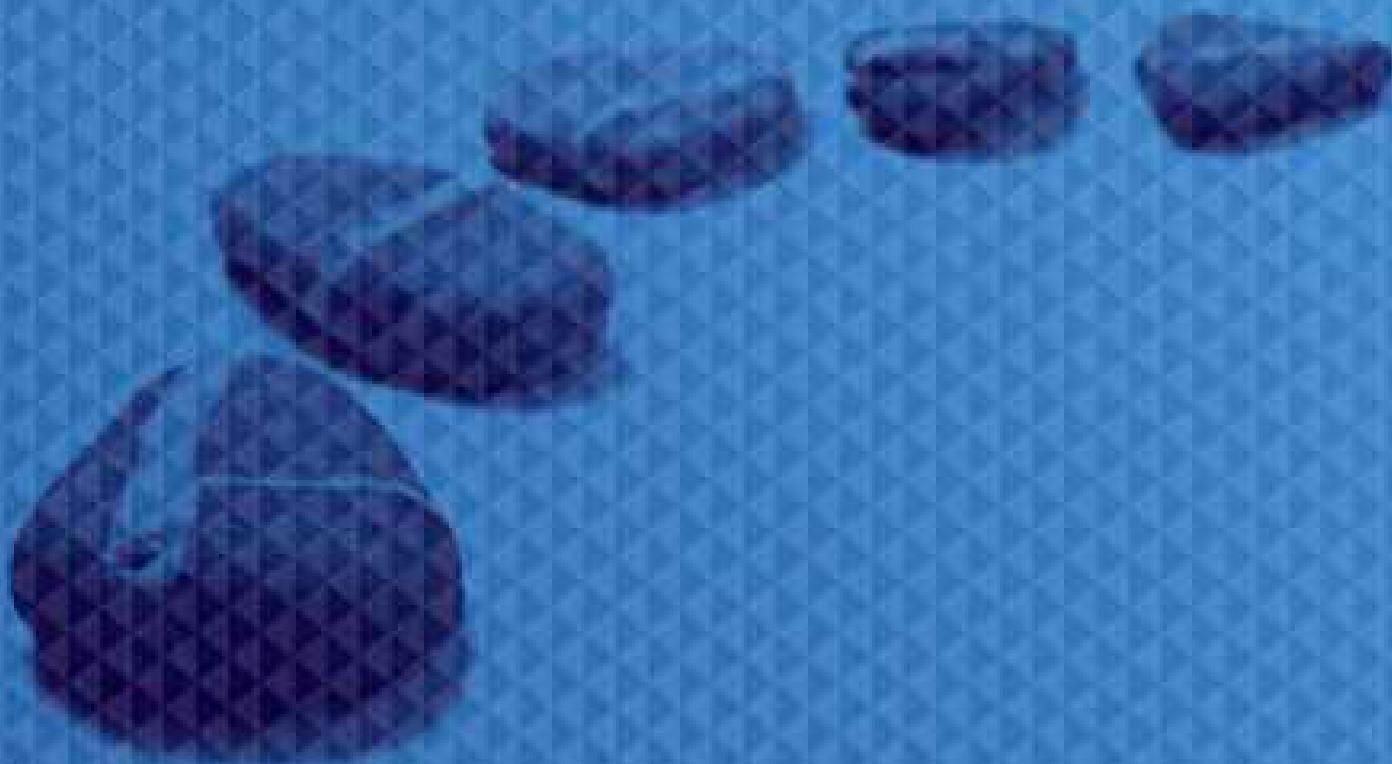


ESOL in the Workplace



Appendices



Appendices to Organising Workplace ESOL Learning

Project team: Archie Campbell, Shirley Howitt and Jackie Gentles

Published by the Workers' Educational Association (WEA Scotland), Riddles Court, 322 Lawnmarket, Edinburgh EH1 2PG. The Workers' Educational Association is a charity registered in England and Wales (number 1112775) and in Scotland (number SC039239) and a company limited by guarantee registered in England and Wales (number 2806910). Registered address is WEA, 3rd Floor, 70 Clifton Street, London, EC2A 4HB

Email: info@weascotland.org.uk
www.weascotland.org.uk

Funded by the Lifelong Learning Directorate, Scottish Government

ISBN: 987 0 90230366 9

Copyright © Queen's Printer for Scotland 2008

Designed by The Round Room www.theroundroom.co.uk

You may re-use this publication (not including the Scottish Government's logo) free of charge in any format for research, private study or internal circulation within an organisation. You must re-use it accurately and not use it in a misleading context. The material must be acknowledged as Crown copyright and you must give the title of the source document/publication.

