



SUCCESS WITH ENGLISHCONNECT

A GUIDE FOR LOCAL CHURCH LEADERS,
MISSION PRESIDENTS, AND INSTRUCTORS



Published by
The Church of Jesus Christ of Latter-day Saints
Salt Lake City, Utah

© 2017, 2018 by Intellectual Reserve, Inc.
All rights reserved.

English approval: 4/18
Translation approval: 4/18
Translation of *Success with EnglishConnect*
Language
PD60003585 000

SUCCESS WITH ENGLISHCONNECT

A Guide for Local Church Leaders,
Mission Presidents, and Instructors



CONTENTS

To Church Leaders	4
Understanding <i>EnglishConnect</i> 1 and 2	6
Role of Leaders	7
Five Steps to Start Your Stake's Novice-Level EnglishConnect Classes	9
After Classes Start	17
Using EnglishConnect in Missionary Work	20
Appendix A: Oral Proficiency Interview for Placement in EnglishConnect Classes	30
Appendix B: Introduction to EnglishConnect for Learners Coming Late to the Course	32

TO CHURCH LEADERS

Note: All leaders should read this manual before calling teachers, ordering manuals, or even making learners aware of the classes.

EnglishConnect is an English-language learning program designed to help members and nonmembers increase their English proficiency in a gospel-centered environment. EnglishConnect courses help learners act in faith to develop English skills, which can increase educational and vocational opportunities.

EnglishConnect serves three main purposes:

1. Help members and nonmembers increase their English proficiency.
2. Invite members and nonmembers to come unto Christ by giving them opportunities to review and apply gospel principles.
3. Support families and individuals in becoming more self-reliant by providing opportunities to develop English skills, which can increase educational and employment opportunities.

EnglishConnect offers different courses to address specific needs. The following table explains these courses.

NOVICE		INTERMEDIATE	ADVANCED
<i>EnglishConnect 1</i>	<i>EnglishConnect 2</i>	<i>EnglishConnect 3</i> (under development)	<i>PathwayConnect</i>
<ul style="list-style-type: none"> ◦ Objective: Basic (novice) English, focusing on conversational skills ◦ Learner Profile: Learners must be literate in their native language, already know the Latin or Roman alphabet and phonics, and have internet access ◦ Curriculum: Conversational English skills with opportunities to learn gospel and self-reliance principles <p><i>Note:</i> Learners with limited or no internet access should use the <i>Learn English Now</i> course manual.</p>		<ul style="list-style-type: none"> ◦ Objective: Academic English preparation in listening, speaking, reading, and writing ◦ Learner Profile: Learners must have completed <i>EnglishConnect 2</i> or have conversational skills at the intermediate-low level ◦ Curriculum: Self-paced practice activities focused on proficiency development, with support to become agents of their own learning 	<ul style="list-style-type: none"> ◦ Objective: University-ready skills and administrative employment opportunities ◦ Learner Profile: Learners must have completed <i>EnglishConnect 3</i> or have intermediate-high English proficiency ◦ Curriculum: University-level courses in life skills, English, and math ◦ Visit pathway.lds.org for more information

The novice-level classes, *EnglishConnect 1* and *EnglishConnect 2*, are offered through Self-Reliance Services and the Missionary Department. In the future, *EnglishConnect 3* will be offered through BYU–Pathway Worldwide. Stake and mission leaders work together to select the courses that best meet their unit members’ needs, to support one another, and to avoid duplicating efforts.

This leader’s guide will help you—whether you are in a stake, mission, or ward—in administering the *EnglishConnect 1* and *EnglishConnect 2* classes. These classes, when combined with the *My Foundation for Self-Reliance* lessons, will help learners become more spiritually and temporally self-reliant.

Note: EnglishConnect is an optional program, and, if necessary, it should be administered with flexibility and local adaptation following the principles in *Handbook 2: Administering the Church* (2010), 17.2, and working within the guidelines approved by the Office of General Counsel or your area legal counsel.

UNDERSTANDING ENGLISHCONNECT 1 AND 2

EnglishConnect novice-level courses are:

- *EnglishConnect 1* (for low-beginner to high-beginner learners)
- *EnglishConnect 2* (for high-beginner to low-intermediate learners; a continuation of *EnglishConnect 1*)

Each of these courses is designed to help people:

- Develop basic conversation skills.
- Prepare for skilled labor.
- Prepare for *EnglishConnect 3* (for low-intermediate to high-intermediate learners).
- Review and apply gospel principles (one principle each week).

Instructors should only need about 30 minutes to prepare a class. Instructors also make sure enrolled learners have a *My Foundation for Self-Reliance* lesson once a week. If full-time missionaries teach these courses, they may choose to replace the *My Foundation for Self-Reliance* lesson with a gospel lesson of their choosing.

