



# Collection sample - 35 examples of practice

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## A) How the collection is organised

Each practice example is described using the following format:

<b>What</b>	<i>Type of support the practice offers – categories include</i> Language development at work // Language development for work // Language development to support access to vocational school // Language development to support access to work // Learn to learn // Teacher training // Work-related basic education
<b>Country</b>	<i>Country the practice comes from</i>
<b>Language</b>	<i>Language that the practice targets</i>
<b>Learners</b>	<i>Type of learner the practice aims to support – categories include</i> L2 employees // L2 job-seekers // Refugees aged 16-21 // Teachers of L2 // Employer HR and/or other L1 staff // Vocational degree students // Vocational students
<b>How</b>	<i>How the practice supports work-related language learning – categories include</i> Advice, guidance and support // Blended learning // Classroom instruction // Coaching/tutoring (directive) // Coaching, non-directive // Peer coaching (non-directive) // Comprehensive workplace programme of integrated formal, non-formal and informal learning // CLIL (Content and language integrated learning) // Ethnographic research // Materials-based learning // Mentoring // Online learning // Scenario-based learning // Self-directed learning // Staff with L1 proficiency take on voluntary role at work to support language development of L2 colleagues // Task-based instruction and learning // Volunteer peer instruction and mentoring // Work placement // Workplace assignments
<b>Where</b>	<i>Where the practice takes place – categories include</i> At work // Education and training centres // Higher education // Community settings* // Online
<b>Overview</b>	<i>Brief description of the practice</i>
<b>Links and references</b>	<i>Links and references to more information about the practice</i>
<b>Source</b>	<i>Person who supplied information about the practice</i>
<b>Contacts</b>	<i>Who to contact for more information about the practice</i>

\*Community settings include any and all settings outside of work and/or education – such as community centres, job centres, trade union centres, voluntary organisations, leisure centres, libraries and individuals' own homes

## B) Practice examples

Example	What	Country	Language	Learners	How	Where
1. A&O	Work-related basic education	De	German	Employees	Classroom instruction	At work
2. ALL (Advising for Language Learning at work)	Learn to learn	Ire	Irish (Gaelic)	Employees	Advice, guidance and support	At work, online, in community settings
3. Appla	Language development at work	Fin	Finnish	Employees	Informal, self-directed learning supported by digital technology	At work
4. ArbetSam	Language development at work	Swe	Swedish	Employees	Comprehensive workplace programme of integrated formal, non-formal and informal learning	At work
5. Berufssprache Deutsch	Language development to support access to work	De	German	Vocational students/apprentices	Classroom CLIL (Content and Language Integrated Learning) instruction, with work placement/ apprenticeship	Education and training centres, at work
6. Bitesize English	Language development at work	UK	English	Employees	Coaching, supported by job-specific materials	At work
7. CLILstore	Language development to support access to work	Multi	Various	Vocational students	Digital resource for CLIL (Content and Language Integrated Learning) instruction	Education and training centres, online
8. DaZ-Lernangebote für Betriebe entwickeln	Teacher training	De	German	Teachers of L2 German, also employer HR staff	Classroom instruction, workplace assignments	Education and training centres, at work
9. DaZuLERNEN	Language development to support access to vocational school	De	German	Refugees aged 16-21	Volunteer peer instruction and mentoring	Education and training centres
10. Engineering English	Language development for work	Ca	English	Employees	Classroom instruction, workplace assignments	At work
11. Ethnographic CLIL	Language development to support access to work	Fra	English	Vocational degree students	Ethnographic research into vocational communities and their discourse	Higher education (pre-service vocational degree course)
12. Handledarutbildning	Language development at work, teacher training	Swe	Swedish	Employees (including trainees), supervisors	Online resource offering free, work-related materials to support on-the-job language learning	At work, online
13. Insieme nell'accoglienza	Language development to support access to work	Italy	Italian	Job-seekers	Classroom instruction, work placement	Education and training centres

This is an output of the project “Language for work – Tools for professional development” (2016-2018) of the European Centre for Modern Languages (ECML). The ECML is a Council of Europe institution promoting excellence in language education in its member states. [www.ecml.at/languageforwork](http://www.ecml.at/languageforwork)



14. Introduksjonsprogram	Language development to support access to work	Nor	Norwegian	Job-seekers	Classroom instruction, work placement with language coaching from a designated colleague	Education and training centres, at work
15. Job-related ABE coaching	Work-related basic education	De	German	Employees, job-seekers, L1 or L2 speakers*	One-to-one coaching programme	At work, in education and training centres
16. LanCook	Language development to support access to work	Fin	Finnish	Job-seekers	Task-based instruction/learning	Education and training centres
17. Language advisors	Learn to learn	Fin	English	University students	Advice, guidance and support	Higher education
18. Learning through Work	Language development at work	UK	English	Employees	Coaching and mentoring, supported by job-specific materials	At work
19. Medical CLIL	Language development to support access to work	Bul	English	Vocational degree students	Content and language integrated instruction	Higher education (pre-service vocational degree course)
20. Modulare Fortbildung Berufsbezogenes Deutsch	Teacher training	De	German	Teachers of L2 German	Classroom instruction, online	Education and training centres, at work
21. My Plan	Learn to learn	Ned	Dutch	Employees (migrants working as cleaners)	Peer coaching (non-directive)	At work, in the community
22. Radio project	Language development for work	Fra	French	Employees	Task/project-based learning: learners create a radio programme	At work, in education and training centres
23. Russian for migrants	Language development at work	Rus	Russian	Employees	Classroom instruction	At work, in education and training centres
24. Russian for the office	Language development at work	Rus	Russian	Employees	Classroom instruction	At work
25. Scenario methodology	Language development for work	De	German	Employees, job-seekers	Language learning based on work-related scenarios	At work, in education and training centres
26. Self-directed learning	Language development at work	UK	English	Employees	Self-directed learning, supported by non-directive coaching	At work
27. Sprachcoaching	Language development for work / Learn to learn	De	German	Employees, job-seekers	Language coaching	At work, in education and training centres and in community settings
28. Sprachpaten	Language development at work	De	German	Employees	Staff with L1 proficiency take on voluntary role at work to support language development of colleagues	At work
29. Sprachtraining	Language development at work	De	German	Employees	Comprehensive workplace programme of integrated formal, non-formal and informal learning	At work

30. Språkombud	Language development at work	Swe	Swedish	Employees	Staff with L1 proficiency take on voluntary role at work to support language development of colleagues	At work
31. Språkstöd till Demens ABC	Language development for work	Swe	Swedish	Employees, job-seekers	Blended learning	At work, in education and training centres, in community settings and/or online
32. #STOPilletrisme	Language development at work / Learn to learn	Fra	French	Employees	Staff with L1 proficiency take on voluntary role at work to support language development of colleagues	At work
33. Taalkaart	Language development at work / Learn to learn	Ned	Dutch	Employees	Structured self-directed learning, linked to classroom study	At work
34. VIP	Language development to support access to work	Ned	Dutch	Job-seekers	Classroom instruction , coaching	Community settings, work placement in local companies
35. Volunteer workplace tutoring scheme	Language development at work	UK	English	Employees	One-to-one coaching programme	At work



## 1. A&O (Arbeitsplatzorientierte Grundbildung für Geringqualifizierte)

[Workplace-oriented basic education for the low-skilled]

<b>What</b>	Work-related basic education
<b>Language</b>	German
<b>Learners</b>	Employees
<b>How</b>	Classroom instruction
<b>Where</b>	At work
<b>Overview</b>	<p>EU Lifelong Learning project (1-Oct-13 to 30-Sep-15) that aimed to help employees improve literacy and language skills to progress at work and in life outside work.</p> <p>Partners from Germany, Austria, Switzerland and Luxembourg developed sector-specific materials (video-documentation, handbooks) for teachers, learning providers and HR managers to help them implement job-oriented basic education at work, including</p> <ul style="list-style-type: none"> <li>• understanding workplace specific texts (contextualized for cleaning)</li> <li>• simple language development (horticulture, landscaping)</li> <li>• customer-oriented communication for removal men (logistics)</li> <li>• technical terminology and communication (metal processing).</li> </ul> <p>The approach developed by A&amp;O included marketing to employers followed by collaborative work between learning providers, employers and worker representatives/trade unions to identify job-specific requirements and learners' needs and then develop, deliver and evaluate customised curricula, including context-specific materials.</p> <p>Learning provider staff led the processes of identifying basic education needs within the workplace and developing and delivering a learning programme to address those needs.</p>
<b>Links and references</b>	<p><a href="http://www.aundo-grundbildung.eu/downloads.html">http://www.aundo-grundbildung.eu/downloads.html</a></p> <p>Manual to support implementation in companies available at <a href="http://www.aundo-grundbildung.eu/images/downs/Projekthandbuch_und_Materialien_deutsch.pdf">www.aundo-grundbildung.eu/images/downs/Projekthandbuch_und_Materialien_deutsch.pdf</a> [German version]</p> <p><a href="http://www.aundo-grundbildung.eu/images/downs/projectmanual_and_materials_engl.pdf">http://www.aundo-grundbildung.eu/images/downs/projectmanual_and_materials_engl.pdf</a> [English version]</p>
<b>Source</b>	Matilde Grünhage Monetti [De]
<b>Contacts</b>	See links



## 2. ALL - Advising for Language Learning in the workplace

<b>What</b>	Learn to learn
<b>Country</b>	Ireland
<b>Language</b>	Irish (Gaelic)
<b>Learners</b>	Employees
<b>How</b>	Advice, guidance and support
<b>Where</b>	At work, online, in community settings <sup>1</sup>
<b>Overview</b>	<p>Irish and English are the official languages in Ireland, and although Irish has status as the first language in Ireland, it is a minority language. The ALL programme aims to help public sector organisations in Ireland to build a language support infrastructure within the organisation which creates opportunities for individual workers to interact with other colleagues in Irish, and to address issues of language anxiety and worries about statutory obligations. A further aim is to strengthen the status of the (minority) language within the organisation itself.</p> <p>The context for the ALL programme of language advising is a legal requirement<sup>2</sup> for public sector organisations in Ireland to improve availability and quality of service through Irish. ALL creates a forum where language resources, ways of enhancing language learning, and strategies for language improvement can be shared and discussed. Language advisors play a key role. (A language advisor engages in learning conversations with language learners to help him/her find the best approach to improving his/her language skills. Issues such as personal goals, interests, learning preferences and styles, time constraints etc are considered at these consultations).</p> <p>Thus, at the University of Limerick a formal Language Support Network for administrative staff was established. This brought ‘designated contacts’ for Irish across the institution together for the first time. Individual and then group language advising consultations were offered. Also, educational interventions were designed using a Participatory Action Research (PAR) approach, including a three-day placement in the Gaeltacht (Irish-speaking region in Ireland); language support provided on the institution’s Virtual Learning Environment, and a Network blog where reflections on issues relating to language anxiety were triggered. Members of staff were encouraged to make an active offer of services available through Irish. They were also supported as they participated in an official monitoring exercise by the Office of the Language Ombudsman.</p> <p>Some of the members of the Language Support Network completed modules on Irish for the Workplace as part of a Certificate in Irish programme during the period of research. Language teachers were involved as ‘critical colleagues’ and as language learning specialists</p>

<sup>1</sup> Community settings include any and all settings outside of work and/or education – such as community centres, job centres, trade union centres, voluntary organisations, leisure centres, libraries and individuals’ own homes.