Where we have identified any third party copyright material you will need to obtain permission from the copyright holders concerned.

This publication is also available at: www.adultliteraciesonline.com

List of Appendices

▶ Appendix A	First Meeting Checklist	2
▶ Appendix B	Workplace Tour Form	3
▶ Appendix C	Needs Assessment – Supervisor	4
▶ Appendix D	Workplace ESOL Learner Assessment Tool	5
▶ Appendix E	Communication Network Diagram	24
▶ Appendix F	Individual Learning Plan	25
▶ Appendix G	Workplace ESOL Goal Sheet	26
▶ Appendix H	Record of Work / Daily Lesson Plan	27
▶ Appendix I	Action Cards	29
▶ Appendix J	English Conversation Log	30
▶ Appendix K	Workplace ESOL Learner Report	31
▶ Appendix L	Course Evaluation – Learner	32
▶ Appendix M	Course Evaluation – Tutor	33
▶ Appendix N	Course Evaluation – Employer	35
▶ Appendix O	Final Report	37
▶ Appendix P	Workplace ESOL Resource Template	38

2 Appendix A First Meeting Checklist

A Guide to Organising Workplace ESOL Learning

First Meeting Checklist

About the workplace

Company name:

Contact person:

of staff: # of offices:

Reason/motivation:

Accreditation:

General goals:

Project team:

About the learners

of learners:

Nationalities:

Language level:

Shift patterns:

Occupations:

Course logistics

Release for assessment: Start date:

Funding:

Course Promotion:

Length of course: Days:

Times: Venue:

Learner:

Reporting:

Recognition:

Post assessment:

During course:

Resources

Classroom equipment:

Learner resources:

In kind support:

Appendix B Workplace Tour Form

A Guide to Organising Workplace ESOL Learning

Workplace Tour Form

Health and safety/hygiene routines:

Kind of work done:

Tools:

Equipment/machinery:

Materials:

Atmosphere:
(temperature, noise,
light, etc.)

Employee/supervisor
contact:

Co-worker contact:

Reading/writing:
(signs, forms,
time sheets, etc.)

Numeracy:
(measurement,
quantity, etc.)

Uniforms, clothing:

Notes:

4 **Appendix C Needs Assessment Supervisors/Other Workplace Contacts**
A Guide to Organising Workplace ESOL Learning

Needs Assessment Supervisors/Other Workplace Contacts

Name(s) and departments:

Language skills needed (prioritise by number 1, 2, 3, 4)

listening

speaking

reading

writing

Listening/understanding

Who speaks to the employees that will be in the class?

What about?

Speaking

Who do the employees speak to?

What about?

Reading

What do you want the employees to be able to read?

Writing

What do the employees need to be able to write?

General

What can I do for learners in this course to help you with your work as their supervisor?

Workplace ESOL Learner Assessment Tool

Notes for the Assessor

These assessments are based on language levels as defined by the Scottish Qualification Authority (SQA). Levels begin at Access 2 Literacy (there is no Access 1) and proceed to Higher.

- ▶ This Assessment Tool is designed to identify learners from Access 2 Literacy to Intermediate 1.
- ▶ Learners who are at Intermediate 2 or Higher level will be able to complete these assessments with ease.

ESOL in the Workplace courses are rarely targeted at learners who have language skills at Intermediate 2 or Higher. The Assessment Tool included here allows tutors to determine the level of learners up to Intermediate 1.

Reading and Writing

The tutor instructs learners to work their way through these assessments until the tasks become too difficult.

- ▶ Tutors can offer the learners some help in understanding what they need to do, especially if the learner is at Access 2 Literacy, Access 2 or Access 3.
- ▶ Tutors can explain what needs to be done for Task 1, 2 and 3 and can read the questions to the learner, rephrasing and repeating as necessary.
- ▶ Beyond Access 3 level, if learners cannot read and follow the instructions they are unlikely to be able to complete the tasks.
- ▶ When assessing the reading tasks, tutors stop once it becomes clear that the learner has not understood what to do.
- ▶ When assessing the writing tasks, tutors consider whether the learner has correctly understood the task.

