



L2_Paths Project

543020-LLP-1-2013-1-IT-KA2-KA2MP

Language Advice Sessions

Case Study

Partner: Translex

Language Advisor: Shereen Elsabbagh

Date(s) of Advice Session(s): 22/01/2016, 05/02/2016, 19/02/2016

Learner Description:

Name, nationality, approximate age, life situation

M. is 27 years French student. He has completed his masters in Business. He wants to improve his English for future business projects. Therefore, he is currently studying English in a language school in Galway and he is going to stay for a year to do so.

Assessment of the Learner's language learning goals, their skill levels, learning styles, and preferences

His level of English is A2, pre-intermediate. He has been in the school for almost 7 weeks. From his first week, M. was able to establish an open and friendly relationship with his other classmates. "Irish food and weather were more difficult to adapt than Irish accent", he stated. In relation to his level of his performance in English, he was able to communicate simply and understand in familiar situations but only with some difficulties. However, after spending some time in Galway, he showed some progress as he became able to speak English more fluently and understand reasonably well and can use basic tenses but have problems with more complex grammar and vocabulary.

M. likes learning by visualising, listening and doing things.

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What advice were you able to give them

The advising sessions were carried out through informal face-to-face sessions. The length of sessions varied depending on the purpose of the sessions. The first session lasted 30 minutes. The first session usually helps both the student and the advisor to determine the learner's needs. However, this was different with M. as he knew what he needed from the advising sessions. As it was mentioned earlier M. joined the language school to improve his English particularly his speaking skills. He also wanted to make progress in his both listening and writing skills.

The first advisory session started with a discussion about his needs analysis then he soon expressed his interest in improving his skills in listening and writing. He planned to give them three extra hours a week to address the problem.

When the advisor and the learner sat for the first session, together they explored his learning strategies to improve his writing and listening skills. To do so and for guiding purposes, M. and the advisor has negotiated the most common mistakes that are considered as major obstacles to improve their listening skills; many students focus on translating English words into their own native languages and then back to English which in many cases students stop listening to the conversation or they get lost in the middle of it. Or when they try to understand everything the English speaker says which frustrates many students including M. The advisor suggested some online resources such as TED talk (Technology, Entertainment, Design), advising M. to select a topic and maybe read about it before he listens to it. The session was concluded by the learner repeating the tasks for the coming week and the advisor confirm them through-up sessions.

In relation to writing M. chose topics he was interested in writing about and gave them to the advisor for comments. In order to help with direction, the advisor consulted with the learner about reading the topic which he wanted to write about. This helped the learner to organise his ideas and increase his vocabulary.

What was their experience of learning after your advice? Was it successful? What problems did they have?

The advising sessions were very successful. M. was happy that there was someone to check and guide his learning methods. He found the sessions supportive and motivating which helped a lot to build up his confidence to carry in learning English independently.



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Your observations about your interaction
with this learner.

M. has developed a wide range of confidence when talking with others. He could communicate in a clear, fluent and expressive way.

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