Key aspects of *EnglishConnect 1* and *EnglishConnect 2*:

- Require internet access and moderate technological skills
- Classroom and online instruction
- Meet once a week for 90 minutes at each session
- Rely on internet and mobile devices to access websites and apps for out-of-class practice
- Require different manuals for learners and instructors
- Lessons are prescribed for instructors and learners to follow
- Takes 25 weeks to complete each course
- Led by self-reliance committees or mission leaders

Note: For those areas with limited or no internet access, stakes should use the manual *Learn English Now*. The *Learn English Now* manual includes learner and instructor resources and covers the same levels as *EnglishConnect 1* and *EnglishConnect 2* combined.

ROLE OF LEADERS

The novice-level EnglishConnect courses are led and directed by local priesthood leaders through self-reliance committees and mission leaders.

STAKE PRESIDENTS AND MISSION PRESIDENTS

Stake presidents may delegate the administration of the novice-level EnglishConnect classes to their stake self-reliance committee to be organized and administered like other self-reliance offerings. Flexibility and local adaptation may be needed for EnglishConnect classes.

Mission presidents may instruct missionaries to use *EnglishConnect 1* and *EnglishConnect 2* as a community service, finding tool, and fellowship opportunity. Mission presidents and stake presidents should work together to support one another and avoid duplicating efforts. Whenever possible the stake could provide instructors, and the missionaries could act as assistant instructors. Where stake self-reliance committees are functioning and offering EnglishConnect courses, missionaries are encouraged to invite investigators to classes so investigators can learn English and Church members can provide fellowship. This will also lighten the missionaries' load because they won't have to spend time preparing to teach English. EnglishConnect classes can also provide the opportunity for missionaries who do not speak English to learn English while on their missions. Please read the section "Using EnglishConnect in Missionary Work," pages 20–29.

STAKE SELF-RELIANCE SPECIALISTS AND COMMITTEES

Novice-level EnglishConnect classes are offered through the stake and directed by the stake self-reliance specialist and committee, like other self-reliance offerings. (See the leader manuals at srs.lds.org for more details.) This includes covering

a *My Foundation for Self-Reliance* principle once a week throughout the English course (at srs.lds.org, see the Manuals and Videos page).

The remainder of this leader's guide offers step-by-step instructions for successfully planning, launching, and monitoring novice-level EnglishConnect classes in a stake and mission.

FIVE STEPS TO START YOUR STAKE'S NOVICE-LEVEL ENGLISHCONNECT CLASSES

Before offering EnglishConnect classes outside the United States and Canada, a legal review must be completed by the Office of General Counsel. To see if your country has been approved, visit the Leaders page of englishconnect.lds.org.

Step 1: Identify and invite individuals to participate (6 to 8 weeks prior to starting a class) and set up online assessment and registration (if available).

Step 2: Determine which EnglishConnect novice-level course(s) to offer.

Step 3: Extend callings to instructors and assistant instructors.

Step 4: Order course materials at store.lds.org (manuals may take up to 6 weeks to arrive).

Step 5: Start EnglishConnect classes and assign class presidents.

Note: **Minors must submit a signed parental consent form prior to participation.** Completed forms must be stored by local leaders and available for audit. Forms can be downloaded from englishconnect.lds.org.

STEP 1—IDENTIFY AND INVITE INDIVIDUALS TO PARTICIPATE AND SET UP ONLINE PREASSESSMENT AND REGISTRATION

Extending Invitations

For non-English-speaking units in English-speaking countries, ward councils should identify learners who would benefit from increasing their English skills. If the self-reliance committee chooses, the English course(s) may also be mentioned during the self-reliance devotional.

Leaders should explain the program's expectations, specifically that learners must commit to attend a 90-minute class each week for six months and to study on their own for 10 hours weekly.

Online Registration

Through a link provided on the Leaders page on englishconnect.lds.org, leaders can set up and monitor the online registration system for EnglishConnect novice-level courses in their stakes or units (if available).

If not using the online registration and placement system, distribute copies of the placement interview document found in “Appendix A: Oral Proficiency Interview for Placement in EnglishConnect Classes” to the instructors.

Preassessment

An online preassessment is available through the online registration system (if available). The preassessment will help determine whether the learner speaks English at a novice or intermediate level. While the preassessment is not a requirement, an additional benefit of having learners take this preassessment is that it can be compared with an assessment taken at the end of the course. If the online registration system is not available, you can use the short oral assessment in the appendix to determine if a learner should be placed in *EnglishConnect 1* or *EnglishConnect 2*.

Learners who do not have a computer at home can register and test on a computer in a family history center or employment office. Part of the assessment includes listening to audio files, so headsets are required.

Learners will need an LDS Account on LDS.org to register and take the class assessment on englishconnect.lds.org. Nonmembers can also create an LDS Account on LDS.org. The assessment can last up to two hours for intermediate or advanced students. It is adaptive, and it will probably be quite short for novice learners.

Learners are notified of their English level immediately upon completing the test. Additionally, from a link in the Leaders section of englishconnect.lds.org, stake leaders can view and print a report of test scores for their members to help place learners in the appropriate classes.

STEP 2—DETERMINE WHICH ENGLISHCONNECT NOVICE-LEVEL COURSE(S) TO OFFER

Stakes should offer *EnglishConnect 1* and *EnglishConnect 2* courses unless participants do not have internet access and moderate computer skills (can navigate the internet and use apps). In that case, offer the *Learn English Now* course.

Note: The *Learn English Now* course meets twice a week for 90 minutes at each session. There are 17 modules, and both learners and instructors share the same manual. It typically takes 6 to 9 months to complete. *Learn English Now* requires more teacher preparation time and therefore should not be used by missions to teach English.

All novice-level learners are required to:

- Be age 12 or older.
- Be familiar with the Latin or Roman alphabet, including having a rough idea of the phonetic sounds made by each letter.
- Have at least a low level of literacy in their native language.
- Be willing to study 10 hours a week. This includes completing class activities and studying in between classes by reading, completing exercises in a workbook, practicing using online computer training (depending on the curriculum), watching English movies, and speaking English with others. For members and investigators, this can include reading the Book of Mormon and conference talks aloud in English, listening to the Book of Mormon and conference talks in English, and listening to and singing hymns in English.

STEP 3—EXTEND CALLINGS TO INSTRUCTORS AND ASSISTANT INSTRUCTORS

The novice-level courses require both instructors and assistant instructors. Instructors and assistant instructors are volunteers called to this position. Because EnglishConnect students can include minors, ecclesiastical leaders should interview each potential instructor or assistant instructor and review the individual's membership record for annotations before issuing a calling. Also, instructors and assistant instructors should receive a copy of the EnglishConnect Instructor Manual Addendum, which outlines instructor duties and prohibited conduct (see the Instructors page on englishconnect.lds.org). The number of instructors and assistant instructors, along with the meeting space available, will determine the number of classes and learners that can be accommodated at one time. (See "How Many Instructors and Assistant Instructors?" below.)

Key Qualifications for Novice-Level Instructors

- High level of English proficiency (especially in listening, speaking, and reading) and ability to communicate clearly
- Good English pronunciation
- Enthusiasm, excitement, and passion for teaching English
- Love for the learners and a strong desire to see them succeed
- Positive, optimistic attitude
- Patient, dependable, teachable

Instructors do not need professional experience in teaching. Training videos and guidelines for instructors are provided to help prepare them to be successful. Therefore, it is critical that stake leaders follow up with instructors to make sure that they have read and understood all training materials in the manuals and training videos.

Key Qualifications for Novice-Level Assistant Instructors

- Moderate level of English proficiency (especially in listening, speaking, and reading) and ability to communicate clearly
- Good English pronunciation
- Enthusiasm, excitement, and passion for teaching English

- Love for the learners and a strong desire to see them succeed
- Positive, optimistic attitude
- Patient, dependable, teachable

Assistant instructors can have a wide range of English ability. Anyone from a returned missionary who obtained an intermediate-low level of English proficiency to a native English speaker can be an assistant instructor. If desired, assistant instructors can be trained to become instructors.

Assistant instructors help instructors monitor pronunciation, demonstrate and model conversations and activities, and help learners with workbook exercises. Assistant instructors do not need to prepare anything for lessons unless asked to do so by the instructor. During the lesson, assistant instructors lead small groups and work directly with learners.

How Many Instructors and Assistant Instructors?

There should be at least one instructor for every 10 learners. It is strongly recommended that each class have at least two instructors. That way, they can team teach or cover for each other if one is away or sick. However, if finding individuals that meet the instructor qualifications is difficult, a good alternative is to have one instructor and one or more assistant instructors. No class should have more than 40 learners, regardless of classroom size. Classes should not be canceled, if possible.

The following examples show the preferred number of instructors and assistant instructors per number of learners:

- 5 learners → 1 instructor
- 10 learners → 2 instructors
- 15 learners → 2 instructors + 1 assistant instructor
- 20 learners → 2 instructors + 2 assistant instructors
- 30 learners → 2 instructors + 4 assistant instructors
- 40 learners → 2 instructors + 6 assistant instructors

An acceptable alternative is to have only one instructor for each course and to call an assistant instructor for every 5 learners.

For example:

- 15 learners → 1 instructor + 2 assistant instructors

Classes may be held with fewer assistant instructors than what is recommended here. However, the quality of the class members' learning experiences will be greatly decreased. The EnglishConnect novice-level courses focus heavily on learners' participation. Thus, the more the learners can receive attention, feedback, and support from instructors and assistant instructors, the better their learning experiences will be.

Instructors are encouraged to meet regularly as necessary to counsel together, including sharing best practices, answering each other's questions, and reviewing training materials.

Note: EnglishConnect courses must follow the Church policy that at least two responsible adults should always be present during each class meeting. If there is only one instructor, then an adult class member should be assigned to be present during each class. Classes should not be held if there are not at least two responsible adults present.

STEP 4—ORDER COURSE MATERIALS AT STORE.LDS.ORG

EnglishConnect 1 and *EnglishConnect 2* manuals can be ordered through Church Distribution Services (store.lds.org). Units can determine whether or not to charge a small fee for the learner manuals.

MANUAL	ITEM NO.	COMMENTS
<i>EnglishConnect 1 for Learners</i>	14701	If Spanish is the learner's native language, order 14701002
<i>EnglishConnect 1 for Instructors</i>	14702	
<i>EnglishConnect 2 for Learners</i>	14703	If Spanish is the learner's native language, order 14703002
<i>EnglishConnect 2 for Instructors</i>	14704	
<i>My Foundation for Self-Reliance</i>	14067	Order one copy of <i>My Foundation for Self-Reliance</i> (in native language) and one copy of <i>My Foundation for Self-Reliance</i> (in English) for each member of the class (learners, instructors, and assistant instructors).
<i>EnglishConnect Picture Packet</i>	14705	This packet contains pictures that represent most of the vocabulary words in the lessons. It is recommended that one packet per class be ordered initially and reused for subsequent classes.

Other Materials

An alternative to *EnglishConnect 1* and *EnglishConnect 2* for stakes is the manual *Learn English Now*. This manual is available for those learners without access to the internet or learners who have limited computer skills. The *Learn English Now* manual covers the same content as *EnglishConnect 1* and *EnglishConnect 2* combined. It includes both learner and instructor resources. Order one manual (14699) for each learner and instructor. Also order copies of *My Foundation for Self-Reliance* as explained in the table above.

STEP 5—START ENGLISHCONNECT CLASSES AND ASSIGN CLASS PRESIDENTS

Each class will have a class president assigned by the instructor. This individual should be dependable and diligent. The class president arrives early to help set up the room and stays to help clean up after each class. He or she calls on someone to give the opening prayer. Most importantly, the class president ensures that the *My Foundation for Self-Reliance* spiritual lesson is included once a week. He or she makes assignments and appoints facilitators as needed when the class divides into small groups as part of the *My Foundation for Self-Reliance* lessons.

AFTER CLASSES START

ENCOURAGE LEARNERS TO FIND A SPEAKING PARTNER

Ideally, each EnglishConnect learner finds a volunteer speaking partner. This partner is someone who speaks English and can help a learner review homework, refine vocabulary, practice dialogs, improve pronunciation, and review other skills taught in EnglishConnect lessons. They meet once a week for 30 to 60 minutes.

If learners can't find someone locally, registered EnglishConnect learners can request an online speaking partner who can help via video chat if needed. Learners can request a speaking partner by going to the Learners page on englishconnect.ids.org and then, under the "Step 3: Find a Speaking Partner" heading, clicking **Request a partner**. (Note: All speaking partners must be at least 18 years old, and each partnership should be of the same gender.) Requesting a speaking partner does not guarantee that one will be assigned. Because speaking partners are volunteers, availability may be limited and variable. If an EnglishConnect learner is not assigned a speaking partner through this resource, the learner should proactively pursue other options.

FOLLOW UP AND MONITOR CLASSES

Members of the stake self-reliance committee should visit and observe the EnglishConnect classes just like any other self-reliance group. Each instructor should be encouraged to complete the self-evaluation included in the manual after each lesson. Any issues or concerns should be shared with the stake self-reliance specialist.

Checklist for Stake Leaders to Follow Up with Instructors

- ☐ Instructors have read and viewed all training material and videos.
- ☐ Instructors are doing the self-reflection on their instruction after every lesson, using the chart in their manual.

- Instructors are following up with learners on My English Practice Plan at the beginning of each class and encouraging 10 hours of study each week, including practice with a speaking partner.
- Instructors have assigned a class president to oversee the inclusion of *My Foundation for Self-Reliance* each week.
- Instructors have collected a signed parental consent form for each minor and have delivered the completed consent forms to the local leader. Consent forms can be downloaded from englishconnect.lds.org.

What to Do If a Learner Comes after the First Class

- Welcome the learner to the class.
- Give the learner the information page in “Appendix B: Introduction to EnglishConnect for Learners Coming Late to the Course.”
- As soon as possible, determine which class the new learner should attend.
 - The instructor or assistant instructor can do this with a simple conversation with the learner at the beginning of class or during an activity.
 - The instructor or assistant instructor can monitor the new learner during the class to look for confusion.
- If the learner is in the correct class but a little behind, the assistant instructor can work with the learner on the material he or she has missed.
- Remember that English class can be a blessing for learners, so try to accommodate their needs as much as possible.

PRINT AND PRESENT PARTICIPATION CERTIFICATES

After each EnglishConnect class concludes, the stake will award each learner who has attended at least 75 percent of the classes with a participation certificate. These participation certificates can be found on the Leaders page at englishconnect.lds.org or in the online registration system. Please note that this is just a participation recognition. EnglishConnect novice-level classes are not certified courses and do not award university credits.

ENGLISHCONNECT WEBSITE

Find more information for Church leaders, instructors, and learners at englishconnect.lds.org.

DOWNLOAD BOOKLETS, AUDIO FILES, CONSENT FORMS, AND TRAINING VIDEOS

To download booklets, audio files, consent forms, and instructor training videos, visit englishconnect.lds.org.

USING ENGLISHCONNECT IN MISSIONARY WORK

Note: Before missionaries can teach or facilitate EnglishConnect classes, there must be a legal review completed by the Office of General Counsel to ensure missionary visa and Church legal status are not compromised. Work with your area office to confirm that this legal review has been completed.

In areas of the world where there is an interest in learning English, EnglishConnect can provide a tremendous opportunity for members and missionaries to work side by side in providing both meaningful service and opportunities for finding and fellowshiping interested investigators. EnglishConnect can become a significant part of a stake mission plan because it helps missionary work in the following ways:

- Increases finding and teaching opportunities for the full-time missionaries
- Strengthens relationships between missionaries and members
- Helps investigators become integrated into their ward or branch communities
- Helps missionaries who are not native English speakers to improve their English skills, as directed in *Preach My Gospel*
- Minimizes the preparation time required for missionaries to organize and teach English classes
- Improves the image of the Church in the community

EnglishConnect is designed to be implemented by stakes and missions working together to teach English to both members and nonmembers, but it can be adapted to local circumstances. The ideal situation is for stakes to provide their own English instructors and for missions to offer English-speaking missionaries as assistant instructors. In some areas, however, it may work best for missionaries to serve as the primary instructors with members or other missionaries acting as assistant instructors. This is particularly true in areas where stakes are not yet organized (see the section titled “When Classes Are Taught by

Missionaries: Mission Roles and Responsibilities” on pages 23–29).

Missionaries, ward mission leaders, and stake self-reliance leaders should counsel and work together to make EnglishConnect classes a place where missionary work can happen simply and naturally.

WHEN CLASSES ARE TAUGHT BY STAKE MEMBERS

Mission Roles and Responsibilities

Collaboration between Missions and Stakes

The mission president should work with stake presidents to determine how best to involve missionaries in EnglishConnect. Following are a few suggestions:

- Missionaries work with the stake president to incorporate EnglishConnect as part of the stake mission plan.
- Missionaries help ward councils identify investigators, less-active members, and nonmembers who would benefit from or who are interested in learning English and invite them to English class.
- Missionaries assist self-reliance specialists with placement and registration of nonmember learners.
- Zone leaders work with self-reliance specialists to decide how many missionaries are assigned to each English class as assistant instructors.
- Missionaries work with members in the class to help with fellowshiping investigators and other nonmembers.
- Following English class, missionaries teach a gospel lesson for investigators or accompany investigators to the *My Foundation for Self-Reliance* lesson taught by members.
- Missionaries work with members to promote EnglishConnect classes in the community.

General Role of Missionaries

When stake members have been called to be the main instructors of EnglishConnect, missionaries are encouraged to do the following:

- Promote English class with investigators and other nonmembers.

- Bring investigators to English class if the investigator has a need or desire to learn English.
- Introduce the investigators to the members.
- Stay in the class and act as an assistant instructor as needed (see “Missionaries as Assistant Instructors”).
- Prayerfully prepare a gospel message to teach at the end of English class.
- Invite the investigators to stay after English class for a gospel message (taught by missionaries), or invite the investigators to stay for the *My Foundation for Self-Reliance* lesson (taught by members) after English class. *Note:* These invitations should be offered without applying pressure that would discourage an investigator from returning to English class.

Missionaries as Assistant Instructors

As assistant instructors, missionaries do not need to prepare an English lesson. They can do the following:

- Help everyone in the class feel welcome.
- Get to know all of the learners in English class.
- Help learners with in-class language practice and workbook exercises.
- Offer feedback and support to learners.
- Assist the instructors with modeling and other instructional needs.
- Help the instructors set up and take down the classroom.
- Help a latecomer catch up with the lesson.

Stake Leaders’ Roles and Responsibilities

Local Leaders (Self-Reliance and Missionary)

- Ward mission leaders and missionaries work together to identify investigators, less-active members, and non-members who would benefit from or who are interested in learning English and invite them to English class.
- Stake self-reliance specialists, ward mission leaders, and missionaries work together to promote EnglishConnect classes in the community.
- Stake self-reliance specialists ask missionaries for assistance after the devotional or at the beginning of the first class to

help register nonmember learners and place them in the appropriate classes.

- Self-reliance managers work with missionaries to determine which classes in the stake would work best to attract community members.

In those wards or stakes that do not offer English-language learning classes or where there are not enough English-speaking Church members to teach the classes, missionaries may use the following guidelines to offer and teach *EnglishConnect 1* and *EnglishConnect 2* as approved by mission presidents. Missionaries do NOT teach the *Learn English Now* course.

WHEN CLASSES ARE TAUGHT BY MISSIONARIES

Mission Roles and Responsibilities

Mission President's Responsibilities

The mission president creates and shares a vision of the English-learning program and assigns and directs those who will have responsibility for training and teaching. His leadership is critical in helping missionaries understand the value of the program. The mission president's responsibilities are to:

- Communicate the vision of English as a community service and as a finding and fellowshiping tool to all of those involved (mission English coordinator, English unit leaders, missionaries).
- Assign a mission English coordinator for the mission.
- Assign English unit leaders, one for each building where English is taught, to support English-language instruction.
- Determine how to publicize English classes in the mission. Possible methods include printed leaflets or banners, English contacting, and the use of social media or other online tools.

Zone Leaders' Responsibilities

Zone leaders have responsibility to train missionaries on how to appropriately use English class as a proselyting tool. As needed, some time could be taken in zone conferences or MLC to train on these skills. Specific responsibilities are to:

- Work with English unit leaders to determine how many missionaries will teach English in each unit and which courses they will teach. (See “How Many Instructors and Assistant Instructors?” on pages 13–14.)
- Share with each English unit a vision of English as a community service and a proselyting tool. Share success stories.
- Help all missionaries in the zone promote English classes.
- Set proselyting goals with each English unit leader and district leader.
- Train missionaries on how to transition in a professional, appropriate way from teaching English class to inviting learners to stay for a gospel lesson.
- Ensure all mission rules are followed during English class—including procedures for member exchanges. Missionaries are to have their companions in the room at all times.

District Leaders’ Responsibilities

The district leader in an area where English is being taught is primarily responsible for training missionaries to look for proselyting opportunities that grow out of English class. Specific duties are to:

- Train missionaries to look for appropriate proselyting opportunities through English class contacts.
- Determine the status of referrals.
- Share and develop ideas for the gospel lesson after English class.
- Coordinate with branch and ward councils to do what is possible in English class to help members and member missionary work.

Mission English Coordinator’s Responsibilities

Under the direction of the mission president, the mission English coordinator is responsible for ensuring the high quality of the English programs across the mission. A senior missionary, the wife of the mission president, an assistant to the president, an office elder, or an expatriate member may serve in this capacity. Appropriate responsibilities for the mission English coordinator include:

Before classes start—

- ☐ Read through the *EnglishConnect 1* and *EnglishConnect 2* instructor manuals—especially the introduction and appendices.
- ☐ Watch the three EnglishConnect instructor training videos that apply to missionary instructors.
- ☐ Determine the number of classes and number of learners at each unit. (See “How Many Instructors and Assistant Instructors?” on pages 13–14.) *Note:* Missionaries will NOT teach the *Learn English Now* course. That course is designed for members to teach, because they have more time to prepare.
- ☐ Obtain the needed materials for the classes (see “Step 4—Order Course Materials at store.lds.org” on page 15). The mission can decide if learners are charged for their manuals. Consider local laws when determining this.
- ☐ Decide whether to use the online registration and placement system, and show English unit leaders how to access it for the learners (see “Online Registration” on page 10). *Note:* If not using the online registration and placement system, distribute copies of the placement interview document found in “Appendix A: Oral Proficiency Interview for Placement in EnglishConnect Classes” to the English unit leaders.
- ☐ Train English unit leaders on the registration and placement process.
- ☐ Help publicize the classes according to the mission plan (see page 23).

After classes have started—

- ☐ Visit classes and offer constructive feedback to the missionaries.
- ☐ Set up a regular schedule of training, teaching, and accountability to ensure quality instruction and appropriate use of the EnglishConnect program.

English Unit Leaders’ Responsibilities

The English unit leader could be a senior missionary, adult member who speaks English well, or, if necessary, a zone

leader. *Note:* If a missionary is assigned to be the English unit leader, this missionary would not also be a class instructor. English unit leaders have primary responsibility for the quality of English classes being taught in their unit. Their duties are to:

Before classes start—

- ☐ Read through the *EnglishConnect 1* and *EnglishConnect 2* instructor manuals—especially the introduction and appendices.
- ☐ Watch the three EnglishConnect instructor training videos that apply to missionary instructors.
- ☐ Distribute the instructor manuals and picture packets.
- ☐ Distribute a copy of the EnglishConnect Instructor Manual Addendum, which outlines instructor duties and prohibited conduct (see the Instructors page on englishconnect.lds.org).
- ☐ Follow up with the missionary instructors to make sure that they have viewed and reviewed the training videos and read the training materials.
- ☐ Help publicize the classes according to the mission plan (see page 23).
- ☐ Work with zone leaders to determine how many missionaries will teach English in each unit and which courses to teach. (See “How Many Instructors and Assistant Instructors?” on pages 13–14.)
- ☐ Direct the registration and placement process for the unit.
 - If using online registration, see “Online Registration,” page 10.
 - If not using the online registration and placement system, see “Appendix A: Oral Proficiency Interview for Placement in EnglishConnect Classes.”
- ☐ Check on the availability of a computer and the internet in the classes so that the listening activity for each lesson can be done.
- ☐ Distribute the learner manuals to each class in the building.

After classes have started—

- ☐ Verify that instructors have collected a signed parental consent form for each minor and have delivered the completed consent forms to the local leader.

- ☐ Keep track of learner attendance in English class.
- ☐ Make copies of the information page in “Appendix B: Introduction to EnglishConnect for Learners Coming Late to the Course” for learners who start the course after the first class. Make sure each class has a few copies to hand out when this happens.
- ☐ Help instructors to encourage learners to find a speaking partner (see “Encourage Learners to Find a Speaking Partner,” page 17).
- ☐ Make sure that instructors are doing the self-reflection on their teaching after every lesson, using the chart in their instructor manuals.
- ☐ Make sure that instructors are following up with learners on My English Practice Plan at the beginning of each class and encouraging 10 hours of study each week.
- ☐ Print out and distribute a participation certificate to each learner who has attended at least 75 percent of the classes. These participation certificates can be found on the Leaders page at englishconnect.lds.org.

Missionary Instructors’ Responsibilities

Instructors should strive each week to improve. After each class, the instructor should evaluate the lesson. Evaluation questions could include:

- ☐ What went well?
- ☐ Where could things have gone better?
- ☐ How could I do a better job the next time I teach the lesson?
- ☐ Was I prepared and professional?
- ☐ Did I seek the guidance of the Spirit? How can we invite the Spirit into the class?
- ☐ Was I respectful and kind?
- ☐ Did I help everyone feel welcome?

Specific responsibilities for missionary instructors include the following:

- Distribute and collect a signed parental consent form for each minor and deliver the completed consent forms to the local leader. Consent forms can be downloaded from englishconnect.lds.org.

- Read through the *EnglishConnect 1* or *EnglishConnect 2* instructor manual—especially the introduction and appendices.
- Watch the three EnglishConnect instructor training videos that apply to missionary instructors.
- Help with registration and placement of learners.
- Prepare the lessons well, including watching the listening video for the Listening section of the lesson. It should not take more than 30 to 40 minutes to prepare each lesson.
- Always teach with a companion in the room.
 - If both companions are native English speakers, take turns teaching the lesson.
 - If one companion is a non-English speaker, make sure that he or she is included in the lesson (for example, he or she could be a class facilitator, help demonstrate activities, or even be a learner in the class).
- Set up the classroom (if a class president is not called).
- Make sure the learners have access to a learner manual.
- Keep track of learners' attendance.
- Encourage learners to practice and prepare outside of class. Follow up with learners on their My English Practice Plan after each lesson.
- Make sure learners find a speaking partner (see "Encourage Learners to Find a Speaking Partner," page 17).
- Prepare a gospel lesson and teach it after English class.
- Clean up the classroom.
- Complete the self-reflection activity at the end of each lesson (see the chart in the instructor manual).
- Follow up with referrals.
- Promote the English program.

Ideas for Involving Members

The English-learning program is a tool to give members missionary opportunities.

- Coordinate with and involve the bishop or branch president and the ward or branch mission leader as outlined in *Preach My Gospel*, pages 217–19.

- Members and ward missionaries may serve as companions to instructors or as assistant instructors in accordance with mission rules regarding member exchanges.
- Invite members to bring friends and family to English class.
- Members can encourage learners and build relationships with them.
- Make announcements about English class in Church meetings as appropriate.
- Use information on the attendance sheet to call learners who miss English class. Show concern, offer to help, and invite them to next week's lesson. If available, self-reliance missionaries can also help with these mentoring calls.
- Assist with activities to promote English class.

What to Do If an Investigator Comes after the First Class

- ☐ Welcome the investigator to the class.
- ☐ Give the investigator the information page in "Appendix B: Introduction to EnglishConnect for Learners Coming Late to the Course." Answer any questions the investigator has about the course.
- ☐ As soon as possible, determine which class the new learner should attend.
 - The instructor or assistant instructor can do this with a simple conversation with the learner at the beginning of class or during an activity.
 - The instructor or assistant instructor can monitor the new learner during the class to look for confusion.
- ☐ If the learner is in the correct class but a little behind, the assistant instructor can work with the learner on the material he or she has missed.
- ☐ Remember that English class can be a blessing for investigators, so try to accommodate their needs as much as possible.

APPENDIX A: ORAL PROFICIENCY INTERVIEW FOR PLACEMENT IN ENGLISHCONNECT CLASSES

FOR THOSE ADMINISTERING THE ORAL PROFICIENCY INTERVIEW

This test is a brief interview that should take no more than five minutes and will help determine if a learner should be placed in *EnglishConnect 1* or *EnglishConnect 2*. First, help the interviewee feel as comfortable as possible by establishing a friendly environment. Ask him or her the questions below one by one in order. You do not need to ask all of the questions. Stop the interview when the learner is not able to respond to two questions in a row.

1. Greet the interviewee and introduce yourself simply. For example: "Hi. My name is _____. What's your name?"

Ask the following questions

2. Tell me about yourself. What do you like to do? (If the learner does not understand this, you can try asking, "What are your hobbies?")
3. Tell me about your family. Who is in your family?
4. Where are you from? Tell me about your city.
5. What did you do last weekend? (Past tense is harder, so only ask this question if the learner did well on all other questions.)

INTERPRETING THE RESULTS OF THE ORAL PROFICIENCY TEST

Each item (2–5) should be rated on the following scale:

0 = cannot respond to the question at all.

1 = has little or no ability to answer; responds with single words only

2 = can respond with memorized phrases and lots of errors

3 = makes a connected response with nonmemorized phrases, even though there may be many errors

3+ = makes a connected response with few errors

Total Score: 0–8 = *EnglishConnect 1*

Total Score: 9–12+ = *EnglishConnect 2*

If the learner gets mostly 1s, he or she should be placed in *EnglishConnect 1*. (This includes questions you did not ask because the learner could not answer two in a row.)

If a learner gets 2s or 3s on a combined total of at least four questions, he or she should be placed in *EnglishConnect 2*. If the learner can speak with connected responses with few errors on most or all of the questions, you might direct him or her to a different, higher-proficiency course.

ORAL INTERVIEW

Name _____

QUESTIONS						
1.	Introduction					
2.	Tell me about yourself. What do you like to do? (If the learner does not understand this, you can try asking, "What are your hobbies?")	0	1	2	3	3+
3.	Tell me about your family. Who is in your family?	0	1	2	3	3+
4.	Where are you from? Tell me about your city.	0	1	2	3	3+
5.	What did you do last weekend? (Past tense is harder, so only ask this question if the learner did well on all other questions.)	0	1	2	3	3+
	Total Score					

APPENDIX B: INTRODUCTION TO ENGLISHCONNECT FOR LEARNERS COMING LATE TO THE COURSE

Welcome to EnglishConnect. The ability to speak English will be a great blessing in your life. English skills can lead to better employment, help you pursue educational opportunities, expand your circles of friends and acquaintances, and help you in many other ways. Because the purpose of this course is to help you develop basic English speaking skills, EnglishConnect class activities focus on vocabulary, listening, and conversation practices.

This course requires you to be able to access the internet and different technologies (apps, and so on) in order to review, practice, and learn outside class. Like developing any other skill, constant practice and time will help you develop English speaking skills. So, practice as much as you can in and outside class. Be constant and diligent in your efforts, and have fun while learning.

If you are coming to the class after the first class, do the following:

- ☐ Read through the Introduction section in the learner manual.
- ☐ Decide **why** you are learning English. Write down your reasons.
- ☐ Look through the EnglishConnect learner's manual. Bring the book to class each week.
- ☐ Review the lessons that you have missed.
 - Learn the vocabulary.
 - Practice the conversation(s).
- ☐ Familiarize yourself with My English Practice Plan in the learner manual. To be successful in learning English, you need to study outside of class (at least 10 hours per week). The following are ideas for how to practice outside of class:

- Practice the lesson and homework vocabulary (found in the appendix in the learner's manual).
- Participate in Speaking Partners, a program that encourages you to seek an opportunity to speak weekly with a native English speaker (see englishconnect.lds.org under the Learners section).
- Practice English by watching English movies, television, or podcasts or by listening to English radio or other audio. The resources on LDS.org can be a good source for English content.
- Use Duolingo online to practice English.

As you work with others to achieve the course's objectives, you will experience the blessings of sacrifice, work, self-reliance, and love. Your positive attitude, preparation, and dedication will improve your life and the lives of those around you.

Best wishes!

THE CHURCH OF
JESUS CHRIST
OF LATTER-DAY SAINTS

