups or areas
- Include an application form or cover letter in the application process which involves some time and thought to attract only the most dedicated applicants.

Application form

If you have decided to have an application form of some kind as part of your recruitment purpose, here are some things to consider:

What questions to ask?

This depends on the specific skills and qualities you're looking for. You could ask why the applicant wants to volunteer and what relevant experience they have. Don't neglect the practical considerations either - it's useful to check availability, for example. If you want a volunteer with particular values or a particular attitude, more open questions or questions that require specific examples of their previous experience may help to give you an indication of their qualities in this regard.

Any other data?

The application form could be a chance to collect information for safeguarding, insurance or legal purposes where relevant to your organisation.

A sense of the volunteer's previous experience will help you plan how you could train or induct this person further.

A demanding application form that reminds people of a job application form may be off putting - after all, would-be volunteers are offering their time for free. Explain at the beginning of your form why you are including it as part of the application process and how you will use the information.

Information about the organisation or group that is advertising for volunteers

It may be useful to be explicit about your approach and ethos in order to attract people with similar values - although this could also be communicated at other times, such as in an initial advert.

The exact wording of your advertisement will be a deciding factor for the number of applications that you receive.



VOLUNTEER INDUCTION

Once you or your organisation's coordinator have found a suitable volunteer, it's important to have some kind of induction with them. Even if you are supported by a coordinator for volunteers you as the teacher should always take responsibility for certain parts of the induction. In any case we recommend that you meet the volunteer before they introduce them to students.

The preparation that teachers do with their volunteer before that volunteer enters the classroom serves several functions:

- *Relationship building*

The induction process should be a chance to build rapport with someone you'll potentially be working with regularly and to begin to establish a dynamic in terms of your roles.

- *Information gathering*

If this hasn't been achieved through the recruitment process, induction allows institutions and teachers to gather information about volunteers. This may fulfil legal obligations relating to safeguarding, insurance or other record keeping. From the teacher's point of view, recruitment and induction should give you an understanding of the skills, experience and knowledge that volunteers can bring to the classroom. It should also help clarify what the volunteer wants from the volunteering experience so that you can support them, where possible, to get the most out of their placement.

- *Good communication between teacher and volunteer*

The induction process is also an opportunity to communicate your needs, expectations and boundaries regarding how the volunteer's role and how they can best support your teaching. This could include some training, which we'll also briefly cover below. The induction could also be an opportunity to ensure that volunteers understand the organisational context in which your classes are taking place and your teaching approach – both in terms of values and methods. It can also provide a space for the volunteer to ask questions and get reassurance about how volunteering will work and what difference they're going to make.

- *Shared contact / agreement*

Finally, the induction process is about reaching a clear and mutually acceptable agreement between teacher and volunteer about how you're going to work together. This can be supported by a verbal or written contract.

conversation – probably a one-to-one chat, ideally between teacher and volunteer.

The one-to-one meeting: what to cover

Below are some suggestions for what you could cover with a volunteer in the induction process. Not all points will be relevant to your context – pick and choose what is helpful. Whilst all of this could be covered in conversation, it could also be communicated via documents for the volunteer to read, before or after the meeting. Beneath the headings we have also included some explanations, information and suggestions about the induction area.

It's also worth saying that whilst this section includes a long list of points for consideration this should not be a replacement for human warmth and there should be space and license for you to use your gut instinct as well! Getting a sense of someone and building a relationship is not an exact science. It could also be very off putting if you approach the one-to-one meeting with too much formality and reliance on a check-list for guiding conversation!

Getting to know each other

1. **Finding out about the volunteer: their skills, experience, motivation, needs and expectations**

Questions you could ask the volunteer:

– What's drawn you to volunteering?

"If I do something wrong, I have confidence in the teacher to tell me how I should do things differently. That confidence and trust is important to make the corporation work."

Volunteer, Denmark

Face to face meeting

Most of the induction process will happen via face to face



- What do you hope to get out of it?
 - What do you know about our field of work / organisation?
 - What is your background?
 - What volunteering or teaching have you done in the past?
 - What aspects of volunteering do you think you'll enjoy the most?
 - How can I / we support you to get the most out of your time volunteering?
 - Do you have any needs or particular requirements that we need to know about to support you to volunteer? e.g. accessibility
2. **Explanation of teacher's approach and methods**
This could include:
- what you think is important in language learning
 - how you conceptualise the role of the teacher
 - how you create a safe and welcoming learning space for students
 - your attitude to the use of other languages in class
 - how you like to lay out your classroom
 - the kind of activities you like to do your attitude toward error correction
3. **Information about the student group:**
level, needs etc

This is where you can outline the classes' language and literacy level, their general character and give a sense of their particular needs e.g. any disabilities which should be taken into account.

4. **Information about the organisation: history, values, how it works**
If you're teaching in an organisation it can be useful to outline the organisation's story and any relevant information about its culture. You can also give the volunteer a sense of how your language class fits in with the wider operations of the organisation.
5. **Explanation of volunteer's and teacher's role and responsibilities**
Establishing what is and what isn't the role of the volunteer is very important to avoid misunderstanding. This can be further delineated by outlining what the teacher's role and responsibilities will be – and the role of any paid teaching assistants, where relevant. It can be useful to explain who will be responsible for and involved in:
- Planning lessons
 - Deciding lesson content
 - Error correcting
 - Participating in activities

BASICS *about language learning for all volunteers*

Confidence building and creating a warm, welcoming space

It can be useful to underline the important role the volunteer will play in making students feel welcome and safe, building their confidence and making their learning more enjoyable.

Authentic dialogue

Emphasise that the role of the volunteer is to speak in authentic language with the students so that the student is able to:

- Try out authentic dialogues
- Practise rehearsed dialogues
- Get to know the volunteer and benefit from their skills and knowledge

Error correction

Many teachers prefer volunteers to avoid error correcting unless specifically asked for correction by the students or teachers. You could encourage the volunteer to give (genuine) positive feedback instead. However you handle it, talk about this topic with your volunteer.

Listening

It can be useful to tell the volunteer about the importance of listening and leaving space for students to speak. Language learners often need time to formulate what they want to say, so holding silence is very important.

Grading speech

Explain to the volunteer that it's helpful for them to speak authentic/naturally and pronounce words as they would in their daily life. However, it's also useful, where possible, to speak simply – especially with lower level students. This means using short sentences and less complex vocabulary. In some languages, it can mean using international vocabulary that learners are more likely to recognise instead of more colloquial and country specific lexis.

Consistency

If the volunteers' consistent attendance will enable you to do more in your lessons (or conversely, if inconsistent attendance will disrupt your lesson plans and cause problems) then it's useful to let them know this impact now.



6. Teacher's perspective on how a volunteer can best help them

Each teacher will have their own preferences about how they want the volunteer to support their teaching. In the box below are a few areas which you may want to mention. These could be read out to volunteers, articulated in your own words or printed out. You can also refer volunteers to any training your organisation offers and to our toolkit for volunteers (or specific parts of it), which contains more information for volunteers about how best to support language acquisition.

7. Agreement about ongoing check ins / evaluation: when and how will this take place

You may want to briefly talk to the volunteer after the first lesson to see how they found it. You may want to have another meeting with them after a term has passed. It's up to you (and your organisational procedure) how and when you evaluate how the volunteering is going, but it can be useful to make this clear at this early stage. You'll find some tools for evaluation with the volunteer at the back of this toolkit, beginning on page 59.

8. Agreement between volunteer and teacher about time commitment

Clarify when and for how long they'll be able to give their time.

9. Summary of ground rules / agreement

Summarise what you've covered and check that it's all understood and agreed.

Logistics:

10. Logistical information about the class: time, place, access to the building etc

11. Guided tour of the building or facilities

12. How to claim expenses / stipend

Safeguarding:

13. Insurance / criminal or police record checks.

14. Other legal obligations: volunteer must read safeguarding procedure etc

15. Confidentiality agreement around students' disclosure

16. Who the volunteer should refer to in case of:

- absence
- doubts regarding the scope of the volunteer work
- a need to discuss "sensitive" information about students
- disagreements between teacher and the volunteer

Volunteer welcome and support:

17. What training and support they'll be offered

18. How the teacher and/or organisation can support them to get the most out of their placement

19. An expression of appreciation for the volunteers' time commitment and the difference the volunteer will make

20. An opportunity for the volunteer to ask any other questions

Induction resources

You may want to point your volunteer to additional resources that they can read in their own time to support their development. Your organisation may have its own teaching resources or documentation that you'd like your volunteer to look at. There are also additional resources available that are aimed at volunteers:

– Our Toolkit for Volunteers

www.volunteersinlanguagelearning.eu

This is aimed at volunteers supporting teachers in classroom (formal) settings and leading activities beyond the classroom in informal or non formal learning environments.

– Language Support for Adult Refugees

Council of Europe Toolkit:

<https://www.coe.int/en/web/language-support-for-adult-refugees/guidelines>

Aimed at volunteers providing language support so not all sections will be relevant to volunteers working in formal settings.

A note on VOLUNTEER RETENTION

High volunteer turnover can be disconcerting and frustrating for teachers. If this keeps happening, and it's disruptive to your lessons, you may want to speak to your volunteer co-ordinator or review your recruitment and induction process. Although the turnover may be inevitable, it's worth asking if volunteers have a clear picture of what the role will involve before they start. Are they clear about the time commitment involved? Asking outgoing volunteers directly why they're leaving could

also provide clues as to why they're not sticking around. Making volunteers feel appreciated and valued for their contribution also increases the likelihood that they'll want to stay. It's worth thinking about how you can make them feel included in the organisation (if they want to be). Small gestures like cards at Christmas, special mentions at end of term celebration or invites to the organisation's internal end of year celebrations can all contribute to making volunteers feel valued.



Activities

Through our research we've compiled a collection of activities for teachers to use when working with volunteers.

The activities are therefore specifically suited to making the most of volunteers' support.

They are divided into speaking and listening, reading, writing activities and games - although many activities include elements of several skills.

We've also given an indication in the introduction as to where you might use this activity in a lesson, which levels it's suitable for and what it is about this activity that works particularly well.

all levels

A1–C2



5-10 MIN

CIRCLE OF FIVES

This game is good for building the energy of the student group by getting everyone moving. It can take a bit of confidence for students to step up to the challenge the game presents, so it's helpful to have a volunteer to model participation if no one initially wants to come forward. The game generally builds students' confidence and gives them a sense of satisfaction when they manage to complete the challenge.

INSTRUCTIONS

1. Get students to stand in a circle - as small as possible.
2. Call out a category. It's nice to have a mix of categories that relate to a theme you've been studying in class (e.g. jobs, members of a family) and categories that don't require much language knowledge for lower level students (e.g. cities in Europe, footballers).
3. Somebody (it can be anybody) jumps into the centre of the circle.

VOLUNTEER'S ROLE

The volunteer acts as an enthusiastic participant. They don't need to know the game in advance to do this - the teacher can always ask them to have a go at naming five items in a category if no one else wants to go first. And if they can't think of five, that doesn't matter either - the teacher can always ask the students to shout out suggestions and it may make it less intimidating for the students who go next!

4. They then have to name five items in the category e.g. pizza, spaghetti, bread, apples, burger for 'type of food'. After each item they name, those on the outside of the circle say in unison 'one' 'two' 'three' etc. until they've counted up to five.
5. Then the circle claps the person in the middle who returns to the circle and a new category is suggested. Categories can be decided by the teacher or suggested by students or volunteer(s).

all levels

A1–C2



5-10 MIN



THE SUN SHINES ON ME

This is an energising game that can be used with students of all levels, as long as their mobility allows them to stand up and sit down from chairs. It is useful as an activity with a group of students who don't know each other well and a chance for students to get to know each other, the teacher and the volunteer(s) as well. Use your judgement on how long to continue the game.

