

# ENGLISH LANGUAGE TRAINING (ELT) VOLUNTEER

SUPPORT REFUGEES, IMMIGRANTS AND SURVIVORS ON THEIR  
JOURNEY TO SELF-SUFFICIENCY AND INTEGRATION



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# ENGLISH LANGUAGE VOLUNTEER

## THANK YOU FOR STANDING WITH THE VULNERABLE

The world is facing the largest refugee crisis since World War II, with more than 65 million individuals forcibly displaced from their homes because of persecution and violence. In the aftermath of WWII, World Relief began serving those displaced by war and violence. More than 70 years later, we are still serving refugees, expanding into work with immigrants and survivors of human trafficking, and collaborating alongside thousands of local churches, organizations, communities and individual volunteers.

## WHAT IS AN ENGLISH LANGUAGE TRAINER?

English language volunteers help refugees and immigrants improve their English language skills! Tutoring takes place in the client's home or another agreed-upon location. English Language volunteers must have a good command of the English language. Though experience is helpful, it is not required. World Relief offers training resources and support, as well as suggested curriculum and materials. An ELT is an individual or couple from a community group or local church that collaborates with World Relief to provide one-on-one language development support for an adult client whose access to English language interaction is otherwise limited. The goal is for each client who lives in the area to have the opportunity to learn how to communicate in English, in the ways that are most relevant to them.

### ONBOARDING AS AN ELT

**Application:** Complete the volunteer application (indicating interest in becoming an ELT), background check, and volunteer training/orientation.

**Connection:** The ELT Program Coordinator will contact you via e-mail or phone, with next steps and guidance. This includes reading through the pre-tutoring materials on the World Relief website, and asking if you have preferences in where, when, and with whom you are placed. The Coordinator will also provide further instruction, training, or guidance, if needed. The ELT Program Coordinator will actively work on an appropriate student match, taking into consideration gender, age range, schedule/availability, and location of both the volunteer and the client, as well as student's need priority.

**Introduction:** When an appropriate match is made, the Coordinator will contact you and facilitate setting up a time for you to be introduced to the student at the World Relief office or another agreed upon location, by a World Relief staff member. At the introductory meeting, the ELT and the student will agree on a day and time for their first lesson, exchange phone numbers, and sign the agreement. This meeting can be brief – 15-30 minutes.

**Instruction:** After the meeting, the ELT can purchase or borrow the recommended textbook and materials, and notify the Coordinator of the date of their first lesson. The Coordinator will check in with the ELT periodically, but the ELT can also e-mail or call the Coordinator at any point during the commitment, with questions, concerns, or feedback.

**Conclusion:** When the ELT has completed the 3 month commitment, please notify the Coordinator. You can choose to continue to meet with this student, and the Coordinator can provide you with ideas for ongoing lessons. You can choose to end your time with this student and begin with a new student. You can also choose to stop tutoring for a season. In any case, the Coordinator will ask you to complete an evaluation/feedback form.

## ENGLISH LANGUAGE TRAINER ROLE

We're so happy to have you join our team of language trainers! We hope that through your participation in this program that the students will not only learn and gain confidence in their English speaking skills, but that you will be able to develop a positive and personal relationship together.

Please remember, in this program and setting, you are the **English language trainer**. That means, your primary goal is to increase the student's English vocabulary, conversation skills, and basic reading and writing skills. Since the English language is vast and complex, we have narrowed these things down to topics that are highly practical and relevant for these specific students and this specific time in their journey. The topics of this curriculum correlate to the milestones they will face in their first three months in America. As you teach words from the book, try to make as many connections as possible to their real life, in real time. Students learn faster and remember more, when the information is directly related to them!

Also remember, in this program and setting, you are NOT the case manager or social worker. There are already people in their lives to fill these roles, so do not feel guilty or obligated to wear too many hats. You do NOT need to teach students *how* to do things (like drive a car, register for school, use the bus, or apply for social security), you do NOT need to take them to complete these activities, and you do NOT need to spend any of your own money on their behalf. If the student asks for your help in any of this, please encourage them to contact their World Relief case manager to discuss the best course of action.