<sup>2</sup> Official Languages Act (2003), Republic of Ireland

	<p>in the Participatory Action Research. They took part in the language advisor's review of the various educational interventions. Such exchanges were seen as integral to the success of the project. External language tutors facilitated two workshops during a language awareness immersion programme off-campus, on the themes of (1) language anxiety and (2) exploring language skills/bilingualism.</p> <p>Efforts were also made to put worker-learners in touch with administrators with Irish in other public bodies.</p> <p>A teacher who was teaching a language module to two separate groups, one at the University and the other at a local authority, designed task-based activities relating to email and Skype correspondence between the two groups.</p> <p>The teacher also hosted a "language help desk" on WhatsApp on a trial basis. However, this was only explored as an extra support around exam time. The importance of the involvement of as many people as possible in the language support infrastructure, both within the organisation and outside, was noted in the research. This network of 'critical colleagues' is particularly important in the minority language context.</p> <p>Line managers released staff during working hours for language advising meetings. The Human Resources Division approved a proposal that staff would be allowed three working days to attend the immersion programme in the <i>Gaeltacht</i> (Irish-speaking region). They funded 50% of costs also. Other personnel, such as the Irish Language Officer, were also involved. Members of <i>Coiste na Gaeilge</i>, the Irish Language Standing Committee with responsibility for Irish at the Institution, were kept informed of progress. It was considered important to raise an awareness of the gaps in Irish language support for staff involved in the implementation of the requirements of the Official Languages Act and bring the efforts made to address these gaps to the attention of University management.</p>
<b>Links and references</b>	<p>L2 Paths (2016), <i>The Role of Language Advisor: A Guidebook</i>. Galway: L2 Paths.  <a href="https://languageforwork.ecml.at/ResourceCentre/tabid/4074/InventoryID/217/language/en-GB/Default.aspx">https://languageforwork.ecml.at/ResourceCentre/tabid/4074/InventoryID/217/language/en-GB/Default.aspx</a>  <a href="http://www.l2paths.eu/home.html">http://www.l2paths.eu/home.html</a></p> <p>Ni Loingsigh, Deirdre (2015) <i>Minority Language Advising in the Workplace: Contextual Practices, Relational Knowing, Mandate, and Change</i>. EdD thesis, National University of Ireland Maynooth. <a href="http://eprints.maynoothuniversity.ie/6422/">http://eprints.maynoothuniversity.ie/6422/</a></p> <p>Mynard, J. and Carson, L. (2012), <i>Advising in Language Learning: Dialogue, Tools and Context</i>. Abingdon: Routledge.</p> <p>Kato, S. and Mynard, J. (2016), <i>Reflective Dialogue, Advising in Language Learning</i>. Abingdon: Routledge.</p> <p>Interview with Marina Mozzon-McPherson (2016) on the language advising process in general. The focus is on advising in the university setting, not in the workplace context.  <a href="http://languagescholar.leeds.ac.uk/aninterview-with-professor-marina-mozzon-mcpherson/">http://languagescholar.leeds.ac.uk/aninterview-with-professor-marina-mozzon-mcpherson/</a></p>
<b>Source</b>	Deirdre Ní Loingsigh [Ire]

**Contacts**[See links](#)

### 3. AppLa

<b>What</b>	Language development at work
<b>Country</b>	Finland
<b>Language</b>	Finnish
<b>Learners</b>	Employees
<b>How</b>	Informal, self-directed learning supported by digital technology (mobile phone application), in authentic work situations
<b>Where</b>	At work
<b>Overview</b>	<p>AppLa is a mobile phone application that records and then transcribes spoken language, (using speech recognition technology). The transcription can be displayed on the screen of the mobile phone.</p> <p>Learners can use the app to study spoken language, including noticing, analysing and improving their own spoken language. They can also record and transcribe meetings, discussions and spoken interactions, so as to better understand what was said and/or to check specific points.</p> <p>The app is intended to</p> <ul style="list-style-type: none"> <li>• help migrants take fuller advantage of their access to authentic language at work</li> <li>• help workplace mentors (e.g. L1 colleagues, supervisors, etc.) support L2 colleagues.</li> </ul> <p>It can also be used by language teachers to gather authentic materials for teaching purposes.</p>
<b>Links and references</b>	<p><a href="https://journal.fi/virittaja/article/view/63204">https://journal.fi/virittaja/article/view/63204</a></p> <p>University of Helsinki research project, <i>Finnish as a second language and situated learning</i></p> <p><a href="https://www.helsinki.fi/en/researchgroups/suomen-kielen-tilanteinen-oppiminen/about-us">https://www.helsinki.fi/en/researchgroups/suomen-kielen-tilanteinen-oppiminen/about-us</a></p>
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#### 4. ArbetSam

<b>What</b>	Language development at work
<b>Country</b>	Sweden
<b>Language</b>	Swedish
<b>Learners</b>	Employees
<b>How</b>	Comprehensive workplace programme of integrated formal, non-formal and informal learning
<b>Where</b>	At work
<b>Overview</b>	<p>The ArbetSam project (2011-13) aimed to embed an innovative system of sustainable learning in adult social care workplaces in the Stockholm region of Sweden.</p> <p>ArbetSam's approach was developed in response to two issues: how to help staff with limited Swedish improve both their Swedish and their vocational skills; and, how to realise potential of work for language learning. This led to a comprehensive system of workplace learning, incorporating formal, informal and non-formal learning:</p> <ul style="list-style-type: none"> <li>• Formal learning delivered in the workplace by care trainers team-teaching with Swedish language teachers; this gave staff opportunities to achieve national vocational qualifications while improving their Swedish language skills</li> <li>• Creation of two new roles to harness the non-formal learning opportunities of management systems (i.e. supervision, team meetings etc.), including a workplace language advocate and a reflective discussion leader</li> </ul> <p>Both these roles were voluntary roles designed for care staff (with the approval and support of their manager), who received training in the roles from project staff. The roles were designed also to support informal learning through everyday work activity and interactions with colleagues.</p> <p>The ArbetSam approach was deliberately inclusive, addressing the language development needs of non-migrant L1 staff, as well as L2 migrant staff. It was also partnership-based, connecting employers, VET and Swedish language learning providers. A range of practical resources developed by the project is (available in English, German, Spanish and Basque, as well as Swedish).</p>
<b>Links and references</b>	<a href="https://languageforwork.ecml.at/ResourceCentre/tabid/4074/InventoryID/8/language/en-GB/Default.aspx">https://languageforwork.ecml.at/ResourceCentre/tabid/4074/InventoryID/8/language/en-GB/Default.aspx</a> <a href="http://www.aldrecentrum.se/TDAR">www.aldrecentrum.se/TDAR</a> <a href="http://www.vo-college.se/sprakombud">www.vo-college.se/sprakombud</a>
<b>Source</b>	Kerstin Sjösvärd [Swe]
<b>Contacts</b>	See links

## 5. Berufssprache Deutsch [German for vocational purposes]

<b>What</b>	Language development to support access to work
<b>Country</b>	Germany
<b>Language</b>	German
<b>Learners</b>	Vocational students/apprentices
<b>How</b>	Classroom CLIL (Content and Language Integrated Learning) instruction, with work placement/apprenticeship
<b>Where</b>	Education and training centres, at work
<b>Overview</b>	<p>This approach is situated in the German ‘dual system’, in which apprentices attend vocational college for perhaps two days a week and work in company under supervision for the rest of the week.</p> <p>Language classes in the vocational college are designed according to the principle of complete action, which comprises the learning stages of:</p> <ul style="list-style-type: none"> <li>• Orientation</li> <li>• Information</li> <li>• Planning</li> <li>• Implementation</li> <li>• Presentation and documentation</li> <li>• Evaluation and reflection</li> </ul> <p>The language instruction is closely related to the students’ vocational training and aims to put students into real-life communication situations. The approach comprises directive teaching, which requires language teaching as well as subject expertise.</p> <p>Teachers of German and of specific vocational subjects in the Berufsschule accompany the learners to observe their apprenticeship.</p>
<b>Links and references</b>	<a href="https://languageforwork.ecml.at/ResourceCentre/tabid/4074/InventoryID/234/language/en-GB/Default.aspx">https://languageforwork.ecml.at/ResourceCentre/tabid/4074/InventoryID/234/language/en-GB/Default.aspx</a>
<b>Source</b>	Jörg Roche [De]
<b>Contacts</b>	See links

## 6. Bitesize English

<b>What</b>	Language development at work
<b>Country</b>	UK
<b>Language</b>	English
<b>Learners</b>	Employees
<b>How</b>	Coaching, supported by job-specific materials
<b>Where</b>	At work
<b>Overview</b>	<p>Bite-size English was an English language programme developed in 2003-4 for migrant cleaning and catering staff at a hospital in the UK. These staff could not be released for classroom learning, so the Bite-size programme aimed to help these workers develop English directly on the job, through learning linked to workplace interactions around task and role.</p> <p>The programme was based on coaching, mentoring and peer learning, structured and supported by a set of bite-size learning materials, produced as double-sided postcards. Each learning 'bite' addressed a specific communicative function, e.g. 'introducing yourself' or 'asking for help', and offered relevant language, scenarios to illustrate use, and guidance on behavioural norms at work (e.g. when to shake hands). Learning bites were grouped into topic areas to form a coherent syllabus that provided a sense of coverage and progression, while remaining flexible, non-linear and easily expandable.</p> <p>The Bite-size materials were designed to support</p> <ul style="list-style-type: none"> <li>• Short, on-the-job coaching sessions delivered by English language teachers</li> <li>• Further private study by learners being coached to reinforce and extend their coaching</li> <li>• Self-directed peer learning (i.e. where two or more learners studied a card together)</li> <li>• Informal coaching and mentoring by colleagues, supervisors and managers.</li> </ul> <p>Each learner would receive two or three 5-15min coaching sessions per week, delivered during the predictable short lulls that punctuated work routines.</p> <p>Equipped with a set of the Bite-size cards, the teacher would meet the learner in the learner's work area. The learner would select a topic area and learning card to focus on. The teacher would go through the card with the learner, explaining language points (grammar, pronunciation, etc.) and answering any questions the learner raised about the form and use of the language.</p> <p>The teacher would leave the card with the learner after agreeing what aspects of the language on the card the learner would study over the next couple of days (e.g. memorising vocabulary, practising pronunciation). The teacher would suggest learning activities to help the learner and fix an appointment later in the same week to check the learner's progress.</p>



	<p>At the next coaching session, learner and teacher would decide whether to keep working on the card or move on to another.</p> <p>In addition to language learning related to the card, learners might also ask for guidance from the teacher on other matters, e.g. how to deal with some issue that had arisen for them at work, to which the teacher would respond as best they could, including e.g. getting a manager to help address the issue.</p> <p>The programme improved access to learning, continuity of learning, learner progress and had a positive impact on the workplace.</p> <ul style="list-style-type: none"> <li>Learners liked working with the cards, both with their coach and informally with colleagues.</li> <li>Teachers enjoyed coaching: <i>'Fifteen minutes is just about right for discussing the situation and teaching and practising a couple of useful exponents to the point that they stick. I'm yet to be convinced that more can be done in an hour.'</i> (Teacher comment)</li> </ul> <p>Also, access to work areas helped teachers develop workplace understanding and rapport with managers as well as staff.</p> <ul style="list-style-type: none"> <li>Managers reported that learners were not only speaking more English, but also showing more confidence (e.g. using initiative, opening conversations) and better understanding of workplace conventions. Managers also reported the programme had raised morale and reduced absenteeism.</li> </ul> <p>Managers as well as staff valued having language teachers in the workplace – someone with the time to help talk through a problem, language-based or otherwise.</p>
<b>Links and references</b>	<p>See article in LfW Network resource centre, <i>Bitesize approach to workplace language learning</i> (2005).</p> <p><a href="http://languageforwork.ecml.at/ResourceCentre/tabid/4074/InventoryID/14/language/en-GB/Default.aspx">http://languageforwork.ecml.at/ResourceCentre/tabid/4074/InventoryID/14/language/en-GB/Default.aspx</a></p>
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## 7. CLILstore

<b>What</b>	Language development to support access to work
<b>Country</b>	Multinational
<b>Language</b>	Various
<b>Learners</b>	Vocational students
<b>How</b>	Online digital resource for CLIL (Content and Language Integrated Learning <sup>3</sup> ) instruction
<b>Where</b>	Education and training centres, online
<b>Overview</b>	<p>This digital resource enables teachers to create media-rich webpages for work-related language learning. It is based on a free online tool that links content to over 100 online dictionaries. It allows learners to interrogate texts, according to need, at their own pace. The simplest exercise is for the students to watch a video on specific topic and read the transcript text (linked to online dictionaries). For the learner, this helps to connect the written form to the spoken form, in a real-life context.</p> <p>The resource also allows the teacher to upload Word documents with quizzes, drills and other tasks for the learner, and to add links to additional reading on the subject.</p> <p>The resource is mobile-friendly (iPads, smartphones, etc.), allowing use in a range of environments.</p> <p>The resource was developed by the EU-funded ‘Tools for CLIL Teachers’ project (2011-13), who built software for it (Multidict, Wordlink, Clilstore); and produced guidance for teachers on how to use the resource.</p> <p>The European Commission endorsed Tools for CLIL as a success story in 2016.</p>
<b>Links and references</b>	<a href="https://languageforwork.ecml.at/ResourceCentre/tabid/4074/InventoryID/18/language/en-GB/Default.aspx">https://languageforwork.ecml.at/ResourceCentre/tabid/4074/InventoryID/18/language/en-GB/Default.aspx</a> <a href="http://multidict.net/clilstore/">http://multidict.net/clilstore/</a>
<b>Source</b>	Rasa Zygmantaite [Lith]
<b>Contacts</b>	See links

<sup>3</sup> Content and Language Integrated Learning was recognized as a teaching methodology by the Commission of the European Communities in Communication No. 449 (2003), *Promoting Language Learning and Linguistic Diversity: An Action Plan 2004-6*.