See Examples 8, 9, 10

6 Appendix D Workplace ESOL Learner Assessment Tool

A Guide to Organising Workplace ESOL Learning

Example 8

This learner is struggling to read the statements in Task 1 and has not been able to match many of them with the corresponding pictures.

The learner is also having trouble with the letters of the alphabet: not all of them are in the correct place and the learner is mixing upper and lower case.

It is likely this learner's first language uses a non-roman script. If the work in the assessment stops here and there is no attempt to go further, then this learner would be assessed as working toward Access 2 Literacy.

1. Which sign says you can't smoke? 1
2. Which number is a weight? _____
3. Which sign tells you the way out? 2
4. Which sign tells you where to go if you get hurt? C
5. Which number is a date? _____
6. Which sign tells you where the tolls are? A
7. Which sign tells you it's okay to ride a bicycle here? E
8. Which number is a phone number? _____
9. Which sign tells you to wash your hands? D
10. Which sign tells you that there are road works ahead? F

Writing the Alphabet

Fill in the blanks with the missing letters:

a	B	c	d	e	g F	^G g	h	i
j	k	L	M	n	O	P	Q	r
S	t	u	V	W	x	Y	Z	

Example 9

This learner is struggling with the questions in Task 3. The learner has been unable to answer the gist question (1) and has not attempted questions 2 or 3. The answer to question 4 is incorrect. The only question the learner has been able to answer correctly is 5.

The learner does not have any

trouble with forming letters, numbers or symbols (£), however, and is using cursive, which indicates familiarity with the roman script.

If the work in the assessment stops here and there is no attempt to go further, then this learner would be assessed as working toward Access 2.

Task 3 – Access 2 Reading Read and answer the questions

Merchant City Café		
Sandwiches	Pizza (7")	Sweets
Cheese and Ham £2	Cheese and Tomato £4.50	Chocolate Cake
Tuna Mayo £2.25	Pepperoni £5.00	Apple Tart
Chicken Salad £2.50	Chicken and sweetcorn £5.00	Ice Cream
		all sweets £1.30
Jacket Potatoes		Drinks
with butter £2.50		Sparkling Water 95p
Tuna Mayo £3.00		Juice 95p
Cheese and beans £3.00		Coca-cola £1.00
		Tea / Coffee £1.00

- 1 What is this?
- 2 How many different pizzas are there?
- 3 How much is a cup of tea or coffee?
- 4 Which sandwich is the most expensive?
- 5 What costs £1.30?

£ 2.25
all sweets

8 Appendix D Workplace ESOL Learner Assessment Tool

A Guide to Organising Workplace ESOL Learning

Example 10

This learner has attempted to answer almost all of Task 4. The learner has been unable to answer the gist question (1) but has answered questions 2-5 with phrases. The answer to 5 is correct, but incomplete.

upper and lower case. The learner struggles with vocabulary in some cases, and with the spelling of common words: 'brekfast,' 'shopping.' While the passage is not difficult to understand, the learner makes some common grammatical errors.

The learner writes fluently in roman script using a mixture of printing and cursive common to adults and shows a good understanding of

This learner attempted Tasks 6 and 7, but without great success. This learner would be assessed as working toward Access 3

Task 4 – Access 3 Reading

Read the text and answer the questions which follow

Telling your employer that you want to take maternity leave.

You must tell your employer, preferably in writing, by the end of the 15th week before your baby is due:

- ▶ that you're pregnant
- ▶ the date your baby is due
- ▶ the date you want your maternity leave to start.

You must produce a medical certificate (MATB1), if your employer asks for one, showing when your baby is due. You can get your MATB1 from your midwife or GP.

Once your employer has received your notice that you want to take maternity leave, they must write to you within 28 days and tell you the date your maternity leave runs out and therefore the date when you are expected to return to work from maternity leave. (Printed from the CAB website)

- 1 Who is this information for?
- 2 When does a woman need to tell the employer she is pregnant?
- 3 What is an MATB1?
- 4 Where can you get one?
- 5 What must the employer do?

by the end of the 15th week
before your baby is due
a medical certificate
from your midwife or GP
write notice about maternity leave

Task 5 – Access 3 Writing

Write a note to your friend telling about a normal day. You can write about your work day or a day off.