There are some suggested extended activity ideas in the curriculum that would take you and the student out of the home, but these are not required or necessary; they are meant to provide additional community connections and opportunities to apply learning to their environment. Only do these things at your own discretion.

# APPLICATION PROCESS

## INITIAL STEPS

In order to be an English Language Trainer, start by doing the following:

1. Apply to be a World Relief Volunteer.
  - a. Select ELT Volunteer as your area of interest.
  - b. Attend one of the scheduled volunteer trainings.
  - c. You must be willing to complete a background check.
2. Review the ELT commitment.
3. Contact World Relief when you are ready to be connected to a family/individual.

## TIME COMMITMENT

*We ask for a three-month commitment with weekly visits (1-3 hours weekly) to the student.*

Weekly time commitments may vary throughout the experience, depending on availability and the needs of the refugee family. Here is an outline of the topics you will cover:

30 hours of ESL lessons are broken down into 5 units, with 3 topics each. Each topic is broken into 2 one-hour lessons. They include new material, several practice activities, applications, and review. Based on your availability, you may cover one or two hours per session.

- I. Introduction:
  1. Personal information
  2. Family
  3. Schedule
- II. Housing:
  1. Getting a home
  2. Living spaces
  3. Household chores/repairs
- III. Medical:
  1. Body/Hygiene
  2. Physical Illness/Treatments
  3. Emergencies/Appointments
- IV. Transportation:
  1. Destinations/Directions
  2. Driving
  3. Car parts/maintenance
- V. Occupations:
  1. School
  2. Job
  3. Money

**\*\*Friendship/community (incorporated throughout)**

Primary lessons are taken from *Oxford Picture Dictionary, 2<sup>nd</sup> Edition – Monolingual*.

Practice, review, and application activities are developed by local teachers.

Feel free to be creative and adapt these lessons to suit your student's needs and interests! These are not stringent requirements to fulfill in the limited time you have, but guidelines to help you focus on relevant, basic information. Cover as much as you can, but let your student set the pace, so as not to become overwhelmed and stressed. Try to make your relationship and experience as positive, supportive, and encouraging as possible!

## ELT VOLUNTEER AGREEMENT

Once the ELT and World Relief have agreed upon a specific student to partner with, both parties will review and complete an agreement. The agreement includes basic biographical and contact information, as well as several lists of tasks to be completed.

We treat the agreement as a tool to facilitate clear communication and establish responsibility for both the ELT and World Relief. **Please see the appendix for a sample ELT agreement.**

## TRAINING

Before you invest as an ELT, World Relief wants to first invest in you. It is important to us that all ELT volunteers feel ready and confident going into their ELT experience.

There are materials available on our website (Volunteer Toolkit) that will help you prepare, including a video of a sample lesson and a list of Frequently Asked Questions. The curriculum is also designed to be user-friendly, regardless of your prior experience. After reviewing these materials, if you have other questions or would like further instructions or demonstrations, the ELT Program Coordinator will be happy to help through e-mail, phone call, or an in-person appointment. **Please see the appendix for a few training tips as you begin preparing for an English language student.**

# PREPARING TO BE AN ENGLISH LANGUAGE TRAINER

## COMMUNICATION

Regular and open communication between World Relief and the ELT is essential, and remains a priority for World Relief as we support and empower you throughout your volunteer experience. World Relief will provide regular follow-up and be available to help answer any questions that may arise. The ELT should not act as a mediator between the client and World Relief. If the refugee has a question for World Relief, the ELT should encourage the refugee to contact their caseworker directly if they are still enrolled in the program.

## LOGGING VOLUNTEER TIME & DONATIONS

By tracking your contributions as an English Language Trainer, you are helping World Relief convey the impact that volunteers have on our clients. You are also impacting *future* clients. The grants supporting World Relief look to see proof of community involvement. In fact, the future and/or expansion of some grants are actually dependent upon this proof.

Here's how to log your volunteer hours, mileage, and donations. First, you'll need to access our tracking tool, called Track It Forward.

1. Select your local World Relief office on [Track It Forward](#).
2. Create an account by selecting "Sign Up" and providing basic information.
3. Once in the portal, you can begin logging\* hours, donations, etc.