## 8. DaZ-Lernangebote für Betriebe entwickeln [Developing L2 workplace provision]

<b>What</b>	Teacher training
<b>Country</b>	Germany
<b>Language</b>	German
<b>Learners</b>	Teachers of L2 German, also employer Human Resources /Learning & Development staff
<b>How</b>	Classroom instruction, workplace assignments
<b>Where</b>	Education and training centres, at work
<b>Overview</b>	<p>This modular train-the-trainers scheme aims to prepare German L2 language teachers, learning providers and employer-organisations to plan and deliver tailored workplace L2 provision. The scheme consists of four face-to face, interactive modules /workshops (1 and ½ days each) with practical assignments to be carried out in between the modules.</p> <p>Modules and assignments are designed to expand participants' understanding of</p> <ul style="list-style-type: none"> <li>• Workplace learning</li> <li>• How to identify and analyse language requirement/needs in organisations</li> <li>• Developing programmes to address identified requirements/needs</li> <li>• New insights on workplace language and discourse</li> <li>• Effective teaching and assessing methods (scenario approach)</li> <li>• Marketing of learning programmes.</li> </ul> <p>Theoretical inputs and reflection phases build on group work, where participants contribute based on their own experience, and are reinforced and expanded by practical assignments that offer participants opportunity to cooperate with different labour market actors.</p> <p>In these ways, the scheme prepares L2 practitioners to work with employers, in a different functional system to education, with different priorities, 'cultures', ways of functioning, etc.; and to meet new demands on their professional competences, such as how to carry out language requirements analysis within an organisation; how to develop a curriculum that reconciles the needs and priorities of different partners (employer, learners, their own institution, the financing agency, etc.), taking account of individual needs, the language requirements of the job, employer priorities, their own professional preferences; how to prepare tailored-made resources; how to work effectively with various labour market actors; how to market the provision, and so forth.</p> <p>The scheme is based on findings of the research project, <i>Deutsch am Arbeitsplatz 1</i> [German at the Workplace 1] (2007-09), which undertook ethnographic workplace studies and collected and analysed language from authentic workplace interactions.</p>
<b>Links and references</b>	<a href="http://languageforwork.ecml.at/ResourceCentre/tabid/4074/InventoryID/229/language/en-GB/Default.aspx">http://languageforwork.ecml.at/ResourceCentre/tabid/4074/InventoryID/229/language/en-GB/Default.aspx</a>

<b>Source</b>	Matilde Grünhage-Monetti [De]
<b>Contacts</b>	Fachstelle berufsbezogenes Deutsch, Hamburg (now responsible for the scheme)

## 9. DaZuLERNEN (Deutsch als Zweitsprache und interkulturelles LERNEN)

[German as second language and intercultural learning]

*Note: The name of this project plays with words: dazulernen and DaZ. Dazulernen is a verb which means 'learn something new/more/extra/on top of'. DaZ is the abbreviation/acronym for Deutsch als Zweitsprache, German as second language.*

<b>What</b>	Language development to support access to vocational school
<b>Country</b>	Germany
<b>Language</b>	German
<b>Learners</b>	Refugees aged 16-21, including unaccompanied minors (attending a German language course at a vocational school in Hesse to prepare them to start a regular apprenticeship)
<b>How</b>	Volunteer peer instruction and mentoring (vocational school L1 students offer refugee L2 students mentoring and language instruction)
<b>Where</b>	Vocational school
<b>Overview</b>	<p>DaZuLERNEN is a voluntary initiative started by L1 students in a vocational school and supported by the staff of the voluntary school.</p> <p>Vocational school students are paired with refugee-learners. The vocational school students offer the refugee-learners 90 minutes of one-to-one language tutoring per week in a room made available by the vocational school. The student-tutor consults with the refugee-learner regarding the focus and content of sessions.</p> <p>During the tutoring sessions the pair (i.e. student-tutor and refugee-learner) reviews together what the refugee learner is currently studying, play language learning games, work through generic language learning materials prepared by the student-tutor (including language tests/quizzes) and make conversation.</p> <p>The normal curriculum for vocational students includes four 45-minute-lessons of German and four 45-minute-lessons of English per week. To make time for the tutoring programme within the normal curriculum, one German lesson and one English lesson is given over to the tutoring programme.</p> <p>The language teacher as a facilitator/project manager and</p> <ul style="list-style-type: none"> <li>• Reviews material and proposes teaching / learning materials</li> <li>• Supervises the learning partners and the other project teams Organizes joint excursions</li> <li>• Cooperates with institutions, associations, publishers of resources</li> <li>• Supervises interns who participate in the project</li> <li>• Disseminates the concept for appraisals and training</li> </ul> <p>DaZuLERNEN supports the language development and school integration of refugee-learners; it also develops the vocational understanding, presentational and instructional skills, and social competences of the student-tutors. Moreover, all participants in the programme are engaged in intercultural exchanges: young people from different countries</p>

	and social milieus work together. This has the potential to help overcome bias and fear of contact, and to develop awareness for social responsibility.
<b>Links and references</b>	<a href="http://www.piepho-preis.de/preistraeger_2015_lang.php">http://www.piepho-preis.de/preistraeger_2015_lang.php</a> <a href="http://deutsches-lehrerforum.de/ergebnisse/gefoerderte-projekte/dazulernen/">http://deutsches-lehrerforum.de/ergebnisse/gefoerderte-projekte/dazulernen/</a> <a href="http://www.bundespraesident.de/SharedDocs/Pressemitteilungen/DE/2015/06/150611-Giessen.html">http://www.bundespraesident.de/SharedDocs/Pressemitteilungen/DE/2015/06/150611-Giessen.html</a> <a href="https://www.stifterverband.org/pressemitteilungen/2016_09_23_deutsches_lehrerforum">https://www.stifterverband.org/pressemitteilungen/2016_09_23_deutsches_lehrerforum</a> <a href="http://www.wso-giessen.de/schue%C2%ADler-sol%C2%ADlen-an%C2%ADein%C2%ADan%C2%ADderwach%C2%ADsen/">http://www.wso-giessen.de/schue%C2%ADler-sol%C2%ADlen-an%C2%ADein%C2%ADan%C2%ADderwach%C2%ADsen/</a>
<b>Source</b>	Matilde Grünhage Monetti [De] (informant: Christina Lang, teacher and head of project)
<b>Contacts</b>	See links

## 10. Engineering English in the Workplace for Internationally Trained Professionals

<b>What</b>	Language development for work
<b>Country</b>	Canada
<b>Language</b>	English
<b>Learners</b>	Employees
<b>How</b>	Classroom instruction, workplace assignments
<b>Where</b>	At work
<b>Overview</b>	<p>This is an integrated 10-month programme delivered onsite at an engineering company over 40 sessions by a language learning provider. The target learners are migrant engineers, from non-English-speaking countries.</p> <p>Objectives of the programme include:</p> <ul style="list-style-type: none"> <li>• Oral Communication <ul style="list-style-type: none"> <li>○ Speak with proficiency/fluency to be understood with less effort by peers, leads, management and clients</li> <li>○ Use interpersonal communication skills that will enhance occupation-specific skills</li> <li>○ Communicate in routine work and social situations</li> <li>○ Use ongoing self-assessment tools/methods/checklists.</li> </ul> </li> <li>• Written Communication <ul style="list-style-type: none"> <li>○ Write to be clear and concise, coherent, objective and subjective</li> <li>○ Apply self-editing skills to future work.</li> </ul> </li> <li>• Working Effectively in a Multicultural Environment: <ul style="list-style-type: none"> <li>○ Integrate multicultural sensitivity and competence</li> <li>○ Communicate easily with colleagues/clients in informal/formal work settings</li> <li>○ Be comfortable in a variety of workplace environments</li> <li>○ Seek clarification for understanding</li> <li>○ Speak with confidence</li> <li>○ Offer opinions and comments</li> <li>○ Pursue resources needed for enhancing performance.</li> </ul> </li> </ul> <p>At the start of the programme, teachers from the learning provider conduct a six-step organizational and individual needs assessment to accurately assess the specific communication skill gaps experienced by the internationally trained engineers. The assessment includes:</p> <ul style="list-style-type: none"> <li>○ Step One –Consultation, Interviews and Focus Groups;</li> <li>○ Step Two – Job Shadowing;</li> </ul>



- Step Three—Language Assessment;
- Step Four – Employee Self-Identification Questionnaire;
- Step Five – 360° Feedback Survey; and
- Step Six – Video and Voice Interviews

Teachers then

1. Develop instructional materials, with specific tasks and activities to target gaps
2. Deliver instruction (onsite at the engineering company, over 40 sessions)
3. Perform learner and programme evaluations.

In this way, the programme aims to

- Encourage a high degree of employee participation in self-evaluation of language need
- Raise awareness of how increased language proficiency would enhance work performance, job satisfaction and job maintenance
- Accelerate the acquisition of both workplace culture and language
- Maximise the extensive experience of internationally-trained engineers and place them on a more even playing field with their colleagues.

Outcomes and benefits identified included the following:

- English in the workplace and intercultural training was made a regular part of the company’s training and professional development, and was expanded into another joint-venture company.
- Intercultural training was provided for native-born Canadians employed at the company.
- Three annual, 36-hour language-training sessions were offered at the company, as part of the professional development opportunities for internationally graduated engineers.
- Language and intercultural training was provided for spouses of internationally graduated engineers.
- Internationally graduated engineers integrate more smoothly into the organization and therefore employee retention is higher.
- Conflicts resulting from miscommunication or cross-cultural misunderstanding were reduced.
- Managers are more inclined to promote and mentor internationally graduated engineers due to the established training program that is in place.
- The classroom provides a non-threatening arena for open dialogue between instructors and internationally graduated engineers on topics the students may not feel comfortable talking about in a typical workplace environment. This therefore allows discussion of the often-ignored internal dialogue about challenges and negative judgments, which are part of the settlement and integration processes.

#### **Links and**

<https://languageforwork.ecml.at/ResourceCentre/tabid/4074/InventoryID/18/language/en-GB/Default.aspx>

references	
Source	Monika Jezak [Ca]
Contacts	<a href="https://www.norquest.ca/home.aspx">https://www.norquest.ca/home.aspx</a>

## 11. Ethnographic CLIL (Content and Language Integrated Learning)

<b>What</b>	Language development to support access to work
<b>Country</b>	France
<b>Language</b>	English
<b>Learners</b>	Vocational degree students
<b>How</b>	Ethnographic research into vocational communities and their discourse to support vocational CLIL instruction in higher education
<b>Where</b>	Higher education (pre-service vocational degree course)
<b>Overview</b>	<p>Initial vocational training / Language for specific purposes</p> <p>Developed by the English for Specific Purposes research community in France, ethnographic CLIL aims to make specialized varieties of English and vocational discourse communities more accessible to learners studying higher level vocational courses.</p> <p>It investigates the specificities of a vocational community in a given country / culture; for instance, how nurses are trained in the US, how the nursing community is organized in the US, how healthcare is structured in the US context compared to the French context, etc.</p> <p>Language teachers offer input on language used by vocational communities and design contextualised syllabi and learning activities.</p> <p>Learners (e.g. French nurses) work on vocational knowledge and language skills in order to build work-related language skills.</p>
<b>Links and references</b>	<p>Boswood, T. &amp; A. Marriott. 1994. Ethnography for Specific Purposes. English for Specific Purposes, Vol.13 (1), 3-21.</p> <p>Cheng, W. &amp; E. Mok. 2008. Discourse processes and products: Land Surveyors in Hong Kong. English for Specific Purposes, 27, 57-73.</p> <p>Dressen-Hammouda, D. 2008. From novice to disciplinary expert: Disciplinary identity and genre mastery. English for Specific Purposes, 27, 57-73.</p> <p>Dressen-Hammouda, D. 2013. Ethnographic approaches to ESP research, In Paltridge, B. &amp; S. Starfield (eds.), The Handbook of English for Specific Purposes. Chichester: Wiley-Blackwell, 501–517.</p> <p>Dressen-Hammouda, D. 2014. Measuring the voice of disciplinarity in scientific writing: A longitudinal exploration of experienced writers in geology. English for Specific Purposes, 34, 14-25.</p> <p>Isani, S. 2014. Ethnography as a research-support discipline in ESP teaching, learning and research in the French academic context. ASp, 66, 27-39.</p>
<b>Source</b>	Séverine Wozniak [Fr]
<b>Contacts</b>	Séverine Wozniak [Fr]