I had a bored day off. I wake up at 7 o'clock to
make breakfast for my son. After I have
to do washing, cleaning and shopping.
I have a short break in afternoon to
relax and again cooking and cleaning.
During time I with son and boyfriend
watching TV

The following table will assist tutors in accurately assessing the learners' language level based on the completed Assessment Tool.

Learners who ...	Are working toward SQA Level ...
<ul style="list-style-type: none"> ▶ Cannot identify most sight words ▶ Are unable to write the alphabet correctly ▶ Have trouble with spacing between words ▶ Are unable to use upper and lower case correctly ▶ Cannot fill in personal information on a form ▶ Cannot complete Task 1 	Access 2 Literacy
<ul style="list-style-type: none"> ▶ Identify most sight words ▶ Fill in a form containing personal information with few or no mistakes ▶ Complete Task 1 ▶ Attempt Task 2 and 3 	Access 2
<ul style="list-style-type: none"> ▶ Answer questions on gist in a simple reading (Task 3 question 1) ▶ Answer simple questions on a reading with one or two word answers ▶ Fill in personal information on a form with few or no mistakes ▶ Complete Tasks 1, 2 and 3 ▶ Attempt Task 4 and 5 	Access 3
<ul style="list-style-type: none"> ▶ Answer questions on gist in a reading (Task 4 question 1) ▶ Answer more complex questions with short phrases or sentences ▶ Write a brief account (around 80 words) of an average day ▶ Complete Tasks 1 – 5 ▶ Attempt task 6 and 7 	Intermediate 1
<ul style="list-style-type: none"> ▶ Identify the purpose, audience and key points of a reading ▶ Answer complex questions ▶ Write a longer paragraph (around 150 words) recommending a visit to a town they know ▶ Show an awareness of audience ▶ Use complex sentences, a range of vocabulary and make few mistakes in grammar ▶ Complete all tasks in the Assessment Tool very well 	Intermediate 2 or Higher

Listening and Speaking

Before attempting the Needs Assessment Interview stage, the tutor needs to be very familiar with the SQA levels as they are outlined in the following pages. The Interview Assessment has a dual purpose: it is a useful way of gathering important information about the learner that will help in planning classes and developing resources and the interview will also help assess learners' language levels.

- ▶ Tutors will be familiar with the interview before beginning and be ready to rephrase and repeat questions as often as is necessary.
- ▶ Learners at low levels are often very nervous and may need pictures or line drawings to get the gist of questions.
- ▶ If learners appear to become frustrated or upset during the interview, the tutor can stop at any time – answers to interview questions can often be drawn out later in class when there is more time and less stress on the learner.
- ▶ Interview Assessments are not always going to provide accurate results: learners who appear to be at a low level in an interview may show a great deal more language proficiency when they are in a relaxed classroom setting supported by their peers.
- ▶ Assigning an SQA level to a learner after an Interview Assessment requires a developed understanding of words like 'frequent,' 'often,' and 'occasionally' that comes only with experience and familiarity with the SQA levels. More information about these levels and what they mean can be found on the SQA website in the Unit Specifications.
- ▶ Tutors need to consider both speaking and listening (comprehension) skills – use the final page of the Interview Assessment to make notes when it appears learners can understand more than they can say.

The following table will assist tutors in assessing the learners' oral / aural language level based on the Interview Assessment Tool.

