

# Welcome to English Group

## Module 3

*You may want to watch the tutor training video that accompanies this handout.*

## Let's recap...

- In Module 2, we considered who we may tutor and how we can help.
- We looked more closely at the English Language Learner (ELL) communities of practice.
- We considered our own learning styles and preferences.

## Module 3 Goals:

- Heighten awareness and deepen understanding of our learners' diverse needs, interests and circumstances.
- Familiarize ourselves with our participation-progress tracking sheet.
- Brainstorm what might best serve individual learners and learning partners.

## Challenges:

- Not falling into the social worker role.
- Timing and coordination
- Tutor & Learner commitment/sustainability
- Attendance
- Range of dialects and literacy level



# Tutors:

*Imagine yourself in their shoes....*



Next, let's meet some of our learner friends that could come to join us.

# Emanuela

Enters, not making much eye contact. She appears shy or timid. She has a newborn with her. The person who brought her to the group says “she just arrived.” She tells you that she will be back to get Emanuela at the end of class because she does not drive.

You make the assumption that Emanuela just arrived to Waunakee. You hear some Spanish and realize that just 4 days ago she was in Texas. You learn that her baby is 3 weeks old. She nods that she does not really speak any English.

What thoughts and feelings show up for you? What do you do next?

# Li Mei

Shows up and introduces herself. She tells you she and her family moved to the US because her husband is working at the UW Madison. Li Mei appears and sounds pretty comfortable greeting people in English. She tells that you she is from China and learned English in school back home in Tianjin. She offers that she used to work in real estate before her family decided to relocate. She wants to practice more English and meet new people.

How might you proceed?

# Sebastiana

Sebastiana comes to class with a huge smile; she reconnects with English Group friends. She sounds excited, but you also sense the seriousness in her expression. She said it's been hard with their bills and comments that she needs to make more money.

Sebastiana tells you that she wants to expand her childcare business and hopes to attract more English speaking families. She tells you she thinks that her ability to speak English is getting in the way.

What might be your next steps?

# Jorge & Gerardo

Arrive to class and apologize that they are late. They said they just got off work. They are not using much English and they both appear tired.

You learn that they are coming because “someone at the farm” told them about this free class. They also mention that they have not yet slept since they work 3rd shift. The two say they want to learn English.

You recall that there are area farmers who have Spanish speakers working for them.

How might you proceed?

# Omar & Farah

This elderly couple arrives with a young child. You get the sense that they are the grandparents. In broken English you learn that they will also care for a brother when he gets out of school. They nod, but you sense they do not understand.

They tell you that they live in Wyocena but come to Waunakee to care for their grandchildren when the parents go to work. Omar and Farah tell you their daughter wants them to do English Group to help her with the kids in school.

What comes to mind?

# David

Comes in carrying a binder. He speaks in broken basic English phrases and says that he is taking a class at MATC to learn English. He wants to see how this class can help him learn more.

David tells you that he works 2nd shift in a factory, his wife helps a friend clean homes, and they have 3 children.

...As time goes on you learn how much he enjoys music and showing pictures of his family back home. You also realize that his wife and children are not here with him. David came to the US to earn more money to send back home to his family.

Next steps?

## *Factors to consider...*

- English Group does not use a language screening tool. (There are other literacy support programs offered elsewhere that do.)
- English Group relies upon our intuition and common sense to choose and create activities that may have the potential help our learners “between sunrise and sunset.”
- English Group is as individualized and as personalized as we can make it and create it.

# Tutor/ Learner Pairings

- ★ Every effort will be made to match tutors with learners when the request is made and needs are identified.
- ★ The tutor will use a “tracking sheet” to record the learner’s progress.
- ★ Learners will be offered a pocket notebook for them to record words that “show up in their day” to be used for further study.



## Next steps...How do we track who is doing what?

1. The goal is to match a learner with a tutor (or a pair of tutors) for a 6-week partnership.
2. Tutor(s) and learner schedule date (where, when, how long) and determine if support will be offered virtually or in-person.
3. Tutors keep the progress sheet for the duration of the “match.”
4. Tutors return the learner progress sheet when s/he is “done.” Progress reports will be housed in “ the Waunakee Public Library English Group Station which is next to the coffee bar.
5. Tutor Check-in -- Did it feel like a good match? If not, how can modify the pairing going forward?
6. Thereafter, when the learner elects to resume participation, the progress sheet is available to see where “we left off.”
7. Continue and repeat this cycle.

# Form for tracking material(s) checkout:



Waunakee Neighborhood Connection- ENGLISH GROUP



Waunakee PUBLIC LIBRARY

ALL INVENTORY must be recorded for check out.

\*\*Please keep this running record with the English Group resources.\*\*

Date	Tutor Initials	Tutor Name (First & Last) - PRINT	Item you are checking out (one item per line please)
4/10/2021	ES	IMA SAMPLE	Side by Side Book 1

Tutors may sign-out more than one resource at a time, but be considerate of our participants and your timing. Thank you!

# Form for tracking learner progress:



Waunakee Neighborhood Connection- ENGLISH GROUP



Waunakee PUBLIC LIBRARY

NAME: \_\_\_\_\_

SIDE BY SIDE: BOOK \_\_\_\_\_

Date	Tutor Initials	Completed Today	Plan for Next Class

*The more detail that is recorded, the easier it is to follow the sequence of support, engagement and activity.*

*Completed forms (and new sheets) will be housed in the English Group station in our public library.*

Think back to our students....

Emanuela

Jorge & Gerardo



Omar & Farah

David

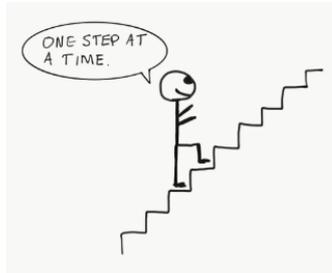
Li Mei

Sebastiana

*What do you think they need or want from you?*

## Where might you start?

- Empathy is key.
- Seek to build trust and rapport.
- Find something that puts you and the learner at ease.
- Remember, smiling is a universal language.
- Keep it simple...



## Summary points and looking ahead...

In Module 4, we'll review our resources and responsibilities.

Before closing Module 3, ponder and imagine...

- the people you will meet
- the friendships you will gain, and
- how you will have the opportunity to help someone prepare to face his/her day with more ease.

Thank you for offering your time and thoughts to what we can do together!

We look forward to partnering with YOU.



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