## 12. Handledarutbildning och språkstöd [Supervisor Training and Language Support]

<b>Learners</b>	Employees (including trainees), supervisors
<b>Country</b>	Sweden
<b>Language</b>	Swedish
<b>What</b>	Language development at work, teacher training
<b>How</b>	Online resource offering free, work-related materials to support on-the-job language learning
<b>Where</b>	At work, online
<b>Overview</b>	<p>This programme aims to help supervisors and workplaces understand how to welcome and support migrant employees, including trainees, who are still learning Swedish.</p> <p>The programme is based on an online resource. This resource offers free material (including short films, sketch-notes and checklists). Some of the material is aimed at workplace supervisors, and some of it at the individual learning Swedish. There is (for example) guidance on how to discuss language learning at workplace meetings.</p> <p>There is a special section to help supervisors support trainees or employees who are learning Swedish at work. The section includes three parts: Language and culture, Supervision and participation, Manager and colleagues.</p> <p>This resource was produced by a partnership between the Swedish ministry of Education, the national employment service, trade unions and employer organisations. The material is used by supervisors in all sorts of sectors.</p>
<b>Links and references</b>	<p><a href="https://languageforwork.ecml.at/ResourceCentre/tabid/4074/InventoryID/123/language/en-GB/Default.aspx">https://languageforwork.ecml.at/ResourceCentre/tabid/4074/InventoryID/123/language/en-GB/Default.aspx</a></p> <p><a href="https://languageforwork.ecml.at/ResourceCentre/tabid/4074/InventoryID/132/language/en-GB/Default.aspx">https://languageforwork.ecml.at/ResourceCentre/tabid/4074/InventoryID/132/language/en-GB/Default.aspx</a></p>
<b>Source</b>	Kerstin Sjösvärd [Swe]
<b>Contacts</b>	See links

### 13. Insieme nell'accoglienza [Together in welcoming]

<b>What</b>	Language development to support access to work
<b>Country</b>	Italy
<b>Language</b>	Italian
<b>Learners</b>	Job seekers
<b>How</b>	Classroom instruction, work placement
<b>Where</b>	Education and training centres, at work
<b>Overview</b>	<p>To help integrate asylum seekers in the labour market and community, a formal network of state institutions (Prefettura, the Job Centres of the Province of Treviso, CPIA), private organisation (small and medium enterprises - unions bilateral committee), NGOs running the refugee centres on behalf of the Ministry of Interior, voluntary organisations has been set up. The institutions and organisations that are members of the network have clearly defined task (described by a Protocol) according to their missions.</p> <p>Three main actions are carried out:</p> <ul style="list-style-type: none"> <li>a) Language teaching and civic education courses</li> <li>b) Job oriented courses, internships, and vocational counselling</li> <li>c) Training on safety at work.</li> </ul> <p>The NGOs managing the reception centres provide asylum seekers with a multilingual <i>Guide for Refugees</i> and a portfolio to record the activities carried out and the acquired skills.</p> <p>The language teaching supports the vocational training and civic education, especially in the first steps.</p>
<b>Links and references</b>	<p><a href="https://languageforwork.ecml.at/ResourceCentre/tabid/4074/InventoryID/230/language/en-GB/Default.aspx">https://languageforwork.ecml.at/ResourceCentre/tabid/4074/InventoryID/230/language/en-GB/Default.aspx</a></p> <p><a href="http://www.prefettura.it/FILES/allegatinews/1238/Bozza_definitiva_prot._INSIEME_NELL-ACCOGLIENZA_2016_.docx">http://www.prefettura.it/FILES/allegatinews/1238/Bozza_definitiva_prot._INSIEME_NELL-ACCOGLIENZA_2016_.docx</a></p>
<b>Source</b>	Fernanda Minuz [It]
<b>Contacts</b>	Orazio Colosio, Italy, <a href="mailto:oraziocolosio@gmail.com">oraziocolosio@gmail.com</a> , +39 335-8391180.

## 14. Introduksjonsprogram [Introduction programme (Lillehammer model)]

<b>What</b>	Language development to support access to work
<b>Country</b>	Norway
<b>Language</b>	Norwegian
<b>Learners</b>	Job-seekers
<b>How</b>	Classroom instruction, work placement with language coaching from a designated colleague
<b>Where</b>	Education and training centres, at work
<b>Overview</b>	<p>This language-and-work training programme aims to integrate migrants into the labour market as quickly as possible. It is part of Norway's broader integration programme.</p> <p>Participants get a practice position in a workplace from the beginning of the programme. Language teaching takes place both at the language training centre and the workplace and the curriculum is vocationally oriented, though it also contains 'school-oriented' elements.</p> <p>Participants spend usually two or three days a week in the learning centre, attending standard language classes, and two or three days at work.</p> <p>Language teachers are responsible for classroom teaching at the learning centre and for planning and co-ordinating language learning at work. The teachers are also in charge of testing and evaluating the participants.</p> <p>Language learning at work takes place before or after working hours and may include use of digital resources such as ipads and e-learning. It is facilitated by an occupationally competent employee (i.e. an employee qualified in their particular occupational field), rather than the language teacher. This occupationally competent coach-mentor is an important resource for the learner.</p> <p>Actors involved include the municipalities where the migrants live, local learning centres, the welfare office, and the employers.</p>
<b>Links and references</b>	<p><a href="http://www.lillehammer.kommune.no/introduksjonsprogram-for-innvandrere.182766.1539o9.los.html">http://www.lillehammer.kommune.no/introduksjonsprogram-for-innvandrere.182766.1539o9.los.html</a></p> <p><a href="https://languageforwork.ecml.at/ResourceCentre/tabid/4074/InventoryID/170/language/en-GB/Default.aspx">https://languageforwork.ecml.at/ResourceCentre/tabid/4074/InventoryID/170/language/en-GB/Default.aspx</a></p>
<b>Source</b>	Veronica Pajaro [Nor]
<b>Contacts</b>	See links

## 15. Job-related adult basic education coaching

<b>What</b>	Work-related basic education
<b>Country</b>	Germany
<b>Language</b>	German
<b>Learners</b>	Employees or job-seekers, L1 or L2 speakers*
<b>How</b>	One-to-one coaching programme
<b>Where</b>	At work, in education and training centres
<b>Overview</b>	<p>This support is based on a one-to-one coaching programme consisting of either ten or 20 two-hour sessions.</p> <p>The coaching may be initiated by the learner, in which case it is provided free to the learner (using state funding) and is strictly confidential. Alternatively, the coaching may be initiated by the employer with the agreement of the learner, in which case the employer contributes to the cost of the coaching. Regarding the confidentiality of employer-initiated coaching: if the learner wishes it, the coaching is kept confidential. Where the learner does not require that the coaching is kept confidential, the coach may purposefully involve the learner's colleagues and supervisor in the coaching programme.</p> <p>The programme aims to help the learner develop the competences required for a specific job in a specific workplace. First, a consultative needs analysis is undertaken to identify the learner's needs in relation to the specific competences required for the job. Then a task-oriented, learner-centred learning programme is designed by all actors involved.</p> <p>Coaches on this programme require teaching expertise in the fields of work-related adult basic education and/or work-related second language learning. They also require expertise in collaborative needs analysis, design of learning programmes and use of sector-specific work-related materials.</p> <p>In addition to offering instruction, the programme asks learners to reflect on (old and new) learning strategies and points them towards digital learning resources for further autonomous learning.</p>
<b>Links and references</b>	<p>Klepp, A. (2015), Einzelunterricht am und für den Arbeitsplatz – Eine sinnvolle Variante in der Grundbildung? In: <i>Alfa-Forum</i> Nr. 87 (2015):  <a href="https://www.bildung.koeln.de/materialbibliothek/download/af87_klein_rudolph(1).pdf?idx=9dfba3ba67b02dce482ae85d38679579">https://www.bildung.koeln.de/materialbibliothek/download/af87_klein_rudolph(1).pdf?idx=9dfba3ba67b02dce482ae85d38679579</a></p> <p>Website of the Regionale Grundbildungszentren Niedersachsen /Regional basic education centre Lower Saxony: <a href="http://www.rgz-nds.de/">http://www.rgz-nds.de/</a></p>
<b>Source</b>	Andreas Klepp [De]
<b>Contacts</b>	See links



## 16. LanCook – Learning languages, cultures and cuisines in a digital interactive kitchen

<b>What</b>	Language development to support access to work
<b>Country</b>	Finland
<b>Language</b>	Finnish
<b>Learners</b>	Job-seekers (migrants wanting to work in food preparation)
<b>How</b>	Task-based instruction/learning
<b>Where</b>	Education and training centres
<b>Overview</b>	<p>LanCook was a three-year EU-funded Lifelong Learning project (December 2011-2014). The project focused on the language of work tasks and workplace activity. It included the creation of language learning materials in seven languages. These materials used digital technology to enable and support innovative approaches to language learning.</p> <p>Using digital sensors and a task-based language learning approach, LanCook's materials are designed to promote a genuinely situated language learning experience in a real-world activity. Video data from the LanCook digital kitchen have been used also in the project "Finnish as a second language and situated learning".</p> <p>Learners study the language involved in food preparation, then undertake authentic activities in the kitchen of the education and training centre. These activities offer opportunity to use the language. Thus, after studying language involved in food preparation, learners are divided into small groups. Each group plans a menu, finds relevant recipes, makes a shopping list, buys the ingredients needed and then cooks the planned dishes. The teacher instructs and facilitates these processes.</p>
<b>Links and references</b>	<p>University of Helsinki research project, 'Finnish as a second language and situated learning' <a href="https://www.helsinki.fi/en/researchgroups/suomen-kielen-tilanteinen-oppiminen/about-us">https://www.helsinki.fi/en/researchgroups/suomen-kielen-tilanteinen-oppiminen/about-us</a></p> <p><a href="https://europeandigitalkitchen.com/">https://europeandigitalkitchen.com/</a></p> <p>'Cooking, Interaction and Learning: the Finnish Digital Kitchen as a Language Learning Environment' in <i>Task-Based Language Learning in a Real-World Digital Environment</i>. Seedhouse, P. (ed). Bloomsbury Academic. 2017.</p> <p><a href="https://languageforwork.ecml.at/ResourceCentre/tabid/4074/InventoryID/224/language/en-GB/Default.aspx">https://languageforwork.ecml.at/ResourceCentre/tabid/4074/InventoryID/224/language/en-GB/Default.aspx</a></p>
<b>Source</b>	Kristel Kivisik [Fin]
<b>Contacts</b>	<p>Research project contacts</p> <p>Salla Kurila (principal investigator): <a href="mailto:salla.kurhila_at_helsinki.fi">salla.kurhila_at_helsinki.fi</a></p> <p>Lari Kotilainen: <a href="mailto:lari.kotilainen_at_helsinki.fi">lari.kotilainen_at_helsinki.fi</a></p> <p>Inkeri Lehtimaja: <a href="mailto:inkeri.lehtimaja_at_helsinki.fi">inkeri.lehtimaja_at_helsinki.fi</a></p> <p>Johanna Komppa: <a href="mailto:johanna.komppa_at_helsinki.fi">johanna.komppa_at_helsinki.fi</a></p>

## 17. Language advisors

<b>What</b>	Learn to learn
<b>Country</b>	Finland
<b>Language</b>	English
<b>Learners</b>	University students
<b>How</b>	Advice, guidance and support
<b>Where</b>	Higher Education
<b>Overview</b>	<p>A language advisor typically works in a university setting or in a private language centre. For example, the professional practice of language advising is very established in self-access language centres in university settings in the UK, in Finland and in Japan. Increasingly attention is being turned to advising in settings outside of educational settings.</p> <p>Advising in language learning is the process of helping someone to become an effective, aware and reflective language learner (Kato &amp; Mynard, 2016, 1.). A trained practitioner, in the professional role of advisor, engages the learner in a reflective dialogue about the language learning process. Much has been written on the importance of the language learner being able to be autonomous in his/her language learning in order to be successful on his/her language learning journey. The language advisor therefore sets out to create the ideal conditions for autonomous learning and the importance of dialogue as a pedagogic tool in language advising sessions to help the learner help himself is discussed fully in the language advising literature (Mozzon-McPherson &amp; Vismans (eds) 2001; McCarthy, 2012).</p> <p>The University of Helsinki, Finland, offers Autonomous Language Learning Modules (ALMS) to students at its Language Centre. These modules are led by language teachers and counsellors. (The terms 'language counselling' and 'language counsellor' are used instead of language advising and language advisor at the University of Helsinki).</p> <p>Following participation in group learner-awareness sessions, students at Helsinki have one-to-one language counselling consultations with skilled language counsellors. They are also given the option to attend skills support groups during the academic term. Assessment is portfolio-based (Kidd &amp; von Boehm, 2012, 130).</p> <p>An online tool called Kaleidoscope was developed at the Language Centre to encourage students to reflect on their English language learning needs, current skills, motivation, personality, and learning history. A language advisor generally initiates reflective discussion with the advisee on the topics listed above.</p> <p>The macro and micro skills of the language advisor have been mapped by Kelly (1996, 95-96). The macro skills are initiating, goal-setting, guiding, modelling, supporting, giving feedback, evaluating, linking, and concluding while the micro skills are attending, restating, paraphrasing, summarising, questioning, interpreting, reflecting feelings, empathising, and confronting. The ideal professional profile of language advisor is someone with professional training in these advising skills, with experience of learner autonomy and new technologies</p>