Learners who...	Are working toward SQA Level...
<ul style="list-style-type: none"> ▶ Make frequent errors in basic structure and vocabulary ▶ Hesitate frequently ▶ Require frequent repetition to clarify meaning ▶ Require frequent rephrasing of information ▶ Appear to have only a very basic vocabulary of common words and phrases ('hello' 'good bye' 'thank you') ▶ Usually give one word answers to questions, or answer in their own language ▶ Have great difficulty understanding or making themselves understood 	Access 2
<ul style="list-style-type: none"> ▶ Make some errors in structure and vocabulary ▶ Often ask for or require repetition to clarify meaning ▶ Hesitate during the communication to grope for words ▶ Use simple strategies to begin, maintain and conclude the interaction (say 'hello' and 'thank you' or 'good-bye') ▶ Answer questions with short phrases or sentences ▶ Appear confident when the context is familiar but lose confidence quickly when the topic becomes unfamiliar ▶ Make themselves understood to a sympathetic listener with some effort 	Access 3
<ul style="list-style-type: none"> ▶ Make some errors in structures and vocabulary ▶ Sometimes require repetition ▶ Occasionally hesitate ▶ Maintain a conversation on a familiar topic ▶ Use strategies to clarify meaning and maintain the interaction on an unfamiliar topic ▶ Can be easily understood by a sympathetic listener 	Intermediate 1
<ul style="list-style-type: none"> ▶ Use a good range of vocabulary and structure ▶ Have an awareness of audience and can grade their speech ▶ Have clear pronunciation ▶ Maintain the interaction easily and appropriately ▶ Can be easily understood by any native English speaker ▶ Are able to speak about all familiar and some non-familiar topics ▶ May still make minor grammatical errors, but none that interfere with communication 	Intermediate 2 and Higher

12 Appendix D Learner Assessment Tool - Listening and Speaking Interview

A Guide to Organising Workplace ESOL Learning

Try to ask all learners each question – some will be better able to answer, or give more complete answers, than others. If learners struggle to understand or answer

these questions, it is probably best to conclude the interview and try to get this information later, in class, when the learner has more confidence.

Learner Assessment Tool - Listening and Speaking Interview

Personal information

What's your name? First name
and surname Male Female (please tick one)

What is your address?

Postcode

What is your phone number?

What is your date of birth? DD / MM / YYYY

What country are you from?

What languages do you speak?

When did you come to Scotland?

How long do you plan to stay in Scotland?

Education

Level of education?
(for example how many years did the learner go to school)

Have you ever studied English before?

If so, where and for how long

Employment

Hours worked: full time part time seasonal
 unemployed other

What is your present job?

How long have you worked here?

Have you worked anywhere else in the UK?

What was your job in your home country?

Learner Assessment Tool - Listening and Speaking Interview

Employment

Who do you speak to at work? Who speaks to you?

What do you have to read at work?

What do you need to write at work?

Do you need to use numbers in your job?

In your job, what is the most difficult thing to do in English?

If you were taking an English class, what would you like help with the most?

What are your goals? What do you hope to be doing in 2 years? in 5 years? in 10 years?

What are your hobbies and interests?

Notes

14 Appendix D Learner Assessment Tool - Listening and Speaking Interview

A Guide to Organising Workplace ESOL Learning

Learner Assessment Tool - Listening and Speaking Interview

Listening

Access 2

Access 3

Int 1

Int 2 or Higher

Comments

Speaking

Access 2

Access 3

Int 1

Int 2 or Higher

Comments

Reading

Access 2 Lit

Access 2

Access 3

Int 1

Int 2 or Higher

Comments

Writing

Access 2 Lit

Access 2

Access 3








Int 1

Int 2 or Higher

Comments

Learner Assessment Tool - Reading and Writing

Task 1 – Access 2 Literacy
Sight reading

A 	B 200 g
C 	D 
E 	F 
G 14. 12. 2007	H 
K 	M 01786 795 413

Learner Assessment Tool - Reading and Writing

Task 1 – Access 2 Literacy
Sight reading

1 Which sign says you can't smoke?

2 Which number is a weight?

3 Which sign tells you the way out?

4 Which sign tells you where to go if you get hurt?

5 Which number is a date?

6 Which sign tells you where the toilets are?

7 Which sign tells you the floor is wet?

8 Which number is a phone number?

9 Which signs tells you to wash your hands?

10 Which sign tells you that there are road works ahead?

Writing the alphabet

Fill in the blanks with the missing letters

a			d	e			h	
j	k			n				r
	t	u			x			

Learner Assessment Tool - Reading and Writing

Task 2 – Access 2 Writing

Fill in the registration form

Please write clearly in INK and CAPITAL LETTERS

Surname:

First names:

Title: Please tick Miss Ms Mrs Mr Dr Other

Sex: please tick Male Female

Date of birth:

Address:

House number

& street

Town:

Postcode:

Phone number:

Employer:

Learner Assessment Tool - Reading and Writing

Task 3 – Access 2 Reading

Read and answer the questions

Merchant City Café

Sandwiches

Cheese and Ham £2
Tuna Mayo £2.25
Chicken Salad
£2.50

Jacket Potatoes

with butter
£2.50
Tuna Mayo
£3.00
Cheese and beans
£3.00

Pizza (7")

Cheese and Tomato £4.50
Pepperoni £5.00
Chicken and sweetcorn
£5.00

Sweets

Chocolate Cake
Apple Tart
Ice Cream
all sweets £1.30

Drinks

Sparkling Water
95p
Juice 95p
Coca-cola
£1.00
Tea / Coffee £1.00

- 1 What is this?
- 2 How many different pizzas are there?
- 3 How much is a cup of tea or coffee?
- 4 Which sandwich is the most expensive?
- 5 What costs £1.30?

Learner Assessment Tool - Reading and Writing

Task 4 – Access 3 Reading

Read the text and answer the questions which follow

Telling your employer that you want to take maternity leave

You must tell your employer, preferably in writing, by the end of the 15th week before your baby is due:

- ▶ that you're pregnant
- ▶ the date your baby is due
- ▶ the date you want your maternity leave to start.

You must produce a medical certificate (MATB1), if your employer

asks for one, showing when your baby is due. You can get your MATB1 from your midwife or GP.

Once your employer has received your notice that you want to take maternity leave, they must write to you within 28 days and tell you the date your maternity leave runs out and therefore the date when you are expected to return to work from maternity leave. (Printed from the CAB website)

1 Who is this information for?

2 When does a woman need to tell the employer she is pregnant?

3 What is an MATB1?

4 Where can you get one?

5 What must the employer do?

Learner Assessment Tool - Reading and Writing

Task 6 – Intermediate 1 Reading

Read the text below and answer the questions that follow.

As an employee you have legal duties too. They include:

- ▶ taking reasonable care for your own health and safety and that of others who may be affected by what you do or do not do;
- ▶ co-operating with your employer on health and safety;
- ▶ correctly using work items provided by your employer, including personal protective equipment, in accordance with the training or instructions given by the employer; and
- ▶ not interfering with or misusing anything provided for your health, safety or welfare.

If you think there is a health and safety problem in your workplace you should first discuss it with your employer, supervisor or manager. You, your employer or your safety representative can get information on health and safety in confidence by calling HSE's Infoline telephone service on 0845 345 0055.

If you think your employer is exposing you to risks or is not carrying out legal duties, and you have pointed this out without getting a satisfactory answer, you can contact the enforcing authority for health and safety. Health and safety inspectors can give advice on how to comply with the law. They also have powers to enforce it. HSE's Employment Medical Advisory Service can give advice on health at work. Your employer can give you their names and addresses.

You can get advice on general fire precautions etc from the Fire Brigade or your fire officer.

(Adapted from a free leaflet published on the HSE website).

Learner Assessment Tool - Reading and Writing

- 1 This article is about:
- a) reporting accidents
 - b) health and safety
 - c) health insurance

- 2 This article was written for:
- a) employees
 - b) employers
 - c) safety representatives

3 Are the following statements True or False?

An employee is responsible for their own workplace health and safety:

True False

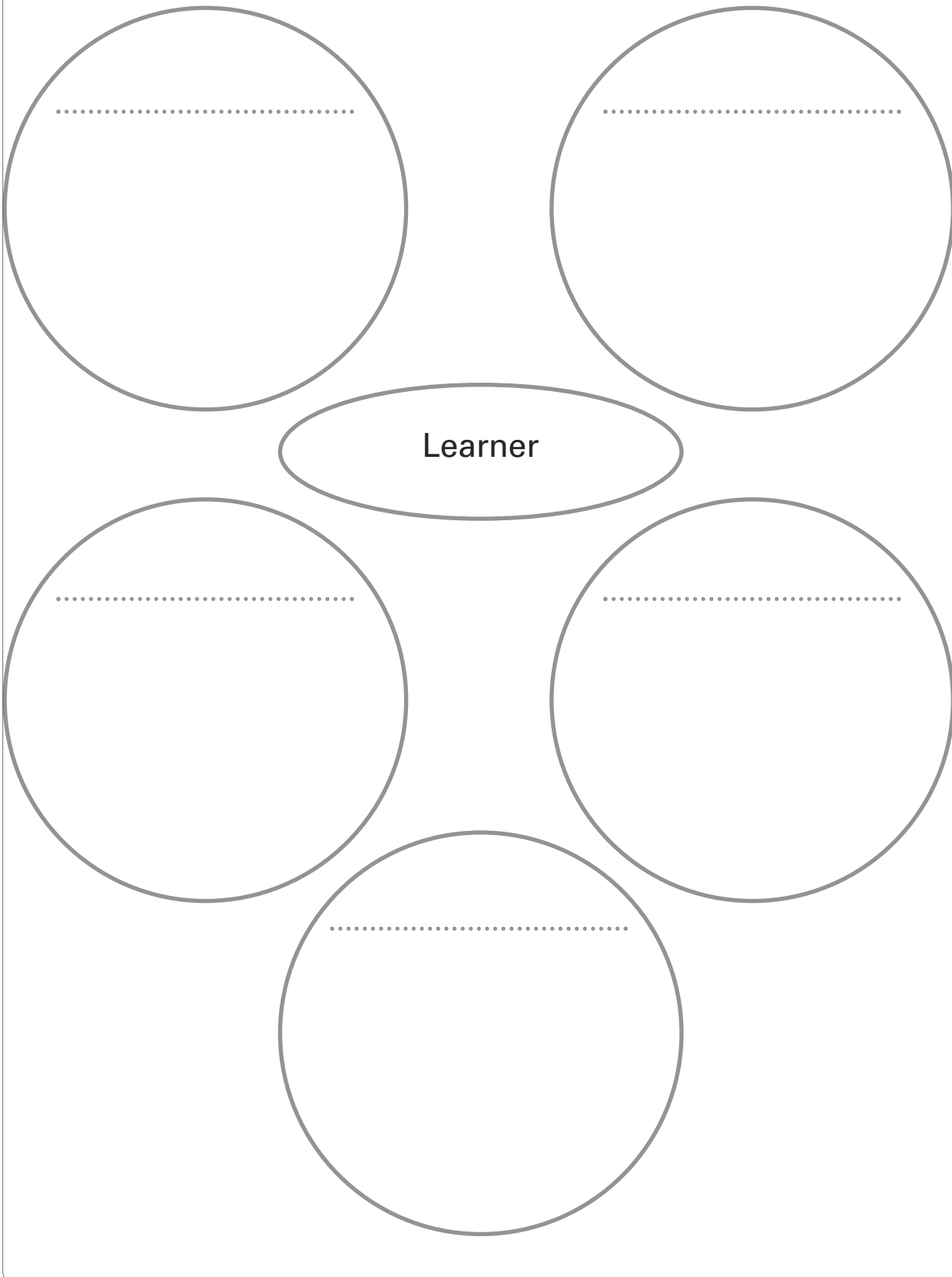
An employee must be trained to use protective equipment:

True False













































































































4 If you think there is a risk at work, what should you do first?

5 If you are unhappy with your employer's response, what should you do?

Communication Network Diagram



Individual Learning Plan

	TOPIC	I WANT TO LEARN ABOUT:	I CAN DO IT
	All about me	   	   
	My home and family	   	   
	Sickness and leave	   	   
	Using the telephone	   	   
	Living in Scotland	   	   
	Working in Scotland	   	   
	Health and Safety	   	   
	Documents	   	   
	Education and training	   	   
	Money and pay	   	   
	Time off and holidays	   	   
	Anything else?	   	   

I want to learn English to help me with...

	Work		Family
	Home		Community

Workplace ESOL Goal Sheet

Workplace:

Tutor:

Date:

Goal 1

Learners will:

Indicators of success:

Learners can...

Goal 2

Learners will:

Indicators of success:

Learners can...

Goal 3

Learners will:

Indicators of success:

Learners can...

Goal 4

Learners will:

Indicators of success:

Learners can...

Goal 5

Learners will:

Indicators of success:

Learners can...

Action Cards:

Action Card: Before next class, I plan to ...

.....

.....

.....

.....

.....

.....

.....

.....

Action Card: Before next class, I plan to ...

.....

.....

.....

.....

.....

.....

.....

.....

30 **Appendix J** English Conversation Log

A Guide to Organising Workplace ESOL Learning

English Conversation Log

(You may use either English or your first language to answer.)

