15 LINGUA+

LEARNING PATHS

INNOVATIVE LANGUAGE LEARNING WITHIN THE FRAMEWORK OF PRACTICES FOR SOCIO-CULTURAL INCLUSION AND EMPATHY IN ADULT EDUCATION

FOR EDUCATORS, TEACHERS, TRAINERS AND VOLUNTEERS.

LINGUA+

Innovative Language Learning within the framework of practices for socio-cultural inclusion and empathy in adult education.

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www.linguaplusproject.eu

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Lingua+ Learning Paths

L2 learning is a challenging task. Adult learners are in comparison with children often different in their methods of learning. They are more critical and build upon personal and social experience while acquiring new knowledge. In order to facilitate adult´s engagement and achieve designed learning outcome, **learning intention, meaningfulness and usefulness** are crucial aspects in adult L2 learning.

15 Lingua+ Multimedia Learning Paths present the core of our achievements to embed L2 learning in immigrants´ **routines of everyday life** for the purpose to facilitate adaption in new cultural settings and show cultural empathy by mirroring his/her own cultural identity. Understanding and supporting immigrants´ educational **needs,** L2 language material has been developed to help immigrants **to master daily life** rather than experiencing the second language learning as an extra burden to be bared.

Adult learning have to build on pre–existing relevant knowledge and skills transferred into new settings to be able to help immigrants to bridge out to the new community. For example, a starting point could be languages that learners already know and which can have a significant influence on the process of learning a new one; or one can make use of their digital literacy or passion for arts to make the whole learning process engaging, inspiring or simply increasing the joy of learning.

All presented Lingua+ learning paths demonstrate potential and usefulness of **self-directed learning method** in adult education aiming to encourage and support learner's responsibility and critical approach to L2 learning. This method gives space for how, what and when one learns.

Learning intention in Lingua + learning paths takes form of new skills, knowledge and understanding acquired by immigrant learners to improve communication, to gain more confidence and less codependence in spite of feeling being dislocated. They are directly applicable in daily life to help immigrants successfully manage their uncertainty in new cultural environments.

Each Lingua+ learning path is structured into **small steps** to support effective learning. We point out target group, description of challenges, methodology used to address these challenges, assessment tools, description of activities, learning outcomes, as well as useful web resources. Both strength of approach and intercultural aspect are particularly stressed in Lingua+ assigning importance for **educator's inclusive and open mindset** while working with adult immigrants.

Finally, all Lingua+ learning paths are presented in **multimedia format** containing both forms of text and audio/video files from the piloting workshops to enrich our presentation and add more joy to our involvement with potential users.

We hope Lingua+ Multimedia presentation will facilitate to educators' confidence and courage to flow creativity in L2 learning.

Enjoy with us emotional challenges and results reached!

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LP15	PHOTOVOICE	https://youtu.be/oDGiZ6Rx2G8

LANGUAGE LEARNING AS A GOAL-DIRECTED ACTIVITY

LP1

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Target group	The main target group of this LP are refugees and migrants with limited literacy and numeracy skills

DESCRIPTION OF THE CHALLENGES	When working with learners whose priority is to find a job in a society that is completely new to them, the biggest challenge is to know how to use the language to make their integration possible. We are not always working with learners who have attended school or completed an education before. Therefore, we must also assume that some of the learners may not have the experience and skills needed to acquire new knowledge in a traditional classroom setting. The topics to be taught in classes must be carefully planned, facilitating the cultural and social adaptation of the learners.
METHODOLOGY USED TO ADDRESS THESE CHALLENGES	The process of lesson planning and the resulting learning outcomes in this LP are based, as mentioned, on well-established CLIL (Content and Language Integrated Learning) and TBL (Task Based Learning) methods. What is CLIL? "CLIL is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language." (EuroCLIC 1994) With CLIL, learning the content and learning the language are equally important. What is TBL? Task Based Learning is a different approach to language learning which promotes learning through relevant tasks, thus promoting effective language acquisition. It is an approach which can motivate the learner by placing him or her in a real-life situation. In TBL method, communication is a means to solving a problem or completing a task which increases the learner's activity level, as task-based learning focuses on the learner's active participation. An important part is that student is in a situation that promotes spontaneous, experimental use of the language. Goal-directed learning then combines both and contributes

	positively towards learning motivation. It is bases on analysis of learners' needs according to several factors including their educational and professional backgrounds. It is important that the content refugees and migrants are going to acquire is relevant to them. acquiring content is relevant to the refugees and migrants.
ASSESSMENT TOOLS	Since the CLIL and TBL lesson has a dual focus, attention needs to be given to evaluating both language and content. Students are learning new content and new language at the same time, and the teacher needs to be able to assess progress in each. Teachers can use assessment and feedback to both encourage learners to work on developing their understanding of the subject content, and to draw their focus on appropriate and accurate language use.
DESCRIPTION OF THE ACTIVITIES	To plan for an effective CLIL lesson with successful learning outcomes, the educator needs to include a specific concept, topic, skill or theory to be covered – not a specific linguistic aspect of the language. This should be complemented with follow-up work and linked lessons, so the students can undertake their own research and consolidate what they have learned.

Planning a Task Based Learning Lesson:

1. Pre-Task Stage
Task = "a goal-oriented activity in which learners use language to achieve a real outcome."
The teacher creates the framework for the lesson – explanation of task-based exercise in relation to subject area. It is also time to use previous knowledge – words and phrases relevant to subject area.
2. Task Cycle (I.) (Vocabulary, Phrases)
It is useful that learners spend time engaging with the subject area to begin to understand the relevant vocabulary and phrases involved in the context.
3. Task Cycle (II.) (Exposure/ Independent Practice)
This is where support material should be provided – links to other lessons; links to exercises – and where learners should have the opportunity to both practice, develop and consolidate the language they have acquired during Task Cycle (I).
4. Task Cycle (III.) (Exposure/ Independent Practice/ Recall)
The last part of the Task Cycle is reporting to others how the task went and what students accomplished. Learners should have the opportunity to receive feedback.
5. Post task
During the previous task cycles, the teacher had the role of mentor, advisor, and provided an assistance to the learners in completing their tasks. During this time, the teacher also made some observations on the general issues to focus grammar/vocabulary/pronunciation) and on acquired strengths and advancements.

The last part of the lesson is dedicated to strengths and

	weaknesses of the class. The educator addresses some of the major issues that have been observed during the lesson. Issues are explained and language errors corrected.
LEARNING OUTCOMES	The goal-directed language learning aims to help refugees: - to learn the vocabulary needed to perform daily tasks; - to help improve the chances of finding a job by learning - vocationally oriented language; - to help refugees socialise with people from the host country, thus combating social exclusion; - to contribute to break down barriers created by cultural differences.
STRENGTH OF THE APPROACH	The approach links language learning to the broader context of integration. It emphasises the practical side of language learning and focuses on language skills necessary for daily life communication It carries out extracurricular activities which are intended to equip learners with the necessary abilities to cope with real situations. The goal-directed language learning moves the focus of the learning process from teacher to student. It gives the student a different way of understanding language as a tool instead of a goal.
CLASSROOM MANAGEMENT – HOW THE APPROACH WORKS WITH THE MOTIVATION	Students are motivated to learn, as long as there are clear expectations, the tasks and activities are valuable, and the learning environment promotes intrinsic motivation. The first important step is to ensure that the content is relevant to the learner. The learner needs to recognise that the lesson may be useful to him or her and has a direct positive effect on his / her life (to find a job etc.). The learner needs to see a direct link between the content or theme of the lesson and its relevance to his or her life. That's the main reason why the goal-directed language learning is so successful so far.
INTERCULTURAL ASPECT OF THE ACTIVITIES	This Innovative Learning Path is based on a holistic approach, where language teaching and integration efforts converge.
VIDEO PRESENTATION OF THE LP	Lingua+: Goal Directed Learning https://www.youtube.com/watch?v=2gToyWQm0Ks
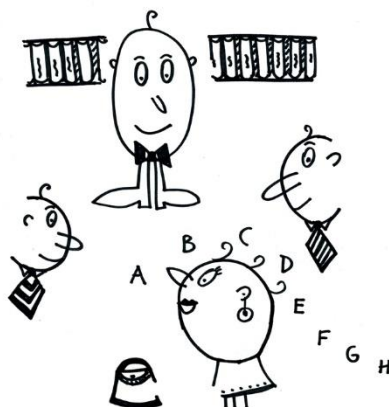
A BOOK CLUB

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Target group	Migrant and ethnic minorities

DESCRIPTION OF THE CHALLENGES	Language skills are officially divided into four categories: speaking, listening, reading and writing. When reading, we recognize the real extent of our vocabulary and the variety of grammatical knowledge as well as the ability to analyse and organize the stream of thoughts into a comprehensible whole. However, before we begin to produce the language, we must have the individual 'bits' of the language from which we are able to create our speech or text. For language production we need to know all the words, sounds, grammatical rules and other building blocks. In other words: We need 'input data' to produce something. We get input data from listening and reading, the output is what we say or write. Input is therefore crucial to the output: without it, we cannot say a word.
METHODOLOGY USED TO ADDRESS THESE CHALLENGES	A Book Club combines together multilingual (and multicultural) club and book reading. It creates a space to read, to expose learners' foreign languages in a natural way, to meet people from different backgrounds, to share people's own "stories" and culture and to exchange one's own experiences. The stories provide huge range of vocabulary, grammar and scenarios and the workshop gives them the motivation to keep learning the host country language in a natural environment. Stories are possibly the most ancient form of communication across many cultures and traditions, and storytelling is an art and a set of practices deeply rooted in our innermost cultures and values. Telling a story means much more than reporting facts in a chronological order. It implies selecting relevant experiences and conveying a meaning that forms a consistent whole out of characters, events and locations. Stories are, ultimately, a way to give meaning to reality and share it.

ASSESSMENT TOOLS	Reviews from students. Repeated visits. Connecting new people. Improvement of language skills, expanding vocabulary. Multicultural awareness and acceptance of different languages and cultures.
DESCRIPTION OF THE ACTIVITIES	In the club, first native speakers read hand-picked books in different languages, both classics and contemporary, to the learners, then students read hand-picked book from their own cultural background and after that all together create art and crafts (and discussion) related to the stories. At the beginning of the session we create a brief welcome talking activity and we introduce each other. Then, we read the selected story (in the host country language) and interact with the participants. Afterwards, we move on to the art-culture workshop related to the story. We can have a discussion about the story, about its characters, and we can share our own similar experiences. The stories are first read by native speakers. Afterwards, anyone else can read his/her own book (in any other language) and share the story, the culture background and the experience from the reading. Resources: Story tellers, Book in different languages, art supplies. Sessions are suggested on a weekly basis.
LEARNING OUTCOMES	Through the use of books, the programme enables learners, both of native and migrant background, to develop a sense of social inclusion, to enhance intercultural understanding, and to make people proud to share their culture and language as well as pleased to learn about others. With these competences, migrants and refugees will acquire skills that will contribute to their future employment in labour market. Moreover, they also enjoy collaborative educational activities with creativity and fun while enhancing love of reading, literacy, language and artistic skills.

STRENGTH OF THE APPROACH	When we focus on the benefits of reading in the host country language:
	
	    We expand vocabulary;
	    Students can see how words work in context;
	    Students get frequent phrases and grammatical construction 'into their blood';
	    We develop students language skills;
	    Students easily acquire the correct spelling;
	    Students learn to structure and organize their own thoughts so that they are comprehensible and their

	sequence makes sense; Students improve reading literacy. A Book club programme also brings a wide range of additional benefits, including improved motor skills, coordination, social skills, confidence, multicultural awareness, acceptance of different languages and cultures - which are all enhanced through the activities (by using music, movement, crafting and play) related to the stories – in the most natural way.
CLASSROOM MANAGEMENT – HOW THIS APPROACH WORKS WITH THE MOTIVATION	Listening to the stories attentively helps students learn new concepts and use new words. Besides, they can become more aware of their fears and desires. They see that characters fear or aspire to, as we all do. This may help them to understand each other better. Inputs and views from stories help people better understand the world around them and to manage their experiences. They discover that the life of a story' hero is very useful to create meanings. They may have fun and may experience the stories as opportunities to free themselves from anxieties and compromises. They have the possibility to interact with people in similar situations (newcomers) as well as local natives, and to share their experiences through stories.
INTERCULTURAL ASPECT OF THE ACTIVITIES	A direct way to tackle integration is to promote awareness of mutual cultures and create ways of interconnection within a collaborative environment where various elements of a culture can be shared and enjoyed among students. Book Club: Uses stories from different culture backgrounds to promote multicultural experiences. Exposes students to the beauty and richness of European and migrant's languages and cultures through formats that motivate and engage them. Uses didactic activities to support mutual understanding of diverse backgrounds, while reinforcing literacy, language learning and a legacy of transversal competences.
VIDEO PRESENTATION OF THE LP	Lingua+: Book Club https://www.youtube.com/watch?v=UJAx8LTXeno

DISTANCE LANGUAGE LEARNING

LP3

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Target group	This way of teaching offers participants the opportunity to save the time needed to reach language courses held in physical venues. Language course managers/trainers save also travel and venue hiring costs.

DESCRIPTION OF THE CHALLENGES	Learning methods are constantly improving, evolving and trying to adapt to the changing conditions of today's hectic times. Also teaching foreign languages is not behind with this trend and involves modern tools such as communication media in the form of computers and the Internet.
	Information and communication technologies (ICT) have brought a wide range of uses in many areas of human activity. In the current era of online availability, the question of the usability of online interaction for educational purposes is getting increasingly to the forefront. Research found that on-line learning provides new ways to make learning and self-education more effective, to make it more adaptable to circumstances and less time-consuming.
METHODOLOGY USED TO ADDRESS THESE CHALLENGES	Skype is a software application that uses voice over Internet protocol (VoIP) technology, which converts voice signals into data streams that are sent over the Internet and converted back to audio by the recipient's computer. Also, Skype is a free, downloadable communication tool that turns a personal computer, smart phone, or tablet into a telephone. However, Skype is more than just a telephone.
	Distance learning through Skype provides both synchronous and asynchronous communication services. With a webcam and a headset, Skype users can have person-to-person or person-to-group online chats or conferences, which enable- communication without the limitations of time and space. It is this feature that makes Skype a potential tool for language teaching and learning. Skype facilitates language tandem exchange in which two people of different mother tongues collaborate to learn each other's language. It allows language learners

to start language exchanges wherever they can connect to the Internet. Via Skype, users can share files or screen shots as needed. Even without webcams and headsets, Skype users can still communicate with each other by leaving instant messages.

ASSESSMENT TOOLS	One of the other benefits of on-line learning is getting immediate feedback. Once the students write and send their letter, the lecturer corrects it and returns it back to them. Students will immediately find out if and what mistakes made in the text.
DESCRIPTION OF THE ACTIVITIES	At the beginning of each lecture the teacher: tells students about the current lesson; repeats the grammar discussed in previous lessons; examines knowledge of the new vocabulary; checks the assigned homework; clarifies grammar rules from previous lessons; before the Skype meeting, sends students materials and files relevant to the current lesson. Conversation - students need to free themselves from inhibitions and start using vocabulary and expressions they already know while discovering new useful vocabulary that can be immediately applied in the ongoing conversation. Lessons should be focused on a topic that is already familiar to the students. Students have an opportunity to prepare and use their known vocabulary. Vocabulary - the vocabulary acquisition is also closely interconnected with the conversation component of the lesson. Each online learning lesson contains a theme-oriented vocabulary that students can expand in everyday situations. However, the number of spoken expressions needs to be kept within realistic limits and students do not have to feel overloaded. Grammar - each lesson deals with specific grammar rules and vocabulary. Students will have the opportunity to use these in the next conversation, and texts which are related to a given topic. Both oral and written conversations are practised during each Skype lesson. This approach offers students specific short-term learning objectives and encourages a sense of progress. Reading text and understanding - for many students reading texts is necessary for their work or study. Reading is a significant competence that also helps to develop vocabulary in context, fix grammatical structures, and derive words according to context. Part of Skype teaching is therefore to read a variety of texts and work with them, which includes complementary tasks to help fully understand the meaning of the text. Writing - writing is a significant skill that will benefit students especially with works in which written communication is relevant, and in personal life, for instance when dealing with personal correspondence.

	Writing improves micro-knowledge such as spelling, using the right connectors and creating sentences. Skype teaching therefore includes activities that enhance written skills.
	Homework - the end of the lesson is both the conclusion of the lesson and the preparation for the next one.
LEARNING OUTCOMES	During distance learning we help to develop all the language skills:
	Reading – this aspect can also include reading online sources and news. We read articles, discuss them, and perform tasks for understanding gist and details. We practice new vocabulary and structures with students.
	Listening - at each lesson students listen to short dialogues or enjoy music while completing the gaps in the lyrics. Besides, we can watch bits of films and short video clips and then practice on what students have watched.
	Writing – when students learn a language online, it is important to improve writing skills. This aspect is dealt with differently depending on a student's needs. In general, foreign language is practiced in compositions, essays, everyday letters and messages.
	Speaking - in order to break the language barrier, it is vital to continue speaking. The main objective of learning a language on Skype is to help students communicate fluently. At each lesson we do different speaking activities which encourage them to communicate, thus facilitating the development of speaking skills.
STRENGTH OF THE APPROACH	Increased focused - listening capabilities via Skype are usually enhanced as most of the classes are one-on-one and conducted with the use of headphones. This method allows students to adjust the volume as they wish and results in less distractions and more focus.
	More interactive - teaching a class via Skype requires the teacher to plan the lesson more creatively and flexibly, as they are not to just give students a pile of worksheets. The classes need to be more interactive and practical the most of the lesson will be verbal, which is often considered the fastest and most effective way to learn a new language.
	Native speaker - possibly the most beneficial aspect of learning a language via Skype is the increased accessibility to being taught by a native speaker. The ease of connection around the world will allow students to learn the language from a native speaker who has a natural flair for the correct pronunciation of words, and a practical understanding of the rules of the language.

CLASSROOM MANAGEMENT – HOW THIS APPROACH WORKS WITH THE MOTIVATION	Convenience: with the added time pressures we find ourselves under these days, the thought of having to find the time to commute to a language school can often deter us from learning a new language. The option of distance learning cuts out the need to travel anywhere, and therefore saves time and money – which is, in these days, for many people the biggest motivation to start, to attend and successfully finish language course.
INTERCULTURAL ASPECT OF THE ACTIVITIES	Possibly the most beneficial aspect of a distance language learning is the increased accessibility to catch up with anyone anywhere in the world. As mentioned before, the ease of connection around the world allows students to learn the language from a native speaker who has a natural flair for the correct pronunciation of words, and a practical understanding of the rules of the language. Through this method, it is possible as well as to meet with the people around the world and share mutual experiences, culture and traditions.
VIDEO PRESENTATION OF THE LP	Lingua+: Distance Language Learning https://www.youtube.com/watch?v=I72YZImgMZw&t=44s

HOST-LANGUAGE VOCABULARY BY USING THE MOTHER LANGUAGE

Author	SYNTHESIS Center for Research and Education
Target group	Adult migrants

DESCRIPTION OF THE CHALLENGES	Time: Often the time allotted to learn a new language as an adult is only a miniscule fraction of the time schoolchildren devote in learning a language.
	Language/Culture shock: for many migrants the culture and language of the host country can be overwhelming.
	Therefore, a learning path that utilizes the migrants' existing knowledge is very valuable in terms of saving time. By using this LP, migrant students are eased into the host culture by finding the similarities of their language to the host language. They also see the importance of their language to the new language and this makes them feel as a valuable addition to society.
METHODOLOGY USED TO ADDRESS THESE CHALLENGES	Both students and teachers do their own individual research and it has been proved that successful outcomes result from a practice in which students present their findings first and the teacher adds on to that by adding tidbits of historical and linguistic info as simply as possible.
	During the first class the teachers note the nationalities and mother languages of their students. Then, the students are asked to google and find connections between their language and the host language. These similarities usually mean words that are similar to both languages. This, of course, presumes the students are technologically savvy. If not the case, the teachers do their research based on the students' languages and present their findings to the class.
ASSESSMENT TOOLS	Number of words collected vs. number of words learned and retained after a few weeks.

DESCRIPTION OF THE ACTIVITIES	The teachers show how all languages have some universal/near universal words and therefore a lot of people already have something common they share. E.g. pizza, taxi, kebab, kiwi, telephone, coffee, banana. Some of them may be used exactly like that (sound and spelling) while some might be very similar in sound or spelling. The teacher highlights this aspect.
	Then the teacher asks if the students know/noticed any words in their language that are used in the host language and they share this with the class. They have some time to list words or to do brief research on their mobile phones in class and show their results. The exercise is to be researched further as homework for the students and a next-class activity for the teachers.
	For example: The class consists of predominantly Arabic-speaking students. The teacher might introduce words like "algebra" which comes from the Arabic word "al jebr", "alcohol" comes from the Arabic word "al kohl".
	And then perhaps show on the board a page like this: https://blogs.transparent.com/arabic/top-50-english-words-of-arabic-origin/ where there is a collection of Arabic words used in English with the Arabic translations too. This would help immensely since in this example, Arabic, the similarities are only in pronunciation and sound, not in spelling and alphabet. The teachers then could ask students to provide the pronunciation of the Arabic and contrast it with the English and explain the slight differences in sound.
	Some difficulties might be the students' access to computers and the internet. There is also the off-chance that some students of different nationalities would disagree on the origins of a word. In this case the teachers turn the focus not on the origin but on the meaning of the word and how both groups now have a new word in their vocabulary.
	The teacher should also explain that some words sound or look the same in different languages, but their meaning is different.
	A fun video explaining some examples of this (for the Arabic language) can be found here: https://www.youtube.com/watch?v=7c-ezNqTr_k
	The class needs an introduction of 5-10 minutes and around 30 minutes for the next class. It also brings good results if the teacher includes this practice by dedicating 5-10 minutes of every class to introduce a few words at a time.

LEARNING OUTCOMES	In limited time, students have transferred the knowledge they have of their language to learn new words in English with slight adjustments.
	It also helps with the *affective filter* for it makes students more eager to learn and accept the host language and culture.
STRENGTH OF THE APPROACH	Students often develop a sense of pride by seeing how their languages have influenced the host language and how their culture and history matter.
	This is especially true when they do their own research and find words and connections they didn't know existed. This motivates them to see and understand a language in terms of linguistic history.
CLASSROOM MANAGEMENT – HOW THIS APPROACH WORKS WITH THE MOTIVATION	This approach works very well at motivating students since it shows how students can use their knowledge of the mother language to gain new vocabulary in the host language. This show them that they own a head start in learning the new language. It also helps motivating students since they will showcase their mother language's influence on the host language, while also promoting pride for their language and culture.
INTERCULTURAL ASPECT OF THE ACTIVITIES	In terms of intercultural education, this learning path is very helpful since it combines different mother languages of migrants to show the effect, they have on the host language and perhaps on many more.
VIDEO PRESENTATION OF THE LP	Lingua+: Host Language Vocabulary by using Mother Language
	https://www.youtube.com/watch?v=oGtHiBwHLjI

KNOW YOUR FOOD

Author	SYNTHESIS Center for Research and Education
Target group	Adult migrants

DESCRIPTION OF THE CHALLENGES	The cultural shock that migrants go through during their relocation and settlement in a new country has a lot to do with new food products, way of buying and cooking food and a lack of food they are used to eat. This LP will help students get acclimated and introduced with the food that is normally found in shops, the way shopping for food is done in the host country and how to follow simple rules to visit a grocery shop, buy products and prepare a meal that is traditional in the host country.
METHODOLOGY USED TO ADDRESS THESE CHALLENGES	Simple dialogue and phrases to communicate with grocery cashiers, role-playing, word-building exercises and tree diagrams. The communicative approach should be the main focus of teaching, and communication should be encouraged. In the process, the students will learn many new words and phrases that have to do with street directions, talking with food vendors, various food groups and specific ingredients and, finally, how to follow some basic cooking instructions. This LP teaches students some basic survival skills that are of paramount importance in the host country and it makes them feel included in the community by going on a field trip to a local grocery shop with their teacher.
ASSESSMENT TOOLS	Assessment for this exercise should be vocabulary and dialogue testing.
DESCRIPTION OF THE ACTIVITIES	The LP takes course over a few lessons in which the new vocabulary is introduced through pictures, video and by practicing simple dialogues and role-playing (shopper/grocery worker). Over the duration of the class students will go through the process of learning street directions (how to follow them), growing/farming food, food groups and main examples, main cooking utensils and

cooking-related verbs (including a simple recipe).

When the students are fairly acquainted with the material needed to follow through the whole process of going to the grocery shop, buying food and following the instructions of the recipe, the teacher will hand them the directions to a nearby local shop and go with them without leading the way.

This, of course, is an elaborate LP that can be augmented and/or simplified according to the needs of the students. However, a field trip to a grocery shop, following instructions as a group is always fun for students and it's a chance to explore the new city they inhabit.

An additional aspect that could enhance the learning activity of the migrant students is to write/describe a traditional recipe of their own country.

Some risks that this LP might have may concern the religious prohibitions of some food, cooking hazards that might occur at the students' homes, money needed to buy food and cooking supplies.

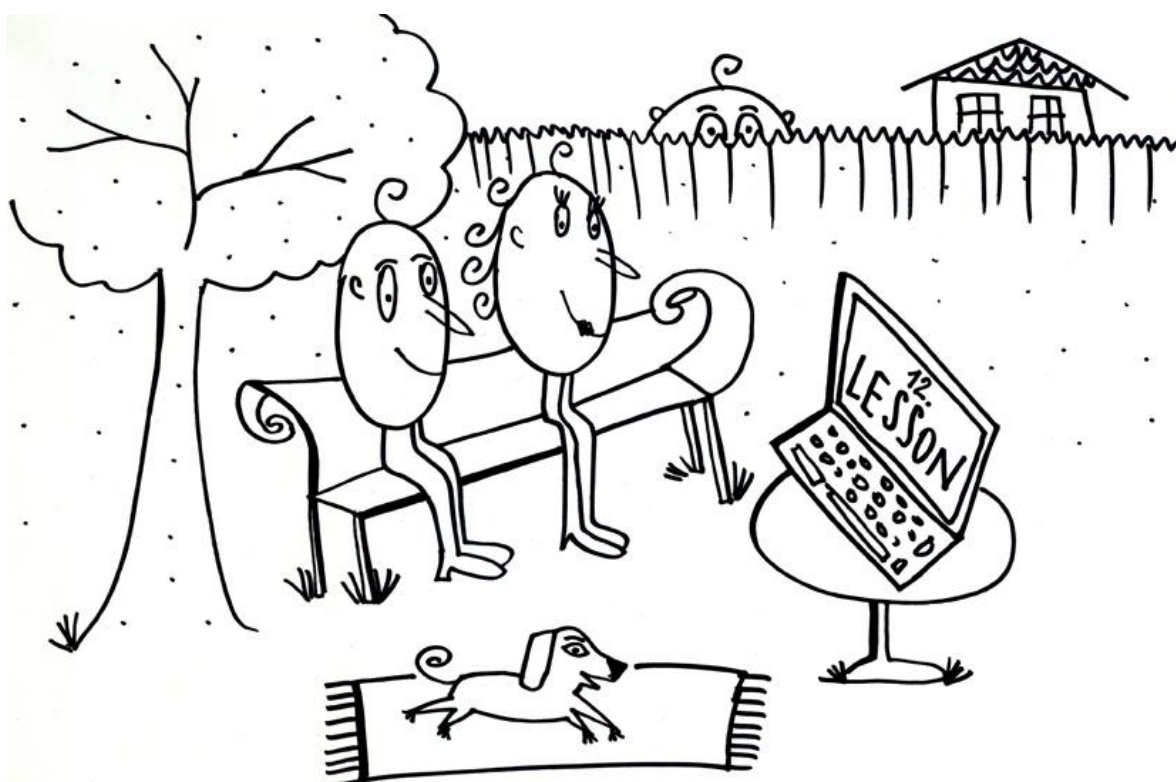|	
LEARNING OUTCOMES	To learn new vocabulary (food, cooking instructions and utensils) and shopping/buying phrases.
STRENGTH OF THE APPROACH	It combines learning with cultural/social activities, and this helps promote a feeling of belonging and appreciation of the host country.
CLASSROOM MANAGEMENT – HOW THIS APPROACH WORKS WITH THE MOTIVATION	It's been shown that students have fun during this activity while also learning about the cuisine of the host country. A sense of pride and social inclusion is enhanced, especially when they explain the food culture of their home countries and describe some of their favorite recipes.
INTERCULTURAL ASPECT OF THE ACTIVITIES	The intercultural possibilities of the LP are the showcasing of traditional dishes from the migrants' countries, learning some of the food customs of the host country with the students sharing/comparing with their own; assimilation of the host country's way of life by visiting grocery shops with their teachers and using some phrases of the host language to shop.
VIDEO PRESENTATION OF THE LP	Lingua+: Know your Food https://www.youtube.com/watch?v=nuQJDQ_oAJs

TREASURE HUNT

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Target group	Adult migrants

DESCRIPTION OF THE CHALLENGES	The challenges of time, language and culture shock, and the affective filter are always the challenges that language teachers must help their students overcome.
METHODOLOGY USED TO ADDRESS THESE CHALLENGES	The learning game of Treasure Hunt helps with the culture and language shock in a fun way and, consequently, elevates the affective filter. By playing a goal-oriented game, young adult migrants don't see language as a barrier but as a communicative tool that helps them achieve their goal and win the game. It also builds team spirit among the team members as they help each other to win by sharing their collective knowledge. In the process, they feel more acquainted and connected with their surroundings by exploring it.
ASSESSMENT TOOLS	During the process, the students follow instructions to win the game and collect artefacts that are hidden/found in the immediate surroundings. Therefore, the knowledge of a multilingual assistant (usually each team includes a student who knows the host language better and speaks the mother language of the students) and the combined knowledge of the other students is brought together to achieve the set goals. This also promotes collaborative learning and peer learning. The words in the instructions become more apparent and are more easily learned by utilizing them in a specific context.

The team-building spirit and collaboration that are observed after the game become evident at the end and students feel more at home in their new host country. The affective filter is lifted accordingly, thus making future language learning and assimilation easier. |

DESCRIPTION OF THE ACTIVITIES	The treasure hunt game works better once the teacher has introduced the vocabulary of directions (e.g. turn left/right, walk 8 steps, find note under the stone etc.) and some basic vocabulary of objects (e.g. stones, leaves, colours, numbers etc.) that the students must collect to win points.
	The game starts by dividing the group of students into two teams. They have to follow instructions to reach a secret note that the teacher has hidden around the school premises/neighbourhood. Both teams start from a different spot marked with X on the ground with adhesive tape or chalk and are given a different print out with instructions to find a list of objects they must collect and bring back in a specific amount of time. The direction instructions could be: Stand on X, walk 5 steps to the tree, turn left, walk 10 steps, under the stone find your list (in a plastic bag). Try to collect as many objects on the list.
	The list could be:
	2 grey stones – 10 points 1 green leaf – 5 points 2 yellow leaves – 15 points 1 red paper clip – 20 points 1 selfie of the whole team in front of a blue wall – 30 points etc.
	Both lists could be as simple and short or elaborate and long according to the levels of your students and the time you have for the game. Then, after the set time runs out, the teams return with their plastic bags filled with the artefacts, the teacher counts how many of them they have collected and adds the corresponding points. The team with the most points wins.
LEARNING OUTCOMES	The learning outcomes are a deeper learning of vocabulary through a multi-sensory learning approach, building of team-spirit and collaborative learning that will help future activities and make learning easier, and a better acceptance of the host-country as a place where there may be learning with fun.
STRENGTH OF THE APPROACH	The strength of the approach applies to:
	its inherent team-building prospect;
	its multi-sensory approach to learning;
	the promotion of peer learning and collaboration;
	it is goal-oriented and fun.
	Itit disguises learning as a to-do-well factor in a friendly competition and helps students see their surroundings in a fun and welcoming perspective.

CLASSROOM MANAGEMENT – HOW THIS APPROACH WORKS WITH THE MOTIVATION	This approach is very motivational, especially when the teacher explains that the new vocabulary to be learnt will be used as a means to do well in the treasure hunt game that will follow few weeks later. It also builds anticipation and attention for something fun that will come soon.
INTERCULTURAL ASPECT OF THE ACTIVITIES	Learning a new language does not necessarily mean that a student assimilates the new culture. However, it is proved that this approach of making learning fun, while promoting healthy competition and team-building, helps students accept the new culture more effortlessly, and learn quicker.
VIDEO PRESENTATION OF THE LP	Lingua+: Treasure Hunt https://www.youtube.com/watch?v=LuXlIdrQQvI&t=53s

THEATRE-LINGUA WORKSHOP

Author	Birna Pétursdóttir
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Target group	Adults who ideally have already learned a bit of the new language but share a common desire to: A) gain confidence when it comes to speaking and interacting with others, in a foreign language; B) improve pronunciation and find the tools they need to pronounce certain phonemes. C) get out of the classroom; D) have fun.
DESCRIPTION OF THE CHALLENGES	Finding a common ground in a diverse group. The group might consist of individuals that have little in common, they might all come from different parts of the world, be far apart in age and education and be at very different stages in learning their foreign language. Therefore, the challenge for the teacher is to meet the different needs of all members of the group, making sure everyone is included and gets their turn. Letting go preconceived notions of acting and theatre-exercises. Many people have preconceived notions or ideas of acting and theatre-exercises. Being playful, getting out of your comfort zone and exploring your voice, body and environment though acting may be a big stretch for certain people, and may even feel ridiculous to some. Therefore, it may be a challenge to get people to trust the teacher, trust the group, and let go. Miscommunication. It is challenging but important that the teacher picks the right exercises and makes sure the students understand what is being asked of them.

METHODOLOGY USED TO ADDRESS THESE CHALLENGES	We use well known exercises used by professional actors and stage-performers. These are exercises that aim to make you focused, on your feet, alert yet relaxed. They warm up your mind, your voice (your instrument) and your body. They help you to let go, be in the moment and listen. The number one rule of acting is not doing but listening.

We use those theatre related warm ups, games, storytelling and improvisation techniques to also make sure the study of the foreign language is fun, taking it out of the classroom context and breaking down words, sounds, ideas, stereotypes etc, using theatre methods.

In theatre class, people are also encouraged to embrace their failures and mistakes, that are something we want to explore – say things, even if they are wrong. The stories of mistakes you make as a foreigner can also be great material for improv.

Improvisation

There are many rules and techniques of improvisation, but we narrow them down to three.

1. Say yes.
Always accept your partners/groups' idea. An improv is destroyed with a "no"
2. Be specific.
Try to be specific in whatever you do. Ask yourself the actor questions:
Who/what/when/where/why/how...
3. Use your body.
Recall and object and use your ability to mime it by using your body. This can even buy time when you want to think of your move/line.

TPR method (TPR stands for Total Physical Response and was created by Dr. James J Asher. It is based upon the way children learn their mother tongue.)

"TPR emphasizes aural comprehension. For example, students are trained to respond to simple commands: stand up, sit down, close the door, open your book, etc. This first step can later be expanded to storytelling, through which students act out actions described in an oral narrative, thus demonstrating their comprehension of the language."

Communicative method
Emphasizes the learner's ability to communicate various functions, such as asking and answering questions, making requests, describing, narrating and comparing. Grammar is not taught in isolation. Learning happens in context; detailed error correction is de-emphasized in favour of the theory that students will naturally develop accurate speech through frequent use. Students develop fluency through communicating in the language rather

	than by analyzing it. A communicative classroom includes activities through which students are able to work out a problem or situation through narration or negotiation, and thus establish communicative competence. Thus, some activities might include composing a dialogue in which the participants negotiate when and where they are going to eat dinner, creating a story based on a series of pictures or comparing similarities and differences between two pictures.
ASSESSMENT TOOLS	Participation

Is the group fully participating in each exercise? If not, which ones are not working? Why?

Feedback

Each participant will be given a form to fill out at the end of the class. The form will ask them to give an overall assessment of the whole class and to give each exercise a score from 1-10 to identify whether or not they felt it useful. Finally, there will be brackets for them to express any other feelings, ideas, criticism or appraisal. |
| DESCRIPTION OF THE ACTIVITIES | We begin by doing some fun name games so that the students become familiar with each other. Example:

1. Get your group into a circle.

2. Say your name with a matching gesture and vocalisation. Samuel for instance could be signalled with two punches and spoken in a high-pitched voice.

3. Once you have performed your name, the whole group mimics you. The participants have to try to copy the way you said your name as well as the physical movement.

4. This will continue until all participants in the circle have said their name.

   (many more versions are available, we suggest that you google theatre name-games.)

We then continue to warm up our body and allocate quite some time on face, tongue, lips and neck. Example:

Face: tongue rolling, lip biting, stretching the face, rubbing, massage

Body: yoga, stretching, clapping

We then continue with a vocal warm up. Remember to incorporate some of the sounds that are particularly difficult in the language you are teaching:

Example: tongue twisters. The teacher – allows the |

students to repeat, laugh, sing and engages the students' Interest in experimenting with those sounds they struggle with or find strange.

Next follows a series of improve, storytelling games and freeze frames. Time to play.

The teacher leads the activities towards conclusion by discussing the exercises and sharing ideas and ends the session with yoga-relaxation.

Please see these links for a variety of different exercises and games:

https://www.stagemilk.com/acting-games/

http://improvencyclopedia.org

LEARNING OUTCOMES	After the class the students may feel more confident in speaking and interacting with others in a foreign language and will have acquired some tools to work on improving their pronunciation.
STRENGTH OF THE APPROACH	When a typical classroom study-session offers you a black and white/right or wrong type of work, the theatre-class works more in the grey area. In theatre class people are encouraged to embrace their failures and mistakes, to simply do something, regardless of it being right or not. During the activities we think outside the box, we use our hands and our body when we lack words and we improvise, thus learn by doing.
CLASSROOM MANAGEMENT – HOW THIS APPROACH WORKS WITH THE MOTIVATION	This approach offers an alternative to the more conventional classroom study session. It is both a good way to wake up students' senses and to regain focus that may be, for some students, lost in a long "sitting down" session. It also forces students to be active and try out scenarios, speak words and have conversations. It is also a great way to have some fun, loosen up and forget how overwhelming it can feel to be in a foreign country, trying to navigate a new culture, landscape, weather, customs and language.
INTERCULTURAL ASPECT OF THE ACTIVITIES	Theatre is always intercultural for within it all cultures exist (the participants' culture), and culture itself. The exercises are intended for all cultures.ne.
VIDEO PRESENTATION OF THE LP	Lingua+: Theatre Lingua Workshop https://www.youtube.com/watch?v=S3_HOpzkdP8

USING IT IN LANGUAGE LEARNING - DIGITAL STORY TELLING

LP8

Author	Guðný S. Ólafsdóttir
Target group	New generation learners - group of adult immigrants with different level of knowledge in the second language, who are open for new opportunities in language learning and have basic digital skills and digital literacy.
DESCRIPTION OF THE CHALLENGES	Need for more opportunities (not only print based reading/writing) to learn the second language and use modern technology for learning. Learners are different and with different needs. By using technology in the field of study, we can cater to more people.

Every teacher who is teaching diverse group of students meets a lot of challenges. They need to acknowledge every student's circumstances and provide personalized teaching. Using IT as a way of teaching often makes it easier to meet individual needs and everyone can work at their own pace.

Teacher needs to be well informed about the programs used and be able to provide technical services and advice during the whole learning project. |
| **METHODOLOGY USED TO ADDRESS THESE CHALLENGES** | This is an education program that combines online digital media with traditional classroom methods. It requires the physical presence of both teacher and student, with some elements of student control over time, place, path, or pace. While students still attend school with a teacher present, face-to-face classroom practices are combined with computer-mediated activities regarding content and delivery. With the coming of modern times and ways of business, blended learning proposes a highly differentiated and contemporary approach, not only to educational institutes and students, but also to corporate organizations. Blended learning is sometimes used in the same breath as "personalized learning" and "differentiated instruction". |
| **ASSESSMENT TOOLS** | Self-assessment before and after, feedback from the learners.

Teacher will assess progress in learning by listening to the learners and paying attention to their use of vocabulary |

and grammar in the beginning of the work and at the end, when they introduce their video to the others. The outcome shows the progress in using the digital tools.

DESCRIPTION OF THE ACTIVITIES	Students make a video (Digital Storytelling) about selected subjects based on the individual's interests. Everyone follows certain instructions from the teacher.
	- The teacher submits the project and describes the work process to students
	- Students decide on the theme of the video. It can be of their own interests, culture, tradition, introduction of their home country, or the environment they are living in now.
	- Students take minimum 10 photos (or/and videoclips) or find them on the internet (pay attention to the usage rights) and use them to make the video.
	- Write short text about each image to use as subtitles. The text has to be in whole sentences and needs to contain at least three nouns, two verbs and one adjective.
	- The subtitles should be both in the student´s first language and in the second language.
	- The student reads the subtitles in the second language (voiceover).
	- The video should be assembled in a free online program; Wevideo, Animoto, VSDC, Movie Maker, iMovie… any software that would fit-s the students best.
	- The video should be 2-4 minutes long.
	- Students post the video in their YouTube account (unlisted)
	- Students introduce their video to their fellow students at the end, describe it in the second language and show it to them.
	- Discussions after each video follow.
	The students must have basic knowledge in the second language and computers and not be afraid to use the computer for their language learning.
	The venue where the activity takes place should be equipped with computers (also to hire) and internet connection.
	This project will be done in a 9- hour course (3x3 hours), plus preparations online before it starts.
LEARNING OUTCOMES	Better communication skills, pronunciation, speaking, writing, listening, reading, vocabulary and grammar.
	Knowledge in using digital tools in learning second language.
	More developed digital literacy.

	Increased competence in 'learning to learn'.
	Openness towards diversity is enhanced during the process.
STRENGTH OF THE APPROACH	Various learning methods, suitable for more students, personalised learning, fostering learner´s communication skills, creativity, collaboration and critical thinking, students retain more vocabulary.
CLASSROOM MANAGEMENT – HOW THIS APPROACH WORKS WITH THE MOTIVATION	Digital Storytelling gives students an interactive and collaborative environment to learn.
	This approach gives enhanced motivation, benefits for struggling writers, and opportunities for explicit instruction, scaffolding and the similarities that transfer between multimodal composition processes to printing/writing processes.
	Such multimodality encourages feedback and makes learners feel that what they have to offer, based on their own experiences or their choices is truly meaningful and purposeful, and ultimately this is what probably gives the most benefits and a better outcome for the learners.
INTERCULTURAL ASPECT OF THE ACTIVITIES	Digital stories based on each learner´s individual choice of subject as well as use of the first language of each learner bring diversity of cultures in the classroom. They encourage to see diversity as a regular part of everyday life and raise the awareness that we've **all** been formed by different cultural learning and customs.
VIDEO PRESENTATION OF THE LP	Lingua+: Using IT in Language Learning
	https://www.youtube.com/watch?v=c-IJfojesik&t=13s
	Free online programs can be used. For editing the movie:

For editing the movie:

- Wevideo https://www.wevideo.com/
- Animoto https://animoto.com/projects
- VSDC http://www.videosoftdev.com/

For transporting photos from phone to computer:

- Google Drive https://www.google.com/drive/

For editing the sound for the movie

- Audacity https://www.audacityteam.org/

For publishing the movie:

- Youtube https://www.youtube.com/

Digital Story telling http://artescommunity.eu/storytelling/ (Erasmus + project T&D stories)

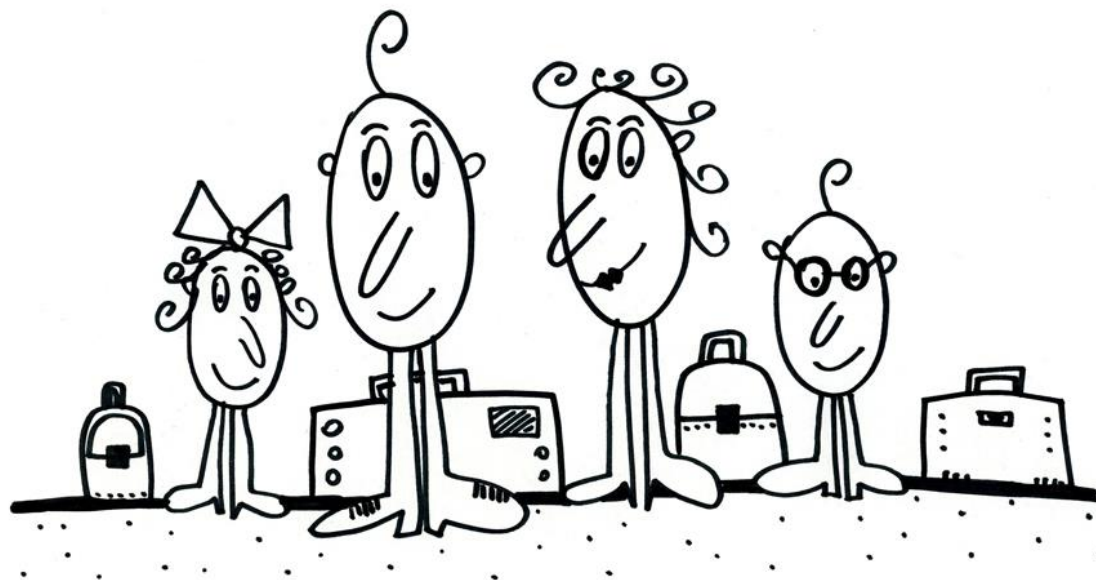# SIMULATION OF REAL-LIFE EXPERIENCES OF MIGRANT PARENTS

LP9

Author	University of Florence, Department of Education and Psychology in collaboration with Dr. Sara Scudero, L2 Italian teacher with DITALS level 2 certification issued by the University for Foreigners of Siena
Target group	Migrant parents who come from different geographic areas and with a low literacy level.
DESCRIPTION OF THE CHALLENGES	The literacy course will lead to the learning of a basic level of the host language that allows migrants who do not speak the language to understand and express themselves in everyday life's contexts such as for example: accompanying the children throughout their school experience, interacting in a functional way with teachers, supporting their children in their homework, learning to relate with the health services, understanding and being understood in the context in which they live, being able to access autonomously the services of the local territory. The knowledge of the language of the host country is also functional to: - getting back an individual's own space of independence and autonomy; - the search for a job; - creating relationships through meetings and socialization; Working with adult women who have a low level of literacy requires a continuous work on motivation and scaffolding to help them to realize and expand their resources (hard and soft skills, knowledge, aspirations).
METHODOLOGY USED TO ADDRESS THESE CHALLENGES	Second language learning and teaching are oriented to reality outside the classroom, to solving problems and acquiring autonomy. The methods used are: - LEARNING BY DOING: learning through doing, through implementing different actions. Learning objectives are configured in the form of "knowing how to", rather than "knowing what"; in fact, in this way the learner becomes aware of the need to know something and how that knowledge can be used. - COOPERATIVE LEARNING: Cooperative learning is a teaching-educational method that consists in the

	cooperation among students, who share their knowledge and skills in the group. Learning in groups is very effective in enhancing both cognitive level and positive social-relational processes. Learners improve self-esteem by becoming an active part of the learning processes and cooperate to achieve a common goal.
ASSESSMENT TOOLS	Learning assessment will not only focus on linguistic content, although this remains a key part, but it will focus on highlighting the resources, skills and abilities that students have put into play during the lessons. The role of the teacher in this phase will be to encourage and reinforce the acquired learning, highlighting the critical points and finding approaches and techniques to overcome learning difficulties. For the evaluation of the learning we will use the active technique of role playing (play or role interpretation) that consists in simulating behaviour and attitudes generally adopted in real life. Students will take the roles assigned by the teacher and will behave as they would in the given situation. Once the Role-Playing phase is over, the teacher will start a process of self-assessment and participatory evaluation, guiding the students to reflect on what has been learnt in the role playing, on the constructive analysis of the mistakes and areas for improvement.
DESCRIPTION OF THE ACTIVITIES	Introduction of the theme through the presentation of a real situation: - reading of school communication for talks with secondary school teachers. The presented real situation allows to address the following topics: 1. the school system; 2. the importance of parental participation in meetings and talks with teachers; 3. the linguistic register that must be used in formal situations. After presenting the topics, ask learners to tell about their school experiences (both as a student in the native country and as a parent in the host country). INTERVIEW REQUEST: The teacher reads to the class a standard format used to summon parents to their children's school interviews. We proceed with the analysis of the text and exercises (true or false, chronologically sorting of the sentences that produce the response to the summons, rewriting the reply message, etc ...). ACTIVITIES A specific focus will be on teaching subjects and on school staff, school curriculum and evaluation system. The class is divided into small groups with the task of highlighting the knowledge already possessed (about 15 minutes). Subsequently we proceed with strengthening exercises on the new words learned. THE TALK WITH THE TEACHER

The students, gathered into small groups, will have to imagine an interview with the teacher and will try to use the elements learned during the lesson.

Subsequently, each group will present the imagined dialogue to the whole class, simulating a real situation. At this point the teacher adds "unpredicted" elements that change the plan the imagined situation. For instance, the teacher may add the communication of a school teacher regarding a child that disturbs the lesson, or a proposal of school trip, etc.

FORMAL / INFORMAL LANGUAGE

Work on the ability to adopt different linguistic registers according to your interlocutor.

Examples:
- formal and informal register in the interrogative form;
- how to understand which linguistic register to adopt;
- greetings.

All activities are followed by moments of deepening of three elements: grammar, phonetics, vocabulary. Each activity also aims to strengthen the skills in listening, reading, writing, speaking.

The collective reflection on learning is the conclusive step of each lesson and is guided by the following questions and reflections:
1. What did I learn today?
2. This lesson was useful because...

LEARNING OUTCOMES	Considering that the knowledge of the second language is a functional tool to the process of integration within the local community, the path aims: to show the functioning of basic services, basic standards and the network of social services for the integration of the whole family in the local community; to work on the relationship between school and family. The knowledge of the second language of the host country is also functional to have back one's own space of independence and autonomy and to build a space for relationship through meeting or socialization.
STRENGTH OF THE APPROACH	The teaching is oriented towards real life situations in which learners use the second language and aims to empower them to apply their own abilities to get away with their tasks. The teaching enhances learners' skills and knowledge, while building on those individual resources that are used to live and interact in the host country.; The teaching is flexible, adaptable to the needs of diverse groups of learners with heterogeneous linguistic profiles.
CLASSROOM MANAGEMENT – HOW THIS APPROACH WORKS WITH THE MOTIVATION	The proposed methodologies, learning by doing and cooperative learning, are functional to maintaining a very high level of motivation in learning. The learners are motivated by the need to improve their own social condition. It is necessary to allow for students' autonomous learning process and to connect this to everyday life. This approach is motivating because it arises from the need to know how to manage one's own life by

	communicating, inquiring and requiring in the immediate contexts that a migrant person faces in the host country.
INTERCULTURAL ASPECT OF THE ACTIVITIES	The intercultural aspect is guaranteed by the presence of women from different geographical territories, each of whom carries her own system of traditions and ways of thinking, as well as her own background of personal experiences. The goals of educational-training action are understanding the other's point of view, values and ways of life; understanding historical, political and religious contexts; knowing how to observe and listen; knowing how to collaborate; knowing how to manage conflicts.
VIDEO PRESENTATION OF THE LP	Lingua+: Simulation of Real-Life Experiences of Migrant Parents https://www.youtube.com/watch?v=e4b-MR0eS2U

OPEN LEARNING ENVIRONMENT:
I LEARN INSIDE AND OUTSIDE THE SCHOOL

LP10

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Target group	Migrants and refugees arriving to a host country.
	Max. 20 Asylum seekers and refugees hosted in receipt/welcome centres. Their background is generally characterized by:
	- Low levels of literacy and basic education, almost never certified; - Posttraumatic stress disorder due to the migration journey and stay in Libya; - Mainly male, between 20 and 40, coming Sub-Saharian Africa; - They go through a phase of disorientation because the expected, and dreamed, situation at the end of the perilous journey does not correspond to reality - Please note that, as mentioned, none of the above are an excluding condition, but the path has been tested on this specific population target.
DESCRIPTION OF THE CHALLENGES	As clearly emerged from IO2 study, hosting language learning cannot be only about grammar and vocabulary, it should rather empower migrants in recognizing own capacities and potentialities (capabilities according to Sen and Nusbaum). It should pave the bridge between past, present and future in the migrant's personal and professional project. The learning environment is therefore expanded outside the language school, or the reception centre, to the whole local territory and to the immense repository on the web 2.0: such an open and flexible environment becomes at the same time a learning setting and the arena where individual learning is immediately put in practice and tested. The focus in LP is on work-related learning: since asylum seekers do not only flee wars and famine but also come to Europe in search of better opportunities for life through education and work, the path will concentrate on helping students to know and

	understand productive areas and services (and related vocabulary and soft skills) of the city/territory where they dwell.
METHODOLOGY USED TO ADDRESS THESE CHALLENGES	LP takes shape after the analysis of the training needs of asylum seekers students in the Centre of Research, Experimentation and Development of the Ligurian CPIA, headed by the CPIA La Spezia. It is based on previously realized experiences in collaboration with the Third Sector and starts from the assumption that learning in adulthood must produce meaningful horizons (Work skills for 2020 Palo Alto 2016) for the subject in training inside and outside the school.
	The subject in training must therefore be accompanied and guided to recognize that the School and the learning of second language and culture are not only an obligation to be fulfilled, but a concrete path towards personal empowerment and the construction of skills, including but not only hosting country language learning, useful to one's own life project in Europe. The module will take place in and outside the classroom through guided visits and meeting with:
	• Service networks (Other Schools, Vocational Training Agencies, Social Services, Health System, Caritas/other NGOs, Red Cross, etc.)
	• The territory and the world of work (transactional walking, enterprises, shops and commercial centres, etc.)
	• Web 2.0 and open access knowledge
ASSESSMENT TOOLS	The verification of knowledge will be of formative and summative nature through continuous feedback (structured or not) with the students. Considering that the level of second language is very low, part of the conversation will be led in English, French and other common tongues. This is possible because the teacher is/acts also an inter-cultural mediator.
	Tools will be:
	• Incoming tests on previous knowledge
	• Participation in the collective project work
	• L2 curricular test level A2
	• Outgoing tests on acquired language learning
	•Teacher's logbook for systematic and ongoing observation of the activities carried out by the students.

| DESCRIPTION OF THE ACTIVITIES | Contents:

Language and culture

Basic elements of public and private law (rights and duties of citizens)

The network of territorial services

The labour market

The project of life and empowerment

The module is divided into 4 phases:

1) Myths and reality of the territory in which I live (3 hours): what I know or I think I know of the territory around me. This module provides a questionnaire of incoming knowledge to be given to students on the first day of the workshop. Most activities take place in the classroom through participatory teaching (brainstorming, icebreaking, etc.)

2) Rights and duties of citizens. I know the service system (15 hours). The module provides a format of 2 hours of field visit and 1 hour of laboratory in the classroom. At least four services will be covered, including: Social Services, Educational Services for Children, Schools, Decentralization Services, Local Health Services, ASL Hospital, Basic Medicine Doctor and Paediatrician, Police Headquarters, Prefecture, etc. The module concludes with 3 hours of classroom work on digital platform.

3) The labour market. What is my career project and what is the path to make it become a reality (15 hours): This module provides 3 hours of work in the classroom on career management and soft skills and field visits of 2 hours each, with an hour of return in class to 4 Institutes including: Centre for Employment, Chamber of Commerce, an accredited Training Agency, a Trade Union, a Category Association (Trade, Agriculture, Crafts, etc.), etc.

4) Build the map of the rights and duties of the citizen and evaluate my learning (5 hours): through participatory dynamics and manual (maquette) and digital activities (presentation in PPT, Prezi, Powtoon, Padlet or other) students reconstruct the territory and see a tangible and intangible product of their learning realized. |
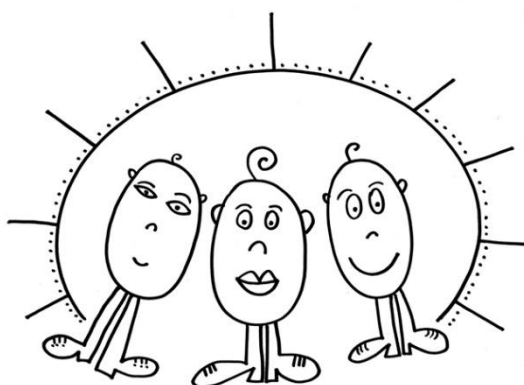| LEARNING OUTCOMES | Expected results:

At the end of the course, students will have acquired knowledge and skills on the use of the language, consolidated their knowledge on local services and the labour market.

Construction of a final product: the map of the productive territory: from education to career. |

	Implementation of transversal skills: soft and career management skills, global citizenship skills.
STRENGTH OF THE APPROACH	Theoretical and practical approach of "learning by doing" and the community of practices (Wenger 1980) on the one hand and the results of research on open learning are applied to the module. However, unlike in informal learning, pedagogical intentionality is clear and explicit: students, always guided by a teacher/facilitator, who is also inter-cultural mediator, are accompanied by one or more external experts, develop knowledge and skills related to the exercise of active citizenship. Students are also asked to engage in processes of reflexivity, an indispensable category in pedagogy, so that they can focus, self-evaluate as well as being evaluated by the teacher.
CLASSROOM MANAGEMENT – HOW THIS APPROACH WORKS WITH THE MOTIVATION	Teacher should work as a facilitator and help students feel protagonist of the learning experience. This will be enhanced by the involvement of local actors in industry, services, trade unions and civil society. Motivation will also be fed through working outside the classroom, inviting students to re-interpret information from their own perspective. Students will be asked to formulate their own story telling of the learning experience.
INTERCULTURAL ASPECT OF THE ACTIVITIES	The activity aims at comparing the labour and service markets in the host community and migrants' country of origins: while putting the accent on different characteristics the teacher will also help students to recognize commonalities and will work on rights and duties of the worker. It is particularly important therefore that the teacher receives also specific training on intercultural mediation.
VIDEO PRESENTATION OF THE LP	Lingua+: Open Learning Environment: I Learn Inside and Outside the School https://www.youtube.com/watch?v=7ssZ3vAnuII

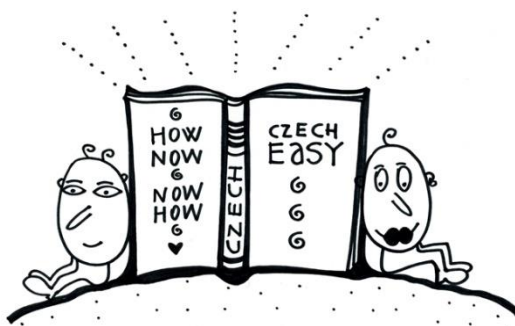# LANGUAGE LEARNING THROUGH ARTS AND CULTURAL HERITAGE

LP11

Author	UNIFI SCIFOPSI in collaboration with CPIA (Public Adult Education School) La Spezia
Contact	gilda.esposito@unifi.it, uberto.scardino@cpiasp.com
Target group	Max. 20 asylum seekers and refugees hosted in receipt/welcome centres. Their background is general characterized by: - Low levels of literacy and basic education - Post-traumatic stress disorder - Mainly male, between 20 and 30 Each learner carries with him/her a wealth of cultural heritage utterly unknown in the host country, in its tangible and intangible forms: in particular they are story tellers and their own mother tongue (Bambaran, Wolof, Mandinga, Fula, Criollo, Hausa, Igbo, Yoruba, etc.) is a vision of the world. Please note that none of the above are an excluding condition as the Learning Path can be applied to any asylum seekers, refugees and migrants arriving to a host country. However, the path was tested on this specific population target.
DESCRIPTION OF THE CHALLENGES	As clearly emerged from IO2 study, hosting (second) language learning cannot be only about grammar and vocabulary; it should rather empower migrants in recognizing own capacities and potentialities (capabilities according to Sen and Nusbaum). In other words, it should represent a tool to express one's own sense of worth and dignity even in a sometime hostile society. Many European countries, we must admit, are facing a mounting wave of racism and intolerance that is due *in primis* to the economic crisis started in 2008, but also to lack of fertile ground for mutual knowledge and cultural development. For this reason, we intend to create a cultural laboratory as venue for recognizing migrants' cultures and traditions and at the same time making them appreciate the differences, and many commonalities, with the culture and

	tradition of the hosting communities. The 2005 Faro Convention states that "cultural heritage is a group of resources inherited from the past which people identify, independently of ownership, as a reflection and expression of their constantly evolving values, beliefs, knowledge and traditions. It includes all aspects of the environment resulting from the interaction between people and places through time." Language learning in this case becomes the empowering tool that makes people of different background communicate though artistic languages first, like music, painting, theatre, dance and photography.
METHODOLOGY USED TO ADDRESS THESE CHALLENGES	This LP it represents an exploitation of Erasmus Plus KA3 META methodology (www.meta-project.eu). As recommended by META, learning through arts opens the following opportunities. - Educational experts and practitioners should recognize that ALL migrants have talents and potentialities that can be elicited by valuing their cultural background. The knowledge of the cultural background (also through history and life path) of each person allows to focus on his/her own characteristics in constant and open dialogue with others. Valuing migrants' own background improves the access to cultural institutions and qualified education in order to improve own self-esteem and encourages a better understanding and appreciation of cultural differences in the community. When migrants play an active role, they go over the condition of passive listeners and it is possible to promote cooperation and coordination with different educational agents (NGOs, families, local authorities) to ensure long-term success of cultural projects. For this reason, migrants will go on a double path: on one side they will be asked to explain and prove their own traditions and on the other they will be accompanied to Schools, Museums, Cultural Centres, Events of the hosting community. Web 2.0 and open access knowledge will also be used in order to look for evidences and examples that are not easily available or cannot be reproduced in the classroom.
ASSESSMENT TOOLS	Verification and evaluation: The verification of knowledge will be of a training and summative nature through continuous feedback (structured or not) with the students. The main tools will be: • Incoming tests on previous knowledge; • Participation in individual and collective project work,

	using a specific art language. We expect to show all project work in a dedicated event; • L2 curricular test level A2; • Outgoing tests on learning achievement; •Teacher's logbook for systematic and ongoing observation of the activities carried out by the students.
DESCRIPTION OF THE ACTIVITIES	Contents: Host language and culture; Cultural heritage; The natural heritage; The arts: music, plastic arts, etc.; The project of life and empowerment; Living into community. The module is divided into 4 phases: 1) The heritage communities (6 hours): participatory workshop with the use of mobile phones, tablets and PCs in order to brainstorm about students' traditions and cultures. A specific focus will be on mother tongues used by learners. 2) A plural city: cultural heritage mixes. (12 hours). This module includes a 2.5-hour field visit format, and 2 hours of laboratory in the classroom for a total of 4 topics to be addressed: a) Local eno-gastronomy b) the paths and the natural heritage c) music as energy e) the plastic arts and the City of Museums. A shorter module will also be dedicated to natural heritage and people will be accompanied in natural paths and agriculture fields. 3) People, communities and solidarity (10 hours): 1 h in the presentation class of the theme, 3 visits of 2 have solidarity projects on the territory (themes to choose from: disability, mental illness, extreme poverty, violence against women, care for the elderly, etc.) plus 2 hours in class with the visit of volunteers from the Third Sector, plus 1 hour of final laboratory return. 4) Construct the map of the rights and duties of the citizen and evaluate my learning (5 hours): through participatory dynamics and manual (maquette) and digital activities (presentation in PPT, Prezi, Powtoon, Padlet or other) students reconstruct the on the territory and see a tangible product of their learning. Administration of the outgoing questionnaire (validation of the change in the learning compared to the incoming questionnaire) and the administration of the test: culture and languages (multiple answers, open).

LEARNING OUTCOMES	Expected results:
	At the end of the course, students will have acquired knowledge and skills on the use of the language and on the general culture and consolidated their knowledge on solidarity networks along with the cultural and natural heritage of the territory.
	Delivery of a final product: the map of the rights and duties of citizens.
	Enhancement of transversal skills: global citizenship skills.
STRENGTH OF THE APPROACH	This LP represents an exploitation of META methodology (see above) that has demonstrated that art-based didactic can have a positive impact on learning in the classroom for children belonging to minorities or with a migrant background. Such statement is based on a scientific impact evaluation carried out by the University of Firenze.
	It is also fun and can open doors for mutual recognition with the local community.
CLASSROOM MANAGEMENT – HOW THIS APPROACH WORKS WITH THE MOTIVATION	In this LP motivation is strictly linked with self-esteem and healthy recognition of one's own identity: students will be motivated to inquire and express their own culture and traditions in order to better recognize hosting culture and traditions as well. All forms of arts are reckoned as universal human expression and they appeal both to cognitive and emotional learning, making the learning experience more complete and sustainable over time.
INTERCULTURAL ASPECT OF THE ACTIVITIES	The activity aims at valuing all tangible and intangible cultural heritages of all human beings, no matter where they come from. The intercultural aspect is in the mix of different experience and knowledge, expressed in all forms of arts and represented in museums or available material on the web.
VIDEO PRESENTATION OF THE LP	Lingua+: Language Learning through Arts and Cultural Heritage
	https://www.youtube.com/watch?v=EjyTvpPqkyw&feature=youtu.be

VISUAL THINKING IN L2 LEARNING

Author	Bryndís Arnardóttir
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Target group	Adult migrants

DESCRIPTION OF THE CHALLENGES	To use L2 learning to improve cultural literacy in order to become more adaptable to new cultural settings. Lack of self-confidence and anxiety of immigrant learner.
METHODOLOGY USED TO ADDRESS THESE CHALLENGES	Visual thinking is used to address the challenges and reach defined learning outcomes. Visual learning helps learners to grasp concepts easily by stimulating imagination and affect their cognitive capabilities. Images are simple and an effective way to make sure that the information gets stored as a long-term memory. The learning environment is important and has to be organized specifically to support the needs of adult learners with various cultural backgrounds, in order to increase security and privacy when studying and opportunities to shape own learning culture with emphasis on self-esteem. Presentation of instructions has to be suitable for adult learners. In case of practical and theoretical subjects, various methods of integrating subjects are used and targeted towards the learners´ s prior knowledge.
ASSESSMENT TOOLS	Gained experience of visual thinking as useful tool for L2 language learning (increased vocabulary), identity building (self-reflection and self-awareness) and adaptability (cultural literacy).
DESCRIPTION OF THE ACTIVITIES	Activities are mainly based on the process, not the product itself. Learners should have the basic skills of L2 to be able to talk about daily life. The main activity is to create TIMELINE based on learner´s own life experience, values and believes and increase vocabulary based on personal story. Enough time is given for self-reflection and choice of materials

	(pictures, colours, texture etc.) which helps to express a symbolic meaning for timeline. At the end of class each learner present his/her timeline in the language of common instruction. At the same time learners are encouraged to use vocabulary in L2 and identify the new words they would like to learn in connection to timeline. Teacher assists and helps to facilitate increase of vocabulary.
LEARNING OUTCOMES	Increased vocabulary: visual thinking strategies help learners to remember, understand and retain the meaning of new learned words. Self-reflection and self-directed learning process foster critical thinking. Increased cultural literacy facilitated by self-reflection, self-awareness and interactive classroom activities. Better understanding of the host society culture and surrounding diversity. Increased communication skills.
STRENGTH OF THE APPROACH	Visual thinking is a learning style through which the learner understands and retains information better as ideas, words and concepts are associated with images. Cultural heritage is emphasized as well as value of creativity in adult education. Educational activities are based on learners' needs and previous knowledge in order to increase their motivation. Students get the opportunity to express themselves both verbally and visually.
CLASSROOM MANAGEMENT – HOW THIS APPROACH WORKS WITH THE MOTIVATION	Classroom management is open to diverse groups. Importance is given to explore the social, emotional and educational challenges of the group. Teaching strategies are based on individual as well as cooperative learning.
INTERCULTURAL ASPECT OF THE ACTIVITIES	This learning path considers various cultural contexts. It gives the learners and teachers opportunity and ability to communicate on various cultural grounds. The activities use visual aspects of different cultures where similarities and differences are highlighted and discussed through real-life exercises.
VIDEO PRESENTATION OF THE LP	Lingua+: Visual Thinking in Second Language Learning https://www.youtube.com/watch?v=PZft8ajGi1Q

SOUNDS, SONGS AND NATURE FOR L2 LEARNING

Author	Teresa Dello Monaco - The Mosaic Art Sound
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Target group	The activities highlighted in this Learning Path are addressed to adult migrants and refugees in the process of starting living into a country new to them, and in need of language tuition and socio-cultural adaptation, or/and to migrants and refugees already settled in the hosting society. The Learning Path can be performed also with families; therefore, children and teenagers can take part with their parents.
DESCRIPTION OF THE CHALLENGES	The trainers face the challenge of skipping from a typical frontal lesson, based on lecture-style instruction, to a collaborative activity that emphasises communication based on arts and on the appreciation of nature elements. The trainers will have to transfer linguistic knowledge within the dynamic scenario of the activity and not in a typical teacher-centred lesson.
METHODOLOGY USED TO ADDRESS THESE CHALLENGES	The methodology of the Learning Path is based on tested methods such as:
	Natural Method which aims to foster language acquisition by emphasizing communication, and places decreased importance on conscious grammar study. In the natural approach, language output is not forced, but allowed to emerge spontaneously after students have attended to large amounts of comprehensible language input.
	Dogme language teaching which is a communicative approach to language teaching that encourages teaching without published textbooks and focuses instead on conversational communication among learners and teacher.
	TPR Storytelling (Teaching Proficiency through Reading and Storytelling or TPRS) makes the target language comprehensible to the students, including careful limiting of vocabulary, constant asking of easy comprehension

questions, frequent comprehension checks, and very short grammar explanations.

The methodology also relies on art activities (music, literature, visual arts). According to Gardner's multiple intelligence theory, the arts are distinct modes of thinking that fall under the umbrella of intelligence. Gardner implies that broadening the teaching strategy by integrating the arts increases student performance. Studies of arts-based learning experiences and multiple arts activities show growth in self-control, conflict resolution, collaboration, empathy, and social tolerance.

In Lingua+ this is a two-way process of growth and adaptation that involves cultural / behavioural aspects of migrants and natives towards each other.

It is also well known that common music activities promote social cohesion in a group.

The practice can be applied to any CEFR levels adopting needed simplifications to linguistic issues.

ASSESSMENT TOOLS	The assessment is two-fold: by learners and by trainers/practitioners. Trainees assess their acquisition of language learning through their own feedback guided by the session leader, they will reflect on if they experienced an increase of socio-cultural adaptation skills (feelings of self-confidence) and feelings of inclusion (bidirectional). Trainers/practitioners reflect on their professional and personal growth. They write a diary with relevant observations and compile a self-assessment test on increased skills in delivering holistic L2 training for migrants.
DESCRIPTION OF THE ACTIVITIES	The activities can be developed outdoor, if the conditions of the training allow the group to reach a local natural setting, such as a park, a forest, locations in the countryside, seaside or mountain; an evening campfire would be an excellent addition. They can also be performed indoor, into the classroom, with adaptations. Outdoor, the activities will be centred on the following: Observing flora and fauna and listening to bird songs; therefore, acquiring knowledge of the host country from the perspective of the characteristics of its natural environment; Forming small group of participants who will find and use objects found in the setting to create an artwork (leaves, flowers, stones...). Listening to folk songs, sung by participants or played through YouTube via smart phones.

Sayings and short poems from participants, in their own language, will be added.

Each participant will have been informed by the trainer, in a previous session, to bring some of these materials (songs, sayings and/or short poems) belonging to their country of origin.

The participants will sing their songs and/or tell the saying and short poems and try to explain their content. The materials concerning the host country will be sung, read (or just told) by native participants (if any) and by the trainer/s. If allowed, this exchange can also happen around a campfire. If participants know how to play portable music instruments, they are invited to bring them to the session.

Listening to what anyone has to say;

The trainer mediates and transfers host country language knowledge in the process.

If the activities are to be performed into the classroom:
The trainer shows natural landscapes, flora and fauna of the host country supported by images from internet and invites participants to find images of nature of their country of origin (from internet).

Participants will have been informed, in a previous class, to bring songs, sayings and/or short poems belonging to their country of origin. The session continues as in the outdoor (see above);

Listening to each other is a main task.,
 The trainer mediates and transfers host country language knowledge in the process.

LEARNING OUTCOMES	- Increased awareness and vocabulary of the host country language and awareness of migrants' languages for all; - Increased awareness of the host country natural heritage and culture; increased awareness of migrant participants' natural heritage and culture; - Increased communication skills; - Enhancement of community feelings.
STRENGTH OF THE APPROACH	The approach is based on validated language learning training experiences and effective social inclusion enhancers.
CLASSROOM MANAGEMENT – HOW THIS APPROACH WORKS WITH THE MOTIVATION	Participants experience communication and second language learning through the motivating and engaging power of the arts. Migrants' language and culture is valued as much as the host country language and culture. The inclusive approach facilitates communication and knowledge transfer.

INTERCULTURAL ASPECT OF THE ACTIVITIES	Languages and cultural elements of all participants' backgrounds are shared within the group.
VIDEO PRESENTATION OF THE LP	(Link to the video when it's ready) + short description of the video.

LISTENING: A BRIDGE TO LANGUAGE LEARNING AND COMMUNICATION

LP14

Author	Teresa Dello Monaco - The Mosaic Art Sound
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Target group	Adult migrants and refugees in the process of starting living into a new country, and in need of language tuition and socio-cultural adaptation.

DESCRIPTION OF THE CHALLENGES	The main challenge, as outlined in the Lingua+ project, is to provide host country language proficiency, through a process of stimuli communicating ideas of welcome and inclusion towards the target group. This group, made of migrants, asylum seekers and refugees, is engaged in important things to be dealing with in their tough journey into a new socio-cultural environment. It needs to be introduced to the new setting through practicing the new language in a context of celebration and affirmation of their additional languages and cultures.
	The challenge is to create a space for these languages and words to be marked out to provide opportunities for metacommentary on language, on cultural traits, on expectations and reality, on welcome, and on social life.
	The challenge is to transform the language class into a rewarding episode that adds intercultural exchange and meaningful interaction among participants and among participants and trainers/practitioners. The language class becomes a lab to co-create meanings and delve into the very human need for socialization, harmony and wellbeing.
METHODOLOGY USED TO ADDRESS THESE CHALLENGES	The methodology is based on: • listening practices in which listening is expanded towards listening to oneself, towards listening to others and listening to music; • music as participatory art developed through music listening and music making. The Learning Path is designed for both participants equipped with first level knowledge of the host country

language (CEFR level 1, 2) and for those who do not speak the language (CEFR level 0). The activities can be also adapted for illiterate trainees. In the latter scenario, the trainer/practitioner will have to use most probably English, French or Spanish (if not already the target language) as a mediation language, or may opt for backing through Google Translate, or, as many language teachers use, can rely on gestures when the content is limited to single words or basic verbs and expressions.

The trainer focuses on terminology and expressions of the host country language, as well as of the language of participants, and scaffold the trainees toward learning processes supported by means of music.

Since an emotional response to listening / making music is involved, the acquired vocabulary will easily be retained by the learners.

Research showed that language and music are very closely connected cognitive domains. Jentschke (2007) found that the neural correlates of syntactic processing in music and language strongly overlap.

Astounding advances have been made in the theory of language acquisition, and academic literature abounds with positive statements regarding the efficacy of music as a vehicle for first and second language learning.

Music has been research focus not only in neuroscience and linguistics, but there has been an explosive increase of interest in music psychology; it has been said to promote identification, imagination, self-expression and self-awareness, group communication and group cohesion.

Music is a form of beauty that can transform any environment, charging us with aesthetic responses.

Involvement in group musical experiences has been shown to promote trust and cooperativeness which are both fundamental to work together constructively and to overcome barriers generated by a wrong perception of diversity.

ASSESSMENT TOOLS	The assessment is two-fold: by learners and by trainers/practitioners.
	The practice itself is based on continuous feedback that in fact feeds the group dynamics and produces growth. Therefore, this reflects a broad formative evaluation process that concludes in the summative evaluation, at the end of the learning experience.
	Trainees assess their acquisition of language learning through their own feedback guided by the session leader, they will reflect on possible increased socio-cultural adaptation skills (feelings of self-confidence) and feelings of inclusion (bidirectional).
	Trainers/practitioners write a diary with relevant observations and compile a self-assessment test on

increased skills in delivering holistic L2 training for migrants.

DESCRIPTION OF THE ACTIVITIES	The Learning Path describes basic activities that can be expanded according to creative inputs of language teachers, practitioners, facilitators, social workers, community artists who will want to use its concept notes and practices. Therefore, the Learning Path is a springboard for further elaboration.

The Learning Path will be piloted in the UK, therefore the host language to teach will be English. In other countries, English can be a mediating language, if participants know some elements of it. The description below doesn't take into account that the session will be piloted in the UK and we may refer to English as a mediating language, out of the UK national context.

The Learning Path is divided into three sessions. The firsts session includes music listening, the second one is based on listening to another person; the third is about listening and singing.

➢ Session 1

Ice-breaking activity using participants' names: each participant informs the next one on the right side of her/his name. Everyone tells the group the name of his/her close participant. They will continue with the same process by naming the country of origin and their mother language.
The Session leader writes (in Latin characters) the participants' names, the Countries and the languages, on the whiteboard.
The session leader informs that they are going to listen to music and explains that they have to remember, after the listening, to one word that the music inspired. The word can be anything. They have to refer this word into their own language and in a mediating language (maybe English, French, Spanish or others), if they know any.
The leader explains that there no good/positive or bad/negative words. All words will be fine. The leader asks participants to sit comfortably, with the spine straight and possibly with closed eyes. The leader plays the selected piece of music through a quality sound equipment (can be computer with appropriate loudspeaker). After the listening, each participant says the word inspired by the music.
There will be communication skills to put into action to translate the words in the host language and write them on the whiteboard. The activity can go on by trying to make a sentence, or ore, by using all the words.
NOTE: music should last not more than 8-10 minutes. Preferably only instrumental music (not singing), especially if using the session for the first time. Quality

music is important; the leader is suggested to select it carefully among the pieces that s/he most likes. Classical music will be one of the best options, not because it's Western music, but for the deep universal feelings it can inspire.

➢ Session 2

The Session leader explains the exercise by describing each step. The leader needs to describe the activity also by using gestures and simple words, by using few terms in a mediating language, if the audience is lacking any level of the host language.

The group of participants is split into smaller groups of two persons. Each pair sits together.

When the leader will mark the starting time, one person in each pair will be the 'speaker' and will tell about himself in his/her own native language. The other person will be the 'listener'. The 'listener' can only express his/her attentiveness with eye contact or gestures, body language, not by speaking.

The 'speaker' has six minutes to speak. The trainer marks the starting time and the end time.

The person who has been the 'speaker' is this time the 'listener' and the procedure is the same as before.

It is not necessary that all speeches will be understood (obviously this cannot easily happen), but it will be enough that a process of communication is initiated among the pairs and that one word will be selected as a word that has been understood and that seemed central in the speech (they can also be two/three words).

The session leader will guide the process and the words negotiations. The practice can be very funny and engaging.

The session leader will write the words on the whiteboard.

➢ Session 3

The participants will try to find a simple song that they all know. It can be 'Frères Jacques', 'Yellow submarine, or 'Happy Birthday'. If no song is found, the Session leader suggests a simple melody and all participants will sing it by uttering one vowel. If a common song is found, the participants will sing it by uttering one vowel.

Some of the words written on the whiteboard will form the 'lyrics' of the song and all participants will sing the words on the selected melody (that of the common song or that suggested by the leader).   They sing it gently three, four times until they feel confident with it, by adjusting their voices.

	Then, the group will be split into two groups. Group A will be in the center and Group B will form a circle around it. The participants in the center will sing the selected words on the selected melody and those around will improvise by making any kind of sound they like (sh...sh... tra... tra... boom..boom..., drumming on the body...) to form an accompaniment to the song. This can be repeated several times until all participants in turn will have been in center and outer circle.
LEARNING OUTCOMES	- Words in the host country language and other languages are learnt through the retaining power of music; - Communication skills are increased; - Inclusion through sharing own languages and feelings through group dynamics, is enhanced.
STRENGTH OF THE APPROACH	As Facer and Enright state, one of the strengths of co-produced, collaborative, cross-sector and interdisciplinary practice is its ability to 'create the sort of vibrant, agile, responsible landscape for living knowledge production that contemporary challenges so urgently require' (*Creating Living Knowledge,* 2016). Specific strengths of the approach of the Learning Path are the use of music, the enhancement of listening skills and the collaborative learning environment.
CLASSROOM MANAGEMENT – HOW THIS APPROACH WORKS WITH THE MOTIVATION	Participants experience communication and language learning through the motivating and engaging power of the arts.
INTERCULTURAL ASPECT OF THE ACTIVITIES	Words and expressions in all languages present in the group are shared.
VIDEO PRESENTATION OF THE LP	Lingua+: Listening – A Bridge to Language Learning and Communication https://www.youtube.com/watch?v=Hw4ih1fz5to

PHOTOVOICE

Author	Kate Watson – Senior Projects Manager, PhotoVoice in collaboration with Teresa Dello Monaco, The Mosaic Art Sound
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Target group	English learners who are migrants/refugees/asylum seekers. Any CEFR level.

DESCRIPTION OF THE CHALLENGES	The main challenge is to transfer linguistic knowledge not just using L2 teaching techniques, but by creating an environment for authentic social inclusion where values of a welcoming society are highlighted and made a reality.
METHODOLOGY USED TO ADDRESS THESE CHALLENGES	At its simplest, participatory photography is an accessible tool for communication and self-expression: it can be quickly learned. A migrant/refugee/asylum seeker who might be lacking confidence, can quite easily master a basic digital camera. Digital photography gives instant results and requires no formal training to become an effective tool for communication, observation and creativity. The methodology works with a small ratio of participants to facilitator (max 14 participants per facilitator). This works to ensure a safe group dynamic is established and depth of insight is captured. Further, this size enables the appropriate level of staff support to be provided to participants, including 1:1 work and supervision.
ASSESSMENT TOOLS	The assessment is two-fold: by learners and by trainers/practitioners. Trainees assess their acquisition of language learning through their own feedback guided by the session leader, they will reflect on and assess if their socio-cultural adaptation skills (feelings of self-confidence) and feelings of inclusion (bidirectional) increased through the practice. Trainers/practitioners reflect on their professional and personal growth. They compile a self-assessment test on increased skills in delivering holistic L2 training for

	migrants.
DESCRIPTION OF THE ACTIVITIES	Language and community experience will be explored with participants, including reflective visual dialogue activities and practical exercises to support them in the process. Key area that can be explored further are identified. A camera will be available to each participant, provided by the activity leader. Activity 1: Engaging participants with the use of the camera. Teaching basic camera skills such as: - different aspects of exposure including Shutter Speed, Aperture and ISO. - shoot from different perspectives – up high, down low, etc. - getting in close – stepping back for a wider angle shot - moving around the subject to shoot from different sides - experimenting with different settings (teaching participants about different exposure modes). Activity 2 Photo Dialogues exploring identity, culture and community. Participants produce photographs about their identity, culture and relationship with the community. Activity 3 A process of storytelling through the produced digital images is set in motion and facilitated by the activity leader/s, while learning L2 language in the process. Activity 4 Feedback of participants and reflections on learning outcomes.
LEARNING OUTCOMES	For participants: Participants will have been supported in the use of photography to explore and learn a second language; Enhancement of participants' skills to communicate and creatively express their experiences and perspectives through photography. Increased self-confidence, self-worth and reduced isolation. For trainers/facilitators: Insights into the use of participatory photography as a methodology for language learning programs for adult migrants, refugees, asylum seekers.

STRENGTH OF THE APPROACH	Exploring identities
	Participants can quickly turn the camera on themselves and looking at their self-portraits. Over time it's possible to see how they form a kind of visual autobiography. These self-representations are about performance and fantasy, idealisation, experimentation, humour and identity. Photography is not just reflecting the process of creating new identities; it's part of the process of rebuilding and renegotiating self-identity.
	Self-expression and record-making
	Photographs create instant and permanent records. Many of us do this in our everyday lives: we create tracks for ourselves through photos, diaries, videos, etc. When you're uprooted from one place to another the need to do this can be even stronger. Photographs can be built into histories and albums that reflect a new life, a new start. Pictures can decorate walls in sparse bedrooms, fill the gaps with new memories and friends, pictures can be sent to families and friends, they can be emailed and sent through mobiles.
	At a time when their lives are being defined by 'official' records and documentation, photographs provide a way for participants to create and control their own records and memories. In looking at the world through a lens, in deciding how to frame what they see, participants can mark out conscious moments in the endless process of observation.
	Getting to know new places and a new culture You can use a camera to expand horizons and explore unfamiliar places and cultures. The Photo Voice Learning Path takes project participants on shoots around in their local communities – down the high street, to the park, to the local market. Many migrants/refugees/asylum seekers have limited opportunities to explore beyond their immediate neighbourhood.
	They are faced with much that is unfamiliar. Attitudes, values, social codes and habits might all be different from their own countries. By photographing the things that seem strange to them, participants can familiarise themselves with what is new.
	Dialogue and conversation

Photographs can facilitate discussion by creating distance between the photographer and a subject of conversation. A photographer can talk around a subject, via the medium of an image, rather than directly. This depersonalization can help someone who might want to talk but finds it difficult.

Through discussion and dialogue, photography enables learning, not just about image-making but about the world around us, and about each other. Engaging in photo projects and viewing and talking about each others' photographs enables conversation about diverse topics from family to religion, relationships to dreams. In examining and discussing what an image communicates and means, opinions are voiced and shared and understandings develop.

Telling stories

The camera is a flexible tool for invention and creativity, and can be used for story-telling. Photos are used to illustrate stories in teenage magazines and children's books and are a reference for many different film makers. Making photo-stories can be a brilliant tool for building confidence, exploring hopes, and different cultural norms and values.

As a tool for public communication

Public opinion is broadly unsympathetic towards migrants/refugees/asylum seekers. The media has a part to play in this, generating myths about new arrivals, suggesting that traditional morals are being eroded, and contributing to a climate of anxiety. Participatory photography projects, in which refugees are in control of image production, offer the potential to give the power of representation back to those who are traditionally subjects of the media.

Images are powerful, which means they have great potential as a means of providing participants with a public voice, and as a tool for public education, awareness raising and advocacy. Exhibitions can be held anywhere – in galleries, classrooms, libraries, shopping centres and cinema foyers.

The potential for broad public communication is always present in any project, but should never be assumed. Projects should always remain accountable to the needs and desires of participants, who may prefer to maintain the privacy of their work.

In summary photography can be used as a tool to:
• explore and learn host country langauage
•help migrants/refugees/asylum seekers feel valued
• have fun

• re-build, negotiate and play with identities
• explore and learn about a new place
• learn new technical and creative skills
• share ideas, skills and experiences with others
• reflect on difficult issues
• make friends
• speak out
• create memories.

CLASSROOM MANAGEMENT – HOW THIS APPROACH WORKS WITH THE MOTIVATION	Photography is an especially useful creative tool for new arrivals with limited levels of host country language. The language of images offers opportunities for communication without using words. A migrant/refugee/asylum seeker can show visually, for example, things around them which they think are important, interesting, puzzling, new, or exciting and be motivated to learn vocabulary and language expressions.
INTERCULTURAL ASPECT OF THE ACTIVITIES	In PhotoVoice Learning Path, aim is to allow group members to define and represent themselves, and to frame the issues that affect them. Individual voices are acknowledge and supported. It is recognized that a person's culture and situation will affect the nature of their participation. Therefore, the work is flexible and design and methodology adapted to a lesson-by-lesson basis in order to suit the needs of participants and the project context. The guiding ethos is to use photography to build skills and confidence, and to act as a platform for participants to represent themselves and their cultural values, to document their views and ideas to others. The PhotoVoice Learning Path aims to support groups to challenge traditional/negative representations and put forward alternatives by valuing any participant's culture.
VIDEO PRESENTATION OF THE LP	Lingua+: PhotoVoice – Interview https://www.youtube.com/watch?v=Hw4ih1fz5to

The following list complements the Lingua+ Repository and is intended as a brief overview of the most popular existing L2 teaching methods from which language teachers can be inspired to expand their teaching strategies, while working with migrants.
The Lingua+ approach includes several of the following methods.

1. COMMUNITY LANGUAGE LEARNING (CLL)	A language-teaching method in which students work together to develop what aspects of a language they would like to learn. It is based on the Counselling-approach in which the teacher acts as a counsellor and a paraphraser, while the learner is seen as a client and collaborator. The CLL emphasizes the sense of community in the learning group, encourages interaction as a vehicle for learning, and considers as a priority students' feelings and the recognition of struggles in language acquisition. There is no syllabus or textbook to follow, and it is the students themselves who determine the content of the lesson by means of meaningful conversations in which they discuss real messages. Notably, it incorporates translation, transcription, and recording techniques.
2. TOTAL PHYSICAL RESPONSE (TPR)	A language teaching method based on the coordination of language and physical movement. In TPR, instructors give commands to students in the target language with body movements, and students respond with whole-body actions.
3. NATURAL METHOD	Aims to foster naturalistic language acquisition in a classroom setting, and to this end it emphasises communication, and places decreased importance on conscious grammar study and explicit correction of student errors. Efforts are also made to make the learning environment as stress-free as possible. In the natural approach, language output is not forced, but allowed to emerge spontaneously after students have attended to large amounts of comprehensible language input. Activities include content activities, such as learning a new subject in the target language; activities which focus on personalizing language, such as students sharing their favourite music; games; and problem-solving activities.
4. TASK-BASED LANGUAGE TEACHING (TBLT)	Also known as task-based instruction (TBI), focuses on the use of authentic language and on asking students to do meaningful tasks using the target language. Such tasks can include visiting a doctor, conducting an interview, or calling customer service for help. Assessment is primarily based on task outcome (in other words the appropriate completion of real-world tasks) rather than on accuracy of prescribed language forms. This makes TBLT especially popular for developing target language fluency and student confidence.

5. CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL)	An approach for learning content through an additional language (foreign or second), thus teaching both the subject and the language CLIL is fundamentally based on methodological principles established by research on language immersion. This kind of approach has been identified as very important by the European Commission.
6. CONTENT-BASED INSTRUCTION (CBI)	A significant approach in language education, designed to provide second-language learners instruction in content and language (hence it is also called content-based language teaching; CBLT). Historically, the word content has changed its meaning in second language teaching. Content used to refer to the methods of grammar-translation, audio-lingual methodology, and vocabulary or sound patterns in dialog form. Recently, content is interpreted as the use of subject matter as a vehicle for second or foreign language teaching/learning (linguistic immersion).
7. DOGME LANGUAGE TEACHING	Considered to be both a methodology and a movement. Dogme is a communicative approach to language teaching that encourages teaching without published textbooks and focuses instead on conversational communication among learners and teacher.
8. TPR STORYTELLING (TEACHING PROFICIENCY THROUGH READING AND STORYTELLING)	A method of teaching foreign languages. TPRS lessons use a mixture of reading and storytelling to help students learn a foreign language in a classroom setting. The method works in three steps: in step one the new vocabulary structures to be learned are taught using a combination of translation, gestures, and personalized questions; in step two those structures are used in a spoken class story; and finally, in step three, these same structures are used in a class reading. Throughout these three steps, the teacher will use a number of techniques to help make the target language comprehensible to the students, including careful limiting of vocabulary, constant asking of easy comprehension questions, frequent comprehension checks, and very short grammar explanations known as "pop-up grammar".
9. TANDEM LANGUAGE LEARNING	A method of language learning based on mutual language exchange between tandem partners (ideally each learner is a native speaker in the language the proponent wants to learn). In Tandem Language Learning both partners can meet in person (face-to-face Tandem) or learn by e-mail, phone or other media (e-Tandem, also called Distance Tandem), placing emphasis on cultural integration as part of the language-learning process. Learning is supported in different ways, for instance, via worksheets, textbooks or simply informal conversation. There are distinct uses of the Tandem method which promote independent learning e.g. Tandem Partnerships (two people, supported by counsellors), and Binational Tandem Courses (for groups, organised by moderators).

10. DIRECT METHOD IN TEACHING	Is directly establishing an immediate and audio-visual association between experience and expression, words and phrases, idioms and meanings, rules and performances through the teachers' body and mental skills, without any help of the learners' mother tongue. Direct method of teaching languages aims to build a direct way into the world of the target language making a relation between experience and language, word and idea, thought and expression rule and performance. Method is bases on the assumption that the learner should experience the new language in the same way as he/she experienced his/her mother tongue without considering the existence of his/her mother tongue.
11. AUDIO-LINGUAL METHOD, ARMY METHOD, NEW KEY	A style of teaching used in teaching foreign languages. It is based on behaviourist theory which postulates that certain traits of living things, and in this case humans, could be trained through a system of reinforcement. The correct use of a trait would receive positive feedback while incorrect use of hat trait would receive negative feedback. Like the direct method, the audio-lingual method advices that students should be taught a language directly, without using the students' native language to explain new words or grammar in the target language. However, unlike the direct method, the audio-lingual method does not focus on teaching vocabulary. Rather, the teacher drilled students in the use of grammar.
12. LANGUAGE IMMERSION	A technique used in bilingual language education in which two languages are used for instruction in a variety of topics, including math, science, or social studies. The languages used for instruction are referred to as the L1 and the L2 for each student, with L1 being the native language of the student and L2 being the second language to be acquired through immersion programs and techniques.
13. SILENT WAY	A language-teaching method that makes extensive use of silence as a teaching method. It emphasizes learner autonomy and active student participation. Silence is used as a tool to achieve this goal, the teacher uses a mixture of silence and gestures to focus student' attention, to elicit responses from them, and to encourage them to correct their own errors. The Silent Way uses a structural syllabus and concentrates on teaching a small number of functional and versatile words. Translation and rote repetition are avoided, and the language is usually practices in meaningful contexts. Evaluation is carried out by observation, and the teacher may never set a formal test.
14. COMPUTER-ASSISTED LANGUAGE LEARNING (CALL)	Defined as the search for and study of applications of the computer in language teaching and learning. CALL embraces a wide range of information and communications technology applications and approaches to teaching and learning foreign languages, from the "traditional" drill-and-practise programs to more recent manifestations of CALL, e.g. as used in a virtual learning environment and web-based distance learning.

15. BLENDED LEARNING	An education program (formal or non-formal) that combines online digital media with traditional classroom methods. It requires the physical presence of both teacher and student, with some elements of student control over time, place, path, or pace. While students still attend "brick-and-mortar" school with a teacher present, face-to-face classroom practices are combined with computer-mediated activities regarding content and delivery. With the coming of modern times and ways of business, blended learning proposes a highly differentiated and contemporary approach, not only to educational institutes and students, but also to corporate organizations. Blended learning is sometimes used in the same breath as "personalized learning" and "differentiated instruction".
16. M-LEARNING OR MOBILE LEARNING	Learning across multiple contexts, through social and content interactions, using personal electronic devices. A form of distance education, m-learners use mobile device educational technology at their time convenience. M-learning technologies include handheld computers, MP3 players, notebooks, mobile phones and tablets. M-learning focuses on the mobility of the learner, interacting with portable technologies. Using mobile tools for creating learning aids and materials becomes an important part of informal learning. It is convenient in that it is accessible from virtually anywhere. Sharing is almost instantaneous among everyone using the same content, which leads to the reception of instant feedback and tips.
17. INSTRUCTOR-LED TRAINING OR ILT	The practise of training and learning material between an instructor and learners, either individuals or groups. Instructors can also be referred to as a facilitator, who may be knowledgeable and experienced in the learning material but can also be used more for their facilitation skills and ability to deliver material to learners. Instructors may deliver training in a lecture of classroom format, as an interactive workshop, as a demonstration with the opportunity for learners to practise, or even virtually, using video-conferencing tools, and the instructor may have facilitation and teaching skills, in which they can use different methods to engage learners and embrace different learning styles.

Martina Kurowski Faculty of Education, Department of Social Pedagogy	„It is important to realize, that the diversity of classroom environment is always rich in possibility for teaching and learning, for both – our students and us, teachers and educators. Think about it. The gifts of diversity benefits everyone!"
Marek Lollok Faculty of Education, Department of Social Pedagogy	"Recognizing multiple views is essential to understanding the invisible forces that shape the decisions we make. Let's make ourselves aware of the invisible aspects of the culture as well as the outwards signs. Also, we - teachers of foreign citizens - should never forget - to be effective in a culturally diverse classroom we first need to know and understand our own cultural identity."
Anna Neoralová, Czech as a foreign language teacher	"In our teaching practise, we have to understand, welcome and evaluate alternative views on controversial issues associated with diversity, but at the same time avoid over-emphasizing the differences. While it is important to realize the difference, it should not be a constant source of attention."
Project Meeting/Workshop in Florence	"2L learning shouldn't be experienced by immigrants as an extra burden to carry rather an effective tool to solve the practical problems."
Teresa Dello Monaco / partner of the project	"Listening is a pillar of any learning."
Sare Scudero / Italian teacher L2	"I believe that the most important things in adult education are certainly the fact of creating a group so the relationship that is established with the students, because this makes the work much easier; a good relationship certainly leads to excellent results.
Sare Scudero / Italian teacher L2	"An important thing we did to create a group among the students was to share moments of sociability. It was also their idea to bring some typical food from their countries and to have a recess in which they tasted typical sweets of the various countries and they talked outside the time of the lesson.

Arsinte Livia Maria (participant of the course)	„I am Romanian and I live for 15 years in Italy, in Sicily ... now it is my home."
Yianna Papatryfonos (Greek Language teacher)	"This Learning Path (Host language vocabulary by using mother language) helped me to understand better the importance of the Greek language. It also surprised the students as well because they realized that Greek is not a completely foreign language to them. The students felt some familiarity since their mother tongues share vocabulary with Greek."
Yianna Papatryfonos (Greek language teacher)	"I've never used playful activities to teach the Greek language to adults. For sure I will use them again! Very inspiring! "

15 LINGUA+ LEARNING PATHS

INNOVATIVE LANGUAGE LEARNING WITHIN THE FRAMEWORK OF PRACTICES FOR SOCIO-CULTURAL INCLUSION AND EMPATHY IN ADULT EDUCATION

Project Lingua+ goes straight into the heart of the urgent matter of immigrant integration in Europe. A basic knowledge of the host country language is a crucial factor in determining integration success across Europe.

Our experience tells us that existing methodologies and learning scenarios designed for adult immigrant learners lack a holistic approach.
Lingua+ brings innovation into the linguistic integration of immigrants by offering tools to language teachers through state of the art methodologies and practices embedded into socio-cultural interplay.

By 15 Innovative Learning Paths in this book we understand structured sequence of innovative learning activities, described and ready to use teaching tool for language teachers and educators, each of them accompanied by video material.