When logging, please complete the following fields:

1. **Date Volunteered**
2. **Activity**
  - a. When simply spending time with a client\*\*, choose "community orientation."
  - b. When teaching English lessons or evaluating proficiency, choose "ESL tutoring."
3. **Hours** (i.e., how much time you spent volunteering)
4. **Mileage**
  - a. Please note, mileage is only to be logged for the act of volunteering—not the drive to and from your home, unless the client is with you.
5. **Notes** (i.e., refugee first and last name and/or details on a donation)
  - a. The first and last name of the refugee you volunteered with.
  - b. Amount spent (if applicable).
  - c. Whether the donation was for a specific client\*\*.
  - d. Details on what you did during the time listed, etc.

**\*Please note that Track It Forward has a smartphone app called OURVOLTS. You can download and access it once you have registered online.**

**\*\*Always list the first AND last name of the client.**

## **LET'S GET STARTED!**

For more information or to start creating an English Language Tutor, please contact World Relief Triad's Volunteer Program at [TriadVC@wr.org](mailto:TriadVC@wr.org) or 336-887-9007.

## **APPENDIX**

### **RESOURCES**

#### **PREPARING FOR YOUR ELT STUDENT**

#### **ENGLISH LANGUAGE TRAINER AGREEMENT**

### **RESOURCES**

Should you have trouble viewing the websites linked throughout the guide, below are the URLs for each resource.

**Track It Forward**, a tool for logging volunteer hours. <http://www.trackitforward.com/site/world-relief-high-point?type=register>

**Cultural Orientation Resource Center**, providing resources on cultures around the world. <http://www.culturalorientation.net/>

## PREPARING FOR YOUR ELT STUDENT

### PREPARATION AND RECOMMENDED READING

The most effective ELTs prepare for their lesson preparing and instructing by reviewing the [Volunteer Toolkit](#). In preparation for your student—and throughout the entire Friendship Partner experience, consider reading *When Helping Hurts, Small Group Experience* by Corbett & Fikkert or *Seeking Refuge* by Bauman, Soerens, Smeir.

### LEARNING ABOUT THE REFUGEE FAMILY’S HOME AND CULTURE

Once you know the ethnicity and religion of your partnered refugee family or individual, you can conduct research in order to better understand their home culture—as well as the conflict they may have fled. The [Cultural Orientation Resource Center](#) offers great tools to begin learning.

### AVOID ASSUMPTIONS

With only a small amount of biographical information on the refugees, it is important that ELTs avoid making assumptions about the student they will be training. Refrain from speculations like, ‘Are they educated or uneducated? Outgoing or reserved? Will they be appreciative or proud? Open or shut off?’ Refugees are as unique and diverse as all of us. As an ELT, it’s important to be ready to love and support whoever you teach.

### EVANGELISM VS. PROSYLETISM

World Relief is an evangelical organization. We believe in evangelism (an open invitation to a personal relationship with Jesus) but we reject proselytism (a coercive effort to convert someone). Evangelism does not pressure; it should never qualify service, acceptance, or compassion based on anyone’s response to faith. Please remember this as you serve your refugee family.

## ENGLISH LANGUAGE TRAINER COMMUNICATION



A World Relief representative will attend the first meeting between you and your student. The following is a suggested outline for your first meeting, which will probably last around 15-30 minutes. You may choose to use the suggestions from this page for your first visit after your initial introduction with a World Relief representative.

1. Just prior to your meeting, review any information you may have about your student or their cultural information, this information can be found on the volunteer toolkit.
2. At the beginning of your meeting, introduce yourself and get to know each other by asking questions or discussing some information about yourself or your family and that of your student. Be sure to ask your student to pronounce his/her name for you and practice repeating it several times until you can say it correctly. *Remember that awkward moments and silence are a normal part of the first meeting. As time goes on, those periods of silence will decrease!*
3. It is recommended that you bring a calendar and your phone. Communicate with your student, and be sure to:
  - Decide how many times each week you both want to regularly meet
  - Exchange schedules (any known appointments or commitments in the next couple weeks)
  - Choose time/day of first lesson (mark the calendar or make a note for them)
  - Exchange phone numbers
  - Practice a short phone conversation (come up with a script) to confirm a class time

## On-going communication and lessons:

Help your student learn how to communicate clearly and efficiently by demonstrating this in your own communication. Speak slowly, simply, and clearly, by choosing simple words and breaking up longer sentences into shorter, more manageable phrases. Use a variety of resources, such as facial expressions, body language, pictures, and props to aid in understanding. Practice basic “phone conversations” in person, so the actual phone conversations will flow easier. And if your student doesn’t understand you at first, repeat or rephrase your words, and try a different approach. Use patience and grace, and do not give up!