	<p>for language learning, and with a knowledge of second language learning (Mozzon-McPherson, n.d).</p> <p>For further detail and guidelines see the L2 Paths (2016) resource. Finally, Ní Loingsigh (2015) has discussed the specific role of the language advisor for minority language learning in the workplace. Here she focuses on the role of advisor as architect of spaces of learning; as leader of interaction with critical colleagues in the language learning process; and as an ambassador for language learners within the organisational context.</p>
<b>Links and references</b>	<p>Helsinki ALMS <a href="https://blogs.helsinki.fi/alms-helsinki/">https://blogs.helsinki.fi/alms-helsinki/</a></p> <p>Kaleidoscope tool <a href="https://blogs.helsinki.fi/alms-helsinki/learning-to-learn-with-kaleidoscope/">https://blogs.helsinki.fi/alms-helsinki/learning-to-learn-with-kaleidoscope/</a></p> <p>Kato, S. and Mynard, J. (2016), <i>Reflective Dialogue, Advising in Language Learning</i>. Abingdon: Routledge.</p> <p>Kelly, R. 1996. 'Language counselling for learner autonomy: The skilled helper in self-access language learning' in R. Pemberton, E. S. Li, L. W. W. F Or and H. D Pierson (eds.): <i>Taking Control: Autonomy in Language Learning</i>. Hong Kong University Press, pp. 93-113.</p> <p>Kidd, K. &amp; von Boehm, S (2012), Kaleidoscope, An Online Tool for Reflection on Language Learning in Mynard, J., and L. Carson (eds.): <i>Advising in Language Learning: Dialogue, Tools and Context</i>. Longman, pp. 130-50.</p> <p>L2 Paths (2016), The Role of Language Advisor: A Guidebook. Galway: L2 Paths. <a href="https://languageforwork.ecml.at/ResourceCentre/tabid/4074/InventoryID/217/language/en-GB/Default.aspx">https://languageforwork.ecml.at/ResourceCentre/tabid/4074/InventoryID/217/language/en-GB/Default.aspx</a></p> <p><a href="http://www.l2paths.eu/home.html">http://www.l2paths.eu/home.html</a></p> <p>McCarthy, T (2012) Advising-In-Action: Exploring the Inner Dialogue of the Learning Advisor in Mynard, J., and L. Carson (eds.): <i>Advising in Language Learning: Dialogue, Tools and Context</i>. Longman, pp. 105-126.</p> <p>Mozzon-McPherson, M. (no date), <i>Language Advising (LLAS)</i> <a href="https://www.llas.ac.uk/resources/gpg/93.html#toc_11">https://www.llas.ac.uk/resources/gpg/93.html#toc_11</a></p> <p>Mynard, J. and Carson, L. (2012), <i>Advising in Language Learning: Dialogue, Tools and Context</i>. Abingdon: Routledge.</p> <p>Ní Loingsigh, D. (2015), <i>Minority Language Advising in the Workplace: Contextual Practices, Relational Knowing, Mandate, and Change</i>. EdD thesis, National University of Ireland Maynooth. <a href="http://eprints.maynoothuniversity.ie/6422/">http://eprints.maynoothuniversity.ie/6422/</a></p>
<b>Source</b>	Deirdre Ní Loingsigh [Ire]
<b>Contacts</b>	<p>See links</p> <p>For further information on ALMS at the University of Helsinki contact Fergal Bradley <a href="mailto:fergal.bradley@helsinki.fi">fergal.bradley@helsinki.fi</a></p>

## 18. Learning through Work

<b>What</b>	Language development at work
<b>Country</b>	UK
<b>Language</b>	English
<b>Learners</b>	Employees
<b>How</b>	Coaching and mentoring, supported by job-specific materials
<b>Where</b>	At work
<b>Overview</b>	<p>This approach is workplace-specific. It has two main components:</p> <ul style="list-style-type: none"> <li>• Materials development</li> <li>• Coaching and mentoring (supported by the materials)</li> </ul> <p><b>1. Materials development</b></p> <p>This includes</p> <ul style="list-style-type: none"> <li>• Researching work routines to identify key communicative practices &amp; performance problems typically associated with practices</li> <li>• Agreeing with relevant managers (i.e. managers responsible for safety and quality) the communicative behaviours required of staff by work activity</li> <li>• Creating bite-size, on-the-job learning materials that specify, explain &amp; exemplify the communicative behaviours (e.g. how to answer the telephone) in language accessible to all staff</li> <li>• Explaining to quality and training managers how they can use materials to <ul style="list-style-type: none"> <li>○ Standardise communicative practices</li> <li>○ Coach staff in a structured, systematic way</li> <li>○ Enable individual &amp; peer learning.</li> </ul> </li> </ul> <p><b>2. Coaching and mentoring (supported by the materials)</b></p> <p>The manager responsible for quality introduces the materials to the staff team. All staff review the materials to confirm that the materials describe good practice and offer appropriate guidance on communication.</p> <p>The manager/supervisor/colleague/trainer who will act as coach/mentor makes a set of materials available to the staff team and explains how staff can support each other's learning (see below for more on this).</p> <p>The coach/mentor identifies individual staff who will benefit from improving their communication skills and proposes a structured on-the-job learning programme to them, with an agreed objective and agreed start and end dates.</p> <p>The coach/mentor and the individual staff-learner select a work task and review the materials for that task.</p>

	<p>The coach/mentor makes sure that the learner understands the good practice described by the materials and can relate what the materials say to their own work.</p> <p>The learner studies the materials.</p> <p>During work activity, the coach/mentor models the behaviour described in the materials while the learner observes. The learner practises the behaviour while the coach/mentor observes during normal work activity.</p> <p>The coach/mentor feeds back to the learner, who makes any adjustments required.</p> <p>At the end of the programme, the coach/mentor and learner assess the learner's progress.</p> <p>This approach is based on non-directive coaching and requires no language teaching expertise.</p> <p>Criteria for the manager/supervisor/colleague/trainer who takes on role of coach/mentor:</p> <ul style="list-style-type: none"> <li>• Understanding of safety and quality</li> <li>• Ability to communicate good practice</li> <li>• Ability to observe and give constructive feedback on learner performance</li> <li>• Ability to spend time with learners on the job.</li> </ul> <p>Other staff can support individual learners by</p> <ul style="list-style-type: none"> <li>• Discussing the content of the materials with the learner</li> <li>• Helping the learner to study language identified by the materials</li> </ul> <p>Supporting the learner to practise the target language and behaviours during work activity.</p>
<b>Links and references</b>	<p>Braddell, A., (2012), Language development through work. <i>Proceedings of 2011 Deutsche Gesellschaft für Fremdsprachenforschung conference</i>, Hamburg.</p> <p>Braddell, A., (2012), Basic skills at work: Time for a workplace learning approach? <i>RaPAL Journal</i> Vol. 77. pp6-12.</p>
<b>Source</b>	Alexander Braddell [UK]
<b>Contacts</b>	Alexander Braddell <a href="mailto:lfwnetwork@ecml.at">lfwnetwork@ecml.at</a>

## 19. Med-CLIL (Content and Language Integrated Learning for medical students)

<b>What</b>	Language development to support access to work
<b>Country</b>	Bulgaria
<b>Language</b>	English
<b>Learners</b>	Vocational degree students (medical students)
<b>How</b>	Content and language integrated instruction
<b>Where</b>	Higher education (pre-service vocational degree course)
<b>Overview</b>	<p>Med-CLIL aims at developing subject competences (i.e. medical competences) through language. There are three dimensions of CLIL:</p> <ol style="list-style-type: none"> <li>1. Concepts (science content to be acquired)</li> <li>2. Procedures (skills used to work on the concepts)</li> <li>3. Language (specific language items associated with the conceptual content).</li> </ol> <p>Knowledge of the language becomes the means of learning science content. Language is seen in real-life situations (e.g. clinical cases, medical interviews, discharge summaries) Thus, medical students can acquire the specific terminology and communicative competence in the field. The method results in the simultaneous learning of medical content and English for specific purposes.</p>
<b>Links and references</b>	<a href="https://mu-plovdiv.bg/en/">https://mu-plovdiv.bg/en/</a> <a href="https://mu-plovdiv.bg/en/faculties/departments-of-languages-and-specialized-training/mission/">https://mu-plovdiv.bg/en/faculties/departments-of-languages-and-specialized-training/mission/</a>
<b>Source</b>	Irina Mitarcheva [Bul]
<b>Contacts</b>	See links



## 20. Modulare Fortbildung Berufsbezogenes Deutsch – Kursleiter\_innenqualifizierung Berufsbezogenes DaZUnterricht

[Modular training in vocational German - Internal qualification for vocational L2 German instructors]

<b>Learners</b>	Teachers of L2 German
<b>Country</b>	Germany
<b>Language</b>	German
<b>What</b>	Teacher training
<b>How</b>	Classroom instruction, online
<b>Where</b>	Education and training centres, at work
<b>Overview</b>	<p>The scheme aims at preparing L2 teachers, used to teach in language classes in centres of adult education, for new tasks and roles in work-related provision, where they are facing learning and teaching contexts and activities different from the ones they are used to: e. g. designing customised curricula, developing teaching materials, adapting own teaching plans to company's working schedules, e. g. shifts, communicating / cooperating with labour market actors, etc., negotiating aims between different actors with different aims : employers and other actors of the labour market, learners, own institutions, own aims as a professional.</p> <p>In addition to engaging participants with the demands and characteristics of work-related teaching and learning, the scheme aims to foster reflection and promote sharing and networking among colleagues at local/regional level.</p> <p>The scheme consists of face-to-face workshops (five modules of 1 and ½ days each; once a month) and online assignments. Modules include:</p> <ol style="list-style-type: none"> <li>1. Language requirements and needs at work: How to identify and meet them adequately</li> <li>2. Teaching materials and didactical issues: Which materials are available; how to develop own materials, how to work with authentic materials, in particular oral workplace interactions</li> <li>3. Understanding subject-specific texts; scenario methodology</li> <li>4. Employment and work relevant social and language basic skills: Focus on written language and language for learning</li> <li>5. Sustainability and Motivation: How to foster sustainable learning; engaging with relevant aspects of motivation theory</li> </ol> <p>Other labour market actors may be involved in the organisation and delivery of the provision, For example supervisors, HR managers in the phase of identifying needs and negotiation the curriculum, preparing scenarios, etc. They can also be directly involved in the scenarios in their real roles.</p> <p>The scheme was developed in 2011 by the Volkshochule Braunschweig (Germany) to help L2 German teachers in adult education meet growing demand for work-related provision,</p>



	particularly in companies. Since then the scheme has been further developed and implemented throughout Germany.
<b>Links and references</b>	<a href="https://languageforwork.ecml.at/ResourceCentre/tabid/4074/InventoryID/226/language/en-GB/Default.aspx">https://languageforwork.ecml.at/ResourceCentre/tabid/4074/InventoryID/226/language/en-GB/Default.aspx</a> <a href="https://www.deutsch-am-arbeitsplatz.de/">https://www.deutsch-am-arbeitsplatz.de/</a>
<b>Source</b>	Rita Leinecke [De], Wilhelmine Berg [De]
<b>Contacts</b>	<a href="https://www.deutsch-am-arbeitsplatz.de/">https://www.deutsch-am-arbeitsplatz.de/</a>

## 21. My Plan

<b>What</b>	Learn to learn
<b>Country</b>	Netherlands
<b>Language</b>	Dutch
<b>Learners</b>	Employees (migrants working as cleaners in the Amsterdam area)
<b>How</b>	Peer coaching (non-directive)
<b>Where</b>	At work (peer coaching happens in the classroom; self-directed learning happens wherever the learner chooses: at work, online, and/or in community settings <sup>4</sup> )
<b>Overview</b>	<p>My Plan is a form of reflective/non-directive peer coaching, incorporated into a Dutch-at-the-workplace classroom course. The coaching focuses on development of learner autonomy and strategies for self-directed learning.</p> <p>My Plan uses group discussion and pair-work to help the learner develop the confidence and awareness to take advantage of language development opportunities in daily life, outside the classroom, including interactions with proficient speakers and also self-study. My Plan is based on three sets of five questions.</p> <p>The first set of questions focuses on long-term goals and learning strategies.</p> <ol style="list-style-type: none"> <li>1. What is your life plan?</li> <li>2. How much time do you need to reach your goal?</li> <li>3. How will learning Dutch help you reach your goal?</li> <li>4. How are you trying to learn Dutch?</li> <li>5. Who is helping you to learn Dutch?</li> </ol> <p>The teacher introduces the questions to the group and helps learners understand what the questions mean. Each learner prepares then shares their answers with the group. The teacher asks another learner to summarise that individual's plan – encouraging listeners to pay attention to each other and reinforcing shared understanding. The teacher then asks the group to list the ways learners have said they are learning Dutch and to suggest any other possible ways. The teacher then invites learners to list opportunities to use Dutch in their daily lives. (Note that the teacher offers no input. The aim of the exercise is to raise the question, not answer it, so that learners start thinking about it.)</p> <p>After this discussion, the teacher introduces the second and third set of questions.</p> <p>The second set of questions focuses on concrete action-planning for the week ahead:</p> <ol style="list-style-type: none"> <li>1. What are you going to do this week to learn Dutch [outside of class]?</li> <li>2. Where are you going to this?</li> <li>3. When are you going to this?</li> </ol>

<sup>4</sup>Community settings include any and all settings outside of work and/or education – such as community centres, job centres, trade union centres, voluntary organisations, leisure centres, libraries and individuals' own homes.

	<p>4. Who can you ask for help?</p> <p>5. Can I ask you next week how your plan went?</p> <p>In a subsequent session, the learners evaluate their plan for the week, using the third set of questions:</p> <ol style="list-style-type: none"> <li>1. How did you plan go?</li> <li>2. What went well last week? [emphasizing the successes, not the failures]</li> <li>3. So you ... Great work! [give a compliment on what was achieved, no matter how small]</li> <li>4. What will you do differently the coming week? [learning from the experience]</li> <li>5. [Start over with the second set of questions] What is your plan this week?</li> </ol> <p>The teacher follows the same procedure, helping learners understand what each question means and then prepare, share and discuss their answers.</p> <p>These second and third set of questions are then used at every session, supplemented on occasion with a review of long-term goals and strategies using the first set of questions.</p> <p>As learners grow familiar with the questions and the concepts they touch on, the teacher steps back and lets the learners peer coach each other, including putting the learners in pairs to ask each other second and third set of questions.</p> <p>The languages teacher takes on the role of a coach and a facilitator of the peer coaching.</p> <p>The learners coach and support each other.</p>
<b>Links and references</b>	<p><a href="https://languageforwork.ecml.at/ResourceCentre/tabid/4074/InventoryID/225/language/en-GB/Default.aspx">https://languageforwork.ecml.at/ResourceCentre/tabid/4074/InventoryID/225/language/en-GB/Default.aspx</a></p> <p><a href="https://annemarienuwenhoud.nl/de-mijn-plan-aanpak/">https://annemarienuwenhoud.nl/de-mijn-plan-aanpak/</a></p> <p><a href="https://languageforwork.ecml.at/ResourceCentre/tabid/4074/InventoryID/166/language/en-GB/Default.aspx">https://languageforwork.ecml.at/ResourceCentre/tabid/4074/InventoryID/166/language/en-GB/Default.aspx</a></p>
<b>Source</b>	Annemarie Nuwenhoud [Ned]
<b>Contacts</b>	Annemarie Nuwenhoud, independent program developer and teacher Dutch as a Second Language, <a href="https://annemarienuwenhoud.nl/">https://annemarienuwenhoud.nl/</a> (in Dutch)

## 22. Radio project

<b>What</b>	Language development for work
<b>Country</b>	France
<b>Language</b>	French
<b>Learners</b>	Employees
<b>How</b>	Task/project-based learning: learners create a radio programme
<b>Where</b>	At work, in education and training centres
<b>Overview</b>	<p>This approach aims to help learners to explain precisely what they do at work. It involves learners creating a radio programme in which they talk about what they do at work.</p> <p>It was developed by ALPES (Association Lyonnaise de Promotion et d'Education Sociale – that is, Lyon's Association for Social Advocacy and Education), a learning provider that supports employees with low or no qualifications to improve their basic skills (i.e. literacy, language and numeracy skills).</p> <p>The approach utilises the personal skills of ALPES trainers in radio broadcasting. It can be implemented at work, providing the employer has a room. If not, or if the training course involves employees from more than one company, it happens at ALPES.</p> <p>The group involved in this specific radio project were a group of six construction workers: five foreigners and one French man, all with at least some communicative ability in French. These workers often encounter the client on the construction site. The client asks questions them about the work (what is done, what needs to be done, do people around complain about the noise? What materials are needed? Etc., etc.).</p> <p>The approach works as follows. The trainer first identifies precisely what is easy or difficult for the learners when they face the situation described above (Understanding? Finding the right words to explain the tasks they make? Explain in the right order?). Then:</p> <ol style="list-style-type: none"> <li>1. The learners create and enrich their professional lexicon</li> <li>2. Various role-playing based on the real situation</li> <li>3. Learning the technical aspects (recording and editing)</li> <li>4. Each learner records himself and listens to the recording (the trainer builds exercises to lead the trainee towards self-evaluation)</li> <li>5. Collective recordings</li> <li>6. Exercises to master the oral structures employed in this very precise situation and individualized according to the needs and existing skills identified before and during the training course</li> <li>7. With all the oral productions learners have work on within the various radio-project related sessions, the group builds a transmission architecture</li> <li>8. Live radio transmission</li> </ol> <p>The trainer:</p>

	<ul style="list-style-type: none"> <li>• Designs the appropriate training architecture that integrates the aspects describes above.</li> <li>• Pays attention to each member of the group (is s/he at ease? Not at ease? According to his level and existing skills, which part can s/he play during the radio transmission? ...)</li> <li>• During every session takes into account the objectives set up for the group and the objectives set up for each learner</li> <li>• - Has to master the technical aspects</li> </ul>
<b>Links and references</b>	<a href="http://www.alpes-formation.fr/">http://www.alpes-formation.fr/</a>
<b>Source</b>	Claire Marx [Fr]
<b>Contacts</b>	See links

### 23. Russian for migrant workers

<b>What</b>	Language development at work
<b>Country</b>	Russian Federation
<b>Language</b>	Russian
<b>Learners</b>	Employees, job seekers
<b>How</b>	Classroom instruction
<b>Where</b>	At work, in education and training centres
<b>Overview</b>	<p>The approach is based on a flexible, expandable workplace curriculum. This curriculum covers eight topic areas: <i>Greetings – First days in Russia – Living and working in Russia, learning Russian – Shopping – In Town – Healthcare and insurance – Work time, free time – Being law-abiding</i>, preceded by a short introduction to phonetics and the Cyrillic alphabet. Within each topic there is a collection of typical situations, e.g. <i>First days in Russia: at the airport, at the personnel department, at the checkpoint, at the construction site, in a team, in town</i>.</p> <p>Situational approach is the key point; it facilitates learning through active participation, feedback and reflection. Role plays are also beneficial in that they help learners to grasp how to use Russian in real life situations.</p> <p>Transformation exercises involve learners in consciously manipulating language patterns, and can raise their awareness of structure. As a result learners become more effective in conveying exactly what they have in mind.</p> <p>To enhance the process of learning, a textbook is used, designed specifically for migrant workers. The textbook provides well-balanced material, including grammar-oriented, action-oriented, skill-based tasks. The information is logically organized, easy to learn and promotes step-by-step progress.</p>
<b>Links and references</b>	<p>An electronic version of the textbook is available online at <a href="http://trki.linguanet.ru/materialy-dlya-podgotovki/">http://trki.linguanet.ru/materialy-dlya-podgotovki/</a></p> <p><a href="http://rustest-online.ru">http://rustest-online.ru</a></p>
<b>Source</b>	Liubov Ippolitova [Rus]
<b>Contacts</b>	<p><a href="https://linguanet.ru">https://linguanet.ru</a></p> <p><a href="http://trki.linguanet.ru/">http://trki.linguanet.ru/</a></p> <p><a href="https://linguanet.ru/fakultety-i-instituty/fakultet-po-obucheniyu-inostrannykh-grazhdan/dekanat-fakulteta/">https://linguanet.ru/fakultety-i-instituty/fakultet-po-obucheniyu-inostrannykh-grazhdan/dekanat-fakulteta/</a></p>

## 24. Russian for the office

<b>What</b>	Language development at work
<b>Country</b>	Russian Federation
<b>Language</b>	Russian
<b>Learners</b>	Employees
<b>How</b>	Classroom instruction
<b>Where</b>	At work
<b>Overview</b>	<p>This programme is aimed at foreign workers employed as professional / managerial staff in foreign companies in Russia. It starts at A1 level, when learners are already familiar with the basic Russian grammar and vocabulary.</p> <p>The list of topic areas may vary depending on the learner's needs and communicative demands. Topics may be broad (talking about <i>my family and discussing family values in our countries</i>; talking about <i>my children going to school and comparing education models in our countries</i>) or specific (<i>when to change from summer to winter tyres</i>).</p> <p>The choice of a topic is made after a short 'How are you getting on?' talk with the learner. When talking, the teacher is supposed to trace the key current issue of interest for his learner and figure out how to transform this issue into a teaching module / unit on the spot. The unit should include the key verbs (both aspects) and prepositions, plus nouns / groups of nouns to be combined with the verbs. It may also provide schemes, symbols formulas (e.g. <math>a &gt; y</math>, <math>я &gt; ю</math> for Accusative).</p> <p>Verbs are organized in clusters (a verb – kindred words – two to four idioms relevant for a wide range of situations – a short socio-cultural comment on their use).</p> <p>Topics may be noun-centred, especially if the noun gender or case should be in focus with relevance to communication (<i>who is responsible for this project – m. / offer – n. / documentation – f.</i>).</p> <p>A teaching unit should combine both vocabulary and grammar; it should be extra-linguistic task resolving and giving outfit for further development.</p> <p>In the process of covering the topic, the unit develops into a prop. The teacher is supposed to have a copy of it and accumulate the resources to build up a sequence of lessons leading the learner to a higher level of competence.</p>
<b>Links and references</b>	<a href="http://trki.linguanet.ru/materialy-dlya-podgotovki/">http://trki.linguanet.ru/materialy-dlya-podgotovki/</a> <a href="http://rustest-online.ru">http://rustest-online.ru</a>
<b>Source</b>	Liubov Ippolitova [Rus]
<b>Contacts</b>	<a href="https://linguanet.ru">https://linguanet.ru</a> <a href="http://trki.linguanet.ru/">http://trki.linguanet.ru/</a> <a href="https://linguanet.ru/fakultety-i-instituty/fakultet-po-obucheniyu-inostrannykh-grazhdan/dekanat-fakulteta/">https://linguanet.ru/fakultety-i-instituty/fakultet-po-obucheniyu-inostrannykh-grazhdan/dekanat-fakulteta/</a>



## 25. Scenario methodology

<b>What</b>	Language development for work
<b>Country</b>	Germany
<b>Language</b>	German
<b>Learners</b>	Employees, job-seekers
<b>How</b>	Language learning based on work-related scenarios
<b>Where</b>	At work
<b>Overview</b>	<p>The scenario methodology aims to enhance learners' ability to interact at work with colleagues, customers and supervisors, using artefacts (e. g. forms) and media.</p> <p>The scenario approach should be understood as a sequence of interrelated work situations (like acts in a play) which require language-communication acts/ functions. For example a scenario 'Giving a presentation of a new product' can start with a telephone call, which is followed by an email, which leads to a meeting and finally ends with a presentation. The scenario comprises a chain of communication sequences and does not focus on only one specific function, e.g. a telephone call or a meeting irrespective of its contextual setting.</p> <p>The teacher can prepare a scenario reconstructing together with the learners the various 'acts', because they usually know the procedures in their workplaces and the issues that can arise. Further information can be obtained from managers, supervisors, etc. The task of the teacher is to prepare in details the various steps of the scenario and provide relevant language reference/material (structure and lexical chunks) in appropriate exercises.</p> <p>This approach offers opportunity for identifying useful language chunks to learn, for focussing on relevant communicative aspects including cultural or specific work-related aspects and vocabulary.</p> <p>By focusing with learners on the specific requirements of their job, learning content can be designed in a more realistic, motivating and learner-centred way.</p> <p>End-of-course evaluations are based on scenarios, using, for example, 'Can Do' statements as observation criteria for learners' performances. All of this with the aim of ensuring that what has been learnt can be transferred to the workplace and implemented.</p>
<b>Links and references</b>	<a href="#">„Lernfortschrittsmessung auf Grundlage von Szenarien: Berufsbereich Pflege/ Gesundheit“, ed. by IQNetzwerk Niedersachsen, Braunschweig 2016)</a>
<b>Source</b>	Gabriele Eilert-Ebke [De]
<b>Contacts</b>	Gabriele Eilert-Ebke, <a href="mailto:gabriele.ebke@t-online.de">gabriele.ebke@t-online.de</a>