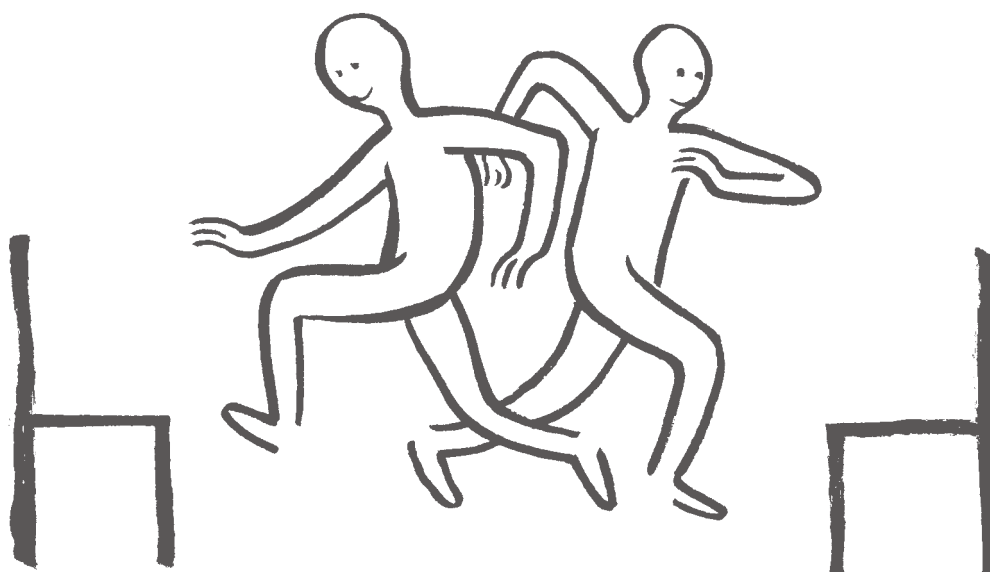
INSTRUCTIONS

1. Get students and your volunteer to sit in a circle.
2. Stand in the middle of the circle and say 'the sun shines on you if...' then finish the sentence e.g. '... you're wearing black shoes', '...you walked here today' etc.

VOLUNTEER'S ROLE

The volunteer here simply supports the activity by being an enthusiastic participant. There's no preparation needed.

3. All the group members who this applies to then have to stand up from their chairs and swap places. At this point, sit down in one of the spare chairs. The person left standing in the middle of circle without a chair then has to think up a category using the phrase 'the sun shines on you if...'
4. Once this has happened a few times, introduce extra rules: you can't sit in the chair next to you and you can't sit back down in the same chair.



all levels

A1-C2



5-10 MIN

1-2-3

This is a fun activity that can be used to energise a group who has been doing something static or concentrated.

INSTRUCTIONS

1. Get students to stand (if they're able) or sit opposite a partner. If there are odd numbers the volunteer can pair up with someone. It's also useful to use them to model the activity. If you have more than one volunteer, get volunteers to pair with students (not with one another).
2. Get a volunteer to model the activity with you for students. Stand opposite the volunteer and take turns to count up to three, repeating this a few times.
Teacher: One
Volunteer: Two
Teacher: Three
Volunteer: One
Teacher: Two...
3. Get students to do this in pairs for a minute or so.
4. Once students have got into a rhythm and got the hang of the alternate counting, get their attention again.

VOLUNTEER'S ROLE

The volunteer doesn't have to know this activity in advance, just be willing to let you demonstrate with them in front of the class. Pairing volunteers with students after the demonstration can help build rapport between them.

5. Ask students to decide who is A and who is B in their pair. new category is suggested. Categories can be decided by the teacher or suggested by students or volunteer(s).
6. Get As to put their hands up.
7. Get Bs to put their hands up.
8. Model the activity again with a volunteer. This time, replace the number 'one' with a gesture, movement or sound e.g. clap your hands as you count. Tell 'As' to start the counting with a gesture of their own.

9. Circulate to make sure everyone has understood instructions.
10. Get everyone's attention again. Tell Bs this time it's their turn to come up with a gesture, movement or sound to replace the number 'two'. Model this with the volunteer e.g.
Teacher: [claps hands]
Volunteer: [turns around on the spot]
Teacher: three

TIPS

- You could check with the volunteer that they're happy to demo.

all levels

A1–C2



5-10 MIN



GROUPS OF ...

This is a useful 'getting to know each other' activity. Involving the volunteer as a participant gives them a chance to build relationships with students by discovering things they have in common.

INSTRUCTIONS

1. Get students up to stand or move away from their desks.
2. Ask students to form themselves into groups based on types of shoe. Participants negotiate the groups themselves - you don't give them categories.
3. Once groups are formed, get each group to announce to the rest of class what their category is e.g. sandals, shoes that are brown, lace up shoes etc.
4. Ask students to form into new groups based on another criteria e.g. language, pets, favourite music, hobbies, favourite food.
5. After two or three rounds, you could ask for suggestions from students as to what categories to try next.

TIPS

- It's useful if the volunteer takes a relatively back seat role in arranging and organising the groups but still shares about themselves - you could tell them this in advance if it seems necessary.

all levels

A1–C2



5-10 MIN

TRUE OR FALSE

This activity is a good 'getting to know each other' activity for a new group of students or when a new volunteer joins the class.

PREPARATION

Ask the volunteer in advance to prepare three statements of fact about themselves to present to the student. Two statements should be true and one should be false - but it shouldn't be too obvious which one!

Tell the volunteer that this is a chance for students to get to know them better.

INSTRUCTIONS

1. The volunteer tells the students their three pre-prepared facts.
2. Students can then vote on which fact is false.
3. The volunteer reveals the truth.
4. Then ask students to do the same - write three facts about themselves, one of which is a lie.

VOLUNTEER'S ROLE

The volunteer models the exercise for students and also builds students' willingness to speak in front of the whole group by exposing themselves first.

5. Once students have prepared their facts, repeat the process: one student shares their statements with the class and everyone else (including the teacher and volunteer) vote on what they think is false.
6. After each student has revealed the truth, they can then nominate another student to go next.

TIPS

- Make sure the volunteer knows the purpose of this game: it's a chance for students to get to know them better.



all levels

A1–C2



5-10 MIN



PASS THE MIME

This is an energising and fun game. The pleasure in it isn't so much about who wins - it's more about the fun of (usually) watching the mime deteriorate and turn into something completely different! As such, don't emphasise who wins and loses too strongly.

INSTRUCTIONS

1. Divide students or simply ask students to stand in two parallel lines. The students in both lines should be turned to form a queue and face in the same direction, towards the front of the room.
2. Tell students that they must stay standing in the line, facing the front of the room, until they feel a tap on their shoulder. Then they can turn around and will be shown a mime.
3. The game starts with the teacher or volunteer coming up with a mimed action e.g. brushing their hair, making a cake. They then tap the students at the back of each line on the back so they turn around. The teacher or volunteer shows these two students their mimed action (at the same time).

VOLUNTEER'S ROLE

It's useful having a volunteer for this game to balance out numbers. They can either take part as a participant or come up with the original mime while the teacher oversees proceedings.

4. The two participants at the back then turn around and tap the person in the line in front of them on the back and shows them the action they've been taught.
5. This process continues until the mime has been passed up the line all the way to students at the front.

6. The two students at the front then show everyone the mime they've been taught. The teacher or volunteer at the back shows the original mime. The teacher can then choose which team has 'won' based on which team's final mime best matches the original mime. Often much laughter ensues!

TIPS

- After the first round, students can take turns to be the person who comes up with the original mime. This means that the volunteer will definitely get to join in the game as a participant.
- This game can be tricky to explain at first, so it's very useful to have a volunteer involved who knows the game and can help model how to participate.

all levels

A1–C2



10 MIN

15 WORD STORY

This exercise aims to build vocabulary and bring awareness to intonation, word stress and the fact that successful communication doesn't always need lots of words! It can be used as a warm up or an energiser in between other activities.

PREPARATION

Prepare a list with 10 given words to use. These should be simple words from different categories like nouns or verbs: man, woman, love, go, time, now, just... There are 5 blank spaces for students to add their own words. These words can be anything the students choose.

VOLUNTEER'S ROLE

Volunteers can walk around while the students write and check if the 15 word rule is followed and if not, remind students to use 15 words only.

INSTRUCTIONS

1. The goal of the exercise is for students to write a story using only the 15 words. They're not allowed to use other words or alter the words in any way. Incorrect grammar and missing words are not only allowed, but inevitable. A story could look like this: Man love woman. Woman go away, etc.

2. The teacher should point out at the beginning that this is a fun exercise to play with words and that the story is what is important, not the missing words and/or grammar mistakes. A lot can be told using 15 words only!
3. Once students have prepared their stories, they are read out aloud and applauded.

4. Debrief / follow up options: these stories can be made into coherent and "correct" texts by adjusting the endings or adding extra words within a small group as a follow up activity. A debrief could include each story being described and expanded on by other students:
Is this story sad or funny?
Who is this man/woman?
Can we give him/her a name?
What happens next?

all levels

A1–C2



20 MIN

MIMING AN ACTION

This activity can be treated solely as a warm up game but it can also be used to generate or practise vocabulary around a particular theme. Group size should be around 8 and up.

INSTRUCTIONS

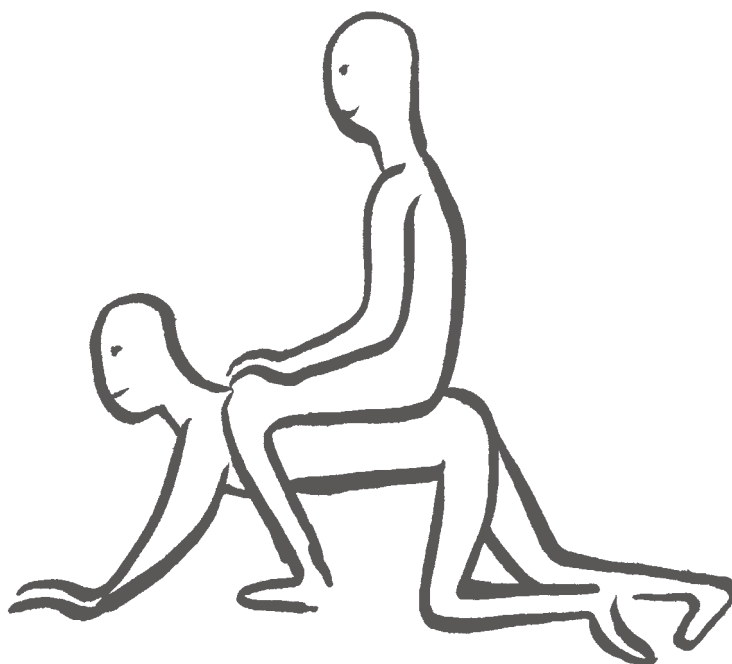
1. Students (individually or in pairs) get one minute of preparation time to think about the situation they want to mime. Objects are not allowed! Everything should be mimed using the body alone.
2. Before the activity starts, the teacher should agree with the group gestures to show 'yes', 'no' and 'almost'. The teacher could teach these, or could agree them based on students' suggestions.
3. Once students have prepared their mime, they demonstrate their mime to the rest of the group.
4. The other participants sit in a circle around the student(s) and ask them questions: Are you brushing your teeth? Are you driving a car? The student(s) performing don't reply, but instead answer with gestures for "yes" "no" or "almost" (e.g. nodding, shaking head, shaking head from side to side).

VOLUNTEER'S ROLE

While the activity is taking place, the volunteer can write down the questions that come up during the exercise on the board (and correct them after the exercise, if necessary).

TIPS

- Tell the volunteer to write the questions verbatim on the board during the process, rather than correcting as they go.



all levels

A1–C2



20-60 MIN

PRACTICE PRESENTATIONS

When students have practice presentations it can be difficult for them to find someone to help them. Therefore, it can be of great help if the students can practice in class together with volunteers. It is helpful to invite more volunteers to join the class for this activity, as they can each help a group of students.

INSTRUCTIONS

1. Place the students in groups of three students.
2. The volunteers participate in the class and circulate between the groups. The students take turns to present themselves, and the volunteer asks questions. After each presentation, the volunteer can ask supplementary questions.
3. If the students have not yet practised their presentations, the volunteer can help them by taking notes as they present, and afterwards hand over the notes to each student.

VOLUNTEER'S ROLE

The volunteer contributes as a conversational partner and starts dialogue and reflection amongst the students by asking investigating questions. At the same time, the volunteer can help the students to improve their presentation by writing notes, which are given to the student afterwards.

TIPS

- Groups of 3-4 students presenting themselves are suitable for this activity, allowing the volunteer and their fellow students to ask questions to the presentation. It can be beneficial to expand the timeframe for the exercise about 45-60 minutes depending on the students' linguistic levels.

intermediate - upper intermediate
B1-B2



WRITE

ABOUT A VOLUNTEER

Students practise question formation, reading and writing.
You need a blackboard or a whiteboard.

INSTRUCTIONS

1. Interview a volunteer in class, based on a subject chosen by the teacher.
2. The students ask as many questions as they can to the volunteer. The teacher takes notes on the blackboard.
3. At the end of the interview, either the teacher or a student takes a picture of the volunteer.

VOLUNTEER'S ROLE

The volunteer should provide insights into a relevant topic, e.g. working life.

The teacher can instruct the volunteer not to use complex vocabulary or give lengthy answers to the students' questions.

TIPS

- Performing the activity on the same day is beneficial, e.g. interviewing the volunteer in the morning and writing about them in the afternoon. Much information will be lost if there is too much time in between the two activities.
- It is an advantage for the students to write about the volunteer in class because it enables them to help each other with information, and they can ask the teacher for help if they have any doubts.

In the following lesson:

1. The teacher shows the picture of the volunteer and provides the students with the notes from the blackboard.
2. Now the students have to write a text about the volunteer.
3. Afterwards, the students take turns to read their text out loud, while the remaining students listen and ask questions.

intermediate - upper intermediate
B1-B2



30 MIN

I NEED GOOD ADVICE...

This activity could be used before a follow up writing activity or action planning session. It is good for persuasive speaking skills and discourse around giving advice.

PREPARATION

The teacher should prepare papers with statements describing different problems or dilemmas before class. Examples of statements:

- *Last week I forgot to send my brother a birthday gift.*
- *I want to get to know new people.*
- *My best friend works too much and is starting showing signs of severe stress.*
- *I want to get in contact with my neighbours.*
- *I want to be rich and famous.*
- *My sister cares too much about making money and buying expensive things.*
- *I borrowed my friend's digital camera, and now it is broken.*
- *I think my life is standing still and is way too boring.*
- *We are invited on a weekend trip with my husband's colleagues, but I cannot stand them.*
- *I need to hand in a big assignment tomorrow, but I have not yet started.*
- *My neighbour hits his kids and wife.*
- *I want to experience something new and exciting this weekend, but I do not have any money.*
- *My mother-in-law always interferes with our life.*

VOLUNTEER'S ROLE

The volunteer asks questions and facilitates dialogue among the students. The volunteer can also help with vocabulary, if necessary.

TIPS

- This activity is also usable for other linguistic levels if the students are divided into groups containing both strong and weaker students. By doing so, the stronger students can help students on lower linguistic levels to understand the task.
- If there are 2-4 topics to discuss and 4 students in each group, it can be beneficial to expand the exercise from 30 minutes to 45 minutes.

INSTRUCTIONS

1. Place the students in groups.
2. One at the time a student takes a note from the stack and says: "I need good advice" and then reads the note out loud, e.g. "I want to be rich and famous", "I borrowed my friend's digital camera and now it is broken" or "We are invited on a trip with my husband's colleagues, but I cannot stand them".
3. The groups discuss what advice they want to give on the matter. The volunteer either participates in a group or circulate between groups.

Alternative: There is also the option to elicit students' real life dilemmas as material for the advice. This can form a second round of advice seeking and giving. Students can write their dilemma on slips of paper and then read them out to their group as they did in the first round.

elementary - upper intermediate
A2-B2



20 MIN

TELL ME ABOUT...

This can be a useful activity to go deeper into a particular topic or theme; the more kinetic version of the activity (option 2) can be a good energiser or way to mix students up. This activity is good for conversational training and reflection.

PREPARATION

Prepare a few different topics written on separate cards. It can be topics familiar to the class.

Examples of topics:

- When I first met my husband/ wife
- My best gift
- My dream job
- The best movie I have watched
- Animals I am afraid of
- Food I love
- Food I do not like
- Benefits of living in [insert city]
- My childhood
- My best friend
- 3 things that make me angry

VOLUNTEER'S ROLE

The volunteer supports the students around understanding and dialogue. The volunteer asks questions during the activity.

The activity does not require any preparation from the volunteer, but the teacher should prep the volunteer beforehand. The volunteer's job is to make sure everyone understands their topic cards and to ask questions about the topics so that the students will talk as much as possible.

INSTRUCTIONS

Option 2:

1. Each student picks up a card with a topic and walks around amongst each other in class.
2. Student get into pairs and discuss their topic.
3. Afterwards, the students exchange notes and find a new partner.
4. After 20 minutes the teacher gathers the class to discuss what the pairs have been talking about.

INSTRUCTIONS

Option 1:

1. The students are placed in groups of 3 or 4 people. The volunteer is assigned to a group to make sure everyone understands the topic. If there is more than one volunteer, they should be placed in different groups.
2. One at the time, the students draw a topic to talk about. One student starts to talk

about the subject, and the volunteer and additional group members ask questions if the student gets stuck.

3. When the student is finished talking about the subject, the next student can draw a new topic from the stack. After 20 minutes the teacher gathers the class to discuss what each group have been talking about.

TIPS

- 20 minutes is a pretty short time, and one can easily extend the activity to last up to 45 minutes. The topics can be predefined by the teacher, but the teacher could also ask the students if there are any relevant topics they want to add. Each group could, for example, contribute with a topic of their choice.

upper intermediate
B2

60 MIN

DEBATE CLUB

This activity is good for reflection and discussion.
The activity can also be used to prepare students before an exam or just for general discussion in class.

MATERIAL

Notes with topics like "Equality", "Working life/stress", "Marriage", "Dating culture", "Dynamics between....".

INSTRUCTIONS

1. The students are placed in groups with a volunteer in each group. The notes with different topics lay on the table. One by one the students pull a topic from the stack, which the whole group must discuss.

VOLUNTEER'S ROLE

The volunteer act as a conversational partner and starts dialogue and reflection within the group by asking questions.

TIPS

- The activity is also suitable for lower linguistic levels if it is modified by choosing easier topics and maybe shortening the discussion time to 45 minutes. The topics could be written as questions instead:

1. How can I improve my language skills?
2. Job seeking.: what do you do to find work?
3. What do you do to get local friends/make contact with locals?
4. Internship/work. Is an internship a good or a bad thing? What can you learn from an internship?

In the case of leading questions, make sure that the topics and questions are relevant to the interests of students.

all levels
A1–C2

10-30 MIN

You need enough space for students to move across a spectrum.

SPECTRUM LINE

This is a versatile activity that can be used at many different stages of the learning process. It allows for reflective discussion amongst students, with a clear visual representation of the spread of group opinion. It can be used at the beginning of a new theme in lessons to assess students' existing knowledge or opinions. It can also be used at the end of a lesson or course to reflect on the experience and whether aims have been met. The aim of activity is to express where the students stand (literally and figuratively) in relation to a number of questions and statements.

INSTRUCTIONS

1. The teacher makes statements and asks participants how far they agree or disagree with the statement they've spoken. To show how far they agree, students go and stand somewhere along a 'spectrum' between two walls or two points in the classroom. One wall or point represents complete agreement and the other wall or point represents complete disagreement. Students can also stand somewhere in the middle.
2. After each statement has been read out, and students have positioned themselves, the teacher can invite participants to explain why they are standing where they are.

VOLUNTEER'S ROLE

Volunteers can support this in a number of ways:

- 1) They can take part in the spectrum line if the topic is also relevant to them e.g. exploring a shared theme like health or housing.
- 2) They could capture the data generated by the spectrum line - for example estimating the percentage of the class who agrees or disagrees for each statement on the board, or plotting the spread of opinion in a visual record on the board.

3. Students can change their position if they are persuaded by something someone else says. By giving people a chance to speak once they've positioned themselves, they can justify their stance, add nuance and clarify their understanding of the statement. Examples of statements to explore with students:

"I enjoyed this lesson/course"

"I feel more confident about X"

"I know how to X"

TIPS

- It can be useful to ask for comments from those participants who are furthest along the spectrum line in either direction. However, teachers may be worried about singling anyone out for specific comments, in which case they can ask 'Could someone in this area explain why they are standing over here?'

beginner - proficient
A2-C2



20-75 MIN

SILENT DISCUSSION

Students have a discussion (using writing rather than speaking) about a given topic or in response to a stimulus. This can be a useful activity to generate deeper contemplation and discussion around a theme or shared concern. It also creates a visual record of students' thoughts which can be referred to, or used as a text later on in the course.

It can also be a useful activity for a group where there is very unequal participation in group speaking activities, as it may give shyer students the space to express themselves.

PREPARATION

Material: Large sheets of paper or sheets of flip chart paper pre-prepared with stimulus e.g. image, text.

Place pre-prepared sheets of flip chart paper around the room. On each sheet, place a stimulus. This can be a text, image or an open question related to a theme or concern that students share. It makes the activity more coherent if the stimuli are connected by some kind of theme.

Examples of open questions: If students have identified 'high rents' as a shared concern, you could have sheets asking: How do rents here compare to other places you have lived? What are the consequences of high rents? Why do you think rents are so high? Who has the power to change rents? What could we do as a class about this issue?

Or you could mix open questions on high rents with brief articles, images or quotations on the subject.

VOLUNTEER'S ROLE

Option 1

The volunteer could take part as a participant, also contributing to the sheets.

Option 2

They could circulate the room, being available to answer any questions from students (in whispers) about spelling or sentence structure.

Option 3

you could ask the volunteer to circulate the room reading the sheets and noting down any common errors and any exemplary phrases for you to highlight in language feedback after the activity.

INSTRUCTIONS

1. Divide students into small groups around each flip chart paper. Ask them to write answers, comments or further questions on each flip chart paper in silence. They can also write responses to things other people in their group have written and use lines to connect comments and questions together.
2. After everyone has had time to contribute to this 'home sheet', give them time to circulate and look at other groups' sheets. They can take their pens and write further comments and questions on these sheets.
3. After this second round of the process, there are a few different ways to feedback collectively on what's been written:
 - a) You could give everyone time to circulate (without pens) to read the final sheets. Sheets could even be pinned or blue tacked to the wall at

Continued on the next page! ↪



SILENT DISCUSSION

this stage, so that they can be viewed more easily. You could ask student to identify one question or comment which really stands out for them. They could then feed this back, while the volunteer writes them on the board (verbatim).

b) You could divide the class into groups and give each group one flip chart paper. Ask them to read the sheet and come up with a brief summary of the sheet to present to the class.

c) You could ask students to discuss: What did you learn from doing this activity? This can be discussed with the whole group or in small groups.

TIPS

- You could give students different coloured pens to make the sheets look more vibrant.
- Prep volunteers to assist students with language only if they request - error correction and accuracy are not the main purposes of this activity.

all levels
A1–C2

10-60 MIN

VOLUNTEER IN THE HOT SEAT

Students ask the volunteer questions to find out about them. This activity is useful for large classes with only one volunteer. The activity can be expanded to an hour or run much more briefly as a warmer activity. This is a chance for students to get to know the volunteer better.

INSTRUCTIONS

1. The activity starts with students writing questions for the volunteer. This can take longer with lower level students, who may also need some input on question structure and language. Alternatively, higher level students could work in pairs to come up with one or two questions in 5 minutes. The students can ask the volunteer about anything



VOLUNTEER'S ROLE

Check with the volunteer in advance that they're prepared to take on this role. Let them know they can say if they don't understand the question and can also ask the students to elaborate their questions. Optionally, volunteers can also have the option to 'pass' questions they don't want to answer or to 'reverse' a question and ask it back to the student.

– although you might want to suggest they don't ask anything that they wouldn't want to answer themselves! One way to encourage this is to give the volunteer a 'PASS' card if they don't want to answer something and/or the power to ask the same question back to the student on two or three occasions during the exercise.

2. During this preparatory stage, the teacher and the volunteer circulate to help students form their questions and practise their pronunciation (if necessary). Once the questions are ready, the volunteer sits on a chair (the 'hot seat') in the middle of the class.
3. The students take turns asking the volunteer their questions. The volunteer answers the questions briefly so all of the students get a chance to ask their question. Depending on the level you can tell the students to ask their question while keeping their preparatory writing covered.
4. After the activity, the teacher can give feedback on the language used and/or initiate a debrief session about the content. This debrief could take the form of asking students to name one thing that surprised them or one thing they learnt during the questions.

Continued on the next page! ↪



The teacher could also ask students and volunteers if any questions made them feel uncomfortable, to open up a discussion about how to make the classroom space safe for everyone involved.

5. Optional: the activity can be expanded so the volunteer is recorded while they answer questions. This recording can then provide a 'text' for further listening activities. For example, the class can listen again to the recording and discuss the things the volunteer spoke about.

TIPS

- Adjustments can be made to this exercise to make it suitable for all levels.
- The exercise may also work in 30 minutes where the students only ask questions to the volunteer. If there are several volunteers involved, one volunteer can be in each group to help preparing the questions, and afterwards the volunteer can take turns answering the questions the students have.
- Brief the volunteer in advance that the purpose of the exercise is that the students get a chance to ask their questions, as well as getting to know the volunteer better. Therefore, the volunteer's answers should be honest and informative but relatively brief.

all levels

A1–C2



The activity would have to be adapted for a group of complete beginners in order for them to understand the instructions and be able to create a record of their associations.

WORD FLOWER

Students produce a visual representation of the associations and collocations of a theme word, that also acts as a record of their group discussion. This activity is useful for exploring ideas and associations with a generative theme (e.g. home). It can be used at the beginning of a new theme to identify 'sub topics'.

MATERIAL

Large sheets of paper and pens.

INSTRUCTIONS

1. Divide students into groups and give each group a sheet of flip chart paper. Each group writes the generative theme word or phrase (e.g. 'Home') in the centre of a flip chart paper and circles the word. Give students a few minutes to discuss words, phrases and ideas that come up in association with this central word.
2. Walk around probing and listening to the conversation in groups in order to begin to identify 'sub topics' - aspects of the theme that are emerging across students' conversations and seem areas of particular interest. From a theme like 'home' this could be anything from interior design, to house prices or tenants' rights. After a few minutes of discussion, ask students to add petals around their central word and write their key associated words or phrases, one in each petal. They can add as few or as many petals to their word flower as they like.

VOLUNTEER'S ROLE

Make sure your volunteer understands the basic outline of the activity. Give them a clear task to do that will support the students in their learning experience.

Option 1

While students are discussing the theme the volunteer can work with one of the groups and keep people on track by asking questions about the theme and perhaps contribute a word themselves. They can then go on and support students with writing fuller sentence in a further stage of the activity.

Option 2

Whilst students work in small groups you can ask the volunteer to circulate and listen out to students' speaking for successful examples of target language. They could collect a list of phrases or sentences for you (that students have produced) which you could then feedback to the whole class after the exercise.

TIPS

- Agree a time limit for the volunteer's speaking within any speaking activities. This is especially important when working with low level learners. Students may automatically draw a set number of petals (therefore limiting the task somewhat) if they are familiar with the activity so it could be helpful for the volunteer to monitor the process - to encourage discussion before writing and encourage one petal per idea.
- Adapting for complete beginners: As long as you've checked that students understand the central, thematic word, students could discuss associations of the word in their first language before translating their ideas into key words/phrases in the target language using translation and even looking up words in online dictionaries. They could also draw pictures in the petals to represent the associations they've discussed.

beginner - proficient
A2 - C2



30-60 MIN

WORD FLOWER

FOLLOW UP ACTIVITY

This activity builds on the ideas and sub topics identified through the word flower. It introduces the 'genre' of writing a personal essay or piece of writing in paragraphs. Aim of the activity is that students produce an engaging piece of writing on the theme explored in the word flower.

MATERIAL

- Paper and pens
- Word flowers from previous exercise

INSTRUCTIONS

1. Ask students to choose between two and four petals from their word flower (see above) to turn into a piece of writing
2. Ask students to write a few sentences about the words in each petal to form a paragraph for each petal they've chosen. Ask them to write each separate paragraph on a separate block of paper. Tell them that they can ask you or the volunteer for help with spelling.
3. Talk to students about the idea of paragraphs - blocks of one or more sentences on the same theme. Depending on the literacy level of the student, you could discuss the properties of paragraphs, how they're formed on the page and the idea of 'topic sentences'.

VOLUNTEER'S ROLE

The volunteer and teacher can circulate to support students who have any questions around spelling, paragraph order or other queries about sentence or text construction.

4. Once students have finished drafting their paragraphs, ask them in what order they'd like their paragraphs to go. They can move their blocks of paper around to try out different order.
5. Depending on their level, ask students what helps writing to flow. You could elicit some link sentences from students to help one paragraph link to another. You could also suggest that students might want to add introductory or concluding sentences or paragraphs to their writing.
6. Depending on the content, you could finish off by getting students to display their writing on their desks and circulate around the room reading each other's work.

TIPS

- You may want to prep volunteers to answer students' questions but not correct errors unless specifically asked for help
- Tell the volunteers they can encourage writing by showing interest in the content of students writing that they find genuinely interesting.
- If students are working with 'link sentences', ask volunteers to mainly stick to the sentences and phrases elicited from students and fed in by you (the teacher), rather than suggesting new phrases or sentences.

all levels
A1–C2

10-30 MIN

GROUP WRITING EVALUATION

Students write anonymous feedback in relation to a number of categories. This is a useful record of students' feedback, using criteria which the students define themselves. For the purposes of clarity, we've based instructions around evaluation of a course, but this activity could also be used to evaluate meetings, projects or events.

MATERIAL

A number of blank pieces of paper.

INSTRUCTIONS

1. Get students to sit in a circle. This can be around a central desk or in an open circle.
2. Ask students what is important for a language course and elicit a number of categories: e.g. good teacher, nice students, good classroom, good topics. Gather 3 - 10 criteria. You or the volunteer can write these on the board. Alternatively, you could pre-prepare a number of evaluative questions like 'What did you like about the course?' 'What could be better?' etc. If you have pre-prepared questions it may be necessary to run through these with students to check for understanding.
3. Explain the purpose of the evaluation to the students, who will see it and what it will be used for. Students may change their comments depending on whether the feedback is for the teacher or is going to be used externally and based on whether other students will see it or not!

VOLUNTEER'S ROLE

This can be a slightly logistically tricky exercise so it is really helpful to have the volunteers' assistance preparing the sheets and distributing them. It's also really helpful to have a volunteer present who understands the activity and can help students to fold their paper correctly and pass sheets in the right direction.

4. As you're explaining the evaluation, the volunteer prepares the activity by writing one evaluation category in clear letters at the bottom of one sheet of A4 paper (i.e. one category per sheet).
5. Distribute these sheets of paper to students at regular intervals around the circle. Get the volunteer to help you distribute sheets.
6. Ask each student with a sheet of paper to write one line about how they rate the course in relation to the criteria written at the bottom of the sheet. For example, if the criteria is 'good classroom'
7. Students continue to write on sheets or pass sheets until everyone has contributed to each sheet.
8. It's important for the teacher to feedback to students after this activity in order to show them that their feedback is valuable and has been taken on board. The teacher could either read the sheets and then summarise them for students in some way, including practical action points that the teacher will implement to improve their practice. Alternatively, the teacher could ask the students to review the feedback as a group and condense it into a number of 'points for celebration' and 'areas for improvement'.

TIPS

- It can be useful to explain the activity to the volunteer before the class.

upper elementary - proficient
A2-C2

40-60 MIN

VOLUNTEER INTERVIEW

This activity can be used when a class still doesn't know a volunteer particularly well. It can help build relationships between students and the volunteer. It allows students to explore the genre of 'an interview', practice question formation and note taking. The participants work in pairs to prepare and conduct an interview with the volunteer to find out about them.

INSTRUCTIONS

1. Introduce the topic of an interview (for a newspaper, magazine or television show) and ask students questions to explore the genre: e.g. what's the purpose of an interview? What happens in an interview? Are there interviews in publications in your country? You could also bring in some examples of written interviews from magazines or newspapers.
2. Explain that everyone is going to interview the volunteer(s).
3. Divide students into pairs with partners who work at a similar pace / level.
4. Ask students to prepare five questions that they want to ask the volunteer and write these down on the sheet. Teacher and volunteer can circulate at this point to help with sentence formation.
5. Once they're ready, pairs then swap question sets with another pair at a similar level.
6. Pairs look at the questions that have been prepared and predict what the answer may be and write their predictions on a separate sheet.

VOLUNTEER'S ROLE

The volunteer supports the process by helping with sentence formation and then helping students during the interview process. If students are still unsure of instructions when they come to interview the volunteer, the volunteer can help remind students that a) they can ask three questions and b) they should take notes as the volunteer talks.

TIPS

- This activity works particularly well if students work at different paces, so they're all ready to interview the volunteer at different times in the lesson.
- Not for use with beginners unless you allow the use of their other languages for translation/discussion in the preparation stages and for instructions. Works well in groups where students work at slightly different paces.

7. Once at least one pair has made their prediction, introduce the idea of 'note taking' to the whole class. Say that when the volunteer gives their answers to the question, you can write down notes. These are to jog your memory and need to be written at speed as the volunteer talks, so they can be just a few key words or phrases, they don't have to be complete sentences!
8. Once students have made their predictions, ask them to choose three questions from the list they've been given that they'd like to ask the volunteer.
9. The volunteer then goes and waits outside, ideally in a sitting area, for students to come and interview them.
10. Once pairs are ready, they can visit the volunteer and ask their questions, taking notes as the volunteer talks.
11. After the interview, the students return to the classroom and look back at their predictions to see how many were correct!

intermediate - proficient
B1-C2

60 MIN

CASUAL CONVERSATION

Speaking for real life casual conversations. Depending on learners, this activity can prove relevant and useful for real life language use. The discussions about 'language categories' involved, register and tone will enrich learners' understanding about what they're learning.

MATERIALS

- Post it notes
- Board
- Language for conversation and celebrate this in positive feedback at the end of the lesson.

INSTRUCTIONS

1. Ask the students where in their life they have casual conversations in the target language e.g. at work, in their children's school playgrounds, at the shops.
2. If students don't have any casual, friendly conversations in the target language ask them to think about friendly casual conversations they have in their own language. Some of the social and linguistic conventions of these kind of conversations will be the same across languages so it's worth getting students to draw on their social experience outside the target language. Ask students what situations they have in their life that they could use to initiate conversations in

VOLUNTEER'S ROLE

The volunteer is really useful in this activity as a demonstration partner, as they will likely possess the subtle linguistic (and social) skills around register, intonation and formality that you want to model.

the target language in the future - suggest that this could really speed up their learning! Ask students what people speak about in friendly conversations with people they don't know very well (e.g. children, weather, questions about each other's family etc) Introduce categories of types of language needed to have a nice friendly chat. You can either elicit these from students or introduce them yourself. Language categories could include 'things to say (questions)', 'greetings', 'friendly language', 'ways to say goodbye / leave the conversation'. Get students to write down as many different

examples of each category as they can think of on post it notes and stick them in each category on the board

3. Ask students to identify what language is formal and what is informal. Ask them where it would be a good idea to use formal language and where they would use informal language.
4. You can add corrections to the language that students have contributed at this point or pick out a few positive examples of language for friendly conversations.
5. Drill the pronunciation of this target language. You can do this by getting both yourself and the volunteer to demo the target language. In some languages, pronunciation may change depending on the formality of the situation.
6. Students then practise speaking in pairs. You can introduce this by demonstrating with the volunteer first.
7. Feedback and group intonation practice (emphasis on creating friendly tone).

Continued on the next page! ↪



TIPS

Stage 7 (practice) can be extended and done before introducing the idea of formality and informality.

(No. 4) or done several times with feedback each time.

You can also practise this target language in a **game format**: Students can also be made to leave their conversation once music has started playing and then move around and talk to the

nearest person when the music stops. Make sure that people don't have too long to talk to each other, only

a minute or so before they move on as this will mimic short, casual conversations such as passing an acquaintance in the street or playground.

When practising conversation **new language** may also come up which can be **added to the board**.

elementary - upper elementary
A1-A2



60 MIN

FRIENDLY CHIT CHAT

Note: You need enough space to walk around in.

This activity provides a chance to roleplay everyday language use in an interactive style that will engage kinetic learners. The Aim is to allow beginner language learners to practice casual greetings and conversations so that they feel equipped to try these in real life.

MATERIAL

- Pictures of locations where students might meet people and have casual conversations: shops, school, work, street, Doctors' surgery, market etc.
- Space to walk around in
- (optional) Music player

INSTRUCTIONS

1. Ask students to move round the room. You could play music while they circulate.
2. Ask students to greet or say 'hi' to people they pass. They can do this in whatever language they want.
3. Then ask students to say hi to each other in the target language. If needs be, you can teach a few phrases and demonstrate a greeting with the volunteer.
4. After a few minutes of practice, introduce an extended greeting e.g. asking how each other are. Again, introduce the target language, drill it with students to practice pronunciation

VOLUNTEER'S ROLE

The volunteer is really useful in this activity as somebody to help demonstrate the interaction of greeting. During the (optional) final roleplay, the volunteer can be really useful in listening out for more positive examples of target language.

- and demonstrate with the volunteer if necessary.
5. Again, let students circulate around the room. When you stop the music (or give another cue e.g. clap your hands or say 'stop') then students have to turn to the person nearest them, greet each other and practise the language you've just taught.
 6. After a few minutes of practice, introduce ways to leave the conversation e.g. saying 'see you later' or 'goodbye'. Again, drill this and demo with your volunteer.

7. Allow students to circulate and practise the language.
8. Once students have had time to practise the language, get them to come together again (they could sit down at this point). Ask what situations they have casual conversations in during their week. At this point you can use pictures of different situations/locations as prompts.
9. Ask students what language they use in this situation to discover where students have casual conversations in the target language (if any).
10. If students don't have any casual, friendly conversations in the target language ask them where they might be able to have these conversations in the target language in the future. You could even set them a challenge of initiating an extended greeting in one of these situations before the next lesson e.g. saying hi to someone in a shop or at a market.

Continued on the next page!

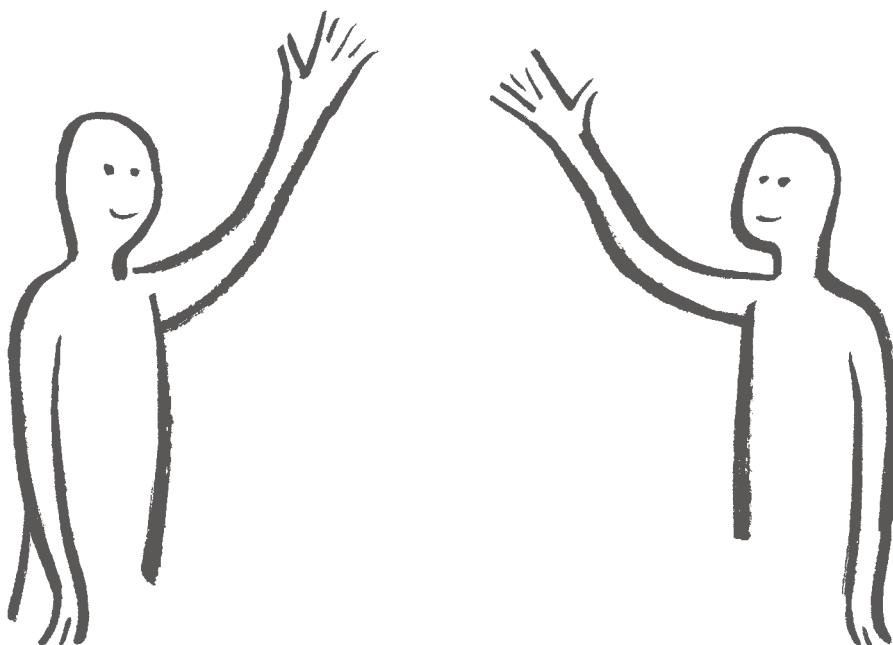




11. If students do have casual conversations or greet people in the target language ask them what words and phrases they use. The teacher or volunteer can write these on the board.
12. You can add corrections to the language that students have contributed at this point or pick out a few positive examples of language.
13. Drill the pronunciation of this new language, as well as the phrases introduced at the beginning of the lesson. You can do this by getting both yourself and the volunteer to demo the target language.
14. You could then give students the opportunity to roleplay a greeting in the specific situation they've identified as a) somewhere where they talk to people already in the target language b) somewhere they could initiate conversation in the future.
15. During this exercise you and the volunteer can listen out for even more useful language for conversation and celebrate this in positive feedback at the end of the lesson.

TIPS

- During the first stage, where students circulate around the room, make sure that people don't have too long to talk to each other, only a minute or so before they move on as this will mimic short, casual conversations such as greeting a shopkeeper or passing an acquaintance in the street or playground.



upper elementary – proficient
A2-C2

PICTURE PACK

This activity works well as a warmer activity to introduce a broad, generative theme, such as home, my area or health. It could be the first activity you do in a lesson where the new theme is introduced. It is good for building relationships amongst members of the class – including the volunteer. It is for students to express some of their thoughts and feelings around a theme and possibly make lateral connections with the theme which may inspire them to consider it more deeply.

MATERIALS

Picture pack (a selection of at least 30 images)

INSTRUCTIONS

1. Spread the images out across a surface so that all the students in the group can rifle through them.
2. Tell the students to choose a photo that says something to them about a theme of your choice.
3. Once everyone has an image, ask students to talk about why they have chosen it. You could ask them to talk in pairs, small groups, or feedback to the whole class – depending on their speaking confidence.

VOLUNTEER'S ROLE

Option 1

Ask the volunteer to participate in the activity too. As the teacher, you could also choose a picture yourself. Both of you can feedback your choice along with students. This can help build class community.

Option 2

Whilst students feedback to each other in pairs or small groups you can ask the volunteer to circulate and listen out to students' speaking for successful examples of target language. They could collect a list of phrases or sentences for you (that students have produced) which you could then feedback to the whole class after the exercise.

TIPS

■ Your images:

The more random your images, the better, as this may mean that students avoid being too literal in their choice.

■ Volunteer involvement:

If there are mixed levels in your class, or you want to safeguard against your volunteer talking too much during feedback, time feedback for participants e.g. each participant has 3 minutes to talk about their picture (while their partner has to remain silent)

all levels
A1-C2

10 MIN

PRONUNCIATION DRILL

This can be used as a standalone exercise or in conjunction with learning some new target language. Participants train their ear to distinguish between similar sounds in the target language and practice pronouncing similar sounding words.

PREPARATION

Write pairs of words that sound similar up on the board. The pairs can be selected depending on students' level - with especially similar sounding words chosen for higher level students. E.g. "skirt / shirt" for lower levels and 'cheap / chip' for higher levels.

INSTRUCTIONS

1. Drill the pronunciation of the words with the group. Do this with the whole group to start and then pick out individual students to check their pronunciation if this feels appropriate.
2. Then choose one word from each pair and say it to the students. Get them to vote as to which word in the pair you've said.

VOLUNTEER'S ROLE

The volunteer is an extra person in the classroom who can model good pronunciation. If you have mixed levels in a class, the volunteer can take a separate group and both you and the volunteer can work with separate word pairs with separate groups.

TIPS

- What is easy or difficult for students to hear and pronounce will also depend on what other languages they speak. If there is a predominance of certain languages in the class you could find out which particular sounds they may struggle with.

upper elementary - proficient
A2-C2

20 MIN

or longer depending on the time
given to preparation and follow up
questions.

STUDENT'S STORIES

This activity is useful if you have more than one volunteer in a class – smaller groups, with one volunteer per group, allow for a sense of intimacy and space for storytelling and asking questions. This activity can be used as a preparatory activity before students are practicing speaking skills and becoming familiar with the story genre.

MATERIAL

Stories students have prepared in advance

INSTRUCTIONS

1. In groups of three the students tell a story, which they have prepared in advance. The story may, for example, be based on a theme that the class have worked with, but it may also be personal stories from the student's own life, or a folk story that they heard growing up.
2. The volunteers are placed in each group to listen to the story.
3. The students have 5 minutes each to tell their story in turn.
4. After every story the volunteer and the other students ask questions about the story.

VOLUNTEER'S ROLE

The volunteer is acting as a participant - but will hopefully support the group that they are in. Prep volunteers to encourage the storytelling student with their body language, but hold back from asking questions immediately after, so that students can come forward to ask questions. If the group is completely silent, the volunteer can then support the group discussion (and the storyteller) by expressing gratitude to the student who's just shared their story. They can also open up discussion by asking an open question (a question which can be answered with more than just a "yes/no" answer). Open questions may include things like "How did you feel?", "what happened next?" or "How did you learn this story?". Being understood by an expert speaker (the volunteer) may strengthen the confidence of the students.

TIPS

- The story that students tell will determine how interesting and engaging this activity is for all involved. A story that describes something students have experienced personally is likely to be of interest - this could be a real life account of a dilemma or conflict or journey that the student has experienced, related to a theme discussed in class.
- You can encourage students to choose engaging stories by asking if they feel that their language flows better when they are talking about something that engages them.
- Storytelling, uninterrupted, for 5 minutes may feel like a long time for your students - so cut down if necessary.

all levels

A1-C2



30 MIN

OVERHEARD:

CONVERSATION BETWEEN TEACHER AND VOLUNTEER

In this exercise, students listen to the teacher and volunteer have a conversation and then ask follow up questions. This gives students the opportunity to listen to a longer dialogue between two expert speakers, in a relatively safe space where they can check understanding. Students may not hear that much everyday and general conversation in the language they're learning. Hearing their teacher speak may be one their primary experiences of actively listening to the target language.

INSTRUCTIONS

1. The volunteer and the teacher have a conversation in front of the whole class for up to 10 minutes (for higher level) while the students listen. The dialogue does not have to be prepared in advance but can focus on the theme of family, daily life or another subject that interests everyone in the class and perhaps has been the focus of previous study. The teacher could even get students to decide the theme on the spot.
2. The volunteer and the teacher have a conversation.
3. Afterwards the students can ask the volunteer and the teacher questions.

VOLUNTEER'S ROLE

The volunteer is an interlocutor on equal terms with the teacher and speaks in a natural language and natural pace in a way that they would do in any other conversation. The teacher can prep the volunteer by asking them to speak naturally but also grade their language if possible.

TIPS

- After the exercise the class can discuss what the dialogue was about
- The exercise requires no preparation for the teacher or the volunteer.
- It is helpful if the volunteer is familiar with the level of the class in order to adjust their speaking level and, perhaps, speak slightly slower if necessary.
- The exercise can help to make the students feel safer around a volunteer – especially helpful if the volunteer is expected to be a part of the class for a long period of time.
- For real beginners some preparatory questions to help learners 'listen for gist' to the conversation can be helpful. The conversation between teacher and volunteer should also be shorter and made as simple as possible.

upper elementary – proficient
A2–C2

10-20 MIN

Space needed to move around!

FIND SOMEONE WHO...

This is a good warmer activity at the beginning of a class or new theme. It can also be a good activity when a group don't know each other very well. The aim is to complete your sheet as quickly as possible by asking coherent questions to other members of the group.

PREPARATION

Prepare worksheets listing criteria that will likely apply to members of the group. Include at least five items (include more items for larger groups).

Example:

<i>Find someone who...</i>	<i>Name</i>
Rides a bicycle	
Speaks Arabic	
Likes hip hop	

The sheet can also be on a certain theme, as an introductory warmer activity introducing a new theme:

<i>Find someone who...</i>	<i>Name</i>
Lives in a flat	
Has a garden	
Used to have a garden	
Knows how to build houses	
Likes where they live	

For lower level students, you can add a third column to this worksheet:

<i>Find someone who...</i>	<i>Question</i>	<i>Name</i>
Rides a bicycle	Do you ride a bicycle?	

VOLUNTEER'S ROLE

The volunteer can circulate to support question formation for lower level students and demonstrate pronunciation. It can also be nice to get the volunteer to participate in the main activity of 'finding someone who...' in order that they connect with students.

individually with their sheets and ask each other questions to fill out the sheet with names of other students. The volunteer can also take part as a participant.

4. The first student to complete their sheet wins (and could even win a prize!)
5. You can debrief from this activity by reassembling the group and getting each student to read out who they found for one category. That way the whole group will learn more about each other.

INSTRUCTIONS

1. Give students time to fill out the second column in pairs. Volunteers and teacher can circulate to help with question formulation. Make sure students in pairs each fill out their individual sheets with questions.
2. Drill pronunciation of questions as a group. You can demo and also use the volunteer to demo. This can be useful (and fun) even for higher level students, where you can draw students attention to emphasis in the sentence and tone.
3. Get students to circulate

all levels

A1-C2



30-120 MIN

PICTURE DIARY

This activity gets students to produce photos which mean something to them, which can then be used as a resource for further activities in class. This exercise could play a part in a community building, getting to know each other phase of lessons, or as a lesson introducing a new theme.

MATERIAL

This activity works best when everyone in the class has access to a mobile phone at home or device that is capable of taking photos. If this is not the case, then students without suitable phones could be placed in pairs with those with phones and sent out to find things to photograph in pairs during the class. Alternatively they could search the internet or magazines for relevant photos.

INSTRUCTIONS

1. Ascertain whether students already know how to take pictures on their phones.
2. If not, the teacher and students who already know how to take photos can help the other students learn how to use this function on their phones. If the volunteer knows about phones, they can also help here. Otherwise, they could act as a participant and get a student with technological expertise to help them learn how to take photos.
3. Assign students the task of taking a photo before the next lesson on a particular theme. Students could

VOLUNTEER'S ROLE

The volunteers are there to listen and support students to talk about their pictures. Some teachers may ask volunteers to support with vocabulary or other feedback during this talking phase of the activity. Volunteers may also help note down words on the board or elsewhere when the pictures are "emptied for words"

take a photo of something important in their lives, something that says something about them or their lives, or something related to a theme that the class will be focusing on e.g. family, health.

4. Once students have brought their photos to class, they can talk about their pictures in small groups.
5. Discuss all the pictures jointly and ask the students to "empty" the pictures of words that they know - i.e. describe the pictures and the words generated by the image. The

teacher can write these words on the board.

6. The photos can generate further exercises. For example, students could write three sentences about their picture. They could write a poem or short story based on the collection of pictures.

TIPS

- Conversation about pictures can be used at several levels because you can adjust the level of complexity.
- Ideally, this exercise would involve 2-3 volunteers to provide support with small group feedback on the images.
- It can be beneficial if the volunteers speak the same language as some of the students do in order to help them as much as possible – especially with technical discussion around photography.

beginner - proficient
A2 – C2



45 MIN

VISIT A MUSEUM

This activity is a way of making what learners learned in the classroom more concrete. It might be something you do together with the volunteers at the end of a term, at the end of a particular unit or theme like arts. Much of the vocabulary will have been learned by the learners during the previous lessons. The activity is suitable for volunteers who've been assisting the teacher in class so they know what the learners have been doing.

MATERIAL

Ideally, this activity will take place during a trip to a museum or gallery. If this is not possible, the teacher could bring in a pack of pictures of art instead.

INSTRUCTIONS

1. The class is divided in (ideally small) groups one teacher or volunteer per group
2. One by one each group chooses an artwork in the gallery (painting, sculpture, drawing ...) to focus on.
3. The volunteer asks questions about the art work. What do you see? Can you describe the art work? What do you like about it? What do you think the artist wanted to show?
4. The volunteer then gives the group 10 minutes to go off and individually find one piece of art that they like, before reassembling in their group.

VOLUNTEER'S ROLE

The volunteer asks questions about the art works to help the learners express themselves. Together with the teacher the volunteer decides what kind of expressions/ vocabulary they will use (colours, clothes, weather, materials ...). It's also the volunteer who invites the learners to establish a ranking of the art works they've seen and to express their preferences.

5. The group then visits each individual's chosen artwork. At each piece, the student who chose the piece presents it to the group and explains what they like about it. If the students need prompting, the volunteer can ask 'what do you like about it? Why did you choose this piece?' The volunteer keeps track of the works they've talked about. At the end the group chooses the work they liked most.

TIPS

- Depending on the confidence level of the students and how opinionated they seem, students can be asked to work in pairs to choose artwork they like, rather than having to make this choice (and express it to the group) individually, which could be more intimidating.

all levels
A1–C2

10-20 MIN

RUNNING DICTATION

The activity is a competition. Students work in pairs to replicate a text and whichever pair completes their text first wins! This is an energising activity that develops reading and writing skills in students. It's particularly useful for classes with mixed levels of language and literacy as it allows for differentiation. Ideally you want to differentiate in such a way that students all finish around the same time. A volunteer can be particularly valuable in this activity as they can support any students who don't have someone to pair with - either because of odd numbers of students in the class or because there is one student in the class at a different level from the rest.

MATERIAL

- Prepared texts
- Bluetack

PREPARATIONS

Choose a number of texts differentiated by level. Students with low levels of literacy can have a very simple text (e.g. 'no smoking'). Higher level students should have something much longer.

Pin these texts onto walls outside the classroom. As well as differentiating texts by levels, you can also place the higher level texts physically further away from the classroom than the lower level texts.

VOLUNTEER'S ROLE

If all the students are paired, the volunteer can circulate in case the students doing the writing have any questions about the meaning of the words they're writing.

If the volunteer is supporting a student who doesn't have a partner, the student can run and the volunteer can write. This is especially useful for students with very low levels of literacy who may need support remembering letters.

Volunteers can also help to (playfully) enforce the rules of the exercise e.g. the fact the runners are not allowed to write!

INSTRUCTIONS

1. Place students in pairs, matched by language and literacy levels.
2. One member of each pair then runs to the text while their partner stays at their desk. They remember as much as they can of the text and run back.
3. The runners are not allowed to write. You could even tell them that they have to keep their hands on their backs.
4. Once a pair is finished, give the writer an extra minute to make any final changes and corrections.
5. Once they're finished, writers can read the original text in order to correct their spelling.



all levels

A1–C2



MY LOCAL AREA MAP

Students produce a map for someone new moving to their area, including local services, shops and their top tips. This activity can help with learning vocabulary related to students' locales, as well as being a way for students to share useful knowledge about local services and facilities they can access. By drawing on students' expertise and knowledge outside language, it also destabilises hierarchies that can form in the classroom space related to ability in the target language – suddenly students (not the teacher or volunteer) may become the experts!

MATERIAL

Large sheets of paper and pens.

INSTRUCTIONS

1. Get students to work in small groups. They should be grouped, as far as possible, according to where people live. If all students live in the same area, you can also differentiate by level. Give each group a big sheet of paper and some pens.
2. Ask students to imagine someone new has just moved to their area. Ask them to draw a map of their area, showing the places that they like and would recommend. As well as drawing these places, ask students to label them.
3. Lower level students can focus on the vocabulary around important locations e.g. school, bank, Doctor's surgery. Higher level students can add notes around different locales, recording their 'insider knowledge' about places including their personal

VOLUNTEER'S ROLE

Option 1

Volunteers can circulate to help support students by answering questions about spelling or writing. If there are students with very low level writing, the volunteer could scribe students' spoken knowledge about their area.

Option 2

Volunteers can take part as participants if they share knowledge of a certain area with a group of students. They can feed in their knowledge, but allow students to write.

experiences and recommendations e.g. there is a nice Doctor who speaks Spanish here, this shop has the best bread etc.

4. Once the maps are complete, you could finish the activity by giving students a chance to circulate and see each other's maps. One member of each group could stay with their map to present it to other students.
5. Optional extension: After the activity, you could ask students to reflect on their knowledge, either in a group discussion or using a spectrum line (see page 27). Do they feel they know their area well? Have they learnt something new about their area through the activity? What else would they like to find out? You could collect questions on a big sheet of paper and see if you can answer some of them, as a class, there and then. You can also keep this as a record of questions to try to answer collectively in the coming weeks – perhaps students could commit to finding out some answers for the next class.



LANGUAGE EXPERIENCE

An activity to record students' speech in written form to develop literacy skills. This activity translates words and concepts that students know into written form, which helps them associate familiar vocabulary with words in a text. It also supports students to express themselves and tell their own story. This can be a useful activity to support a beginner writer while students with higher literacy work on a writing activity on the same theme.

MATERIAL

Paper and pens

PREPARATION

The volunteer may need some support in advance to make sure they understand how to facilitate this activity. Tell the volunteer what theme to propose or what question to ask the student. Usually this will focus on an experience that student has had - for example, what they did on the weekend or their experience of a class trip.

INSTRUCTIONS

to give to a volunteer

1. Ask the student to tell you about the experience. As they speak, write down what they say. Keep writing verbatim - if the student misses out words, don't add them in. This is to make sure that students are able to connect the exact words they speak with the marks on the page.

VOLUNTEER'S ROLE

This uses a volunteer to work one-to-one with students who have low level literacy.

However, you can break down long sentences into shorter sentences, to keep the text simple. Make sure the student can see the page you're writing on as you write.

2. After you have between five and ten sentences, read the text to the student. Point to individual words as you speak them to show the student the connection between the spoken word and the written word on the page.
3. Then ask them to read the text to you.
4. Ask if they want to add or change anything - they may realise at this stage that

they've missed out a few words or made a mistake with sentence structure.

e) Ask students to read the wtext again until they can read it to you fluently.

5. Ask them to point to individual words from the text e.g. "Where is the word 'party'?"
6. Work with key vocabulary from the text further by hiding the text, jumbling up each word and asking students to rearrange the letters e.g. "ptay" party
7. If other students in the class are working on a written text on the same theme it can be nice to bring the volunteer and student back to rejoin the class to take part in some kind of presentation of the text - perhaps reading it out loud or displaying it with the other texts students have written.

beginner - proficient
A2-C2



20 MIN

READING A NEWSPAPER

The aim of the activity is that students respond to questions about a newspaper by skimming, scanning and reading for gist. This activity relies on you being able to get hold of some newspapers to bring to class. It's a reading activity that builds on a few different reading skills: skimming, scanning and reading for gist. Volunteers are really useful here if you have different reading and/or language levels in your groups.

MATERIAL

- A copy of a newspaper for each student
- Instruction sheet for each volunteer.

INSTRUCTIONS

1. Divide the class into groups. If you're working with mixed levels these groups should be based on level. Give each student a newspaper.
2. The teacher and the volunteer(s) each work with a different group.
3. Give the volunteer the activity instructions (below) to read out to the group, while you give the same instructions to your group. The instructions can be modified based on the particular newspapers you've brought and the level and interests of the group.

4. Activity Instructions:

Read aloud to the students: "I'm going to ask you to find items in the newspaper. When you've found the item, hold up the newspaper to show me"

For example...

- Find the front page.
[people find the front page]
- Find an article about money
- Find a crossword
- Find an article that looks interesting to you
- Find an article about money
- Find the weather forecast
- Where does the sport section begin?

Higher level questions:

- Find a news article
- Find an opinion piece

TIPS

- Don't worry if students don't know specific vocabulary like 'crossword' or 'weather forecast' - as long as one or two students recognise these terms then others will copy them. And if no one knows the term then it's a great way to teach the term with realia to hand!

all levels

A1-C2



20-60 MIN

READING BIOGRAPHIES

Students read for gist and detail about people's lives. This is a reading activity which can be differentiated for different levels if you have a mix of levels in your classroom.

MATERIAL

- Pre-prepared biographies about a number of different people
- pre-prepared worksheets with questions about the biography texts.

PREPARATION

Prepare the texts in advance. Texts should give some information about the life story of different people. Prepare or find biographies of people who will be interesting or relevant to the students. Prepare at least two different biographies for each level. Also bring in pictures of the people featured in the biographies, or print sheets with pictures on the back.

INSTRUCTIONS

- Get students to work in pairs. Distribute pictures to students of the person whose biographies they'll be reading.
- Ask students work in pairs to write out some facts about the person in the picture. If the person is unknown, then get them to imagine some facts about the person's life e.g. nationality, profession, hobbies. You and the volunteer(s) can circulate to help students jot down their facts.
- Once students have prepared a list of facts, ask them to read the text for gist: to see if they were correct. Ask them to tick or cross each fact as they go.
- Teacher and volunteer can circulate to check students' answers once they've finished reading for gist, as the pairs will likely all finish at different times. Both teacher and volunteer can then give students worksheets so they can move on to the second stage of the activity (see below).
- After this initial gist reading, students can then do a follow up activity such as answer questions from a

VOLUNTEER'S ROLE

The volunteer is useful here for supporting pairs who may be working at different levels and paces. Both teacher and volunteer should circulate during the exercise and be available for questions. Volunteers should quickly scan read the text themselves to make sure students haven't missed or misunderstood anything in their reading for gist.

pre-prepared sheet about the biography. This sheet should be prepared in reference to the specific biography but could include questions like:

'What surprised you about this person?

What would you like to ask this person?'

TIPS

- Students preparatory notes on facts do not have to be written in formal, full sentences - they are 'jotting' down notes for themselves. If it seems necessary, you can ask the volunteer not to do too much error correction of their writing - tell them that the emphasis of this activity is reading skills. However, the volunteer can be available if students have questions about spelling.

intermediate - proficient
B1-C2



20-60 MIN

LANGUAGE LIFE

This is a interesting writing exercise that can be used as part of a theme of multilingualism, education or identity.

The aim of the activity ist writing and presenting coherent text

MATERIAL

Pen and paper

INSTRUCTIONS

1. You can introduce this activity with the idea that as language learners they already have a wealth of language knowledge. You could introduce this idea by asking students what languages they speak or doing a spectrum line (see page 52) of different languages and getting students to stand on the spectrum depending on how much they know (absolutely nothing - a few words - can have a conversation... all the way up to completely fluent). Participants may be surprised to realise how many different languages they have some knowledge of!
2. Learners are asked to write their 'language life' as in an autobiography. The first step is to write 5-10 chapter titles only. These titles can be funny, sad, abstract and/ or creative and should arouse curiosity in the listeners (not like: 1. Polish. 2. English etc.).

VOLUNTEER'S ROLE

Volunteers may support the teacher in walking around and helping the individuals write their chapter titles and correct them before texts are presented in class (vocabulary, grammar....). A volunteer could also support by pre-preparing an example of chapters from their own lives to use as an example to introduce the exercise.

Example:

- Portuguese from Brazil: Language of the heart
 - All for love: Learning Russian for Vladi
 - A Brazillian in Madrid: Making up Spanish in a chef's kitchen etc.
3. Teacher and volunteer can help students formulate these titles.
 4. These chapters can then be read out loud. The other students listen and pick the chapter that is most interesting for them.
 5. The student then delves deeper into this language chapter of his/her life and tries to describe it with as many sensory details as possible: *Which language is this chapter about? What period of my life is this? Where did I learn this language? Did I enjoy learning this language? What do I think / feel about this language now? What's the first word or phrase I learned?*

The chosen chapter is then again presented in detail, either speaking freely with notes or reading a full text. Other students can ask questions and give feedback
 6. Reflecting on this exercise and participants' stories can celebrate the huge linguistic resources that students bring to the classroom.

This exercise is very adaptable. Depending on the current topic in class, it can be modified:
 - My sports biography
 - My music biography
 - My travel biography
 - My reading biography etc.



Reflection

In this section you will find a number of articles intended to spark reflection. These relate to pedagogy and also the political and cultural landscapes in which we teach and work with volunteers.

Many of us went into teaching in order to support refugees and migrants to improve their lives. Reflecting on our teaching practice can help towards this. It can also help to reflect on the structural, political, economic and cultural barriers that our students may be facing. The prompts for reflection below all relate to this wider context for students. The attitudes and practices we bring to our work with both refugee learners and volunteers can help students to challenge or overcome these barriers. What you, as a teacher, model or say to volunteers can greatly influence the attitudes and behaviours that they display in your classroom.



INTEGRATION

Integration is a contested term. It is important for people who wish to help migrants and refugees 'integrate' to reflect what is meant by integration. It can be easy to slip into an "us" and "them" way of speaking and thinking, when in reality integration is way more complex than that.

First of all, social integration is much more than successful mixing between newcomers and those born and bred in a particular place. It is not only about nationality and language, as it is often depicted, but also about social class, age, gender, sexuality, religion and regional identities. There are often as many divisions and as much disconnectedness within national groupings as between them.

Discussions of Integration can focus on the rights of migrants to participate in the new society or on the other hand it can focus on the responsibility of migrants to learn and play by the rules of the new country and adapt to the cultural norms. It can be seen as a one way-street (rules and responsibilities for migrants) or a two-way street (rules and

responsibilities for migrants and non-migrants). Whilst the two-way street seems a fairer, more inclusive version, perhaps in reality it's way more complicated than this.

As a teacher, you can encourage your volunteer to keep an open-mind in regard to what 'integration' looks like. You can encourage them to find out from the students how they are settling in and what the main barriers are to feeling at home. Newcomers may be interested in the local culture - volunteers may have knowledge to share in this regard. However, some students may know more about this subject than volunteer or teacher, depending on how long they've been in the area or the

networks and knowledge available to them! The point is, culture and belonging are not straight forward or simple. Exploring differences in culture, knowledge and habits between teachers and volunteers can bring this home and allow for a more nuanced and diverse understanding of 'national culture'.

"During the project we talked of integration as being a 'two way street' where the onus should not be just on the migrant to adapt and understand the host nation. We observed, though, that the reality of the integration process was more complex even than this.[...] Unexpected alliances were formed which transcended the boundaries of culture, nationality, class and religion and many of us moved outt, even if fleetingly, from our comfort zones."

'Whose Integration?'
research project D. Bryers,
B. Winstanley, M. Cooke

"The process of adapting to a new environment requires time and the sharing of local knowledge and in this project the [language] class provided a useful site for people to do this."

'Whose Integration?'
research project D. Bryers,
B. Winstanley, M. Cooke

STUDENT TO VOLUNTEER

English For Action (EFA London) have been running English language classes for adults in a primary school since 2014. Farhana was initially a student in the class. As an active parents at the school, she'd pushed for an English language class for years because she knew there was a big need not just in the school but in the local area as well. She also knew that an English class would be a great way of getting new parents involved in the school.

When the class was first set up, it was a mixed level class and Farhana was one of the higher level students in the class. The class was then changed to a beginner's level class. When this happened, Farhana indicated that she would still like to support the class as a volunteer.

"Farhana has done an amazing job, helping these students access the classroom activities and giving them confidence to get involved," says the class teacher, Becky Winstanley. "She has built up an excellent rapport with all the students, especially the new readers who will often call for her to help them even when I am available. I can see that the students really rely on her. For the more specialist basic literacy work, I will often ask Farhana to watch me while I work with the students and then ask her to take over doing the same activities.

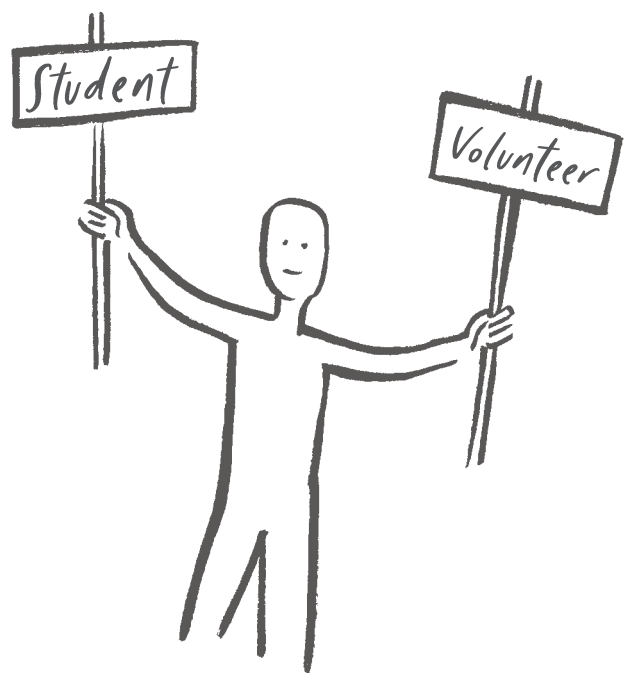
"Basic literacy activities are often very time consuming and I am not able to focus all my time on the new readers as I have the rest of the class to manage. It is invaluable for me to be able to set up the activities and then leave Farhana to continue the work. This work might be reading and re-reading a text, practising letter formation or using flashcards, for example. While she is doing that I can then support the other students who are working more quickly or on different activities."

Farhana also supports with Bengali in the class. All but one of the students are Bengali speakers and Farhana will often assist by translating an instruction or an explanation. Students also know that they can ask Farhana something in Bengali if they are struggling

with English. "When teaching I like to draw on students' other languages to support their learning and having access to Farhana's language skills helps me to do this" says Becky.

Farhana has also contributed to the class community and links with the wider community of the school. "Farhana is incredibly funny and more than once we have all been falling about laughing" says Becky. "She has a bubbly personality and we all really appreciate this."

Farhana's involvement with the life of Chisenhale School community also helps smooth the logistical issues around running the class in the school. She passes on important information from the school to other class members, including information about forthcoming interesting courses or events happening at the school. This really encourages learners to attend and get involved. As Farhana is known within the school, local parents contact her directly if they have an issue. She also does a lot of recruitment for the class, which is always full.





PARTICIPATORY PEDAGOGY AND VOLUNTEERS

WHAT IS PARTICIPATORY LANGUAGE TEACHING?

'Participatory' language teaching aims to address inequality and injustice by making the learning process more democratic and empowering. One way it does this, in practice, is by giving students more ownership over their class and how it's run. To do so, this approach doesn't use predetermined curricula or work books. Instead, the class teacher talks to students about their lives and listens out for the 'live' issues which are most relevant to the group. This informs lesson planning. Students' real life concerns and issues are the driving force behind the curriculum. There is ongoing feedback from students about whether what they're learning is relevant.

The idea is that students should be respected as 'experts' when it comes to their own interests and language needs. Respecting students in this way is a corrective to the injustice they face in the world outside the classroom. Volunteers can also contribute to this by showing students respect and being interested in their point of view, their needs and what they have to say.

The participatory approach draws its inspiration from radical Brazilian educator Paulo Friere. In Britain, a project called 'Reflect ESOL' (2007-2011) showcased how his ideas could be applied to language learning.

The teacher then is a facilitator. They do provide some language input but their main job is to help everyone in the class to contribute to creating a strong, supportive learning community. Participatory education often centres around in-depth discussions about issues central to students' lives. Language learning comes out of this meaningful and genuine dialogue.

VOLUNTEERS IN THE PARTICIPATORY CLASSROOM

In a 'participatory' classroom, the emphasis for volunteers should be on listening to students. This is because participatory approach focuses more on students' output than traditional methods. Evidence suggests that students learn language through their own output (producing language) and not only by processing input (hearing or reading language). The participatory focus on discussion, dialogue and self-expression means students get lots of opportunities to produce their target language. Volunteers who are able to hold back and provide a supportive listening presence can greatly support this process!

But volunteers aren't just there to listen - they can get involved in class discussion like everyone else if the topic is relevant to their lives. In this way, the volunteers can enrich the community in a participatory classroom. Involving volunteers in authentic discussion where they share their opinions and experiences helps to break down hierarchies between volunteers and students, because everyone becomes active participants in the class. For example, volunteer-run project Xenia runs women-only workshops aimed at 'meaningful two-way social integration'. Xenia doesn't distinguish between language learners and expert speakers - they are all equal 'participants' in the workshops.

In a participatory classroom, the distinct roles of 'teacher' and 'learner' are critiqued. Whilst in practical terms the paid teacher will still be ultimately responsible for planning and facilitating the lesson, the idea is that everyone in the group has things to teach and things to learn. This message is emphasised when there is open exchange between students and volunteers and when there is the opportunity for students who have progressed to a high language level to become volunteers themselves.



MULTILINGUAL PEDAGOGY

Much recent sociolinguistic research lately has focused on the fluid way people use language in the context of increased mobility, complex migration and the linguistic diversity of many parts of the world. Previously linguists had focused on whole, named languages (eg. French, German, English) that people spoke at different levels. These levels were conceived in a hierarchy from 'beginner' level to 'native speaker'. Bilingualism was often conceived of as parallel monolingualisms, where people were not really recognised as being properly bilingual unless they spoke two languages to an equal 'native speaker' level. This model dominated second language teaching and led to the orthodoxy where teachers ban languages except the target language. There is little or no evidence that this approach helps people to learn new languages (see Elsa Auerbach, *Reexamining English Only in the Classroom*, 1993). However, whatever your view, it's important that teachers and volunteers are on the same page here and sending the same messages to students as to whether the classroom is a multilingual or monolingual space.

An alternative to this rigid, bordered, monolingual concept of language is to consider that everyone has a fluid and evolving range of language resources (our 'linguistic repertoires') that relate to our social, economic and geographic contexts - to our biographies, in other words. For example, a person who is born in Algeria to Berber speaking parents, studies business at University and then ends up in London via Belgium will most likely have acquired of language skills and knowledge that dip in and out of named languages. She will speak conversational Berber, but may be more confident in familial contexts than work contexts. She will read standard Arabic and understand most varieties of Arabic with varying degrees of difficulty but she will be most comfortable speaking Algerian Arabic. She will operate fluently in written and spoken French, especially academic and business discourses, communicate with increasing effectiveness in English across a variety of discourses and understand a smattering of Flemish, especially reading it, from her time in Belgium. In a super-diverse local community in London, for example, someone might use the full range of their repertoires on any given day.

What does this mean for teaching and learning? First of all, taking a more multilingual approach means trying to understand and validate the students' existing language resources. Students are not treated as 'deficient' in the target language but a skillful linguistics with a range of linguistic resources to build on. This makes learners feel more confident

and respected. When people feel good about themselves as learners they are more likely to learn well. Asking students how they say a word or phrase in other languages, for example, helps them to connect new knowledge to existing knowledge. Allowing students who share languages to use their expert language(s) in order to analyse the target language and help one another can help develop language awareness and understand complexities around grammar or meaning. Using a range of languages to discuss, generate ideas and plan (in writing for example) can lead to more complex, higher level results in the target language.

If language mixing and translanguaging increasingly characterises the way we communicate in diverse societies, then why not prepare students for this reality in our classes? Enforcing a 'target-language-only' blanket policy (eg. English only in classes in London) creates an artificial, inauthentic environment. It can be fruitful to ask students about their views (language ideologies is the sociolinguistic term) on things like language mixing, bilingualism and language learning. You can also ask students about their language use (practices is the technical term) in their homes, communities, workplaces etc. so that the learning can be as relevant as possible (see Ofelia Garcia, *Problematising the Linguistic Integration of Migrants: the role of translanguaging and Language teachers*, 2018).

In addition to sound pedagogic logic, there are also important political reasons to welcome multilingualism and linguistic pluralism in our classes. Across Europe, language is being used as a proxy for racism with people who are hostile to immigration and diversity not only demanding that immigrants learn the language of their new country but also demanding that immigrants stop speaking their other language(s) in public or even at home. In England, and elsewhere, it is a common experience for migrants to be abused in the streets or in public places for speaking languages other than English. Of course language teachers acknowledge the importance of learning the language(s) of the nation and/or local community but we should also celebrate the benefits of speaking more than one language at an individual and a societal level. Where better to show that migrants are welcome and migrants' languages are welcome than in the language classroom? As teachers we need to make sure that our volunteers are singing from the same hymn sheet and don't (inadvertently) recycle hostile, unwelcoming narratives.



APPENDIX

FURTHER RESOURCES AND READING LIST

- **Volunteers in Language Learning for Refugees project resources** (including volunteer and organisations' toolkits)
<http://volunteersinlanguagelearning.eu>
- **Volunteers In Migrant Education project resources**
<http://languagevolunteers.co.uk>
- **Language Support for Adult Refugees project resources**
<https://www.coe.int/lang-refugees>



FLASH FEEDBACK FORM

This sheet can be printed off and filled out quickly after a lesson. Teacher and volunteer can fill out flash feedback forms separately then compare notes, or fill out the form together.

HOW DO YOU FEEL?

HOW WERE THE STUDENTS?

WHAT WENT WELL IN THE CLASS?

WHAT COULD HAVE BEEN BETTER?

NEXT WEEK?



END OF TERM REVIEW

Teacher to make notes on discussion with volunteer

WHAT HAVE YOU ENJOYED?

WHAT HAVE YOU LEARNT?

ANY CHALLENGES?

ANY WAYS WE CAN SUPPORT YOU NEXT TERM?



INDUCTION PROCESS GUIDELINES FOR TEACHERS

A summary of the induction points covered in the induction chapter.
An induction form to record the process is available on the following page.

1. Explain the basics of organisation's mission & aims

- Organisational aims
- Teaching approach:
- Students are treated with respect as co-creators of knowledge
- Lots of discussion about real life issues
- Promotes the creation of supportive relationships and class community
- Accessible: mixed levels, welcoming and friendly atmosphere, non compulsory attendance

2. Clarify the role of the volunteer teaching assistant:

- Part of the class community
- Relationship building
- Bring their expertise and knowledge in whatever areas to the class
- Help teacher to manage mixed levels

Mention anything you don't want volunteer to do - e.g. error correct, teach new vocab or grammar without asking you first?

3. Establish agreement between teacher & volunteer about attendance and how to communicate if they can't attend (e.g. text as soon as possible)

4. Safeguarding

Outline who to contact if they have any concerns/ complaints. Make sure they know contact details.

(if needed) explain that a legal check is required and how the process will work.

Show the volunteer our safeguarding policy and make sure they've read it.

5. Make the volunteer aware of how to claim volunteer expenses.

6. Ask what the volunteer hopes to get out of the volunteering process and if there are any particular ways we can support them? E.g. references, an opportunity to co-teach one or two lessons etc.



VOLUNTEER INDUCTION FORM RECORD SHEET

Class details:

Teacher:	Class day\time:
Class location:	

Volunteer details:

First name:	Surname:
Telephone number:	
Email address:	
Address:	

Checklist

<input type="checkbox"/>	The volunteer has basic understanding of [organisation's] mission and aims.
<input type="checkbox"/>	The volunteer understands the role of the volunteer teaching assistant.
<input type="checkbox"/>	The volunteer knows what to do if they can't attend.
<input type="checkbox"/>	The volunteer knows who to contact if they have any concerns/ complaints.
<input type="checkbox"/>	If needed: the volunteer knows that a legal check is required and how the process will work.
<input type="checkbox"/>	The volunteer is aware of how to claim volunteer expenses.
<input type="checkbox"/>	The volunteer has read and agrees with [organisation's] safeguarding policy.

Volunteer's expectations for volunteer placement:

--

Any agreed actions to be taken, and by whom, to accommodate expectations:

--

Form completed by:

Date: / / .

ABOUT THE VOLUNTEERS IN LANGUAGE LEARNING FOR REFUGEES PROJECT

www.volunteersinlanguagelearning.eu

This 2017 - 2019 research project aims to improve the quality of volunteer involvement in refugee language learning. The project is a collaboration between five organisations: Caritas (Austria), CVO Volt (Belgium), The Danish Refugee Council (Denmark), EFA London (UK) and IBIS (Germany). All organisations have firsthand experience of delivering language classes for migrants and refugees.

The research project aims to learn more about how volunteers can enhance refugee's learning and be put to best use by teachers and educational organisations.

The project will produce three toolkits for teachers, volunteers and organisations that will support good practice.

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