## Materials for the lessons:

Some or all of the following materials are often available at your local World Relief office. You are welcome to call or visit, to find out what is available, and pick up what you need. The books belong to World Relief, so please notify the Program Coordinator if you check one out, and remember to return it when you are finished with the curriculum.

We encourage ELT volunteers to purchase/print their own materials, if possible.

**Book:** *Oxford Picture Dictionary (Monolingual English)*, 2<sup>nd</sup> ed.

[Affordably available on Amazon.com.](#)

**Curriculum/Student Activity Pages:** Can be downloaded and printed from this link:

<http://worldrelieftriad.org/tutorstudent-materials>

### Activity Supplies:

- Two-pocket folders (2)
- 3x5 index cards (1 pack)
- Mechanical pencils (1 pack)
- Eraser (1)
- Highlighters (1 pack)
- Spiral Notebooks (2)
- Nametags (1 pack)
- Post-it Notes (1 pack)
- Year-at-a-glance Calendar (1)
- Dessert-sized Paper Plates (1 pack)
- Metal Brads (1 pack)
- DMV Handbook (1) – found at local DMV

**REMEMBER TO CHECK OUT THE VOLUNTEER TOOLKIT AT:**

<http://worldrelieftriad.org/toolkit>

# ENGLISH LANGUAGE VOLUNTEER AGREEMENT

We are committed to assisting clients and local ELTs in order to ensure the best possible language learning experience for those clients admitted to the United States. The commitment to become an ELT is a moral obligation to walk alongside their student as they journey towards becoming fluent, self-sufficient, thriving members of their new community. This form should be completed by the ELT representative and a World Relief staff member.

## THE PARTIES TO THIS AGREEMENT ARE:

**Name of Volunteer:** \_\_\_\_\_ (Hereinafter referred to as the "Trainer")

**Contact Number:** \_\_\_\_\_

**Email:** \_\_\_\_\_

**Name of ELT Program Coordinator:** *Connie Chandler* (Hereinafter referred to as the "Coordinator")

**Email:** *cchandler@wr.org*

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**Name of World Relief Client :** \_\_\_\_\_ (Hereinafter referred to as the "Student")

**The Trainer shall provide Training to the Student in the English Language at the following address:**

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## SCHEDULE OF LESSONS

Training shall commence when a specific weekly day and time are agreed upon between Trainer and Student. The Student or Trainer may cancel the lesson by giving at least 24 hours prior notice.

## OBLIGATIONS OF THE TRAINER

- \* The Trainer undertakes to do all preparation prior to lessons and to structure lessons in such a way as to optimize time to the benefit of the Student.
- \* The Trainer shall keep confidential all information of the Student and shall contact other parties involved in the education of the Student if an issue should arise.
- \* The Trainer shall not assign any of his/her duties or obligations under this Training contract to a third party without the written permission of the Program Coordinator.
- \* The Trainer shall at no time be required or obliged to execute homework or assignments on behalf of the Student.
- \* The Trainer makes no promises or warranties with regards to a Student's performance as a result of any Training provided.
- \* The Training sessions must reach a total of 30 hrs. throughout a 3 month timeframe.

**WORLD RELIEF RETAINS THE RIGHT TO TERMINATE THIS AGREEMENT IF AT ANY TIME THERE IS A CONCERN REGARDING THE SAFETY AND WELLBEING OF THE TRAINER OR STUDENT.**

**Signatures:**

**Trainer** \_\_\_\_\_

**Program Coordinator:** \_\_\_\_\_

**Date:** \_\_\_\_\_