## 26. Self-directed learning

<b>What</b>	Language development at work
<b>Country</b>	UK
<b>Language</b>	English
<b>Learners</b>	Employees
<b>How</b>	Self-directed learning, supported by non-directive coaching
<b>Where</b>	At work
<b>Overview</b>	<p>This approach aims to help the learner become a more effective self-directed language learner, better able to take advantage of learning opportunities and supports at work (and in their daily lives outside work). It pairs one or at most two learners with someone who acts as a non-directive coach. Learner and coach meet regularly (e.g. weekly) over a specified time period (e.g. 12 weeks) – although since this approach lends itself to repeated cycles, shorter programmes can work equally well.</p> <p>The coach helps the learner to formulate a time-limited, self-directed learning project, e.g. write better reports. The learner (with help, but not direction, from the coach) sets the learning goal and develops an action plan to achieve the goal, then works on this project outside of the coaching sessions.</p> <p>Learner and coach use the coaching sessions to monitor progress and problem-solve. During the coaching sessions, the coach uses</p> <ul style="list-style-type: none"> <li>• Attentive listening</li> <li>• Purposeful, non--directive, non-judgemental questioning</li> <li>• Constructive challenge</li> <li>• Confidence-building affirmation and reassurance</li> </ul> <p>to help the learner develop effective personal learning strategies and create his/her own solutions.</p> <p>Because the approach (developed by the 2014-16 Ned-De-UK Erasmus project, 'ALL-SR') is based on non-directive coaching, it requires no language teaching expertise. The person acting as coach can be a manager/supervisor/colleague or someone with a training background. A basic understanding of non-directive coaching principles is essential.</p>
<b>Links and references</b>	<a href="http://languageforwork.ecml.at/ResourceCentre/tabid/4074/InventoryID/119/language/en-GB/Default.aspx">http://languageforwork.ecml.at/ResourceCentre/tabid/4074/InventoryID/119/language/en-GB/Default.aspx</a> <a href="http://languageforwork.ecml.at/ResourceCentre/tabid/4074/InventoryID/193/language/en-GB/Default.aspx">http://languageforwork.ecml.at/ResourceCentre/tabid/4074/InventoryID/193/language/en-GB/Default.aspx</a> <a href="https://languageforwork.ecml.at/ResourceCentre/tabid/4074/InventoryID/166/language/en-GB/Default.aspx">https://languageforwork.ecml.at/ResourceCentre/tabid/4074/InventoryID/166/language/en-GB/Default.aspx</a>
<b>Source</b>	Alexander Braddell [UK]

<b>Contacts</b>	Alexander Braddell <a href="mailto:lfwnetwork@ecml.at">lfwnetwork@ecml.at</a>
<b>27. Sprachcoaching – Das Bielefelder Modell [Language Coaching Bielefeld Model]</b>	
<b>What</b>	Language development for work / Learn to learn
<b>Country</b>	Germany
<b>Language</b>	German
<b>Learners</b>	Employees, job-seekers
<b>How</b>	Language coaching
<b>Where</b>	At work, in education and training centres and in community settings <sup>5</sup>
<b>Overview</b>	<p>The Bielefeld model of language coaching aims to help participants to improve their knowledge of German and also to become more autonomous/self-directed learners.</p> <p>The coaching consists of three interrelated components, a ‘cooperative survey’ (kooperativen Bestandsaufnahme); language learning advice and guidance (Sprachlernberatung); and ‘language work’ (Spracharbeit). These components are applied flexibly, according the needs of the individual.</p> <p>In the cooperative survey, coach and client investigate together the client’s knowledge and life experience, the client’s current circumstances and also the client’s experience of language learning, including what the client feels has gone well and where the client sees need for improvement. The survey then explores the client’s goals, particularly regarding work/employment, and considers the language competencies implied by the client’s goals.</p> <p>Language learning advice and guidance links the cooperative survey to the language work. The aim is to support clients to develop the skills, strategies and competence they need to become autonomous/self-directed language learners, including accessing all available resources to support them acquire the language.</p> <p>In the ‘language work’ phase, coach and client work together on concrete language issues raised by the client related to e.g. vocational training, job search, job role.</p> <p>Coaching is one-to-one. A session last 45 minutes. Clients receive a total of 12-14 sessions.</p> <p>Language coaches are qualified German-L2 teachers, who have also completed five modules of training on language coaching. This coach-training is coordinated by the manager of the coaching scheme, who is also responsible for matching clients with coaches.</p>
<b>Links and references</b>	<a href="https://languageforwork.ecml.at/ResourceCentre/tabid/4074/InventoryID/204/language/en-GB/Default.aspx">https://languageforwork.ecml.at/ResourceCentre/tabid/4074/InventoryID/204/language/en-GB/Default.aspx</a> <a href="http://www.sprunq.de">www.sprunq.de</a> <a href="http://www.spracheundrat.de">www.spracheundrat.de</a>

<sup>5</sup> Community settings include any and all settings outside of work and/or education – such as community centres, job centres, trade union centres, voluntary organisations, leisure centres, libraries and individuals’ own homes.

<b>Source</b>	Sabine Stallbaum [De]
<b>Contacts</b>	<i>See links</i>

## 28. Sprachpaten [Language godparents]

<b>What</b>	Language development at work
<b>Country</b>	Germany
<b>Language</b>	German
<b>Learners</b>	Employees
<b>How</b>	Staff with L1 proficiency take on voluntary role at work to support language development of colleagues
<b>Where</b>	At work
<b>Overview</b>	<p>Sprachpaten combines formal, non-formal and informal learning especially for migrant employees in private companies and public institutions for child care. The approach aims to help staff to develop the language skills required for their job and also to help companies with their intercultural organizational development, in the context of growing social diversity.</p> <p>L1 German speaking employees are asked to act as Sprachpaten ('Language godparents') in their companies (on a voluntary basis, but during paid work time).</p> <p>These Sprachpaten are given two objectives:</p> <ol style="list-style-type: none"> <li>1. Raise awareness of management and teams regarding the challenges of acting professionally in a second language (German)</li> <li>2. Support the language development of their migrant colleagues and/or apprentices during placements at and through work.</li> </ol> <p>The approach includes training from language teachers for L1 staff wanting to become Sprachpaten. The training consists of a one-day workshop and three half-day reflective meetings to discuss implementation and foster motivation.</p> <p>The approach has been developed and piloted in child-care and can be implemented in other sectors.</p>
<b>Links and references</b>	<p><a href="https://languageforwork.ecml.at/ResourceCentre/tabid/4074/InventoryID/99/language/en-GB/Default.aspx">https://languageforwork.ecml.at/ResourceCentre/tabid/4074/InventoryID/99/language/en-GB/Default.aspx</a></p> <p><a href="http://www.deutsch-amarbeitsplatz.de/fileadmin/user_upload/PDF/IQ_LNW_He_Doku_und_Leitfaden_Sprachpaten_Erzieher_innen_Teil1-2.pdf">http://www.deutsch-amarbeitsplatz.de/fileadmin/user_upload/PDF/IQ_LNW_He_Doku_und_Leitfaden_Sprachpaten_Erzieher_innen_Teil1-2.pdf</a></p>
<b>Source</b>	Claudia Feger [De]
<b>Contacts</b>	beramí, berufliche Integration e. V., Frankfurt <a href="http://www.berami.de/">http://www.berami.de/</a>

## 29. Sprachtraining, Sprachcoaching und betriebliches Sprachmentoring [Language training, language coaching and in-company language mentoring]

<b>What</b>	Language development at work
<b>Country</b>	Germany
<b>Language</b>	German
<b>Learners</b>	Employees
<b>How</b>	Comprehensive workplace programme of integrated formal, non-formal and informal learning
<b>Where</b>	At work
<b>Overview</b>	<p>This programme integrated classroom L2 tuition with in- job language coaching and mentoring to support migrants with low level German language skills, working in a potato producing and processing business.</p> <p>The programme aimed to</p> <ul style="list-style-type: none"> <li>• Improve the oral L2 skills of the processing workers</li> <li>• Foster their employability</li> <li>• Ensure quality standards and company efficiency</li> <li>• Support the company's sustainability (a stated aim of company policy)</li> <li>• Stabilise the workplace community</li> </ul> <p>First, the needs of company and the individual needs of learners were analysed in order to develop a tailored curriculum for the language course. This first phase comprised:</p> <ul style="list-style-type: none"> <li>• Consultation throughout the company</li> <li>• Grouping of learners according to their language skills level</li> <li>• Negotiation of the programme's approach.</li> </ul> <p>The approach agreed was based on the three core components of training, coaching and mentoring. This approach integrated formal, non-formal and informal learning.</p> <p>Training (where teachers worked with larger groups of employees – e.g. groups of seven or eight learners) focused on 12 thematic areas and addressed issues such as hygiene requirements, combined with real-work life scenarios. This learning progress was evaluated at the end of the course with a final assessment also using the scenario methodology.</p> <p>Coaching took place directly at the workplace, normally in very small groups or with a single learner/worker. It consisted of:</p> <ol style="list-style-type: none"> <li>a. formulating individual learning goals</li> <li>b. defining learning obstacles</li> <li>c. transferring training content to the workplace</li> <li>d. providing learning material to support autonomous learning</li> <li>e. individual support for final examination.</li> </ol>

	<p>Mentoring involved:</p> <ol style="list-style-type: none"> <li>identifying key persons<sup>6</sup></li> <li>optimizing processes</li> <li>choosing and supporting language mentors within the company.</li> </ol> <p>Regarding roles and responsibilities;</p> <ul style="list-style-type: none"> <li>Language teachers delivered directive language teaching covering the 12 thematic areas</li> <li>Coaches delivered non-directive coaching (as described above).</li> <li>Language mentors/ godparents [Sprachpaten] offered informal workplace support.</li> </ul>
<b>Links and references</b>	<p><a href="https://languageforwork.ecml.at/ResourceCentre/tabid/4074/InventoryID/211/language/en-GB/Default.aspx">https://languageforwork.ecml.at/ResourceCentre/tabid/4074/InventoryID/211/language/en-GB/Default.aspx</a></p> <p><a href="https://languageforwork.ecml.at/ResourceCentre/tabid/4074/InventoryID/196/language/en-GB/Default.aspx">https://languageforwork.ecml.at/ResourceCentre/tabid/4074/InventoryID/196/language/en-GB/Default.aspx</a></p>
<b>Source</b>	Cathrin Thomas [De]
<b>Contacts</b>	See links

<sup>6</sup> ‘Key persons’ include language role models and/or professional role models, who might function as professional mentors or peer language coaches in future; also: quality management and human resources staff, who might change existing non-language sensitive processes into more language sensitive ones; also: managers at the workplace, who can learn how to support language learning processes taking place at the workplace; also: the owner of the company, who can express respect to their employees regarding their performance on the job and during the language course. They can do this for example through financial incentive or personal appreciation; also: external and internal teachers, coaches and members of public institutions e.g. suppliers of public language courses for those who want to continue language learning up to a higher level than the in-house training can offer.



### 30. Språkombud [(Workplace) language advocate/champion]

<b>What</b>	Language development at work
<b>Country</b>	Sweden
<b>Language</b>	Swedish
<b>Learners</b>	Employees
<b>How</b>	Staff with L1 proficiency take on voluntary role at work to support language development of colleagues
<b>Where</b>	At work
<b>Overview</b>	<p>The språkombud, or workplace language advocate, is a voluntary role for employees. The role is designed to create a workplace infrastructure and a concept that supports language development at work.</p> <p>The member of staff who undertakes the role works together with the manager to ensure that systems (i.e. processes and procedures), behaviours and attitudes at work are as conducive as possible to language development and effective communication.</p> <p>The language advocate is also trained to support colleagues that need support with the language, even L1 speakers.</p> <p>The approach builds on the idea of shared responsibility for communication. It aims to give staff the practical skills to</p> <ul style="list-style-type: none"> <li>• Give each other constructive feedback</li> <li>• Recognise typical difficulties in the Swedish language</li> <li>• Solve misunderstandings that occur due to cultural and language differences, etc.</li> </ul> <p>Training for language advocates has been available since 2008. It was first delivered in elderly care in the Stockholm region, but is now available in other parts of Sweden. Through the TDAR project and other transfer-of-innovation work, it has been disseminated elsewhere in Europe. As of May 2018, about 1000 language advocates had been trained and more than 100 language advocate trainers have been examined to give local courses for the advocates. A course for managers is available and free digital material (including films) is available at the website <a href="http://www.vo-college.se/sprakombud">http://www.vo-college.se/sprakombud</a></p> <p>The concept is now in further development for other health and social care contexts.</p>
<b>Links and references</b>	<a href="http://www.vo-college.se/sprakombud">www.vo-college.se/sprakombud</a> <a href="https://languageforwork.ecml.at/ResourceCentre/tabid/4074/InventoryID/8/language/en-GB/Default.aspx">https://languageforwork.ecml.at/ResourceCentre/tabid/4074/InventoryID/8/language/en-GB/Default.aspx</a>
<b>Source</b>	Kerstin Sjösvärd [Swe]
<b>Contacts</b>	See links

## 31. Språkstöd till Demens ABC [Language support for Dementia ABC]

<b>What</b>	Language development for work (CLIL – Content and Language Integrated Learning)
<b>Country</b>	Sweden
<b>Language</b>	Swedish
<b>Learners</b>	Employees, job-seekers (working or wanting to work in the field of dementia care)
<b>How</b>	Blended learning (workbook linked to an online course on dementia care in Sweden) in the context of self-study and/or classroom-based instruction
<b>Where</b>	At work, in institutions of education and training, in community settings* and/or online
<b>Overview</b>	<p>This support is based on a workbook designed to accompany an online course, Dementia ABC, which explains the Swedish national guidelines on dementia care.</p> <p>The workbook has two main aims:</p> <ol style="list-style-type: none"> <li>1. help the learner to understand the content of the online Dementia ABC course; and</li> <li>2. help the learner to develop language that is widely used in elderly care.</li> </ol> <p>The learner starts by joining the online Dementia ABC course. This course is divided into ten sections. The workbook offers a chapter to support each section (ten chapters in all).</p> <p>The learner works through the first section of the Dementia ABC course online. The learner then works through the first chapter of the workbook. The workbook chapter includes exercises on the vocabulary and expressions drawn from the first section of the Dementia ABC course. After completing the workbook chapter, the learner then repeats the first section of the online Dementia ABC course.</p> <p>The learner repeats this process with next section of the course, and so on, until they have finished the course and the workbook.</p> <p>Language teachers and vocational trainers can use both the workbook and the online Dementia ABC course to help learners deepen their understanding of specific terms and phrases. Teachers can also broaden the course and add interactive tasks (e.g. role play) that correspond to either course/workbook topics or to specific language points (e.g. grammar rules for particle verbs).</p> <p>When the workbook is used at work, workplace language advocates/champions† can help learners complete exercises, including those exercises that are designed for discussion.</p>
<b>Links and references</b>	<a href="http://www.demenscentrum.se/Utbildning/Webbutbildningar1/demensabc/sprakstod-till-demens-abc/">http://www.demenscentrum.se/Utbildning/Webbutbildningar1/demensabc/sprakstod-till-demens-abc/</a> <a href="https://www.youtube.com/watch?v=1QkenipeNsw">https://www.youtube.com/watch?v=1QkenipeNsw</a>
<b>Source</b>	Olga Orrit [Swe]
<b>Contacts</b>	Olga Orrit, Svenskt Demenscentrum / Swedish dementia centre

## 32. #stopillettrisme [#stopilliteracy]

<b>What</b>	Language development at work / Learn to learn
<b>Country</b>	France
<b>Language</b>	French
<b>Learners</b>	Employees
<b>How</b>	Staff with L1 proficiency take on voluntary role at work to support language development of colleagues – note that here, learners are contracted-out staff, supported by contractor staff
<b>Where</b>	At work
<b>Overview</b>	<p>#stopillettrisme is a non-profit NGO (that is, non-governmental organisational) whose mission is to raise awareness of the existence of illiteracy/analphabeticism in French workplaces. #stopillettrisme is campaigning to persuade big companies to do more to address this issue, particularly in relation to contract cleaners and other low-paid workers providing services to these big companies (as part of corporate social responsibly). #stopillettrisme asks these big companies to encourage their staff (who are proficient French speakers in higher-paid, higher-skilled roles) to act as voluntary French-language and literacy coach-mentors to contracted-service workers (e.g. cleaners) with limited or no literacy in French. The scheme promotes a relaxed, informal approach to learning, where learners (e.g. contract cleaning workers) can meet their coach-mentors (i.e. staff of the big company) at lunch, in their office, all together in the same room.</p> <p>In this way, #stopillettrisme aims to help low-skilled workers become more autonomous as learners and also less invisible at work (building relationships with company staff that then allow them to talk French with people they encounter at work).</p> <p>Typically, the scheme is organised by a learning provider affiliated to #stopillettrisme and delivering formal literacy-and-language classes to employees at work. The scheme supplements, reinforces and extends this formal learning, to enhance its effectiveness. The learning provider offers support to the volunteer coach-mentors, including tips on how to help learners, but the learning provider does not manage the hour of voluntary coaching. In a #stopillettrisme scheme facilitated by the learning provider, ACCENTONIC, one big company put in place a cooking project for contracted cleaning worker-learners, who used their coaching hour to learn how to write a recipe from their own country. These recipes were then prepared by the staff restaurant of the host company and served to all staff. Anecdotal feedback from participants in the #stopillettrisme scheme suggests that formal learning programmes are more effective when accompanied by the scheme.</p>
<b>Links and references</b>	<a href="http://www.accentonic.fr">www.accentonic.fr</a> (offers videos) <a href="http://www.stopillettrisme.org">www.stopillettrisme.org</a>
<b>Source</b>	Christophe Portefin [Fr]
<b>Contacts</b>	<a href="http://www.accentonic.fr">www.accentonic.fr</a>










## 33. Taalkaart [Language card]

<b>What</b>	Language development at work / Learn to learn
<b>Country</b>	Netherlands
<b>Language</b>	Dutch
<b>Learners</b>	Employees
<b>How</b>	Structured self-directed learning, linked to classroom study
<b>Where</b>	At work (in the classroom and on the job)
<b>Overview</b>	<p>The Language Card (see below) aims to help migrant workers to transfer language learned in the classroom to real-life situations at work. The card respects different learning styles and promotes learner autonomy by helping learners to reflect on what they are learning and how they will apply it. The card also facilitates interaction between the learner and other colleagues at work.</p> <p>The course teacher issues learners with a Language Card (see example below) that offers learners guidance on how to practise at work a specific piece of language that the learner has studied in the classroom.</p> <p>The learner fills out the three sections of the Language Card:</p> <ol style="list-style-type: none"> <li>1. <i>What did I learn in this lesson?</i> For example: “I have learned the following new words for the products I use at work: .....</li> <li>2. <i>What will I do this week at work to practise?</i> For example: “I will pay attention if I hear the new words”, or: “I will use the new words in a conversation”.</li> <li>3. <i>Evaluation: How did it go? What will you do differently next time? Do you have any advice for the other students?</i></li> </ol> <p>The teacher encourages learners to fill out the Language Card and use it at work before the next class. In that next class, teacher and learners review and evaluate the outcomes. Sometimes co-workers can be involved, depending on the task.</p> <p>Learners need some literacy in the L2 to use the Language Card.</p> <p>Practitioner tip: When using the Taalkaart, be persistent. Discuss with learners what went well and celebrate every success, however small. This encourages more learners to try it.</p>
<b>Links and references</b>	<p>Original article about the language card: <a href="https://www.itta.uva.nl/publicaties/van-les-naar-taalkaart-en-vice-versa-127">https://www.itta.uva.nl/publicaties/van-les-naar-taalkaart-en-vice-versa-127</a> (with link to article in Tijdschrift LES 183, 2013)</p> <p>Article about the ideas behind the language card and variations: <a href="https://www.itta.uva.nl/publicaties/taal-en-actiekaarten-153">https://www.itta.uva.nl/publicaties/taal-en-actiekaarten-153</a> (with link to article in Tijdschrift LES 205, 2018)</p> <p><a href="https://www.itta.uva.nl/trainingen/korte-opleiding-nederlands-op-de-werkvloer-25">https://www.itta.uva.nl/trainingen/korte-opleiding-nederlands-op-de-werkvloer-25</a> (Dutch versions only)</p>
<b>Source</b>	Bregje Kaars Sijpesteijn [Ned]

**Contacts**

Bregje Kaars Sijpesteijn, ITTA UvA BV.

## Taalkaart logboek

Van de les .....	.... Naar de praktijk	
Wat heb ik geleerd/gedaan?	Wat ga ik doen deze week?	Hoe ging het?
<b>Datum les:</b> Handige zinnen / nieuwe woorden	<b>Ik ga ...</b> <input type="checkbox"/> luisteren en opletten <input type="checkbox"/> hardop oefenen en opschrijven <input type="checkbox"/> de woorden/ zinnen toepassen in een gesprek  <b>Waar?</b> op mijn (vrijwilligers)werk/ op straat / in een boek / op tv / ...  <b>Hoe?</b> samen / zelf	<b>Datum gedaan:</b>  <b>Wat heb je gedaan?</b>  <b>Hoe ging het?</b>    ⇒ Wat doe je de volgende keer anders?  ⇒ Heb je een tip voor de anderen?
<b>Datum les:</b> Handige zinnen / nieuwe woorden	<b>Ik ga ...</b> <input type="checkbox"/> luisteren en opletten <input type="checkbox"/> hardop oefenen en opschrijven <input type="checkbox"/> de woorden/ zinnen toepassen in een gesprek  <b>Waar?</b> op mijn (vrijwilligers)werk/ op straat / in een boek / op tv / ...  <b>Hoe?</b> samen / zelf	<b>Datum gedaan:</b>  <b>Wat heb je gedaan?</b>  <b>Hoe ging het?</b>    ⇒ Wat doe je de volgende keer anders?  ⇒ Heb je een tip voor de anderen?
<b>Datum les:</b> Handige zinnen / nieuwe woorden	<b>Ik ga ...</b> <input type="checkbox"/> luisteren en opletten <input type="checkbox"/> hardop oefenen en opschrijven <input type="checkbox"/> de woorden/ zinnen toepassen in een gesprek  <b>Waar?</b> op mijn werk/ op straat / in een boek / op tv / ...  <b>Hoe?</b> samen / zelf	<b>Datum gedaan:</b>  <b>Wat heb je gedaan?</b>  <b>Hoe ging het?</b>    ⇒ Wat doe je de volgende keer anders?  ⇒ Heb je een tip voor de anderen?

Download de enkele taalkaart via [itta.uva.nl/trainingen](http://itta.uva.nl/trainingen)

### 34. VIP (Vluchtelingen Investeren in Participeren) [Refugees Investing in Participation]

<b>What</b>	Language development to support access to work
<b>Country</b>	Netherlands
<b>Language</b>	Dutch
<b>Learners</b>	Job-seekers
<b>How</b>	Classroom instruction, coaching
<b>Where</b>	Community settings <sup>7</sup> and work placement in local companies
<b>Overview</b>	<p>VIP is a project run by the Dutch Council for Refugees. VIP works with employers, trainers and local government in more than 50 municipalities to prepare refugees for work.</p> <p>VIP includes</p> <ul style="list-style-type: none"> <li>• training, where participants learn the core competences needed to be 'labour market fit', including meeting activities, working visits and mentoring</li> <li>• personal coaching, where participants work with a volunteer coach to develop and carry out an individual action plan</li> <li>• work experience, via internships or voluntary work in local companies.</li> </ul>
<b>Links and references</b>	<a href="http://www.vluchtelingenwerk.nl/">http://www.vluchtelingenwerk.nl/</a> <a href="http://www.vluchtelingenwerk.nl/wat-wij-doen/onze-projecten/project-vip-vluchtelingen-investeren-participeren">http://www.vluchtelingenwerk.nl/wat-wij-doen/onze-projecten/project-vip-vluchtelingen-investeren-participeren</a>
<b>Source</b>	LfW project research fellow [ECML]
<b>Contacts</b>	See links

<sup>7</sup> Community settings include any and all settings outside of work and/or education – such as community centres, job centres, trade union centres, voluntary organisations, leisure centres, libraries and individuals' own homes.



### 35. Volunteer workplace tutoring scheme

<b>What</b>	Language development at work
<b>Country</b>	UK
<b>Language</b>	English
<b>Learners</b>	Employees
<b>How</b>	One-to-one coaching programme
<b>Where</b>	At work
<b>Overview</b>	<p>This scheme was initiated by a large, not-for-profit organisation to support its own migrant staff. The organisation provides adult social care services, including residential care, day care and home care, in London and the east of England, to 7,000 adults and their families, including frail elderly people, people with mental health needs, people with dementia, MS, Parkinson's, strokes and those who are visually impaired. The organisation employs 1,500 paid staff and 3000 volunteers.</p> <p>Migrant workers for whom English is an additional language make up a large proportion of paid staff. To support these migrant staff, the organisation recruited volunteer tutors to provide one-to-one English language coaching/tutoring. These volunteers are often, but not always, retired English language teachers.</p> <p>The scheme is co-ordinated by the organisation's HR department. Operational managers contact the HR department to request support from the scheme for specific members of staff. The scheme then assigns a volunteer tutor to the individual. The tutor meets both the individual member of staff and manager who has requested support for that individual, to understand the language requirements of the job, the individual's learning needs and to agree the objectives of the tutoring. Tutor and member of staff then meet once a week for an hour of tutoring, at a mutually convenient time in the workplace, during paid work time. Initially, this support is made available to the individual member of staff for four months. It can be extended to six months by agreement.</p> <p>The tutor is given complete discretion regarding what happens during the sessions and is not required to use any specific materials (although a variety are provided for use). Tutors focus on learners' personal interests as well as their employment needs and seek to tailor their methods to the learner. Learners are given tasks to do outside of the classroom which can take the form of discussion points, something to watch / listen to or more traditional written homework.</p> <p>There is a learning review every six weeks to check that the learner is happy with the direction that the sessions are taking and to check the learning objectives are being met.</p>

<b>Links and references</b>	<a href="https://languageforwork.ecml.at/ResourceCentre/tabid/4074/InventoryID/200/language/en-GB/Default.aspx">https://languageforwork.ecml.at/ResourceCentre/tabid/4074/InventoryID/200/language/en-GB/Default.aspx</a>
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Language for work  
[www.ecml.at/languageforwork](http://www.ecml.at/languageforwork)

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