Name:

Date:

Who did you speak English with?

What did you say?

What did the other person say?

Was there more you wanted to say? Explain.

Rate your success using English:

1	2	3	4	5
not good		ok		good

Workplace ESOL Learner Report

Learner:
Course:

Skill/Objective	Beginning	Developing	Completing

Comments and suggestions about your language learning:
.....
.....
.....

Attendance: (actual days/possible days)
.....

Your attendance is good:

Your attendance is satisfactory:

Your attendance is not good and slows your progress:

Date: Tutor's signature:

Learner's signature:

32 Appendix L Course Evaluation - Learner

A Guide to Organising Workplace ESOL Learning

Course Evaluation - Learner

We may use your comments for reports and publicity.
If you don't want us to use them, please tell your tutor.

Course:

Tutor:

Day and time of class:

Topic



I can	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other comments:

Topic



<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The English I learned in this class helped ...

Me

My family

My job

My life
in Scotland

More comments:

Course Evaluation - Tutor

Please complete at the end of the course

Course:	<input type="text"/>
Name:	<input type="text"/>
Day and time:	<input type="text"/>

The Course:

Were you clear at the start of the course what your goals were?

Comments:

.....
Did you spend some time at the start of the course setting goals with the learners?
Did you continue to consult with learners about goal setting as the course progressed? Comments:

.....
Were the project team members involved in setting goals in the course?
Comments:

.....
Do you feel you met the goals set? What evidence do you have to support this?
Comments:

.....
What methods did you use to encourage the learners to participate actively in the course?

.....
What teaching materials or methods did you find particularly successful or unsuccessful?

Course Evaluation - Tutor

Please complete at the end of the course

Your teaching experience

What did you find satisfying about this course?

.....
What was not satisfying?

.....
What could or should have been done better?

.....
What was most helpful to you in teaching this class?

.....
Was the workplace supportive of the course and of your teaching?
Do you feel there is a place for, or interest in, further courses in this workplace?

.....
Do you feel the tutor co-ordinator provided enough support during the course?

.....
What recommendations would you make to help improve this type of course in the future?

Thanks for completing this form. All of your comments will help us to continue with good practice and make improvements in future classes. We may like to use your comments in reports or publicity. If you would rather we didn't, please make a note on this page.

Course Evaluation - Employer

Organisation:	<input type="text"/>
Name:	<input type="text"/>
Contact details:	<input type="text"/>
Position in organisation:	<input type="text"/>

How did you hear about the Workplace ESOL course?

.....
In what ways did the Workplace ESOL course offer learning that was in tune with your organisation's training and development plan?

.....
Did you receive adequate information about the options for delivery?

.....
In what ways did you promote this opportunity to employees?

.....
Did you and your employees receive enough information before the course started?

.....
Do you feel that the course took into consideration the operational needs of your organisation?

36 Appendix N Course Evaluation - Employer

A Guide to Organising Workplace ESOL Learning

Do you feel that the courses delivered were appropriate for the needs of employees and the organisation?

.....
Is there anything in terms of the delivery or content of the course that you feel could be improved?

.....
Do you feel that there was adequate feedback and consultation between yourself, employees and the Workplace ESOL coordinator as the course progressed?

.....
Describe any changes you have noted in employees as a result of attending courses.

.....
Overall how would you describe the experience of the Workplace ESOL course in terms of benefits to your organisation?

.....
What learning opportunities might your organisation require in the future?

.....
Thank you for taking time to complete this evaluation, your views will help us in the design and delivery of future courses. We might use the comments you make here for reports or publicity. Please indicate on this page if you would prefer we didn't make use of your comments.

Final Report

Outline

- 1 Who is the employer?
- 2 How was contact first made with the Provider?
- 3 What was the motivation for beginning English lessons?
- 4 Who are the learners (by job title)?
- 5 What topics were covered?
- 6 What have the learners said / how have they benefited?
- 7 What have employers said / how have they benefited?
- 8 What problems exist and how might they be resolved in future?
- 9 What has worked particularly well?

Workplace ESOL Resource Template

Theme

Title:

Topic:

Level:

Aim(s):

Skill(s):

Approximate timing:

Materials / preparation:

.....

Teacher's instructions:

.....

.....

.....

.....

Key language used in this lesson:

