



# oralpha

EUROPEAN  
PROJECT

## LITERACY IN SECOND LANGUAGES GOOD PRACTICES GUIDE

COORD. PROBENS, Asociación para la Promoción del Bienestar Social, Barcelona, España

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## *Oralphi European Project: Literacy in Second Languages (L2) Good Practices Guide*

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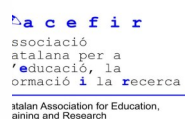
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## 1. INTRODUCTION

The Oralalpha Project has the general objective of promoting the inclusion of young and adult immigrants and refugees, speakers of languages other than those of the countries where they are located and with the added difficulty of presenting different levels of literacy. Ultimately, it aims to improve opportunities for civic and social participation of this population, reducing the risk of social exclusion and poverty.

To do this, it is necessary to develop methodologies adapted to the specific needs of these people who begin their training process in parallel: the learning of the language of the country of destination and its literacy, in each territory. This implies the availability of teachers who can be trained in methodologies that facilitate the quality of the teaching-learning process.

So far, there is no common theoretical and methodological basis at the European level that offers a guide to schools and entities dedicated to this, nor consolidated training programs.

For this reason, the Oralalpha project has dedicated three years (2017-2020) to developing two products that aim to contribute to filling this gap:

- ⇒ a methodological **guide** that compiles **good practices** in second language literacy.
- ⇒ an **online course for trainers**.

This report is part of the process of developing the methodological guide. For its elaboration, different phases were planned, starting with an exploration of the general situation of schools and entities in charge of literacy and learning of the target language, in each of the contexts of all the project partners.

The following sections present the results of the cross-country analysis of the different cases explored in four institutions that are dedicated to this in the European context. In particular, two Catalan third sector institutions (Spain), an Italian cooperative, a German vocational school.

In each one of those contexts, discussion groups were carried out with professionals from different key institutions, which are dedicated to language and literacy teaching. As a result, 6 focus group discussion with a total of X participants of different institutions were carried out.

The sessions aimed to collect the main characteristics of these teaching and learning environments in a specific way, and deepening in the following topics:

- ⇒ The profiles of the participants
- ⇒ The profiles of the professionals
- ⇒ The main methodologies used
- ⇒ The perceptions of these professionals regarding the debates and challenges that currently arise around this specific field.

The next sections present the most relevant evidence on each topic, preceded by a section that contextualizes the different systems, routes and services present in each country. All the information is based on the analysis of data obtained by the focus groups conducted by each partner in their context.

### NOTE

All the information presented below is based on the data obtained during the focus groups that were carried out by each partner in their context.

## 2.1. DESCRIPTIONS OF THE DIFFERENT LANGUAGE/LITERACY COUNTRY SYSTEMS

Over the past decades, the changes brought about by migratory movements have made Europe face new social challenges. To respond to this new reality, the European Commission (EC), under the Europe 2020 Strategy, promotes the development of social policies as the main line of action. One of the objectives of the strategy is to reduce social exclusion and poverty.

One of the risk factors for social exclusion is illiteracy. Today, this problem affects around 55 million adults in the European territory, and the highest rates are found among the immigrant population from third countries (OECD: 2016, 84-87).

Furthermore, statistics indicate that the non-EU migrant population is among the most vulnerable groups in terms of social exclusion. Illiteracy is one of the factors influencing this situation. In view of these facts, it is clear that the population coming from third countries has a high risk of social exclusion, due to their condition of non-EU and foreigners, and also due to their illiteracy.

Given these circumstances, the EC has established different guidelines to promote the development of integration policies for the immigrant population by the Member States. The lines of intervention are set out in the Treaty of Lisbon (2007) and a number of programmes that encompass the 2020 Strategy. Since the Tampere European Council (1999), the majority of EU countries have introduced integration policies and legislative changes in the area of immigration.

Most of the implemented measures revolve around integration programmes based on the socio-cultural knowledge and language of the host country. As far as language policies are concerned, they are all based on the concept that ‘knowing the main language of the host society is an essential part of the integration of immigrants’ (Villareal: 2009, 13). That is why most countries demand accreditation of a specific language level as a requirement for integration.

### 2.1.1. The concept of “integration” and its use in language policies. The case of illiteracy.

When we talk about integration, we are referring to a concept of major semantic variability that is constantly subject to debate. Of the several definitions available, Giménez (1998: 385-386) distinguishes between analytical/descriptive integration and regulatory integration. The former uses the concept of integration as an analytical category at a theoretical level which attempts to explain the unifying elements of a society. The latter is applied in the field of public policy as a goal for the social integration of immigrants with equal rights and obligations.

In this regard, authors such as Cachón (2011) and Arango (2006) highlight how the theoretical debate surrounding the term ‘integration’ has focused more on the analytical/descriptive perspective, and emphasise the need for further theoretical contribution to the regulatory side. From a regulatory perspective, Cachón defines integration policies as:

*[...] ‘Integration policies are policies which, in addition to ensuring equal treatment (and non-discrimination) in a free and pluralistic society (i.e. guaranteeing equal civic, social, economic, cultural and political rights), also promote (in a resolute manner) equal opportunities between all persons and groups that are part of the society in which these policies are applied and recognise the cultural pluralism embodied by different social groups (old and new), encouraging their interaction’ (2011, 19-20).*





This definition is in line with the concept of integration used by the European Commission, according to which ‘integration policies should aim at granting third-country nationals rights and obligations comparable to those of EU citizens’ (EC: 2016, 2). These objectives are reinforced by the treaties and plans developed by the European Commission, which offers three tools as mechanisms for the exchange of information and experience: the European Migration Forum (formerly the European Integration Forum), the Integration Portal, and the Asylum, Migration and Integration Fund (AMIF).

However, it is the Member States who have the direct competencies on the design and implementation of integration programmes. The EC sets out the lines of action, but has limited powers in this regard.

The fact that the direct competencies fall on the member countries makes the linguistic reception systems a reflection of the migration and integration policies of each country, which, in turn, are influenced by the geopolitical situations and the political lines of their governments.

### 2.1.2. Linguistic Reception Systems

This diversity is represented in the four countries that are part of the European project Oralphi. In **Italy**, for example, formerly provided Italian basic courses at earlier stages of the reception process are currently only available from the moment in which migrants and refugees are formally admitted to the SPRAR system.

In **Poland**, the situation is very similar. Language courses are formally provided only after applications by refugees and asylum seekers have been admitted.

In the case of **Spain** and **Germany**, regardless of their legal status in the country, there is also a variety of language courses for migrants and refugees usually provided by third sector companies, humanitarian organisations and local authorities, mostly voluntary and free.

COUNTRY <sup>1</sup>	REGULATION	LINES OF ACTION	STAKEHOLDERS IN CHARGE	STAKEHOLDERS INVOLVED	RECIPIENTS OF LANGUAGE AND LITERACY TRAINING	REMARKS
GERMANY	INTERNATIONAL MIGRATION AND REFUGEE PLAN	-Emphasis on practicing the German language -Professional integration	-Federal Office for Migration and Refugees	-Organisations -Associations -Trade unions -Religious denominations	-Illiterate people -Unemployed people under 28 years of age -Settled migrants with low level of German -Intensive courses for newcomers -Asylum seekers and refugees	-Regulated by immigration law -It is a right of immigrants but sometimes becomes a requirement for access to full rights and opportunities

#### NOTE

<sup>1</sup>This table corresponds to the political realities of 2019. In countries such as Spain, and more visibly in Italy and Poland, changes in government have meant reforms in this respect. The pandemic situation caused by the COVID-19 has also entailed numerous changes and added difficulties in access to literacy programmes. For more information, see the ‘Conclusions’ section.



COUNTRY <sup>1</sup>	REGULATION	LINES OF ACTION	STAKEHOLDERS IN CHARGE	STAKEHOLDERS INVOLVED	RECIPIENTS OF LANGUAGE AND LITERACY TRAINING	REMARKS
POLAND	Law of 13 June 2003 on granting protection to foreigners within the territory of the Republic of Poland	<ul style="list-style-type: none"> <li>-Language training</li> <li>-Social assistance</li> <li>-Professional training</li> <li>-Provision of integration assistance: cash benefits, payment of health insurance contributions, social work, expert advice, information and support in contacts with other institutions, and other activities supporting the integration process of the foreigner</li> </ul>	Ministry of Internal Affairs and administrative regulation	<ul style="list-style-type: none"> <li>-Reception centres</li> <li>-Non-governmental organisations</li> <li>-Religious institutions</li> </ul>	<ul style="list-style-type: none"> <li>-Asylum seekers and refugees</li> <li>-People with refugee status under the Individual Integration Programme</li> </ul>	<ul style="list-style-type: none"> <li>-There is no legal framework on social integration and immigration</li> <li>-It depends on budgetary funds</li> <li>-Integration assistance has to be requested within a maximum of 60 days from the approval of the refugee status</li> <li>-Debatable quality</li> </ul>
				<ul style="list-style-type: none"> <li>-Non-governmental organisations</li> <li>-Religious institutions</li> </ul>	<ul style="list-style-type: none"> <li>-Migrants with residence permits</li> <li>-Migrants without residence permits</li> </ul>	
ITALY		<ul style="list-style-type: none"> <li>-Welcome and psycho-social support</li> <li>-Learning language and social skills</li> <li>-Training and social and work guidance</li> <li>-Legal information and advice</li> </ul>	<ul style="list-style-type: none"> <li>-Ministry of the Interior Ministry of Labour and Social Policies</li> <li>Directorate-General for Immigration and Integration Policies</li> <li>Regional governments</li> </ul>	<ul style="list-style-type: none"> <li>-Extraordinary Reception Centres (CAS)</li> <li>-Protection System for Refugees and Asylum Seekers (SPRAR)</li> </ul>	<ul style="list-style-type: none"> <li>-Asylum seekers and refugees</li> <li>-People with refugee status</li> </ul>	
				<ul style="list-style-type: none"> <li>-Schools for adults</li> <li>-Non-governmental organisations</li> </ul>		<ul style="list-style-type: none"> <li>-It becomes a requirement to access full rights and opportunities</li> <li>-In many cases, it is necessary to pay tuition fees</li> </ul>

## NOTE

<sup>1</sup>This table corresponds to the political realities of 2019. In countries such as Spain, and more visibly in Italy and Poland, changes in government have meant reforms in this respect. The pandemic situation caused by the COVID-19 has also entailed numerous changes and added difficulties in access to literacy programmes. For more information, see the 'Conclusions' section.



COUNTRY <sup>1</sup>	REGULATION	LINES OF ACTION	STAKEHOLDERS IN CHARGE	STAKEHOLDERS INVOLVED	RECIPIENTS OF LANGUAGE AND LITERACY TRAINING	REMARKS
SPAIN	INTEGRATION PLAN	<ul style="list-style-type: none"> <li>-Reception and integration</li> <li>-Educational support</li> <li>-Attention to unaccompanied foreign minors</li> </ul>	State Secretariat for Emigration and Immigration of the Ministry of Labour and Immigration until 2019, when it changed to the Directorate-General for Inclusion and Humanitarian Aid	<ul style="list-style-type: none"> <li>-Autonomous Communities-Municipalities</li> <li>-Schools for adults</li> <li>-Third sector organisations</li> </ul>	-Any migrant person	<ul style="list-style-type: none"> <li>-Not regulated by law. It depends on the approach taken by the Autonomous Communities and the local councils</li> <li>-It becomes a requirement to access full rights and opportunities</li> <li>-Decreasing offer in schools for adults</li> <li>-Growing demand in third sector entities</li> <li>-In some cases, it is necessary to pay tuition fees</li> </ul>
	BASIC STATUTE OF THE REFUGEE RECEPTION CENTRES	<ul style="list-style-type: none"> <li>-Welcome and psycho-social support</li> <li>-Learning language and social skills</li> <li>-Training and social and work guidance</li> <li>-Legal information and advice</li> </ul>	Secretariat of State for Emigration and Immigration of the Ministry of Labour and Immigration	Spanish Commission for Refugees (CEAR) and partner organisations	<ul style="list-style-type: none"> <li>-Asylum seekers and refugees</li> <li>-People with refugee status</li> </ul>	Language programmes vary from city to city

## NOTE

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## 2.2. PARTICIPANTS' PROFILE

In the 4 contexts analysed in 3 countries (Spain, Italy and Germany), the profile of the students in the language and literacy courses varies by the typology of the service itself, rather than by the characteristics of the migrant population.

In Germany, where a vocational training school was analysed, the average age of the participants is lower. In contrast, the other contexts that are linked to adult education have students with a greater age range, from 18 to approximately 50 years old, both men and women, in different family situations and with variable legal status (in general, more stable the longer the period of residence).

The only notable difference is the experience of Germany in relation to the greater number of refugees, followed by Italy, while in Spain, the students mainly belong to the population with a family migration project.

### 2.2.1. Heterogeneity and multiple linguistic repertoires as the main characteristic of participant's profiles in literacy groups

In all the discussion groups, the perception of the professionals working in these training centres is that they are faced with a highly diverse context, in terms of national origins and socio-cultural backgrounds, which has only grown in recent years.

In relation to this, we identify that their students have a wide linguistic repertoire, with multilingual practices at the oral level in their daily lives. According to the teachers, most of them have the family language and other languages of their countries of origin (among which some European languages are sometimes included because of their colonial history: English, French, Italian or Spanish), as well as some knowledge of lan-

guages of third countries that they acquired in their migratory route previous to the place where they arrived into, plus a greater or lesser competence in the language in which they are being trained. Even so, the teachers' perception is that there is not always a shared "pivot language" in language and literacy courses, and they consider that this makes the process more difficult.



### 2.2.2. Different educational profiles, levels of literacy and oral competence in L2

This diversity also occurs in relation to their educational background. In general, the majority of students do not have a certified formal education or are not recognized in the country where they settle. A considerable group is characterized by a short, discontinuous or interrupted educational experience, and have different levels of literacy. Even so, in some contexts, for example Italian, some of the students in the language courses have a high level of education in their countries of origin, having studied at university.



**Participant 02 (GE\_FGD1):** *“Most of them have more or less some knowledge about the Arabic letters, but no experience how to use them exactly. They communicate with their relatives in Turkey and Lebanon only orally via Smartphone.”*

Heterogeneity is present in the same way with respect to the oral language skills they are learning, according to the participants of the discussion groups from the different countries, mainly divided in two groups: students with advanced oral skills and for whom the teachers consider that progress in literacy is more accelerated, and another group with this oral skill less advanced, and for whom most of the trainers from the different countries consider that it is more optimal to focus on oral skills to later start the literacy process.

**Participant 02 (SP\_FGD2):** *“With this oral language heterogeneity we have...maybe 15 students in the classroom and we must have between 6 or 7 trainers depending on the group. It is true that maybe it's possible to manage the heterogeneity doing common things but (...) this, all the time, is not possible because it is very very complicated.”*

This reality contrasts with much of the previous experience that teachers had before they immersed in teaching in the context of international migration:

- ⇒ In Spain, for example, teachers specializing in literacy had prior experiences in teaching native speakers of the language.
- ⇒ In Germany, for example, teachers specialized in teaching language 2 or a foreign language served a population that spoke other languages but was literate.

Never before had these two realities coincided in the profile of the students, and therefore there is neither training nor adapted materials, as we will see in the following sections.

### 2.2.3. Different motivations to participate in literacy lessons

Another recurrent characteristic is the multiplicity of reasons that lead people to enrol in a language and literacy course, associated with their different and multiple needs and expectations.

In general, a wide group is identified who start this process as a requirement to continue with the integration procedures that the different countries request in the regularization processes to obtain the residence permit or other procedures linked to the legal status (for example, family regrouping, among others).

At the same time, there are also other reasons such as having more opportunities to find work, being part of a personalized integration plan and requirement to obtain social benefits, being able to help children in their school work and education in general, aspirations of integration with the language as a fundamental part of it, or even sharing sociability spaces with people in similar situations, among other reasons.

All these situations are not exclusive.

In the Italian case, we would like to highlight the situation of people who are obliged to take these courses (associated with CAS or SPRAR projects) and who, due to their personal circumstances, do not have the conditions to adequately follow the learning process.





#### 2.2.4. Barriers to learning experimented in key social dimensions

In all the contexts analysed, the idea of a situation of vulnerability of the students or a situation of risk of social exclusion has been highlighted, which affects the teaching-learning process.

Among the most common factors in different dimensions of social exclusion identified in the teachers' discourse, the following are identified:

**Socio-economic insecurity:** informality, temporality and labour instability, unemployment, or dependence on social assistance (limited).

**Insecurity regarding the migration process:** non-legal status, support networks spread in different countries.

**Care of children or other dependent relatives:** especially women tend to be mothers of young children, or are in charge of other relatives, in a context of social policy with little protection and sometimes with limited access due to their migratory status.

**Emotional stress:** due to the impact of traumatic experiences lived prior to their migration or refugee situation, and/or due to the insecurity and instability that the migration project itself implies.

Thus, we could conclude that this population experiences limits in full citizenship, which impacts central aspects of post-industrial society: production and consumption, beyond the material dimension, limited access to social citizenship (to social protection systems: health, housing, education and income guarantee), a lack of effective access to political citizenship (rights) and to a protective social network in vulnerable situations.

All this leads to an emotional malaise that impacts on the learning process: it leads to less concentration capacity and sometimes, repeated absenteeism or intermittent attendance, resulting in a discontinuous learning process and a constant variation of participants that teachers find in the classroom on a daily basis.

**Participant 08 (GE\_FGD1):** *"Some of my young refugees come from Eritrea, they have been only 2 years in school then taken away from school by the military for services for the soldiers. After 4 or 5 years he fled military service and had a 3-year escape through Libya; They were there in slavery and fled again and came in 2015 via refugee-boat via Italy to Germany. They have no education, no literacy in their mother tongue. They want to get educated as fast as possible, but they have to follow a strong: First literacy, then examinations and then vocational training and then work and earning money."*

**Participant 1 (SP\_FGD1):** *"One of the main problems is that they stop attending the lessons."*  
**Participant 4 (IT\_FGD1):** *"Life circumstances clearly affected the learning process: it is really difficult to learn the language if you are focused on more important personal issues..."*

**Participant 06 (IT\_FGD1):** *"When students don't come to school for a long time and they suddenly come back to class it's really difficult to prepare a lesson and involve them"*

**Participant 03 (IT\_FGD1):** *"It's too difficult to prepare a lesson if I don't know who will be in class tomorrow..."*



### 2.2.5. Specific learning attitudes and behavior by gender and age

Finally, participants in the discussion groups explained how, although they found a certain overrepresentation of women among the illiterate migrants, motivation, attitude and persistence in the teaching-learning process is greater and more sustained among women.

It should be added that in contexts with younger students or even youth-adolescents, a resistant behaviour is identified among boys that sometimes hinders the classroom climate. The difficulties experienced prior to the migration process, together with the need to develop an accepted identity among peers, seems to lead them to show popular masculinities, which do not favour learning itself.





## 2.3. TEACHERS' PROFILES AND CAPACITY TO DEAL WITH DIVERSITY

### 2.3.1. Heterogeneity in typology and teachers' baggage

The main differences within the profile of the teaching staff is that, in the contexts analysed, in some cases a large number of the teaching staff work as volunteers for an organisation (the common situation of the organisations in Spain) and in others we only find professionals (the common situation of the organisations in Italy and Germany).

The professional backgrounds are therefore more heterogeneous in Spain, although the majority of volunteers have had links and long experience in the field of education and on many occasions in adult education.

In this context there are differences between the type of ownership of each service. In public adult education schools, teachers trained in primary education are contracted for literacy and language teaching. In contrast, subsidised or private entities have their own criteria.

*"There are many retired teachers. (SP\_b\_GD1\_P1)*

*"There is no specialized training, anywhere." (SP\_b\_GD1\_P6)*

*"When I say there is no such thing, I mean there is no postgraduate, no university training (...) I think these professionals should have specific training, postgraduate or specialisation. With a minimum of 150 hours". (SP\_GD1\_P2)*

*"We started without any training. At least, I refer to my experience. I studied contemporary history." (SP\_b\_GD1\_P6)*

Another of the differences is that the majority of professionals in Spain, at least those with the longest professional career, come from adult education, and had experience in literacy training for native speakers of the language for which they began the literacy process. This is not the case in the case of those who have joined more recently. On the other hand, some of the teachers are trained to teach foreign languages, and have long experience in this field, but they do not always have training in literacy.

*"We have accumulated 40 years of experience in literacy teaching" (SP\_a\_GD1\_P4)*

*"Well, I didn't have any kind of teaching experience when I arrived... they gave me a four-hour training course explaining [the method they used] and some recommendations, but of course, when you get to class the reality is different. Each student has a specific profile" (SP\_a\_GD1\_04).*

*"Sometimes we have to do everything: empathise with the illiterate person and their social limits, we have learned German as a second language, but not literacy. And then there is the fact that the students in these classes learn a foreign language at the same time! (GE\_a\_GD1\_08)*

Even so, they have in common that there is no specific training programme that focuses on this specific need.

*"We have a long history of specific training as teachers, and we really should start another training for literacy! But there isn't one. It's not easy to gather all the knowledge together." (GE\_GD1\_P6)*







### 2.3.2. Experience and vocation as key factors in managing complexity in the classroom

In order to deal with the complexity of a highly diverse teaching and learning environment, the teaching staff declared that the best tools they have are a vocation for this type of work, as well as experience.

With regard to the vocation, they consider that the intrinsic motivation of the professional is an essential factor, since without it and although they have more training, it is very difficult to achieve a real connection with the students and practically impossible to generate a positive classroom climate that allows learning. The profile of students in this type of environment has gone through, or is going through, complex life experiences and they need to be accompanied by empathetic and flexible people who understand this reality and do not become frustrated with the situation that it can generate, such as irregular attendance at sessions.

*"Then you also make these people feel good, the person in front of them is very important. I think that the trainer is extremely important, their involvement and above all their motivation to be in charge and to make them participants in the activities that take place in the village". (SP\_a\_GD1\_P4)*

*"...we love our work because it lets us to constantly relate to different cultures, and in the meantime, we discover different ways of learning, of thinking, of seeing reality, challenging paths that are normally taken for granted...". (IT\_FDG1\_P1)*

In relation to experience, the participants in all the analyzed contexts associated it to a greater flexibility and capacity to personalize the learning within heterogeneous groups and to be able to adapt to the changing realities both of literacy levels and of topics and approaches that can generate more interest among the students, and therefore to offer more quality to the teaching-learning process.

At the same time, it is associated with the capacity to generate adequate, useful and adapted materials of their own, in a context where there are no specific materials.

*"It is important that the trainer "It is important that the trainer is able to generate this ties in order to take advantage of the opportunity this has, that you act as a connector. Because if you use a very structured method, without little sensitivity to connect with the group (...) you make the classroom serve class, all looking at the teacher, always the same... you do not generate these spaces". (SP\_a\_GD1\_P7)*

*"We actually started with the scratch. Our colleague S.S. has many years of experience. We have learned a lot from her, but the amount of new challenges was immense. For months we searched for good materials, asking colleagues in other schools and different institutions and learned a lot. In the meantime, materials can be found on the internet. (GE\_FDG1\_P8)*



## 2.4. MAIN METHODOLOGIES AND ACTIVITIES IMPLEMENTED. SUCCESSFUL PRACTICES IDENTIFIED

In all the language services analysed, the planning of the service itself (teachers' lesson plans, teaching methods and materials) was surprisingly similar, regardless of the local diversity in the origin of the flows, the legal frameworks, the models of reception and resettlement, the rights of migrants and refugees granted, or even the type of provisions and resources allocated in each country.

### 2.4.1. Methods and materials

The need for a variety of methodological approaches was repeatedly highlighted throughout the focus groups. This is consistent with the idea of adaptability to the context and to the specific group of learners. Most teachers use textbooks or unified literacy methods, but always combined with many other resources.

In their view, textbooks and methods are not always useful in literacy contexts, due to the heterogeneity of learners. Moreover, these books barely represent the social and cultural reality of the learners and are designed more to be used with more homogeneous groups than the actual groups they are dealing with. Sometimes, these handbooks are simply not adapted for students with low oral competence in the language in which they are designed. Because of this, literacy and language teachers for foreigners often design their own materials, using and/or adapting those used in literacy for native adults, or those used in primary school.

Exploring specifically the main activities carried out, in many contexts it seems that the predominant methodology is the syllabic method (PA-PE-PI-PO-PU). During the discussions, the trainers pointed out the importance of comprehensiveness and meaningful content in the literacy learning process. However, they often decide to use a less meaningful method:

**Participant 07 (SP FGD2):** *"You have to adapt as much as possible because, I started (...) it is a system with which I am not convinced, this direct-syllabic system. "Pa-la, pie, pu-pa" and all that ... because after that there is no reading comprehension. We advance in writing, but there is no reading comprehension.*

**Participant 06 (SP FGD2):** *"... because I think that with the global method it is sometimes longer because its complexity is different".*

Trainers from the different contexts pointed out that each learner has a different learning style, according to their background, level of literacy, knowledge of the language they are learning and motivation towards their own learning process. This is why it is necessary to rely on different approaches and techniques, developing individualised programmes.

Many considered that the adaptation of the contents to the interests of the groups is one of the most important issues to take into account when designing the materials and guiding the dynamics of the classroom. The topics they usually deal with are related to this, for example: the search for employment, the regularisation of the administrative/legal situation, obtaining life skills including knowledge of the most important bureaucratic processes of the host society as well as general knowledge about public services and citizenship



Another recurrent concern was the need to adapt and be flexible to the needs of the group. Being able to change what is programmed, adapting materials and class dynamics when necessary has been highlighted as good practice:

**Participant 05 (SP FGD1):** *Maybe on a certain day, you will not use what you have prepared, or maybe someone has made a comment and you want to draw on it to promote orality. You should always have the activities prepared, but you should also be flexible enough to change the whole course if necessary.*

#### 2.4.2. Main Strategies and activities

Again, the strategies and activities implemented were similar in most of the contexts analysed. Many trainers highlighted the importance of starting with a concrete communication situation, from real life or from something relevant and interesting for the students.

The role of the teacher must change from being a protagonist to a facilitator of learning, with a more secondary role, so that the students become the centre of the teaching-learning process and allow themselves to be actively involved, going from being passive participants to active participants in the process. Some of the teachers also pointed out the importance of using the group experience as a source of learning, moving away from the idea of an expert teacher to that of a facilitator: adult learners are competent and already have previous knowledge and life experience.

**Participant 06 (IT FGD1)** *"Adult students do not like to be considered as children ... they have their experience ... they want to discover and understand for themselves ..."*

Many teachers argued that they were concerned about the desire to do a better job, but simply lacked the tools. For example, in one of the discussion groups held in Catalonia, teachers admitted to being without tools to implement this idea that places migrant and refugee adult learners at the centre of learning, from their own interests and pace, because of the lack of resources and training received.

In the same vein, many pointed out that learning materials should be authentic and as varied as possible, involving all types of senses (auditory, visual, reading), in order to enhance a holistic approach to learning. This is not always the case since the lack of materials and time to plan the sessions makes, as pointed out above, the continued use and/or adaptation of materials designed for another type of learner profile (either non-adult or non-migrant).

Still, in general, the importance of using all kinds of oral activities (e.g. introducing a reflection around a word) was highlighted:

**Participant 04 FGD1:** *"For example, today is ... what day is it today, Wednesday. And I say, I stand in front of the board and I say, ok, what are the vowels in the word Wednesday? and they say "e", "a" ... "*



To this we must add other types of activities such as those aimed at developing psychomotor skills, using different types of materials: manipulation, writing patterns among other examples:

**Participant 04 FGD2:** “... we have written directions with 4 lines to write, Montessori”.

When it comes to building oral skills, teachers often promote dialogue between students on important topics. When training in reading, teachers sometimes use ICTs such as WhatsApp, blogs or Twitter.

Some commonly used activities are: involving students in discussions and communicative activities (discussions, games, storytelling, role-plays...), activities involving movement, group activities as well as individual tasks trying to encourage the participation of all students, flashcards, teaching methods and digital applications, as well as drama or singing as part of a complex learning environment. Some of the teachers also work on intercultural projects. Carrying out activities within the classroom with representatives of the most important public services were highlighted as very relevant activities, as they can help students to get to know these professionals and services, thus influencing their integration process.

In addition, the groups from the different countries highlighted the opportunities of situations outside the classroom in which students could experience and face real and concrete communication challenges. Practices evaluated as successful were identified as the organisation of community-based activities, involving neighbourhood agents in the activity (i.e. visiting the main facilities, services and agents in the area), going on excursions and cultural visits (e.g. to art or science exhibitions, as well as participating in educational or cultural activities organised in the students' municipalities.

**Participant 02 (SP FGD1):** *this is important, you [the teacher] are the connector and you must see what they are interested in. For example, the midwife came to the school last year, because they [the students] sometimes don't dare ask certain questions, do they? If they [the students] are with the group and you are there, you can help and build a bridge [between them and society].*

**Participant 06 (GE FGD1):** *The fact that we regularly go to theatre or film performances, visit art exhibitions, go to the neighbouring International Art Museum, make music together and also go to the natural science exhibitions in Oberhausen or the Safety Exhibition in Dortmund, helps enormously with language acquisition.*

Thus, they generally considered that the teaching of literacy in L2 requires a high degree of variety in methods and strategies, starting from interests and topics relevant to the students' daily lives, with the aim of accelerating language learning. These include putting oral skills at the forefront and promoting communicative interactions between learners, in order to practice orality. Moreover, the ability to make the programme more flexible in each session, changing the dynamics and even the content, if necessary, according to the interests that emerge from the students themselves.

This is not an easy task, even in small groups of 7 to 10 students, which is not the common situation in many contexts. Teachers need high methodological skills which unfortunately they claim not to have acquired during their training.





### 2.4.3. Planning and assessment

In relation to the planning of sessions and the evaluation system, the majority of participants in the discussion groups in the different contexts agreed that there is little time for this. Both professional teachers and volunteers recognised that preparing lessons is an additional difficulty, especially when they are in charge of the volunteers.

**Participant 06 (SP FGD2):** *“It requires a lot of preparation”.*

- *“I believe that volunteers often (...) often do not have time beyond the class in itself... responsibility”.*

There are many strategies developed by the trainers to try to maintain quality and balance the lack of resources evident. For example, to counteract the fact that volunteers often do not have enough training or time to prepare sessions, some organisations plan the teaching sessions themselves, making it easier for volunteers to do so:

**Participant 2 (SP FGD1):** *“what we usually do is to expect for the organisation to facilitate planning and resources to the incoming person (volunteer)”.*

In order to keep students' motivation high, the didactic proposal must be based on real needs; this implies a constant revision of the class programme. To achieve this goal, teachers must develop plans and tools to monitor the learning process at different times of the course so that students are aware of how much they are learning.

**Participant 04 (IT FGD1)** *“Sometimes I realize that what I think about my lessons is really far from the students' perception... maybe I should try to monitor the trend of the class ...”*

To facilitate the evaluation of the learning process, they highlighted continuous evaluation as one of the best tools. According to the participants, it also serves as a way to monitor the evolution of the course and also as a communication tool between volunteers in shared courses.

**Participant 04 FGD2:** *“In this course we have a Google Drive with a file called ALPHA where you can find the name of all the students and once you have finished your lesson, each volunteer has to explain what has been done and what is the proposal for the next lesson”.*

**Participant 02 FGD2:** *“You can do it with the journal, through class observation and after that, you can do something. With literacy you can do a specific assessment activity that, say, they must know: “name”, “address”...”*

Teachers in the German context also stressed the importance of including self-observation during the teaching-learning process, as well as the evaluation of results, encouraging mutual exchange with other teachers. This procedure ensures a more objective evaluation of teaching and provides indications of methods and proposals to be changed in the future.

**Participant 01 (FGD1):** *“When we first look for methods, we find that there are many. They had to be evaluated. And then we realised that it was not only the methods that produced success, but the transversal organisation of the sessions”.*

The evaluation of the students, in general, is done through exams or rubrics, but in the case of literacy courses it is also done through daily observation and notes taken by the teacher.



## 2.5. MAIN DIFFICULTIES PERCEIVED: CHALLENGES AND PROPOSALS

Teachers in all countries complained about the lack of institutional and inter-organisational coordination, the lack of resources, the limited training of teachers in this specific field (and its quality due to its characteristics) and the limited supply and short duration of training projects and courses, although they tended to think that these were national problems; they also all imagined that the provision of language services from other countries was probably organised in a more coherent way.

The feeling of endlessly restarting the basic levels of language teaching could not only hardly meet the needs of many different learners, but was frustrating for both learners and teachers involved, with repetition of content, duplication of services and dissatisfaction.

In addition, everywhere, investment in language services has been drastically cut and the supply of literacy has been reduced exponentially. Basically, they consider that there is a lack of recognition of the importance of these services by the administration, although on paper they usually talk about inclusion or welcome.

Because of this, non-profit organisations are increasingly taking responsibility for providing language and literacy courses, especially to those learners who depend on free provision, and organisations are dependent on the changing availability of funds in line with policy orientations:

*"What I am saying is that the education administration (...) is giving up its functions (...) and the one who is funding (programmes) for literacy is the Department of Labour. [Spain, Participant 2 FG1]"*

In relation to all the above, the main proposals were aimed at reminding the importance of these programmes and claiming from the administration its role in properly financing this type of adult training so that it is implemented in the right conditions (adequate hu-

*"And sometimes the project begins but then it doesn't end. For example, the Diputació de Barcelona launched major projects to bring together all the Adult Schools in a network, but now (results of the last elections) it has been lost". [Spain, Participant 03 Spain, Participant 1 FG2]"*

man, material, temporal and spatial resources), generating spaces for coordination between entities and professionals, more research in this field, which allows for the elaboration of specific materials, as well as the development of specific training for teachers of quality and adapted to the new realities.

Secondly, the need to adapt programmes both to the specific profile of the students and their particular needs and to the specific factors of the situation in each country was also highlighted in all contexts. Thus, it is proposed, among other elements, to rethink structural elements such as enrolment periods for the most frequent courses in order to adapt them to the work/unemployment cycles or to personal and family situations, agreements with companies so that they conceive this type of course as fundamental and facilitate the assistance of workers, ensure free of charge, offer care and attention services for early childhood, among other proposals.

Finally, and more related to the classroom methodology itself, the need to generate a positive climate was highlighted, which is achieved through a combination of solid training, experience and vocation, and even to have professionals linked to the field of social intervention and/or psychology, to meet the needs of students in a more holistic way and thus promote their inclusion process, beyond the language.



Considering the results shown in the previous section, this second part focuses on the practice of teaching literacy to migrants and refugees, and is divided into the sections below:

#### 1. Methodological bases:

The outcome of the work and experience of Marta Vilar (Probens) and Mar Montoya (Acefir), as well as the results obtained during the focus groups and the workshop held in Brescia (2018), this section aims to provide an introduction to the main theories and methodologies used for adult literacy. In order to do so, this section begins by conceptualising the term ‘illiteracy’, and then goes on to outline the evolution of the theories that have governed the teaching of literacy to adults in their mother tongue. Last, this section identifies the differences with regard to the literacy of second languages in order to establish what the specific features of literacy for migrants/refugees are and what methodological aspects need to be taken into consideration.

#### 2. Examples of good practices:

This section introduces a total of 19 practical activities specifically designed for the different groups of teachers involved in the project. 18 teachers from Barcelona city, the province of Girona, Brescia and Unna participated in the development of these activities. Each of the proposed activities has followed a process based on analysing the needs of the target group of learners. The final result is a compendium of good practices that are intended to serve as a practical guide to the highly diverse situations we find in the world of L2 literacy.



### 3.1. LITERACY METHODS

#### 3.1.1. The concept of 'illiteracy' or an 'illiterate person'

We say that a person is **illiterate** or **unlettered** when he or she cannot decipher the spelling of his or her mother tongue. Therefore, they cannot interact by writing in their mother tongue. However, we can find different levels of illiteracy. First, there are those who are completely unfamiliar with the relationship between sound and grapheme (absolute illiteracy). Second, there are people who have acquired the notion of the relationship between sound and grapheme but who do not know the graphic system in its entirety or who still find it difficult to differentiate some letters and have graphomotor problems.

*'[...] a person is illiterate when he or she lacks basic skills such as: signing or writing a letter, reading and understanding oral or written news, solving everyday economic problems, interpreting a receipt, understanding the main signs and codes of urban life, having a reading habit, knowing the basics of the human body and understanding the fundamental mechanisms of nature and society.'* [free translation from the Spanish source], Aviñoa, J. et al. (1982).

Third, there are those with fewer graphomotor problems and who have fully mastered the graphic system (alphabet). Nevertheless, they have not acquired textual skills and find it difficult to understand and produce comprehensible sentences. For example, a person who recognises the letters of the alphabet and their sound but cannot draw the relevant information from an electricity bill, drug prescriptions, a written letter or the front page of a newspaper. They can be called **functional illiterates** or **neo-literates**.

This category also includes a variety of levels ranging from people who have just learnt the entire alphabet to people who are very close to becoming fluent readers. This also includes understanding numbers and the most basic notions of calculation. In addition to these concepts, there is the concept of digital illiteracy, which, although not dealt with by this project in any specific way, is a new type of social inequality.

We can establish 3 literacy levels:

1. **Beginners!**: doesn't know the relation between sound and spelling. Neither text and meaning.
2. **Intermediate**: Knows some letters and is able to read some syllables but not all.
3. **Neo-literate**: Knows the alphabet but has not developed a text comprehension ability.







### 3.1.2. Main literacy theories and methods

Adult literacy methods have varied over time. They can be classified into two main trends: the synthetic methods and the analytical methods.

The synthetic methods are those that start from the simplest elements of the language –the letter or the syllable– to build words and sentences. Analytical methods, on the other hand, follow the opposite process. That is, they start from the phrase or word to reach the syllable and letter. Both methods have had and still have several variants. Lastly, there is the mixed variant, which is a combination of the **analytical and synthetic methods**.

**A) Synthetic methods start from the simplest element of the written language, the letter. They can be graphematic or phonetic.**

The graphematic approaches start from the graphical symbol of the letter, from the representation of the written letter: m, s, r... And from its name: em, ess, ar, etc. The letter is recognised and memorised by means of written repetition with different visual and psychomotor exercises. By combining letters with vowels; syllables, words and ultimately sentences are formed. One of the biggest problems with this type of method is that the signs are not very meaningful, or even not meaningful at all. They require an enormous effort of memory and often lead to confusion in reading when the letters are put together. A common mistake in this method is reading a word by saying the name of each letter and not by joining phonemes ‘emoem’ (to say mom).

The phonetic approaches start from the letter’s phoneme (the sound it produces) ‘rrr, sss’ and then connect them with vowels to form syllables. Learners usually begin by learning the vowels and then are gradually introduced to the consonants, according to their level of difficulty. Some of these methods include some significant aspects such as the use of images as support. For example, the letter s can be accompanied by a snake (‘sss’ sound).

**B) Analytical methods start from sentences or texts, that is, from units of meaning that are broken down to their simplest components, the letters.**

**C) Analytical-synthetic methods start from the word, which is halfway between the sentence and the letter. The best-known approach is that of the generative themes by Paulo Freire. This method begins with words that belong to the thematic universe of the learners, they must be meaningful (and challenging, said Freire) so that they can lead us towards a reading of the world. These words are broken down into syllables (analytical method) and, through the combination of syllables, new words are formed (synthetic method). In addition, the generative themes are usually accompanied by images as a mnemonic support.**





### 3.1.3. Meaningful learning and literacy

Today, most educational trends advocate the importance of meaningful learning. In other words, that there should be a possible association between what the student already knows and the new information. If we look at the methods presented above, we must bear in mind that these are methods that were designed for people who were being taught literacy in their mother tongue. This means that the learners had prior knowledge of what the words they were learning to read and write meant, since they knew the oral language. Since they were able to identify phonemes and relate them to a concept, they could easily establish a direct relationship between signifier and signified.

When we talk about literacy in the host language, we often find that the above methods do not work. This is mainly because the language in which literacy is sought is not the mother tongue, which makes the relationship between signifier and signified more difficult to understand. The realities of L2 literacy classes are infinitely diverse. One can find:

In view of this situation, it is advisable to emphasise the meaningfulness of learning. In order to give meaning to the written language, oral language learning becomes a necessity.

#### **DIVERSITY IS ONE OF THE COMMON CHARACTERISTICS FOUNDED THROUGHOUT THE PROJECT**

One can find:

- ⇒ *People who do not speak or write the L2 language.*
- ⇒ *People with different levels of oral competence on the L2 but who are illiterate in the country of origin.*
- ⇒ *People with different levels of oral competence on the L2 and some knowledge of the graphemes on the L2.*
- ⇒ *People without oral competence in the L2 and with low levels of literacy in the language of origin (in this case, they would be neo-literates).*

**At the same time, in order to facilitate meaningful learning of the language as a whole, we must also employ meaningful learning that attempts to respond to the communicative needs of the people who learn it. There are two types of response to this need:**

**Exclusive learning of oral skills in L2 avoiding any kind of written support. In this case, the literacy process would be undertaken after learning the language.**

**Learning the language and literacy simultaneously.** That is, acquiring written and reading skills through oral interaction.

Selecting one option or the other will depend on the most immediate needs of the students, as well as on their specific interests. The experience shared by the project participants reveals that option II is often the most common for various reasons:

- ⇒ Students' motivations and interests.
- ⇒ Specific needs of the students.
- ⇒ Heterogeneity of levels in the same class.





*According to American theorist David Ausubel, meaningful learning is a type of learning in which students associate new (versionist) information with information they already possess, readjusting and reconstructing both pieces of information in the process. In other words, the structure of previous knowledge conditions new knowledge and experiences, and these, in turn, modify and restructure the former. This concept and theory fall within the framework of constructivist psychology.*

#### 3.1.4. How to choose a method?

From the experiences shared by the teachers participating in the project, most of them agree on the need to use an eclectic method that encompasses the use of the different existing theories. Depending on the competences and aspects we want to work on in the classroom, we will generate activities based on what we consider to be the best response to the students' needs. We will start from the communicative and intercultural perspective of the language and from the premise that learning must always be:

- ⇒ **Meaningful** in responding to the needs and interests of the students.
- ⇒ **Student-centred**, focusing on the learners as the lead in their own learning process.
- ⇒ **Engaging**, by encouraging interaction and participation among equals.
- ⇒ **Customised** and adjusted to the specific needs of each person.

In the following pages you will find a sequencing proposal to prepare a simultaneous literacy and orality class in L2.





### 3.1.5. Class preparation process



#### 1. ANALYSIS OF NEED

The first step to be considered is to analyse the needs of the group. Properly analysing the needs will allow us to determine the general objectives of the course as well as the specific objectives of each session. In order to be able to respond to the real needs of the students, we will have to determine factors such as age, gender, administrative situation, interests, motivations, learning styles, oral level and written level of the language ([annex II](#)).

#### 2. SETTING OF GENERAL AND SPECIFIC OBJECTIVES

Once we have identified the needs, we will set out the objectives to be covered in each sequence of activities. We will determine the general communication goals to be addressed as well as the specific goals (vocabulary, competences, learning strategies...) ([annex III](#))

#### 3. TIMING AND ANALYSIS OF THE NECESSARY MATERIALS

Once the objectives have been defined, we will develop the structure of the contents, considering the timing and materials required for their development ([Annx III](#)).

#### NOTE

The inputs or language samples provided must be real materials, i.e. they must represent or be part of communication situations that are part of everyday life.





#### 4. DEVELOPMENT OF CONTENTS AND CLASS DYNAMICS

- ⇒ **Oral interaction work through the use of auditory, visual and kinesthetic inputs.** Considering all the above, the sequence will start by focusing on working on oral skills and interaction with little or no written support, and we will reinforce visual, auditory and kinesthetic inputs.

*Throughout the project, a common point was the importance of knowing the oral language in order to learn to read and write.*

*Therefore, **ORALITY IS A MUST IN L2 LITERACY CLASSES.***

- ⇒ **The work of reading and writing using words, sentences or texts already used in the oral interaction tasks.**

- ⇒ **Presentation of words, sentences and texts:** Students are presented with a graphic representation of what they have worked on in verbal practice. Students with a basic level of literacy will be introduced to words, while students with more advanced levels will be introduced to sentences or texts.

#### ACTIVITIES EXEMPLES

- ◆ WRITING THE KEY WORDS ON THE BLACKBOARD(it can be made by the students or teacher)
- ◆ JOINT REFLECTION OF RECOGNITION: Do we know all the letters?
- ◆ JOINT READING separating the syllables first and everything together later.
- ◆ MISTAKE WRITING on the board

#### NOTE

In the annexes you will find more concrete examples of the types of activities that can be carried out in each of the proposed sections.





- \* Memorisation (supervised practice): This involves helping students memorise. In early literacy levels, emphasis will be placed on the relationships between graphics, sound and meaning, psychomotor activities and word composition (letter-syllable-word). Students with more advanced levels will be introduced to elements of global understanding, identification of components of a sentence or text and their meaning.

#### Activities' examples

- \* using cards with the written word
- \* Worksheet calligraphy
- \* Invisible Blackboard
- \*Gymnastic copy

#### Activities' examples

- \*FOLLOW LINES OF DOTS.
- \* SAND SLATE
- \*WRITE THE WORD WITHOUT LOOKING
- \*RELATE IMAGE-WORD
- \*CUT AND PASTE
- \* FILL IN HOLES WITH MISSING LETTERS.
- \* MEMORY GAMES, DOMINOES, LETTER SOUPS, HANGED, UNCOVER SYLLABS, SYLLABIC DICTATION.

- \* Practical exercises (semi-supervised practice): The aim of these activities is for the students to put into practice the contents covered in the previous section, but this time they will have to produce and understand them more autonomously.

- \* Final task (free practice): The aim is for students to put into practice what they have learnt in real situations, which can range from filling in a form to going to the library to apply for a card. These situations can take place both inside and outside the classroom. What is important is that students have to use all the knowledge they have acquired to solve the challenge. It also serves as an assessment tool.

#### EJEMPLOS DE ACTIVIDADES QUE SE PUEDEN REALIZAR

- \* ROLE PLAY
- \* OUTINGS TO THE NEIGHBORHOOD: get your card at the library, read the school hours, go to the medical center, search for streets on google maps ...
- \* UNDERSTAND AND FILL IN REAL DOCUMENTS: registration request, school note, job announcements ...





## ACTIVITIES EXAMPLES

CORRECTION IN OPEN CLASS

CORRECTION BETWEEN EQUALS

POINT OUT ERRORS DURING PRODUCTION AND AT THE END MAKE A COMMON LAYOUT ON THE BOARD

SELF-EVALUATION WITH EMOTICONS

## 5. EVALUATION AND ASSESSMENT

Evaluation should be included in our teaching schedules as a separate activity. Among the different types of assessment available, we will opt for those that generate as little stress and anxiety for students as possible, and a type of assessment that allows us to gradually monitor the learning process for both teachers and students. It is particularly important for students to be able to reflect on their learning process by means of the assessment methods established.

### 3.1.6. Heterogeneous groups management

L2 classes for migrants are often characterised by heterogeneity, i.e. diversity. We usually encounter differences in levels and learning styles that we must take into account in our classes. If we follow the VARK model:

	VISUAL	AUDITORY	KINESTHESIC
	Learns by copying the board or writing. Cannot stand 'uncertainty' in class. Easily forgets what he/she hears.	Learns by listening. Likes music in the classroom. Needs to recreate dialogues to contextualize the vocabulary. When he/she listens without 'noise', he/she usually does not forget the information.	Learns by what he/she touches and what he/she does. Needs to 'touch' the words and relate them to movements. Is usually more auditory than visual
<b>What type of texts do they like?</b>	Descriptions.	Dialogues.	Texts in which there is action and movement.
<b>How does he/she receive the information?</b>	He/she gets tired if he/she has to listen for a long time.	He/she likes to listen but needs to talk because it is his/her way of taking notes	Needs to move and make gestures. If he/she cannot, he/she gets bored.
<b>When does he/she get distracted?</b>	When there is movement or visual disturbance, however, the noise does not bother him/her too much.	When there is noise.	When the explanations are only auditory or visual



*The VARK model focuses on the multiple ways of selecting the information we receive, in this case language input. This criterion distinguishes four types of learners: visual, read/write, auditory, and kinesthetic. Learners will organise the selected information and, once organised, according to the use they make of it, our learners will be distinguished between active, theoretical, reflective or pragmatic (Kolb:1976).*

In addition to the variety of learning styles, there are other factors that determine the students' learning preferences (level of education, mother tongue, cultural background, age, motivation, health, etc.).

That is why in heterogeneous classes we should:

Develop a lesson plan with **activities** that attempt to **include all learning styles**.

Create **complementary class groups**, that is to say, if for example we carry out a reading comprehension activity and there are students with reading difficulties, we will create groups of students with a good level of reading and students with reading difficulties. The student with the highest level will read aloud.

Always bring supplementary material or additional activities for students with fewer difficulties. This way they can carry out other activities while the students with more difficulties work quietly.

Working dynamics must pay special attention to the affective side.

Activities should always be corrected in a positive manner

### 3.1.7. Intercultural Skills Development

*Interculturality is 'a type of connection that is intentionally set up between cultures and that encourages dialogue and encounters between them on the basis of mutual recognition of their respective values and lifestyles. It does not aim to merge the identities of the cultures involved into a single identity but rather to strengthen and enrich them in a creative and supportive manner. The concept also includes the relationships formed between people belonging to different ethnic, social, professional, gender, etc. groups within the borders of the same community [free translation from the Spanish source], CVC.*

It means that the intercultural skill promotes the development of social values. If we talk about languages teaching and literacy, the classroom's interculturality could be through:

- ⇒ Intercultural approach that promotes interest in understanding the other, their language and culture in all its complexity, without generalizations.
- ⇒ Intercultural approach that promotes the development of the ability to learn and re-think about the world and the particular contribution of each one. This is achieved by creating meanings through discursive practice.
- ⇒ All cultures present in the classroom are valued equally and through cooperative learning. The esteem of diversity is favored.







## 3.2. GOOD PRACTICES

Below is a series of L2 literacy and oral learning activities as well as a description of the process undertaken. These activities were designed between February and June 2020 by teachers from 4 of the cities/regions of the partner countries (Barcelona, Girona region, Brescia and Unna). It is a set of 18 activities and 1 educational project. Each of the activities provided followed a process of needs analysis with the group of students to which it is addressed. The final result is a compendium of good practices that are intended to serve as a practical guide to the highly diverse situations we find in the world of L2 literacy.

The process of designing the activities was as follow:

- ⇒ Needs analysis: As mentioned previously, the activities presented are based on a needs analysis of real groups. The process began in March 2019 with a previous meeting with the students. At this meeting, the group's profile as well as its needs and interests were determined. For this, aspects related to their linguistic needs, personal interests, age groups, gender, social and administrative situation, educational background, command of spoken languages and knowledge of writing systems were taken into account.
- ⇒ First draft of the activity: Once the specific needs of each group had been detected, the objectives were set and each teacher designed an activity proposal that was discussed with the other participating teachers in the same city.
- ⇒ Activity pilot: When the proposal was final, the activity was brought into the classroom as a pilot, with active observation by the teacher
- ⇒ Final version and recording: Once the activity was completed, the group of teachers met again to reflect on what had been observed and to make any changes deemed appropriate. Once the final activity had been designed, most teachers had the opportunity to record the entire lesson. The videos of the activities are available on the YouTube channel. Each activity description is accompanied by its corresponding link. However, there are some activities that, due to reasons beyond the scope of the project, could not be recorded in the actual class. Alternatively, we propose watching videos recorded during the project's workshop in Poland where these activities were shared.





## 3.2.1. Activities Index

Given that the activities presented respond to very heterogeneous groups in terms of language levels, we decided to establish the organisational criterion according to the level of literacy involved, from lowest to highest. In the corresponding annexes you can find a more detailed description of the activities, as well as the link to the YouTube video.

While the themes are sometimes repeated, this is because they were the immediate needs identified. However, the dynamics and educational proposals differ from each other and are useful to work on different competences and skills.

ANEX	LEVEL	TARGET GROUP	SKILLS
<a href="#">A. Welcome at work with a pipe!</a>	Literacy: 0-1 Orality: heterogeneous a.1 -a.2	Heterogeneous group of people in a refugee programme in Germany aged between 20 and 50.  One of the main needs identified was that of social and labour integration	Speaking interaction. Reading and writing skills, initial literacy level. Psychomotricity. Word recognition. Writing of specific words.
<a href="#">B. Fruits and vegetables</a>	Literacy: 0-1 Orality: heterogeneous a.1 -a.2	Heterogeneous group of migrants between the ages of 21 and 55 who attend literacy lessons at an organisation in Barcelona.  The main need identified in this group is to be able to read and write information about daily life.	-Oral identification of vocabulary. Transcribe the spoken word into writing. Recognise and write some words. Differentiate between upper- and lower-case letters.
<a href="#">C. Our body</a>	Literacy: 0-1 Orality: heterogeneous a.1 -a.2	Heterogeneous group of people in a refugee programme in Germany aged between 20 and 50.  One of the needs identified is that of gaining independence when carrying out daily tasks.	Recognising letters and words. Fine psychomotor skills. Reading and writing specific words.
<a href="#">D. Domino 'Parts of the body'</a>	Literacy: 0-1 Orality: heterogeneous a.1 -a.2	Heterogeneous group of people in a refugee programme in Germany aged between 20 and 50.  One of the needs identified is that of gaining independence when carrying out daily tasks	-Recognising letters and words. Fine psychomotor skills. Reading and writing specific words
<a href="#">E. 'My ...hurts'.</a>	Literacy: 1 Orality:a.1.	A heterogeneous group of women living in Barcelona and aged between 20 and 50 with little or no educational background.  One of the needs identified is that of gaining independence when going to the doctor.	-Speaking interaction. Recognising words and written expressions



ACTIVITY	LEVELS	TARGET GROUP	SKILLS
<a href="#">F. Pasapalabra...What hurts me?</a>	Literacy: 0-1 Orality: A2 Spanish, A.1-A.2. Catalan	Group of women who attend classes in Celrà. The average age is 45.  Learning Catalan to be able to carry out everyday activities.	-Graphically recognising the names of the body parts.  Familiarisation with the Catalan alphabet.
<a href="#">G. What time is it?</a>	Literacy: 0-1 Orality: heterogeneous a.1-a.2	Heterogeneous group of people in a refugee programme in Germany aged between 20 and 50.  One of the needs identified is that of gaining independence when carrying out daily tasks	-Speaking interaction. Oral and written word recognition.  Psychomotricity.
<a href="#">H. Mothers and School</a>	Literacy:0 Orality:a.2-b.1	Heterogeneous group of mothers of 30-43 years of age based in Barcelona, housewives in charge of the care of their children.  One of the needs identified is to be able to establish communication and a connection with their children's educational community.	-Oral comprehension. Word recognition.  Writing their own and their children's first and last name on a school document.
<a href="#">I. Bingo! Express your age</a>	Literacy: 1  Orality: A.1.1	Heterogeneous group of people in a refugee programme in Germany aged between 20 and 50.  One of the main needs identified was that of social and labour integration	-Speaking interaction.  Recognising letters and words.  Reading
<a href="#">J. Wild-card words</a>	Literacy 3 (neo-literate) Orality: A.1.2+	Group of young refugees between 20-25 years old who attend classes in Barcelona.  One of the needs expressed by students is that of knowing how people speak	-Speaking interaction. Word recognition. Reading and writing



ACTIVITY	LEVELS	TARGET GROUP	SKILLS
<a href="#">K. Whatsapping</a>	Literacy: 3 (neo-literate) Orality: A.1	Heterogeneous group of students in Barcelona between 17 and 45 years old.  One of the needs identified was daily communication through social networks.	-Psychomotricity. Reading and writing. Word recognition
<a href="#">L. Let's make tiramisu!</a>	Literacy: 2-3 (neo-literate) Orality: a1-a2	Heterogeneous group of young male refugees between 20 and 36 years old.  One of the needs identified is that of being part of society.	-Speaking interaction. Word recognition
<a href="#">M. A walk through the neighbourhood with Google Maps</a>	Literacy: 2-3 (neo-literate) Orality: a1-a2	Heterogeneous group of young male refugees between 20 and 36 years old.  One of the needs identified was the need for orientation in the new environment.	Speaking interaction. Word recognition.
<a href="#">N. Colours and Clothing</a>	Literacy: 2-3 (neo-literate) Orality: a1-a2	Heterogeneous group of young male refugees between 20 and 36 years old.  One of the needs identified was the need to engage in everyday activities	-Speaking interaction. Reading and writing
<a href="#">O. Parts of the body</a>	Literacy: 2-3 (neo-literate) Orality: a1-a2	Heterogeneous group of young male refugees between 20 and 36 years old.  One of the needs identified was the need to engage in everyday activities.	-Speaking interaction. Word recognition. Word composition. Visual memory.
<a href="#">P. Learning Italian through jobs</a>	Literacy: 2-3 (neo-literate) Orality: a1-a2	Heterogeneous group of young male refugees between 20 and 36 years old.  One of the needs identified was that of social and la-	Speaking interaction. Word recognition. Writing of words.



## Activities' index

ACTIVITY	LEVELS	TARGET GROUP	SKILLS
<a href="#"><u>Q. ¿How am I? ¿How are the others?</u></a>	Literacy:2-3 (neoliterate) Orality A.1.2-A.2.	Heterogeneous group in Sarrià de Ser (Girona) made up, mostly, by migrant women between 25-50 years old who need to improve their Catalan and / or Spanish to function in daily life.	-oral interaction -Word recognition. -Word writing
<a href="#"><u>R. What does it mean to be a man or a woman?</u></a>	Literacy:2-3 (neoliterate) Orality A.1.2-A.2.	Heterogeneous group in Sarrià de Ser (Girona) made up, mostly, by migrant women between 25-50 years old who need to improve their Catalan and / or Spanish to function in daily life.	oral interaction -Word recognition. -Word writing
<a href="#"><u>S. Project-Workshop "Sewing and talking?"</u></a>	Literacy: All levels Orality: A.1.2-A.2.	Heterogeneous group in Pineda de Mar (Girona) made up, for the most part, by migrant women between 25-50 years old who need to improve their Catalan and / or Spanish to function in daily life.	-oral interaction
<a href="#"><u>T. My name is...I'm from</u></a>	Oralidad sin soporte escrito A.1.1	Grupo heterogéneo con bajo nivel formativo en Somalian Foundation (Poland) de entre 25-60 años que necesitan aprender polaco por motivos laborales.	-Interacción oral



## A. WELCOME AT WORK WITH A PIPE

Literacy 0-1 / A.1-A.2

### GOALS

#### MAIN

*Pronunciation of professions in German that allow students to communicate in a job search process*

#### SPECIFICS

*In this activity, students will learn 6 professions that begin with the letter K.*

*-Recognition of the words Kinderarzt, Kellner, Krankenschwester, Koch, Kaufmann, Klempner.*

*-Psychomotor work of writing the uppercase and lowercase letter K.*

### TARGET GROUP

**8 PEOPLE** between 20 and 50 years old.

Asylum and refugee seekers from Syria, Georgia, Nigeria, Guinea

The group of students is heterogeneous. None have knowledge of the Latin alphabet but some know something of other alphabets. They have very different cultural backgrounds, which makes their learning pace and their ability to understand vary greatly.

Their concentration, motivation and participation also always depend on their emotional state.

#### Materials:

- Pictures, small and large, of people and professions.
- Memory cards with the names of the professions.
- Pipe cleaners
- Exercise books
- Glue



<https://youtu.be/3yPOP7PK0vg>



## ACTIVITY SEQUENCING

*The activity is embedded in the sequence “The right job for you!” which is supposed to take appr. 5 sessions of 90min. Since it is the students’ main goal to enter the job market after finishing school, they are supposed to be prepared for the world of work.*

*Therefore, the main goals of this unit are to utter the German terms of professions, to enable students to describe jobs, workplaces and main tasks and to express their own interests, skills and ideal jobs.*

### Contextualization and activation of vocabulary

Since the students have 6 different subjects with different teachers, it is not always easy to say what they have learnt within one week/between the sessions. In order to check their pre-knowledge the pipe cleaners are very suitable for a short warm-up at the beginning of a lesson.

In this lesson the letter K/k is on focus. Therefore, we hand out the pipe cleaners at the beginning of the lesson and ask the students to form a capital K and a small k. (“Formen Sie bitte ein großes K”). By their performance it is easily recognizable whether they know the letter or not. We help them or show them how to form the letter if necessary.

After the warm-up we show the students the pictures of professions (one after the other) and name the profession, e.g. “Er ist ein Kellner. Kellner fängt mit einem K an.” [He is a waiter. Waiter begins with a w]. We pin the picture on the board and write the profession below. After that we ask the students: “Was ist er?” - “Ein Kellner.”

### Activity sequencing

-Now we take our pipe cleaners and say: “Formen Sie bitte das Wort “Kellner”” (Please form the word waiter”)

Es importante elegir el mismo operador “formen” una y otra vez, de modo que los estudiantes relacionen el significado con este tipo de tarea.

The students form the word. Meanwhile we repeat the word over and over again (e.g. when going around to check their results you can read the word out loud)

“Kellner. - Alright, well done”

While the students form the word by the help of the pipe cleaners, it is necessary to go around and check. Sometimes the letters are mirror-inverted, letters are swapped or mixed or left out.

If this is the case, it makes sense to point at the error and point at the board, where they can see the word written correctly. They would notice their error and correct it and the fellow students do not take notice which is quite important for some students, since they easily feel ashamed or insecure, if they make a mistake. At the same time they receive an immediate positive feedback, that is often perceived as reward for their work done.

Having finished forming the word and knowing that they spelled it correctly, the students are given the little picture of the waiter (the same as the one pinned on the board) and are supposed to glue the picture and copy the word into their exercise books.

After doing these steps with every picture/profession the students, you erase the words from the board. You take the memory cards with the words and let them read and match the words with the pictures which are still pinned on the board.



## B. FRUITS AND VEGETABLES

Literacy: 0-2 / A.1-A.2

### GOALS

#### MAIN

-Facilitate a real life interaction: "in the market".

#### SPECIFICS

-Oral identification of vocabulary.

-Transcribing into writing the words they have identified orally.

-Word recognition and writing

-Disseminating Upper and Lower Case.

-Grammar analysis of gender of nouns in Spanish

### TARGET GROUP

5 people between 21 and 55 years old.

Mali, Guinea, Bangladesh and Morocco. (Migraestudium Barcelona)

They attend literacy classes in an organization in Barcelona.

Most of them have never been to school or for a very short time. They have a low socio-economic status and most of them are in an irregular administrative situation.

The primary need detected in this group is to be able to read and write information from daily life.

#### Materials:

-Wooden and plastic letters

-Images of fruits and vegetables.

-Photocopy where they have to write the fruits and vegetables.



[https://youtu.be/1yfN\\_APc7IU](https://youtu.be/1yfN_APc7IU)





## SECUENCIACIÓN DE LA ACTIVIDAD

*This activity is part of the syllabus for a course for beginner students of literacy. Students have attended around 25 hours of class at the moment of the recording. In previous classes they have learnt some of the letters of the alphabet. The class main aim is to assimilate those letters by learning and practising vocabulary from the theme of “fruits and vegetables”. It is a class designed to recognise, write and read names of fruits and vegetables, discriminate feminine and masculine words. In a class following this one, they will use the vocabulary learnt to simulate an everyday interaction in the market. It will imply shopping and buying by recognising the words learnt in the previous lesson*

### Activity contextualization and vocabulary activation orally.

The vocabulary of fruits and vegetables is contextualised by using images. Some of the students know the words previously, some don't. By showing the pictures, those that do activate previous knowledge, those that don't learn it (whole group activity)

#### Activity Sequence

- The teacher asks the students to identify, , using the wooden letters, the words that they have just learnt orally (individual activity)
- They transfer the identification of letters into writing, by filling up the worksheet. Correction is in pairs when some of them finish, and also the teacher points out correction individually. .
- They have to cross-check it on the board by distinguishing upper and Lower Case (individual + peer correction).
- The distinction between masculine and feminine nouns is explained by the teacher and they have to express it



## C. OUR BODY

Literacy: 0-1 / A.1-A.2

### GOALS

#### MAIN

-Talk about our health especially going to the doctor.

#### SPECIFICS

-Pronunciation of body parts in German.

-Describe health problems, diseases and physical conditions.

-Recognition of letters and words.

-Fine psychomotor skills.

-Reading and writing specific words.

### TARGET GROUP

8 PEOPLE between 20 and 50 years old.

Asylum and refugee seekers from Syria, Georgia, Nigeria, Guinea

The group of students is heterogeneous. None have knowledge of the Latin alphabet but some know something of other alphabets. They have very different cultural backgrounds, which makes their learning pace and their ability to understand vary greatly.

Their concentration, motivation and participation also always depend on their emotional state.

#### Materials:

-Big picture/poster of the human body.

-Wordcards telling the parts of the body.



[https://youtu.be/fcqr3Y-Sp\\_g](https://youtu.be/fcqr3Y-Sp_g)



## ACTIVITY SEQUENCE

*The activity is the first lesson in the sequence “At the doctor’s” which is supposed to take appr. 3 sessions of 90min.*

*Since the students have to be enabled to manage their daily tasks on their own, they need to learn vocabulary and expressions in order to be able to talk about their health, especially if they have to see a doctor.*

*Therefore, the main goals of this unit are to utter the German terms for the parts of the body, describe health problems and illness and express how they feel.*

### Activity development

1 Introduction: Since the students have 6 different subjects with different teachers, it is not always easy to say what they have already learnt. This session is the first in the sequence, so it is helpful to check which words are already clear to the students.

In order to activate their active vocabulary we start the lesson by pointing at our parts of the body and asking “What is the word for this part?”.

On the board there is a poster showing the human body. After the students say the correct word/the teacher introduces a word the students do not know yet, the teacher takes the suitable word card (with the word for the body part on it) and sticks it on the poster (at the suitable place).

2. Now the students are provided with a paper showing the same picture. The words for the parts of the body are written below. The students are supposed to cut out the words and place them in the picture.

For very beginners it is helpful to leave the board open, so they can take a look at the poster. For advanced learners we can close the board and see if the students can remember the words on their own.

The instruction for the task should be explained by holding up scissors and show what is supposed to be done. “Please, cut out the words...” (then show the glue) “... and glue the words into the picture”.

It is always helpful to give clear and short instructions. The teacher needs to be aware that short and simple sentences and slow talking helps the students understanding.

Meanwhile the teacher goes around and checks. The students feel worshipped if the teacher gives direct feedback on their work and often time they are insecure if they do it correctly so they are longing for personal feedback.

When checking their work, it makes sense to read out every word: “Alright, let me check: head, hair, nose

..... Perfect, very well done!”

3. In the next step we come from recognizing the words to the single letters.

The students are given a paper with the picture and the parts of the body written right next to it. The words have gaps which need to be filled.

Here again, we can vary the level by letting the students take a look at the materials from before or asking them to not take a look at them.

4. This task will also be checked by the teacher personally.

5. At the end of the lesson we go through the parts of the body again, having the students utter the words. This can be done by going one after the other, everybody is supposed to utter one word for a part of the body that is shown by the teacher.

## D. DOMINOES 'PARTS OF THE BODY'

Literacy: 0-1 / A.1-A.2

### GOALS

#### MAIN

-Talk about our health especially going to the doctor.

#### SPECIFICS

-Pronunciation of body parts in German.

-Describe health problems, diseases and physical conditions

### TARGET GROUP

8 PEOPLE between 20 and 50 years old.

Asylum and refugee seekers from Syria, Georgia, Nigeria, Guinea  
The group of students is heterogeneous. None have knowledge of the Latin alphabet but some know something of other alphabets. They have very different cultural backgrounds, which makes their learning pace and their ability to understand vary greatly.

Their concentration, motivation and participation also always depend on their emotional state.

#### Materialies:

-Dominoes with body parts



Domino and Bingo

<https://youtu.be/ue2CzDGzz5Q>



## ACTIVITY SEQUENCE

*The activity is the second session in the sequence “At the doctor’s” which is supposed to take appr. 3 sessions of 90min.*

*Since the students have to be enabled to manage their daily tasks on their own, they need to learn vocabulary and expressions in order to be able to talk about their health, especially if they have to see a doctor.*

*Therefore, the main goals of this unit are to utter the German terms for the parts of the body, describe health problems and illness and express how they feel. .*

### Activity development

1 Introduction: This session is the second in the sequence, so it is helpful to check which words can be remembered from the last session.

In order to activate the students’ pre-knowledge we start the lesson with a little game. This can be played solidly or in pairs of two.

Often times we experienced that it is more effective to have every student work on their own because if the learner’s levels vary a lot, it is likely to occur that one student is more active and the other student is overwhelmed by the partner and beginning to resign.

Every student is given a domino game. The game shows a picture with a part of the body and a word. The domino cards have to be lined up so that the words fit the pictures. The first card start with the word “START” and the last card tells the word “END”.

2. Often times this game is unknown and not self-defining to the students. It is helpful to introduce it by showing the cards and demonstrating the first one/two matches. Even by handing out the game cards it is helpful to demonstrate the beginning once again to make sure every student understands the task.

3. It is common that the students take some moments to understand the material and know what to do. Here it is necessary for the teacher to go around and check if the students understand the task and manage to find first correct matches.

If they struggle they can also take a look at the materials from the previous lesson (picture of the body etc.).

4. The correction will be done by the teacher. Here it is important to not say “You made a mistake!”. Often times it helps to just put a finger on the error. Often times they already recognize themselves that there is an incorrecion which they have to check. It is very important to make sure the students do not lose their motivation by experiencing insecurity or failure.

Again, the teacher should check the work by reading the words out loud and point at the words with their finger.

5. After this activity we can move on by introducing the word “hurts” (German: “tut weh” in order to describe pain in a certain body part.

The teacher shows a part of the body, simulates pain and says “My .... hurts” (Mein ... tut weh.”). This will be done several times in order to show that “hurts” is the word to describe pain.

Then the teacher points at a student and says “YOUR ... hurts.”

Repeating my and your by pointing at oneself and somebody else should help the students understand the difference in meaning.

After that, the teacher points at a body part and waits for the students to utter “Your .... hurts”.

[This session can be followed by an activity where we simulate to be at the doctor’s and the students have to pick a card with a body part and utter that they have a pain in it.]



## E. "MY...HURTS"

ALFA: 0-1 / A.1-A.2

**GOALS****MAIN**

-Empower women through the language in the exercise of their daily activities.

**SPECÍFICS**

-To be able to express common symptoms in the doctor.

-Understand simple guidelines from the doctor.

-Oral interaction

-Recognition of written words and expressions.

**TARGET GROUP**

Heterogeneous group of women residing in Barcelona and aged between 20 and 50 years with little or no educational background.

One of the needs detected is to gain autonomy when going to the doctor.

**Materials:**

--Pictures of the theme "It hurts me ..."

-Board

-Small images that represent oral expressions.

-Cards with written expressions.

-Wood letters.



[https://youtu.be/hGpEES\\_RtHI](https://youtu.be/hGpEES_RtHI)



## ACTIVITY SEQUENCE

*This activity is the beginning of a teaching unit. Previously, work has been done on activating and learning oral vocabulary and oral interactions. For a satisfactory performance of the activity, the students must have previously learned the parts of the body.*

### Activity development

1) In order to contextualize the structures and vocabulary, we asked the students how they are today, if they are doing right, if something hurts, how their husband is, and if something hurts them. This way, the vocabulary of symptoms and physical pains starts to get active in their heads.

2) No material is given to the students for now. They simply have to observe the teacher and say what pain hurts her. Once the pain has been said, the linguistic structure is repeated with the whole class together.

3) The teacher, through mimicry and gestures, pretends to have stomach pain: she puts her hands on her stomach and makes a face of pain. The students try to decipher the corresponding structure ("My stomach hurts"). Once the structure has been said by some student, the teacher - also through the gestures - ask to all students to repeat the same structure at the same time.

The same steps are going to be repeated with all the physical symptoms and pains.

After the oral presentation of these structures the teacher is going to proceed to the written recognition of the same structures worked before. For this, she will distribute cards with the expressions written, on one hand, and the images of these expressions, on the other hand. The students, in pairs, have to match the card written with the corresponding image.

The teacher reviews the work of each of the couples to see if each written card is properly attached to their image card.

After this, the teacher proposes a series of activities to facilitate the memorization of the key words by the students. These activities are: write the new words in their notebooks; an activity called "the magic blackboard"; and, finally, compose the keywords with wooden letters.

4) Teacher will check and correct the oral errors at the

same time that the students make it. It has to be a simultaneous correction because students are learning both the way to express symptoms and the words to do it (linguistic structures), as well as the pronunciation.

Referring to the memorizing activities, the correction will be also at the same time the students are doing it.

5) During this Unit, these linguistic structures will be used by the student. Therefore, teacher will have the possibility to observe whether the content has been acquired by the students or not.



## F. PASAPALABRA: WHAT HURTS ME?

ALFA: 0-1 / A.1-A.2

### GOALS

#### MAIN

-Identify the parts of the human body to be able to go to the doctor's office and specify the type of pain they suffer.

#### SPECIFICS

-Recognize graphically and locate the body parts studied.

-Strengthen self-confidence

-Encourage participation and integration in group activities.

-Develop creativity

-Expression orally in the doctor's office:

-Familiarization with the alphabet in Catalan.

-Develop psychomotor skills based on dramatization

### TARGET GROUP

The activities are focused on carrying out the literacy class for newcomers to Celrà (Girona-Spain). In this group we find women from Gambia and Morocco who have been living in Catalonia for a long time. Partly understand and speak a little Spanish, and even some can communicate fairly well in Catalan. They are women who have never been to school and therefore cannot read or write.

The average is around forty-five years old, they are all married and have children. On the other hand, their immediate needs and interests are to find work, which means that they want to learn the language of the host country very quickly. This in the case of Gambians, as for Moroccans, this need to know Catalan is not so pronounced, as they need to understand the language to deal with the small problems that can be found in their daily lives when they go shopping, to the doctor or school meetings.

#### Materials:

-Doll and cut-outs of the organs

-Sheets with the description / meaning of each part of the body from the DIEC

- Card with riddles of body parts

-Colored pencils, scissors and blu-tack

-Game "Pasapalabra" of the human body (made by the teacher from cards)



<http://rincondeunamaestra.blogspot.com/>





## ACTIVITY SEQUENCE

### 1. Let's get into the subject...

The activity involves memorizing parts of the body. First, there will be a brainstorming session to be aware of what students know and do not know about the vocabulary to be covered. Then, in order to carry out the activity, the students will have to be placed in a circle. To make the instructions more understandable, the teacher will give an example that will serve for the continuity of the activity. That is why he will point to a part of the body and say what it is called - pointing to the eye, he will say: eye. Then the student to his right he will have to copy what the teacher has done and add another part of the body, the one he wants - eye, nose. This procedure will be followed until the complete circle has been circled. It is recommended to do the activity once starting on the right and another on the left so that everyone has the same degree of difficulty.

### 2. Where are you going?

The teacher will have to create between one and three dolls - according to the ratio of the class- with paper of a size similar to the A2 or bigger and, take the drawing of the organs - without color- Each group - up to four people - will have a drawing of a doll and photocopies of the organs of the human body.

First of all, they will have to choose one of the organs, identify it and spell its name. They will then paint and trim it. Once all the members of the group have completed the steps mentioned above, they must agree to place them properly on the body of the doll. Finally, all the drawings will be put together and students will have to decide if the other classmates' organs are placed correctly or not and also vote on which doll they like best and why.

### 3. "Pasapalabra"

El objetivo de esta actividad es que el alumnado retome todo el vocabulario trabajado en la primera sesión del temario. The aim of this activity is for students to pick up all the vocabulary worked on in the first session of the syllabus. To do this in a more dynamic and fun way, the "Word of Mouth" game will be used, making them the protagonists. Each student will have a sheet with the description of a part of the body and the solution except the classmate who has to guess the whole thread. The person with the card will start with the letter "A" until they reach the "Z". He will have to read the card with the help of the teacher and the other classmate will have to guess the answer. In case you do not know what part of the body it is, you will have to say "password" and it will go directly to the next letter of the thread. The process should be repeated until all students have taken the place of the thread. In the case of many students in the classroom, groups can be formed, this way the activity is faster and they

can help each other.

The teacher must write down the successes of each person and then announce the winner of the activity. However, this sheet must have each student after doing the activity in order to write down the words they did not know or failed from the participation in the thread of the rest of the class.

At the end of the class the teacher will have to give the solution of all the cards so that the students know the correct answer. This activity will assess vocabulary acquisition, participation and willingness to work.

### 4. What is this?

From an aspect as harmless as a riddle can be, students will not only work, in this case, the parts of the body - elements very present in everyday life; but the popular element of the reception place will also be worked on, helping to socialize and transmit cultural values. In addition to being a playful activity, we will also help with mental development because, apart from listening to the statement, they will have to analyze it and then find an answer.

The session will begin with a brainstorming session to see if students know what a riddle is, if the answer is yes, they will have to share one with the rest of the class.

### 5. Let's go to the doctor

This is the final task in relation to the subject studied and, therefore, from it it will be possible to assess, analyze and evaluate the learning that has taken place by the students throughout all the sessions mentioned.

In this case it will be worked in pairs. There will be the role of doctor and patient, which will have to be exchanged. First, the teacher must explain the activity and give an example so that students know how to act in this situation, that is: how to make an appointment, what questions the doctor will ask them, what they will have to answer ...

## G. ¿QUÉ HORA ES?

Literacy: 0-1 / A.1-A.2

## GOALS

## MAIN

. -Manage in the day to day including schedules and calendars of the children and their own

## SPECIFICS

-Specific vocabulary and expressions related to classes, meetings, appointments ... etc.

-Start / Finish

-Understand and pronounce German terms for the expression of time.

## TARGET GROUP

8 PEOPLE between 20 and 50 years old.

Asylum and refugee seekers from Syria, Georgia, Nigeria, Guinea

The group of students is heterogeneous. None have knowledge of the Latin alphabet but some know something of other alphabets. They have very different cultural backgrounds, which makes their learning pace and their ability to understand vary greatly.

Their concentration, motivation and participation also always depend on their emotional state.

## Materials:

-Clock

-Worksheet with a clock

- Scissors

-Pin





## ACTIVITY SEQUENCE

The activity is the second sequence in the term (after introducing themselves, so the numbers are already learnt which is important to be able to utter the times). It is supposed to take approx. 2 sessions of 90min.

Since the students have to be enabled to manage their daily life (including timetables of their children and their own schedules) they need to learn vocabulary and expressions in order to understand and utter when lessons, meeting, appointments etc. begin/end. Therefore, the main goals of this unit are to **understand** and **utter** the German terms for the times.

### Activity contextualization and vocabulary activation

In order to activate the students' pre-knowledge, check upon their knowledge and give them help for the first activity we draw a clock on the board and write down the terms right next to the drawing (ten past, quarter past, twenty past, half past, twenty to, quarter to, ten to, five to etc.).

Then we take the clock we brought and begin with twelve o'clock. We ask the students "What time is it?". Either they give the correct answer or we prompt the expression by pointing at the words on the board. We go through the times, continuing with five past twelve etc. (five minutes steps) so that they understand the mechanism ending with one o'clock.

### Development of the activity

In the second step, the students are supposed to make their own clock. They receive the worksheet and the teacher explains the task by taking the scissors and acting: "Please, cut out the clock and the hands." [Then the teacher takes a pen] "Write the numbers into your clock" [Teacher takes the pin] "And pin the hands on your clock."

This activity is great, especially if the students have already had a long day at school. It is good for creative relief but trains fine motor skills, creativity and is perceived very motivating.

### Closing part

Having finished tinkering the clocks the teacher asks the students to show times.

"Please, show me ten past twelve" etc.

You can train with this task until you have got the impression that the perception of the times are clear.

In order to train orality, it is useful to use the first method again and show random times on your own clock and ask the students "What time is it." -

Normally, they are much more secure to utter the times in this phase.

Since this task is a teacher-based task, the feedback/correction is directly given by the teacher.

The following task is given on a sheet of paper. There the students see clocks showing the time.

By the help of the words and expression on the board, they have to write down what time is shown.

Corrections/Feedback is given directly from the teacher who goes around and checks whether everybody understands the contents and task.



## H. MOTHERS IN THE SCHOOL

Literacy: 0-1 / A.2-B.1

### GOALS

#### MAIN

*Empower families through language learning to accompany their children to school.*

#### SPECIFICS

-Oral comprehension

-Word recognition

-Write the own and childrens' name and surname in a school document.

### TARGET GROUP

Heterogeneous group of mothers residing in Barcelona between the ages of 30 and 43, housewives in charge of the care of the children.

One of the needs detected is to be able to establish communication and link with the educational community of the sons and daughters.

#### Materials:

-School document

-School form

-Board

-Letters flashcards.



<https://youtu.be/02dOAuo0bks>



## ACTIVITY SEQUENCE

1. Give the notifications school to the mothers.
2. Try to identify some letters in the text
3. Explain the message text
4. Give the school form to mothers
5. Identify the words (NOMBRE = NAME) and (APELLIDO = SURNAME)
6. Write hers names and surnames in the school's form.



## I. BINGO! HOW OLD ARE YOU?

Literacy: 0-1 / A.1-A.2

### GOALS

#### MAIN

-To provide the basic linguistic mechanisms to establish social contact.

#### SPECIFICS

- Meet the classmates.
- Tell the age
- Say the name
- Express hobbies
- Say the place of origin
- Say the place of residence
- Oral interaction
- Recognition of letters and words

### TARGET GROUP

8 PEOPLE between 20 and 50 years old.

Asylum and refugee seekers from Syria, Georgia, Nigeria, Guinea

The group of students is heterogeneous. None have knowledge of the Latin alphabet but some know something of other alphabets. They have very different cultural backgrounds, which makes their learning pace and their ability to understand vary greatly.

Their concentration, motivation and participation also always depend on their emotional state.

#### Materials:

- Cards with numbers (figures)
- Cards with words (numbers)
- Bingo Game
- Worksheets



<https://youtu.be/ue2CzDGzz5Q>



## ACTIVITI SEQUENCE

In this lesson the students are supposed to learn the numbers from 1-45 and express their age. By the help of the Game “Bingo”, the students are supposed to remember and train the numbers they have learnt before and improve their listening skills. At the end of the session the students should be able to complete the sentence: *Ich bin ..... Jahre alt.* (I am ... years old)

### Activity contextualization and vocabulary activation

At the beginning of the lesson, the cards with figures are needed. Starting with number 1, the cards are shown to the students, asking the students (*Welche Zahl ist das?/ Which number is this?*). The cards are supposed to be pinned on the walls of the classroom (in line). Everytime a new card is pinned right next to the other, the teacher should repeat all the numbers on the wall, starting with 1.

After that, the cards with the words are supposed to be pinned right below the figures. The teacher slowly reads out the words and marks the single sounds with their finger at the same time.

This activity helps the teacher to activate and scan the students’ pre-knowledge.

If the students only have little pre-knowledge and a lot of words have to be prompted by the teacher, only the numbers from 1-20 should be introduced. If the teacher notices that they have a wider range of vocabulary pre-knowledge, more numbers can be introduced.

### Development of the activity

The next step is to introduce the game. Since some of the students might not know the game Bingo, the game has to be explained by holding up the cards and telling the rules:

“Let’s play a game, everybody!”

“You get a card with numbers” (showing them the cards and pointing at the numbers).

“I tell a number and you check on your card, three matching numbers are BINGO”.

[The instructions have to be supported by gestured and showing the materials.]

Each students gets a card and the game starts. The teacher reads out the numbers drawn and the students have to check if there is this number on their card.

For very beginners it is helpful to point at the number-cards on the walls while telling the numbers.

The students have to listen very carefully.

When a student has three matching numbers he/she wins and has to say “Bingo”. Then he/she has to utter the winning numbers (reproduction).

The game should be played 2-3 times so that the words can be repeated more often.

[The game is perceived as leisure time because it is fun to the students.

Later on, it can also be played at the end of a session or as an energizer at the beginning of a session. Thereby students train their listening skills and train and memorize the numbers through play. Especially if there is a reward/goodie given to the winner, the game is even more motivating.]

After finishing the game, the number cards on the walls are needed again. The teacher goes to the number that shows their age and says: “*Ich bin ..... [name] und ich bin ..... Jahre alt.* (I am .....[name] and I am ..... years old).”

“And you?”

Now the students are supposed to stand up, go to the card that shows their age and repeat the sentence.”

After that, the worksheets are needed to repeat and train the words.

1. Task: Matching numbers with words (by the help of the number and word cards on the walls) [e.g. 11 ELEVEN]

2. Task: Filling in Gap words [e.g. E\_EVEN]

3. Writing complete words for numbers given [e.g. 11 \_\_\_\_\_]

To check whether the students made mistakes the teacher should go around and take a look at the tasks individually.

## J. WILD-CARDS WORDS

Literacy: 2-3 / A.1.2-B.1

### GOALS

#### MAIN

To learn very common words with “empty” meaning, which use is difficult to explain.

#### SPECIFICS

- Overused Words  
(Oral, reading and writing)
- Orality
- Words Recognition
- Reading
- Writing

### TARGET GROUP

Group of young refugees between 20-25 years old who attend class in Barcelona.

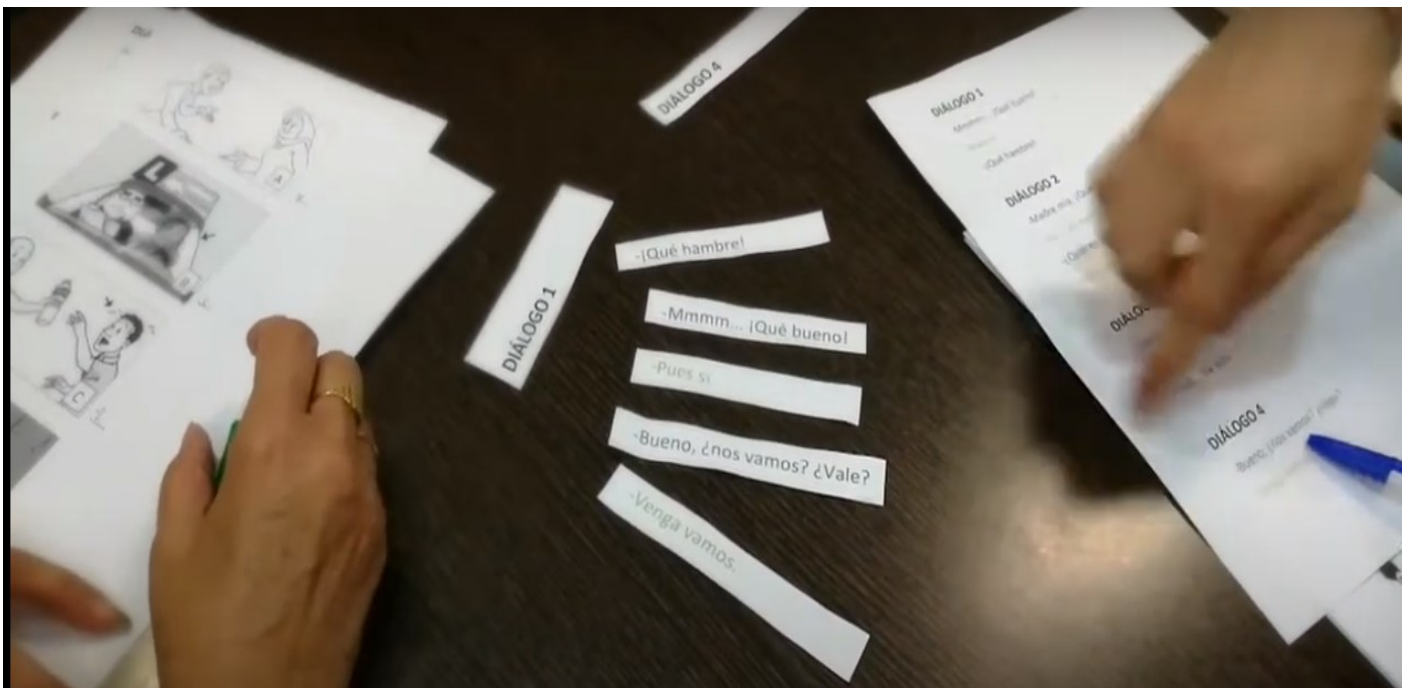
One of the needs expressed by the students is to know how people speak on the street.

People between 20-25 years old who never went to the school (their first time it was the host country). Refugee seekers, under the state program, with basic needs covered; but with an urge to learn the language before the program ends (within 1 year). Most of them without familial burdens.

Most of them with Ulises Syndrome. Women facing gender discrimination.

#### Materials:

- Image Cards
- Sentence Cards



[https://youtu.be/ms\\_uPdDDnnU](https://youtu.be/ms_uPdDDnnU)





## ACTIVITY SEQUENCE

ACTIVITY	INSTRUCTIONS	DEVELOPMENT	CORRECTION
<b>A. Contextualization activity</b>	<p>Questions:</p> <p>Do you understand people when they talk?</p> <p>What difficulties do you find?</p> <p>How do you feel?</p> <p>Sometimes, do you hear the same word to refer to different things?</p> <p>Do you hear the same words repeatedly and constantly?</p> <p>What about words that we hear constantly, every day but the meaning is diverse like “bueno”.</p>	<p>Open class</p> <p>Open dialogs</p> <p>Discussion</p> <p>(Watch out: the turns in the discussion group)</p>	<p>Teacher notes</p> <p>Corrector echo</p> <p>Reformulations</p>
<b>B. Speaking / Orality</b>	<b>B1.</b> Look at the images, what do you see? What are they talking about, in your opinion?	<b>B1.</b> In turns, individually, see the photo and speak.	<b>B1.</b> Corrector echo Reformulations
<b>C. Listening</b>	<b>B2.</b> All these people are talking in a dialogue (explain the meaning of “dialogue”). Listen and put together dialogues with images.	<b>B2.</b> Individually, listen and write the correct number.	<b>B2.</b> First Compare, and then open class
<b>C. Reading and phonologic consciousness</b>	<p><b>C1.</b> Individually, read and try to recognize some of words, underlining them.</p> <p><b>C2.</b> In pairs, read the dialogues for the rest of the students.</p> <p><b>C3.</b> In pairs, and every couple at the same time, read the dialogues again.</p> <p><b>C4.</b> In pairs or groups of 3, order each dialogue (first you can see the model, after you can't)</p> <p><b>C5.</b> Memorize and play-role one of the dialogues.</p>	<p><b>C1.</b> Give them the text Give time to read and underline.</p> <p><b>C2.</b> Stimulate the reading.</p> <p><b>C3.</b> Give time to read in pairs.</p> <p><b>C4.</b> Give the cards to each group. Put the “Tittle Cards” in the table, in four columns. Give some time to the students</p> <p><b>C5.</b> Give some time to the couples. Each couple, play the dialogue in front of the rest.</p>	<p><b>C1.</b> Monitoring and individual support. In open class, clarify the unknown words and doubts.</p> <p><b>C2.</b> Corrector echo Reformulations</p> <p><b>C3.</b> Monitoring and support to the couples</p> <p><b>C4.</b> Monitoring and individual support (Watch out: Encourage cooperative and consensual work)</p> <p><b>C5.</b> Teacher notes. Reformulations (Watch out: don't interrupt the conversation. Wait until the end and let students know the mistakes only afterwards and repeat the role-playing)</p>





## ACTIVITY SEQUENCE

ACTIVITY	INSTRUCTIONS	DEVELOPMENT	CORRECTION
<b>D. Recognize, read and write the key words</b>	<b>D1.</b> I have 6 cards with 6 known words, 6 key words: Que/Bueno/Vale, Pues/Ya/Venga.  (name the words while showing the cards)  Do you recognize them?	<b>D1.</b> Show card by card and let them read one by one in open class.	<b>D1.</b> Immediately
	<b>D2.</b> In pairs, you have to point the right card when I name it.	<b>D2.</b> Give them a set of cards.  Name the words	<b>D2.</b> Immediately
	<b>D3.</b> Take the dialogue sheet again and underline the key words.	<b>D3.</b> Give them time to underline. Promote the support between each other.	<b>D3.</b> Open class
	<b>D4.</b> Dictation. Write the key words in your notebook while I read.	<b>D4.</b> Dictate the words.	<b>D4.</b> Monitoring and individual support  Watch out: this time is better to keep writing private. Tell them that it's better not to copy now.  Later, one by one, make them write the words in the blackboard.
<b>E. Write the key words in context</b>	<b>E1.</b> Dictation. Write while I read	<b>E1.</b> Give the sheet and dictate the dialogues	<b>E1.</b> Monitoring and individual support  Watch out: this time is better to keep writing private. Tell them that it's better not to copy now.  Later, one by one, make them write the words in the blackboard.
	<b>E2.</b> Dictation race. Competition. In pairs, each member of the couple will be placed in one side of the room and the other in the opposite side. One will have to read the dialogue, memorize it and run to the other side, to meet your partner and dictate it.	<b>E2.</b> Illustrate with an example.  Give them time for the competition.  (you can give a gift to everybody, candies for instance)	<b>E2.</b> Monitoring and support to the couples



## K. WHATSAPPING

Literacy: 2-3 / A.1.2-  
B.1

### GOALS

#### MAIN

- Get used to the content that can be found in the WhatsApp application.
- To be able to have a brief conversation
- To locate the elements shown on the screen.

#### SPECIFICS

- Vocabulario del teléfono móvil: chat, mensaje, llam-Mobile phone vocabulary: chat, message, call, audio, camera ...
- Expressions: Hello, good morning, / afternoon / evening, where are you ?, see you later ...

### TARGET GROUP

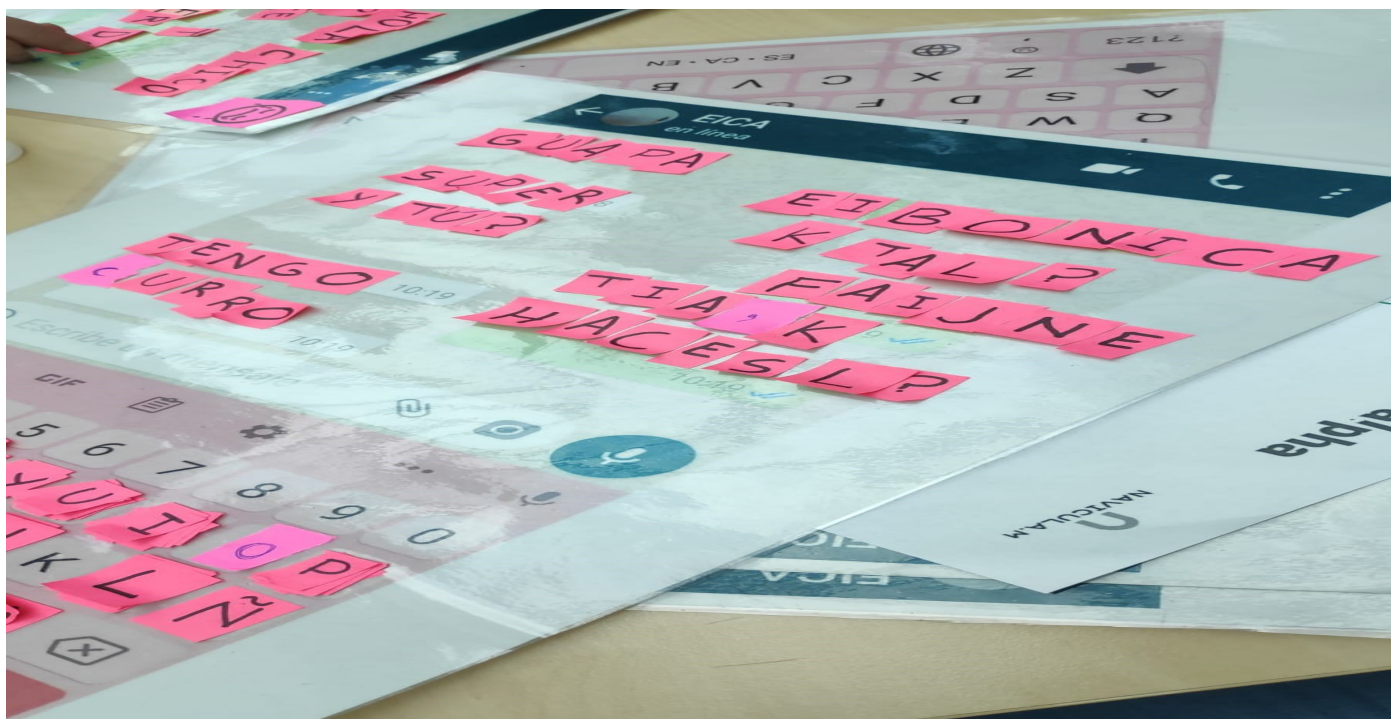
Heterogeneous group of 6/10 people between 17 and 45 years old. (Most unaccompanied minors) Arabic speakers with knowledge of English and French.

**Needs:** Regularize your administrative situation, find a job and socialize.

**2 people** have little educational background, the rest have not been to school.

#### Materials:

- Whatsapp chat in DinA3 format
- Letter stickers.



<https://youtu.be/2ObnD605TAA>



## ACTIVITY SEQUENCE

*Prior to this activity, the basic vocabulary of the unit has been introduced. Vocabulary has also been related to images in the structure of the chat and its location within the space. In a first session it was discovered that the students also wanted to learn the abbreviations as they had observed that it is done on a daily life.*

### Instructions

The instructions will be to create a WhatsApp conversation, in pairs, with the elements previously worked on and the supervision of the trainer.

- ⇒ Locate the basic elements of the keyboard and chat (send button, audio button, delete button)
- ⇒ Locate sent and received messages in the chat space.
- ⇒ Understand the vocabulary worked

### Development of the activity:

An image with the illustration of a WhatsApp chat will be provided. One for each pair of students.

They will be instructed to perform a small chat conversation using the "buttons" found in the illustration. Every time they want to add a letter, they must take it from the keyboard (in post-it format) and place it in chat, forming the words they want.

Each partner must place their message on one side of the screen, one being the emitter and the other the receptor of the message (messages sent on the right and received on the left), as previously worked in the session.

They will be given a predetermined conversation to repeat.

Once the conversation is over, they should read it aloud to their classmates.

They will then do the same activity, but without the chat written on the board.

### Correction:

The correction will be done in open class, reading aloud your conversation to your classmates.

### Evaluation:

The final evaluation will be carried out by both the trainer and the students in open class. It will be favourable to the activity if basic objectives have been fulfilled such as:



## L. ¡LET'S PREPARE THE TIRAMISU!

Literacy: 1-3 / A.1

### GOALS

#### MAIN

-Learn how to cook tiramisu

#### SPECIFICS

-Getting to know an aspect of Italian culture through food

-Think about traditional food in different culture

-Understanding simple recipes

-Basic food vocabulary: coffee, cheese, eggs, cookies, sugar.

-Imperative

-Determined article

-Oral interaction

-Word recognition

### TARGET GROUP

Heterogeneous group of young refugee men between the ages of 20 and 36.

One of the needs detected is to be part of society

Educational backgrounds are extremely heterogeneous. From the absence of prior schooling to university levels.

#### Materials:

-Ingredients for the recipe

-cooking tools

-small card with ingredients names

-projector

-the recipe video

-screen shots of the video

-small exercise books

-pictures of the ingredients



TIRAMISU. (Italian with English sub.)

<https://youtu.be/hJGYISlil8A>



## ACTIVITY SEQUENCE

### Activity contextualization and vocabulary activation:

Teacher remove from a bag shop the ingredients the class bought at the supermarket in the previous activity, she dispose them on a table naming them one by one

She shows the small cards with the ingredients names to the students and she put them close to each ingredient

She invites students to watch careful at the table, and then she removes the cards.

Each student receives a small card with the names of the ingredients on it and he is asked to match it with the right ingredients on the table.

### Instructions:

Teacher explain that the class now is going to prepare an Italian dessert, she shows a picture of the dessert and a picture of a party explaining that this kind of dessert is called Tiramisu and is quite common in birthday party in Italy.

She asked students if they know this dessert, if they know any other Italian dish, what they like eating for their birthday or if they know any traditional dish from their own country.

### Development of the activity:

Teacher asks students to combine the names of the ingredients next to the pictures.

Teacher shows the video of the tiramisu recipe to the class

Each students receive a screenshot of the video  
The class work together to find the correct order of the different screen shots

The class records its own video: students decide together who is going to record and who is going to memorize, explain and prepare the recipe.

After the hard work the class taste their tiramisu : )

### Correction:

Except for the combining part where the teacher correct students individually, in the other sequences the correction is made in group since students help each other in recognizing words in memorize the recipe in the correct way.

### Evaluation:

The teacher noted this system helped the majority part of the students to memorize better new words through a practical activity.



## M. A walk in the quarter with google maps

Literacy: 1-3 / A.1

### GOALS

#### MAIN

-To provide the basic linguistic tools to orient oneself in a city.

-Know the main services of the neighborhood.

-Increase the degree of comfort in the new environment.

#### SPECIFICS

-Use maps and recognize the name of the streets.

-Basic vocabulary

-Use of different devices

-Oral interaction

-Word recognition

### TARGET GROUP

Heterogeneous group of young refugee men between the ages of 20 and 36.

One of the needs detected is to be part of society

Educational backgrounds are extremely heterogeneous. From the absence of prior schooling to university levels.

#### Materials:

-Projector

-Small maps printed from google maps of the school area

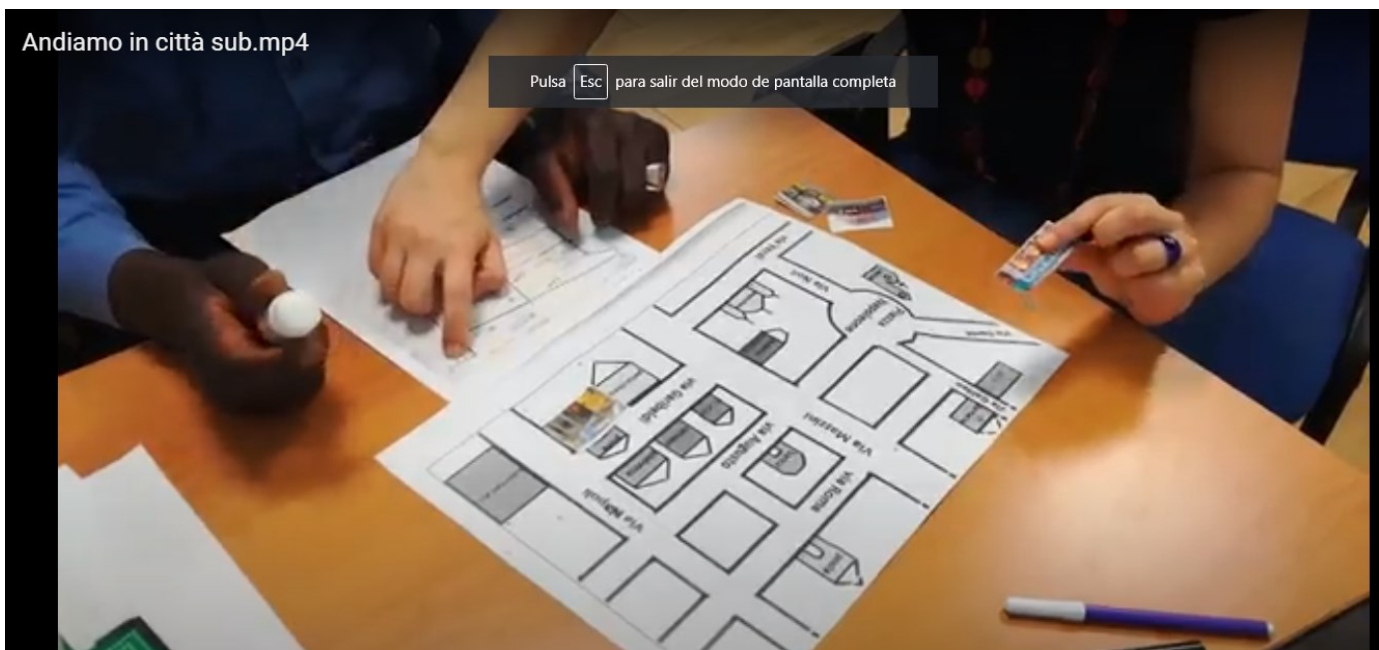
-mobile phone with camera

-Printer

-Blank maps for writing activities

-Pencil

-Sunny day : )



<https://youtu.be/kvS-S-ErWDg>



## ACTIVITY SEQUENCE

### Activity contextualization and vocabulary activation

The teacher shows some pictures of different services (pharmacy, tobacco shop, bar, park...) she starts a conversation asking to the students if they know these services, if they are used to go in these places...

#### Instructions:

The teacher explains that the class is going outside for a tour in the quarter.

#### Development of the activity:

Each couple of students receive a maps printed from google maps with a short itinerary in the quarter (not more than 2-3 streets) and a worksheet with the pictures they watched in the classroom.

Each couple of student is going to lead the class group for a small part of the tour looking at the names of the street in their maps.

During their itinerary the couple has to pay attention to the town signage and take pictures of them.

On a map of the quarter that the teacher has previously prepared, students look for the names of the street that they got to know and paste their pictures creating a new map that they can keep in class.

#### Correction

In the first map students correct each other when they are in couple in order to understand the map

In the last part the class work together to create the map

In both parts the teacher corrects students when they are in difficulty.

#### Evaluación

The teacher evaluated that the majority of the students were able to recognize most of the buildings in the city. This system helped them to learn better new vocabulary through a practical activity.





## N. Clothes and colours

Literacy: 1-3 / A.1

### GOALS

#### MAIN

- Describe classmates' clothing

#### SPECIFICS

-Learn basic vocabulary about clothes and colors

-Read and compose words about clothes and colors.

-Oral interaction

-Reading and writing words and syllables.

### TARGET GROUP

Heterogeneous group of young refugee men between the ages of 20 and 36.

One of the needs detected is to be part of society

Educational backgrounds are extremely heterogeneous. From the absence of prior schooling to university levels.

#### Materials:

-A board with markers and colored drawings.

-Clothes, colored pencils, a billboard.

-Exercises to complete the words studied in the lesson with the missing syllables.



<https://youtu.be/WMnudAw66kY>



## ACTIVITY SEQUENCE

### Activity contextualization and vocabulary activation

The teacher asks to the students the names of clothes they already know and write them on the board .

#### Instructions

The teacher explains to the students that she will show them some clothes pictures (using flashcard or a head-lamp) and she will write the name on the board.

#### Development of the activity:

The teacher gives to the students an exercise with some names of the clothes without some syllables and the students have to complete the words recognizing the right sound pronounced by the teacher or by a recording voice.

The teacher puts some clothes pictures on the table and after she covered its asks to a student to choose one and say the name of the cloth if he doesn't remember it he has to give the pictures to the student next to him. The student that remembers the most words will be the winner.

Using the same pictures the teacher introduces the colours of the clothes asking to the students if they know some of them and writing on the board names of clothes and respective colours.

The students make a billboard with pictures of different clothes writing the colour of each image with the coloured pencils.

The teacher explains to the students a game to practice what they have learned during the lesson: the students are divided in two teams and are all standing, alternately they choose one person without telling who it is to the other team. The other team has to guess the person chosen making questions one by one about the way he is dressed (yes or no questions).

Every time the answer is "no" all the students corresponding to that category have to sit down, for example if a student asks: does he have a red t-shirt? if the answer is negative all the students with a red t-shirt

have to sit down.

#### Correction

The correction of the exercises are made in group with the participation of all the students. The teacher helps the students to find mistakes and to correct them making questions and make them reflect about the informations they have so that they can find the solution and understand their mistakes.

#### Evaluation

This kind of activity can help students for a self-evaluation that make them aware of progress in learning the language.



## O. Learning Italian through the jobs

Literacy 1-3 / A.1

### GOALS

#### GENERALES

*-To bring students closer to the labor market through language learning*

#### SPECIFICS

*-Learn the main words related to work, tools and workplaces.*

*-Learn to orient yourself in the world of work in Italy.*

*-Oral interaction*

*-Word recognition.*

*-Word writing*

### TARGET GROUP

Heterogeneous group of young refugee men between the ages of 20 and 36.

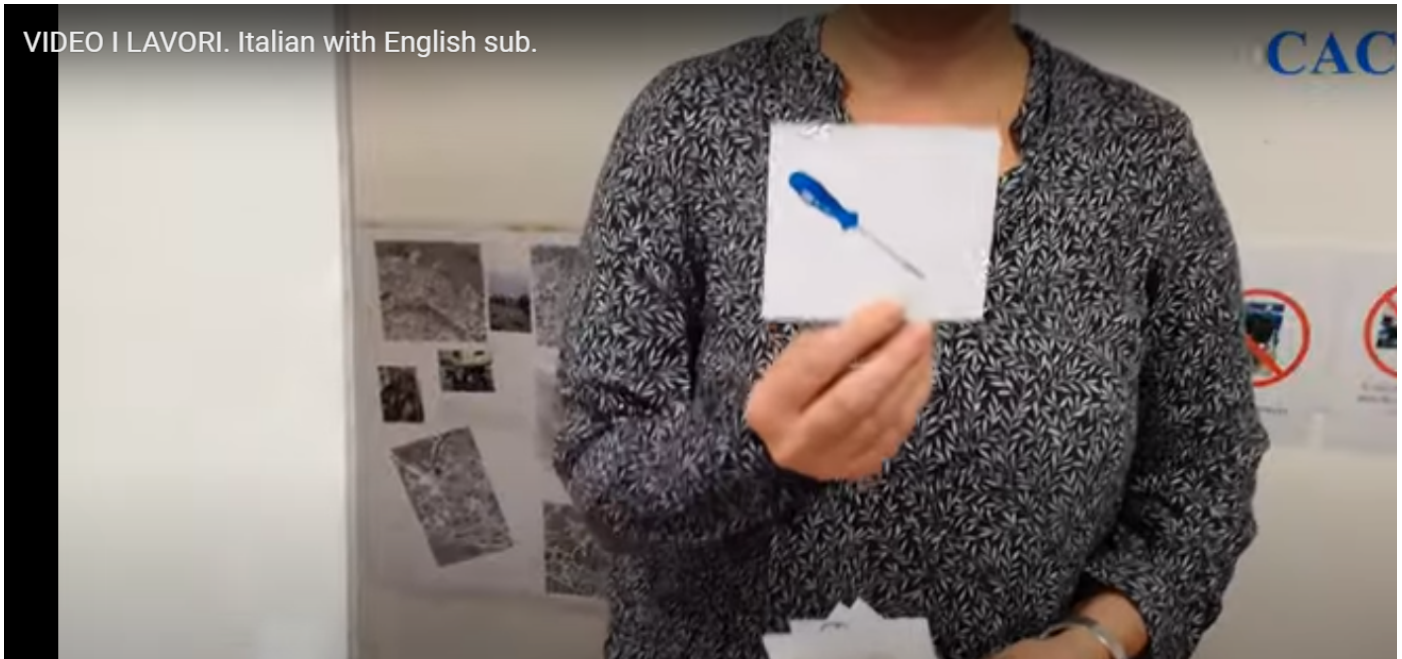
One of the needs detected is to be part of society

Educational backgrounds are extremely heterogeneous. From the absence of prior schooling to university levels.

#### Materials:

- Photographs related to the works selected by the teacher
- Printer
- Pens
- Blackboard
- Poster.

VIDEO I LAVORI. Italian with English sub.



<https://youtu.be/SyOFjK6o78c>



## ACTIVITY SEQUENCE

### Activity contextualization and vocabulary activation

The teacher starts the lesson asking to the students which jobs they know. The jobs can have been done in their country of origin, in other countries or in Italy.

The teacher explains to the students that they will learn the names of 6 jobs trying to combine both the tools whether to individualize the place of job.

### Instructions

All the students will orally participate in the individualization of the names of the jobs of the tools and of the places of job divided in three phases.

During the three phases each student will choose and will combine the word with the image of the jobs, of the tools and of the places of job written on the placard.

### Development of the activity:

*The teacher explains the program of the lesson and the three phases;*

*The teacher starts the lesson asking to the students which jobs they know and begins to write them on the blackboard;*

*The teacher show the photographs of ten jobs to complete the list on the blackboard;*

*Each student chooses an image to paste on the placard and recopies the name of the job written on the blackboard. The teacher will already have written the first syllable to facilitate the combining;*

*The lesson continues showing 12 photos of tools used in these jobs and the students must orally try to combine the jobs with the tools. Every time that an object is named the teacher writes it on the blackboard.*

*As previously, each student chooses an image to paste on the placard and recopies the name of the tools on the blackboard. The teacher will already have written the first syllable to facilitate the combining.*

*The last step is showing 6 photos of the places where the workers work. The students must orally try to combine them with the correct job. Every time that a place is named the teacher writes it on the blackboard.*

*As previously, each student chooses an image to paste on the placard and recopies the name of the place written on the blackboard. The teacher will already have written the first syllable to facilitate the combining.*

*The last activity will be totally oral using the placard. The teacher writes on the blackboard three questions that each student will ask to the others:*

- ⇒ *what is the name of the job in the image number...?*
- ⇒ *what does it use the ----?*
- ⇒ *where does work the ----?*

### Correction

The oral correction will happen during the last exercise from all the students helping the more companions in difficulty to remember and to correctly pronounce the names of the jobs, the tools and the places of job.

### Evaluación

Using this method, students were able to memorize the majority of the words thanks to the images and the co-working activity.



## P. Body parts

Literacy: 1-3 / A.1

### GOALS

#### MAIN

-Learn the parts of the body.

#### SPECIFICS

-Name, write, read and compose two-syllable words related to the body.

-Recognition and pronunciation of certain graphemes and morphemes

-Learn the parts of the body.

-Oral interaction.

-Word recognition

-Composition of words

### TARGET GROUP

Heterogeneous group of young refugee men between the ages of 20 and 36.

One of the needs detected is to be part of society

Educational backgrounds are extremely heterogeneous. From the absence of prior schooling to university levels.

#### Materials:

-A board with markers and colored drawings.

-Clothes, colored pencils, a billboard.

-Exercises to complete the words studied in the lesson with the missing syllables.



<https://youtu.be/IlAeL7DEfnQ>



## ACTIVITY SEQUENCE

### Activity contextualization and vocabulary activation

The students draw a life-size human body silhouette (volunteer student) on a big white billboard (front and back) and hang it on a coat hanger.

Students try to name the body parts they already know (or think knowing) and point to them on the silhouette.

The teacher focuses the attention on 7 important body parts and repeats them by pointing to the silhouette.

#### Instructions

The students (one by one) now try to write the focus words (capital letters) on the silhouette using pencil. All the class participates to the correction.

When the words are written in the correct way, students can trace over the writing with felt-tip pens.

#### Development of the activity:

The students are given an A4 with a similar blank body silhouette, 7 post-its with the body parts words written on them and 2 minutes to memorize the words on the billboard.

The teacher cover/hide the billboard. Working alone or in pairs, students should try to put the post-its on the right spot on their A4 silhouette.

At the end of the given time all the class corrects the exercise. On the white board the teacher draws another silhouette. In pairs or teams, students are given the 7 focus words divided in 2 syllables in a random order and printed on colored sheets (one color per team). The teacher starts the timer and the groups try to re-compose the words one by one. Once one word is composed, one member of the team runs to the white board and stick the word in the right spot. The other teams which come second, third, etc should stick their word under the first one.

At the end of the given time the class can check the spelling of the words and see the team with the best placement in every word, then announce the winners.

A similar activity can be done on a fotocopy where students first link the syllables together and then match the word to the right picture

#### Correction

In this lesson, correction is supposed to be made “in itinere”. This means that all the students (with the help of the teacher, of course) should cooperate all along the activities to check the meaning and the spelling of the words they’re studying. Each time they think something is wrong (misspelled or wrongly used) they are invited to correct the mistake or to make hypothesis on the right use/spelling.

#### Evaluation

Using this method, evaluation is not only been made by the teacher, but also by the students that can check their learning as the activities become more specific

## Q. HOW AM I? HOW ARE THE OTHERS? 1

Literacy: 1-3 / A.1

### GOALS

#### MAIN

- Learn to describe people physically and psychologically

- Know the contexts in which the description of people can be useful and put into practice.

#### SPECIFICS

- Adjectives of physical and psychological description.

- Gender and number of the adjective

- Concordance name-adjective

- Social interaction guide

### TARGET GROUP

Heterogeneous group made up of women between 25 and 50 years old.

Most of them have work and residence permits for family reunification.

They have minors in their care and are unemployed although they perform care and reproduction tasks.

4 have an initial level of literacy and 6 intermediate. Another 5 are between both levels.

As immediate needs, the search for employment and the improvement of interaction with public services have been detected.

#### Materials:

- Photographs of people, men and women, with different aspects

- Cards with pictures about the emotions and facial expressions that can represent them

- Cards with different clothes

- Worksheets with exercises for practicing the concordance and inflection of verbs

- Cards with adjectives inflected differently (according to gender and number)

Alpha course ACEFIR: Describing people - ORALPHA european project



<https://youtu.be/H6ua9cDmohc>



## ACTIVITY SEQUENCE

The description of people and their emotions is important to be able to express the situation of oneself. It allows to solve daily life situations like going to the doctor, when talking to teachers, administrations or at any time we need to describe things and people). Having a minimum vocabulary in this aspect and knowing how to match gender and number with adjectives is an important task to be able

### Activity contextualization and vocabulary activation :

Basic adjectives about people's physical appearance and gender and number inflections. Body parts. Verb to be (three persons of the singular). Basic vocabulary about clothes.

### Development of the activity:

Students will be told that we will work on the description of people. We will first ask them in what situations they need to describe people. The facilitator will give an example of such a situation so that the usefulness of these contents and skills can materialize in real life. For example, staying with someone in charge of a real estate agent in one place to show us an apartment. Then we will make a collection of all the adjectives we know and we will write them on the board or on cards. Each student will write one on a card. We will say it and inflect it according to gender and number to introduce the session.

- We start from a few photographs of people (women and men) that we have put on the table, in front of all the students.

- We answer some basic questions: How many people are women? / How many people are men? / How many people are small? / How many people are young? / How many people are big ?, etc.

- We take the cards with different adjectives on the table and the students have to put them on top of the photographs with which they agree according to gender. Let's comment on the definition of adjectives we don't know yet.

- Each participant makes a sentence with one of these adjectives: The woman is tall and blonde / The man is big and dark.

- Now we focus on a single part of the body, to see how we inflect different adjectives according to gender and number:

We first introduce the first three persons of the verb to have.

THE NOSE (we make it clear that the nose is a masculine word). SMALL / LARGE. We introduce the construction of the sentence with the verb to have in the first person of the singular speaking of our nose. The facilitator says, 'I have a small nose', 'How do you have it?'. Each one should say I have a small or big nose and ask the other how his nose is.

Let's go back to the photos and ask:

How is this woman's nose? And this man?

The students make sentences with the third person of the verb 'he has a big nose' ...

AND THE MOUTH, how is it? SMALL / LARGE

AND THE EYES, how do you have them? SMALL / LARGE

AND THE EARS, how are you? SMALL / LARGE

Each student writes her name on a card. We hand out the cards and don't say which one touched us. We have to describe the face of the person who touched us and the partner next to us has to guess who we are talking about.

Example: She is brunette, has blue eyes, brown, big, small, big mouth and small nose. He has ears ...

If we don't guess it, then we describe a bit the dress she's wearing.

He is wearing a blue shirt ...

We introduce the words ALT / ALTA and PRIM / PRIMA and GRAS / GRASSA from some photographs represent these formulations.

Dialogue:

A- How many sons and daughters do you have Karima?







## ACTIVITY SEQUENCE

The description of people and their emotions is important to be able to express the situation of oneself. It allows to solve daily life situations like going to the doctor, when talking to teachers, administrations or at any time we need to describe things and people). Having a minimum vocabulary in this aspect and knowing how to match gender and number with adjectives is an important task to be able

B- I have a son and a daughter.  
A - How is your daughter?

They are tall, dark and thin. He has a small nose and blue eyes.

- Put some pictures on the center table with facial and body expressions with different feelings or moods. Taking advantage of Whatsapp emoticons (joy, sadness, disappointment, anger, etc.) and other common elements. We inflect adjectives by gender and number (she is happy, she is sad ...) and we also introduce the wording 'I am afraid / I am afraid'. We give each participant a photo with situations that can produce different feelings (of joy, sadness, fear, etc.) and we encourage a dialogue:

Dialogue:

A - Hi Farida, how are you?

B - I'm sad, I'm happy, I'm scared

If a participant can do it, they can still answer the question why ... 'Why are you happy ...'Una persona és....

Let's explain the difference between being one way and being one way.

We make a picture on the board that represents the opposites and words on the table to stick to the table: studious, hardworking, lazy, friendly, aggressive, nervous, calm, funny, friendly, unfriendly, sweet, cold ...

Dialogue:

A - Samira, how is your son / daughter?

B - He is very studious and friendly.

⇒ Memory game: we can play memory in groups with cards on the table (find the memory pairs).

### Assesment/practice exercises:

We hand out a card to each student with a photo of a person. The cards are printed in duplicate and there must be at least two students who have the same number. A person should describe the person on their card and the person who has the same as her should say they have it. This dynamic can be repeated several times by exchanging cards.

⇒ We call a person to stay at the train station and tell them how we are and what clothes we are wearing so that they can identify us.



## R. HOW AM I? HOW ARE THE OTHERS? 2

Literacy: 1-3 / A.1

### GOALS

#### MAIN

- Make us aware of what ideas we have about the family, social and personal roles that women, men and other gender identities have or should have.

- Learn to describe daily tasks

- Learn the names of the professions

- Learn to describe people's attitudes

Revise vocabulary about clothes, adjectives, indefinite, etc.

#### SPECIFICS

- Adjectives to characterize people physically and psychologically

- Different inflections of adjectives in relation to gender and number

- The concordance of adjectives with the number and gender of the subject

- Names of professions

- Names of clothes

### TARGET GROUP

Heterogeneous group made up of women between 25 and 50 years old.

Most of them have work and residence permits for family reunification.

They have minors in their care and are unemployed although they perform care and reproduction tasks.

4 have an initial level of literacy and 6 intermediate. Another 5 are between both levels.

As immediate needs, the search for employment and the improvement of interaction with public services have been detected.

#### Materials:

- Photographs of people, men and women, with different aspects

- Cards with different clothes

- Cards with daily activities, representations of attitudes, and feelings and with various objects to classify

- Cards with various tasks related to home maintenance

- Toy magazines



Literacy course ACEFIR: introducing verbs - ORALPHA european project

<https://youtu.be/exHrpAYvFas>



## ACTIVITY SEQUENCE

The activities are focused on carrying out the literacy class with newcomers to Sarrià de Ter. In this group there are mostly women of Moroccan and Gambian origin who have been living in Catalonia for a long time. Most of them speak and understand Spanish at a maximum level of A1. None of them speak Catalan, but some already understand it with some autonomy.

### Activity contextualization and vocabulary activation:

Basic adjectives about people's physical appearance. Adjectives to describe people's attitudes and psychological states. Body parts. Verb to be and to have (three people of the singular). Vocabulary about clothes. Vocabulary about professions. Verbs of daily activities.

Basic adjectives about people's physical appearance. Adjectives to describe people's attitudes and psychological states. Body parts. Verb to be and to have (three people of the singular). Vocabulary about clothes. Vocabulary about professions. Verbs of daily activities.

### Development of the activity:

The activity will be done with the whole group of students.

We put a few pictures of women and men in the center of the table (with different clothes, dresses, looks and attitudes) and do the exercise of imagining what they work on, if they have sons and daughters and how many they have, what they must do it during the day, if they are single or married, if they sleep for many or few hours, if they take care of their children, if they have a car, if they drive it, etc. Can we come up with any ideas regarding the prototypical representations we have of women and men? If not here's a new product just for you!

We put some images in the center of the table that represent objects, situations, professions, tasks, feelings, attitudes. Then we ask each person to choose one to feel represented with

Once chosen, each person explains why they feel represented.

From here we begin to think about whether we believe that definition would be applicable to the opposite sex (male-female) or whether a person of the opposite sex would have chosen it, or, if this is too difficult, we reflect together. about whether the choice we women have made has any significant characteristics. Let's think about why it is or is not applicable to certain genres.

Place cards with duplicate clothes in different colors and designs in the center of the table and two larger photographs of a woman and a man apart. The members of the group will classify the clothes, placing them on top of one of the photographs, on top of the other or on top of the two photographs according to what we would put on each one. Look at what clothes and accessories we have put on them and reflect on the reasons that lead us to conceive clothes, objects or colors or designs as more typical of women or men, etc.

We place in the center of the table a photograph of a man and a woman and a picture in the middle of white that represents all the genders. We put cards in duplicate around it with homework and out-of-home chores (of all kinds) and do the same sorting operation. What tasks do all genders really do (in their life context), or just women or just men?

From here, we discuss why this division of tasks occurs, if some tasks that we now do all and all, before was not so and why we believe it was not so, if what we have said is what we have seen at home, in our environment, at school, etc. If they think it could be different, and so on.





## ACTIVITY SEQUENCE

The activities are focused on carrying out the literacy class with newcomers to Sarrià de Ter. In this group there are mostly women of Moroccan and Gambian origin who have been living in Catalonia for a long time. Most of them speak and understand Spanish at a maximum level of A1. None of them speak Catalan, but some already understand it with some autonomy.

We ask the group: What does your daughter like to play with the most? And your son? And when you were little, what did you like most about yourself? Did you play what you liked or what you thought would be best for a girl, a boy, etc.? Has there been any change in these roles over time in Morocco, the Gambia, Honduras, Catalonia?

We grab toy magazines and look at the toys being sold. What would you buy your daughter? And your son?

We thought about what we would buy from each one, we wondered why we would do that. Then we analyze how many girls in the magazine appear playing with certain toys and how many boys with certain toys and do a little comparison.

Propose a series of cards with professionals and for women to divide them into male, female or both.

Take a newspaper or magazine and do the activity of counting how many photographs of women and men, and of boys and girls there are and what qualities men and women usually have. Ask us why, and if there are such gender divisions in Moroccan and Gambian magazines as well.

Look at some typical ads that we have all been able to see on television, etc., and analyze a bit what image of men, women, boys and girls usually appear in these magazines, ads, etc. What do these images reflect?

### Assesment/practice exercises:

At the end of the session we will do a round of reflection on the things we have learned. We will try not to draw concrete conclusions, but only to collect what we have been able to learn or what we have been able to realize.

Do we feel represented by the images we have of women and men in the media, from girls and boys to materials, advertising, children's stories? In what things more than in others? Because?



## S. SEWING AND TALKING PROJECT

A.1

### GOALS

#### MAIN

-Facilitate student's social and labor insertion through oral learning of Catalan.

#### SPECIFICS

-Stimulate the desire to learn the Catalan language

-Improve oral communication in Catalan

-Create a creative space.

-Handmade work

-Improve writing skills

-Connect with people of different cultures

### TARGET GROUP

Grupo heterogéneo de mujeres con escaso o nulo bagaje socio-educativo .

Todas presentan necesidades de inserción socio-laboral.

3 de ellas son letradas en lengua de origen. 2 son iletradas. 1 es letrada en alfabeto latino.

#### Materials:

-It is expected to require the purchase of 3- 4 sewing machines

-Needle, scissors, zippers, buttons and clothes of different textures.



[https://youtu.be/07B\\_3U5zkhs](https://youtu.be/07B_3U5zkhs)



## ACTIVITY SEQUENCE

The sewing and conversation project is an interdisciplinary and globalized project. It wants to offer an introductory space to the Catalan language together with the acquisition of basic precision skills through hand and machine sewing to create a space that promotes oral learning of the Catalan language and improves these skills for a future improvement of the writing.

### Introduction

The class will be of 2h: 1/2h of conversation in Catalan: 15' on different aspects of daily life and the rest will be dedicated to giving instructions in Catalan to correctly intermediate the different skills and works related to sewing, from different types of fabric to the children used to carry out the activity.

It will work with two teachers in the classroom: One language that will take care of the vocabulary and help students to follow the steps proposed by the teacher/ sewing teacher; and another that will be dedicated to preparing the sewing classes properly said.

The writing is not the priority in our classes

### Project structure

We will introduce different concepts and repeat during the course

Hello - Goodbye - Good morning - Good afternoon  
- Good night

What's your name? My name is ....I'm

where are you from? I am from...

How long have you been in Catalonia? I arrived....years ago.

How old are you? I'm.... years old.

Where do you live? I ....live in

We will introduce vocabulary and sew different pieces of clothing, remember that : We will work with two teachers in the classroom: One language that will take care of the vocabulary and help students to follow the steps proposed by the teacher/ sewing teacher; and another that will be dedicated to preparing the sewing classes themselves.

Different departures are scheduled during the course:

1st quarter → clothing store in Salt.

2nd quarter → visit to INTEXTEIS manufacturing and design company in our country

3rd quarter. Visit a high sewing school near our country.

The evaluation will be based on direct observation by both the teacher and the participants. All observations will be recorded in order to draw conclusions at the end of the course



## T. MY NAME IS...I AM FROM...

A.1.1

## GOALS

## MAIN

-Learning how to introduce yourself in Polish (name, surname and country of origin).

-Basic familiarization with Polish sounds

## CONTENTS

The following structures:

My name is... [(Ja) Nazywam się...]

I'm from Poland / Sudan / Bangladesh / Ethiopia [Jestem z Polski / Bangladeszu / Sudanu / Etiopii].

Personal pronoun I [ja]

Preposition from [z] + genitive case

Names of the countries of participants in nominative and genitive case.

Students do not learn grammatical terms, but only grammatically correct structures. Structures are introduced through examples and analogies.

## TRAGET GROUP

8 students: 6 male, 2 female, 1 from Eritrea, 2 from Somalia, 1 from Sudan, 2 from Bangladesh, 2 from Ethiopia. Age 25-60 y.o. They are legally in Poland, some of them with refugee status, others came as migrants. 2 have legal and regular source of income (low paid night job), others work from time to time if opportunity appears, can't find the permanent work.

They want to learn the basics of the language and find any permanent job.

All with very low education background, usually only a few years of schooling. They speak Somali, Tigrinya, Amharic, Arabic, Bengali and English (as a second language). Only two people from Bangladesh can communicate in English, others don't know English at all or know only very basic vocabulary and can't hold the conversation. People from Bangladesh can't write/read in their native language at all, others can write and read in their languages. Only people from Somalia are familiar with Latin letters

## Materials:

-An outline map of the world, the borders of Ethiopia, Eritrea, Poland, Somalia, Bangladesh and Sudan (participants' countries) are shown in bold.

-Flags of the countries of the participants, and some neighboring/big countries (countries that participants can recognize - Nepal, Pakistan, Egypt, Australia, Sweden)





## ACTIVITY SEQUENCE

This is the first lesson and students have no structured prior knowledge. No material is given to the students in the beginning. The teacher says Good morning [Dzień dobry], students try to repeat. Most of them are already familiar with the word, but for some it is still difficult to pronounce it. Repeated attempts to pronounce a difficult word create a more relaxed atmosphere

### Activity contextualization and vocabulary activation:

The words I and You are contextualized. Teacher points to herself and says I [ja], points to the student and says You [ty]. Then points to herself again and says slowly My name is Jolanta Skrzydło [Ja nazywam się Jolanta Skrzydło]. To be sure that the students understand that the teacher has said his name, the teacher shows his passport where the name and surname are written.

### Development of the activity:

The teacher points to the student and encourages her to speak with a gesture. Each person repeats this sentence. If necessary, the phonetics is corrected.

When the students can easily repeat this sentence, the teacher shows them an outline map of the world with some countries marked. These are students' countries of origin or countries they know for other reasons (e.g. they have a family there, there is a large Somali or Eritrean community in these countries etc.).

The teacher reads the names of the countries one by one simultaneously pointing them on the map: Poland, Somalia, Eritrea, Ethiopia, Sudan, Bangladesh. Students repeat several time, first as a group, then individually.

In order to get used to the Polish sounds, the teacher introduces a few additional activities. The teacher says the name of the country and students show the country on the map or the flag or the teacher shows the flag and students name the country. During these activities, the teacher controls whether the students speak all endings correctly (in Polish there are 3 main genders of nouns).

When the students are familiar with all the sounds, the teacher speaks very slowly pointing to the map, to herself, and then to the map again: Poland. I'm from Poland. [Polska. Ja jestem z Polski]. The teacher repeats

this several times, emphasizing the endings. The teacher then encourages students from Somalia, Ethiopia and Eritrea to repeat the sentence. Students repeat one by one: I am from Ethiopia [Jestem z Etiopii, jestem z Somalii etc.].

Through voice modulation and gestures, the teacher emphasizes the grammatical structure: Poland - I am from Poland. A> I. [Polska. Jestem z Polski.] In this group, due to the lack of knowledge of the Latin alphabet, the teacher at this stage only modulated the voice and didn't write. In groups where this knowledge is at least low, the teacher writes down the basic sentences [Polska - Jestem z Polski. Etiopia - Jestem z Etiopii. etc.].

Using examples, the teacher explains the structure used for the masculine gender (u is added to a noun). Bangladesh - I am from Bangladesh. Sudan - I am from Sudan. Pakistan - I am from Pakistan. Egypt - I am from Egypt. [Bangladesz - Jestem z Bangladeszu. Sudan - Jestem z Sudanu. Pakistan - Jestem z Pakistanu. Egipt - Jestem z Egiptu]. As before, no grammatical terms appear, the teacher only uses examples and analogies.

The teacher reminds the students of the structure they learned at the beginning: My name is ... Students repeat it again. Then the teacher combines both structures: My name is ... I am from Poland. Students take turns introducing themselves. The teacher corrects the students if necessary. Special attention is paid to grammatical correctness.

### Correction and Evaluation

The teacher corrects phonetic, grammatical and lexical errors immediately after the students make them.

Students use all structures during the lesson. The teacher has the opportunity to observe whether they have been learned or not. Additionally - only after mastering one structure, the teacher moves to the next one.







## 4. CONCLUSIONES

One of the main conclusions is that the reality of the different language and literacy services for immigrants and refugees is much more similar than expected, beyond the different models and circuits of care, legal contexts, origins of the learners and their rights guaranteed in each context.

In general, the profile of the students stands out for its increasing diversity with regard to their origins and to their previous educational history and both language knowledge and literacy levels.

The main objective of this analysis was to identify gaps, main prejudices and concerns regarding the courses in which they participate, in order to design a training programme more suited to the needs identified. Among the main assumptions, contradictions and concerns that emerged during this process the most relevant were:

Critical capacity and identification by teachers of the structural inequality affecting the population they serve (immigrants and refugees) while reproducing majority discourses that combine a deficit perspective with paternalistic attitudes towards them in language and literacy classes

Teachers in all contexts demonstrated with their contributions an awareness of the multiple factors that can influence the acquisition of the language of the host society by adult migrants and refugees, but at the same time they tended to problematise cultural diversity and pre-literacy or low levels of formal education among them, although this is not always the case or because there is evidence of a rich linguistic capital on the part of some pupils who become speakers of, for example, five languages. In the face of this, they often feel insecure and do not have alternative teaching

strategies to handle both challenges, sometimes recognising their own limits or lack of resources to be able to implement better work.

It is clear that there is a long way to go to improve the provision of language services and to support linguistic integration. On paper, the need for language training to enable people to access employment and education is emphasised, but there is no investment in training specialised teachers or in monitoring the quality of courses in language services, many of which depend on third sector initiatives and their funding and voluntary work. One consequence of the lack of commitment to the adequate provision of language services by the administrations is an uncoordinated response in which the political agendas for the defence of national or territorial languages often prevail.

The dependence on volunteers and the lack of specialised training means that linguistic integration continues to be problematic (García, 2017). Teachers without training in perspectives that have been shown to be beneficial, such as multilingualism, and with specialised knowledge in contemporary migrations can hardly work from the linguistic strengths of their students, nor understand that their passage through national territories is part of a much wider mobility, inscribed in the current capitalist mobility regimes (Glick-Schiller and Salazar, 2013).





If integration is not to be a one-way process, it is essential to abandon a monolingual position and to recognise the complexity and richness of the linguistic knowledge of migrants and refugees; it is necessary to know and celebrate all the linguistic knowledge acquired through their mobility, which includes many different languages to many different and not necessarily uniform degrees (Pennycook & Otsuji, 2015; Reyes, 2020). Behind the common problematisation of linguistic diversity there is a strong monolingual ideology that supports the belief that a native speaker is a perfect speaker and cannot embrace the value of partial language skills (Blommaert, 2010). This language ideology is reinforced by anti-immigrant discourses, but also by discourses that focus on the defence of minority languages (Reyes & Carrasco, 2018, Reyes, 2020).

Widespread feeling of being "abandoned" by institutions and limited capacity of language and literacy courses due to implementation conditions :

As explained in the previous section, there is a general feeling that these types of training programmes do not receive either the recognition or the necessary funds to be implemented with the quality required by the complexity of the phenomenon.

This generates both frustration and creative strategies on the part of the professionals and volunteers who participate in them, who find themselves immersed in a context that leads them to feel that the scope of their work is always insufficient.

The context of cuts in social policy, added in many cases to a historical underfunding of adult education, is leaving the third sector with the responsibility of assuming the leading role in this field, without the administration taking on one of its functions, which is to ensure favourable conditions of inclusion, in order to achieve the much acclaimed -on paper- social cohesion.

According to the results of well-established research on gender and education, in the analysis of the discussion groups it is evident that a large part of the teaching staff tended to have essentialist or culturalist

#### Omission of gender as a central element:

views on women in training courses and their good attitude in class. This recurrent interpretation by teachers has been shown to mask women's potential as learners beyond their good attitude, especially when these gender stereotypes are applied to Muslim students (Mirza, 2008).

attitude, especially when these gender stereotypes are applied to Muslim students (Mirza, 2008).

There is a general lack of reflection on the structural barriers of the host society that men and women face, and most language training programmes can be gender-blind, as Angeli (2019) points out in her study in Cyprus, which is likely to contribute to a lack of monitoring of course achievement. This has been reported in the UK context by Phillimore (2011), but is widespread in the receiving countries (Hanemann, 2018), which is confirmed by the statements of our project participants.

Thus, for example, we see how teachers in our project did not express major concerns about gender issues beyond those they associated with what they believe needs to be addressed, i.e. acting against sexism in student cultures, for example, by forcing adult men and women to sit and work together in classes. They also talk about the "risk of segregation" when students of different nationalities and with different experiences of migrants or refugees resist certain groups and activities. And yet, as the Council of Europe (2001) points out, the development of communication competence involves other dimensions that are not strictly linguistic, such as an awareness of socio-cultural and linguistic diversity, for which migrant students are already better positioned by their own migration experience. Teachers should not miss the opportunity to work from this awareness to support the development of intercultural competent citizens (Haznedar, Payton & Young-Scholten, 2018).



Faced with this reality, we can affirm that the development of the European Oral Project has served as a tool for interdisciplinary exchange between various teaching profiles of literacy in L2 to migrant and refugee adults in various European cities, together with the knowledge on migratory flows provided by the CER -M (UAB). This exchange has allowed, on the one hand, to establish common lines of action and, on the other, to jointly enrich daily practice.

Through this guide, an attempt has been made to capture the results of these exchanges. On the one hand, the methodological lines that are considered to give a better response to the training needs expressed by the collaborating teaching staff have been presented. A summary of the main axes that guide L2 literacy classes has been presented, such as:

- ⇒ Main theories of literacy.
- ⇒ Orality and significance as a priority objective.
- ⇒ The handling of the heterogeneous class
- ⇒ The development of intercultural competence

On the other hand, a compendium of activities has been provided that show the implementation of these methodological axes in the classroom.

Through the development of 20 didactic activities, it has been tried to provide examples of real answers to specific problems of literacy in L2. Given the lack of research and specific methodologies, a summary of the main methodological axes to take into account has been presented, such as: literacy theories, orality to be able to adapt to the great heterogeneity of profiles presented by students and the development of the intercultural competence

It should be noted that, during the development of the Oral Project European Project and the writing of this guide, it has been possible to verify how the direct relationship between public integration policies and their linguistic reception systems have a direct impact on the quality of teaching of literacy in L2.

Finally, highlight that this project is just one stone in a long way to go. As challenges for the future are, among others:

- ⇒ The need for a change of perspective on the part of public administrations regarding

to language integration policies. Literacy and learning the host language should be a right guaranteed to all citizens and not an obligation.

⇒ The urgency of opening lines of interdisciplinary academic research that can provide solid theoretical frameworks in relation to L2 literacy for migrants and refugees that address linguistic and social perspectives.

⇒ The need to generate professional training that equips trainers with the necessary tools to be able to offer quality teaching.

⇒ The possibility of generating collaborations at the European level that allow the improvement and modernization of the materials used in the L2 literacy classrooms.



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## 6. ANNEXES

### Anex I: Description of the discussion

#### groups in each context

#### SPAIN, ORGANIZATION A

##### Discussion Group 01 (ES\_a\_GD1)

**Participant 01:** Female; 25 years old; Employee; University degree in Psychology; lives in Barcelona; Teaching experience in a non-profit organisation currently managing courses and volunteers that teach literacy to migrant people. (around 10 h of literacy lessons per week). Between 2 and 3 years of experience.

**Participant 02:** Male; 61 years old; Trainer and employee; University degree in Psychology; Master degree in Primary School Teachers; Teaching experience in adults primary, secondary school and University; Experience in public school and non-profit organisations; 41 years of experience in literacy; 30 years of experience with migrant people. Currently teaching literacy to migrant people 3h per week in a non-profit organization.

**Participant 03:** Female; 46 years old; employee as first reception technician. University degree in Art History. Specific certification in Teaching Spanish as a Foreign Language, new citizenship: language and culture. 2 years of literacy teaching experience and with migrant population. Currently teaching literacy+oral Spanish 3h per week in a public center.

**Participant 04:** Female; 23 years old. Internship student in a non-profit organisation. High Secondary School Diploma. Teaching experience in particular lessons and non-profit organisation. Less than 1 year of experience. Currently teaching literacy to migrant population 1,5h per week.

**Participant 05:** Female; 21 years old. Internship student in a non-profit organisation. High Secondary School Diploma. Teaching experience in a non-profit organisation. Less than 1 year of experience. Currently teaching literacy to migrant population 1,5h per week.

**Participant 06:** Male; 79 years old. Volunteer in a non-profit organisation. University Degree in Contemporary History. Teaching experience in Adults Public School (Primary and Secondary) and University. 37 years of teaching literacy experience. 18 years of experience teaching to migrant population. Currently teaching lite-

racity to women 2 hours per week in a non-profit organisation.

##### Discussion group (ES\_a\_GD2)

**Participant 01:** Female; 67 years old. Volunteer; University Degree in Primary School Teaching; Experience teaching in Public School. 3 years of literacy teaching experience and 3 years of experience teaching to migrant population. Currently teaching literacy 6 h per week in a non-profit organisation.

**Participant 02:** Male; 30 years old; trainer and volunteer; University Degree in Social Education; Specific diploma in Teaching Spanish as a Foreign language; Experience in non-profit organisations; 9 years of experience teaching literacy to migrant population. Currently teaching literacy 3h per week in a non-profit organisation.

**Participant 03:** Female; 44 years old; Employee; University Degree in Spanish Philology; Master Degree in Adults Education; Specific Diploma in Teaching Spanish as a Foreign Language; Teaching experience in Adult Public Schools (Primary and Secondary) and in non-profit organizations. 7 years of experience teaching literacy and 16 years of experience working with migrant population. Currently teaching 15 hours per week, 2,5 of literacy.

**Participant 04:** Female; 70 years old; Volunteer; University Degree in Technical Industrial Engineering; Master Degree in Teaching Maths and Science; few training on literacy; Teaching experience in secondary and adults public schools. 5 years of mathematical literacy experience and 1 year of literacy in Spanish experience. Currently teaching literacy 3 hours per week in a non-profit organisation.

**Participant 05;** Female; 38 years old; Volunteer; University Degree in Translation and Social Education; Specific Diploma of Teaching Spanish as a Foreign Language and Train of Trainers; 11 years of experience in teaching literacy to migrant population in a non-profit organisation. Currently teaching literacy 3 hours per week in a non-profit organisation.



**Participant 06:** Female; 68 years old; University Degree in Primary School Teaching, Catalan Philology and Speech Therapy; Volunteer; Experience teaching in primary public school. 4 years of experience teaching literacy to migrant population in a non-profit organisation. Currently teaching 1 hour of literacy and 1 hour of “First Reception” per week in a non-profit organisation.

**Participant 07:** Male; 63 years old; volunteer; University Degree in Primary School Teaching; Experience in Public Schools (Primary) and non-profit organisations. 1 year of experience teaching literacy; 3 years working with migrant population. Currently teaching literacy 3 hours per week in a non-profit organisations.

## SPAIN, ORGANIZATION B

### Discussion Group (ES\_b\_GD1)

**Participant 01:** Female; 34 y.o., professional (teacher), University Degree in English as a second language teacher; lives in Barcelona; teaching experience in private secondary and adult schools, as well as public primary schools. Currently teaching English and literacy in a public Adult school with Moroccan, Peruvian, Colombian, Dominican, Honourees, Russian, Hungarian, Indian and Pakistanis women and men once a week (two hours p/d), all the school year.

**Participant 02:** Female; 48 y.o., professional teacher and Director of the learning centre, University Degree in Geological sciences; lives in Pineda de Mar; teaching experience in private and public schools. Currently teaching literacy in a public school with Moroccan, Senegalese and Gambian women and men 7,5 hours a week all the school year.

**Participant 03:** Female; 51 y.o., professional secondary teacher, Bachelor’s Degree in English & German Language and Literature; lives in Cabanes; teaching experience in a public high school. Currently teaching English with young men and women in a public High School 15 hours a week all the school year.

**Participant 04:** Female; 59 y.o., professional teacher and Learning Coordinator of the learning centre, University Degree in Chemical Engineering; lives in Pineda de Mar; teaching experience in private and public adult schools. Currently teaching literacy with Gambian, Moroccan, Senegalese and Chinese men and women in a public school with migrant women and men 2 hours a week all the school year.

**Participant 05:** Female; 68 y.o., professional teacher retired with more than 32 years of experience in adult teaching, Direction of an Adult School and Coordination of the Adult Learning Centres of the Generalitat de Ca-

talunya among others, University Degree in Elementary school teacher and adult teacher; lives in Girona; teaching experience in public adult schools. Currently volunteer at Acefir Association.

**Participant 06:** Female; 31 y.o., professional teacher, University Degree in Philosophy and Educational Sciences; lives in Salt; teaching experience in non-profit organizations. Currently teaching literacy and second language with Malian, Gambian, Moroccan, Senegalese, Ghanaian, Pakistanis men and women in a public school and in a non-profit organization 14 hours a week all the school year.

**Participant 06:** Male; 28 y.o. literacy teacher, University Degree in Psychology; lives in Girona. Currently working as literacy teacher with Gambian and Moroccan women for a Municipality programme of literacy, 4 hours a week all the school year.

## ITALY

### Discussion Group (IT\_a\_GD1)

**Participant 01:** Female; Employee as Italian L2 teacher; lives in Brescia; Qualification: Bachelor’s Degree at the University of Foreign Languages and Master’s Degree in teaching and promoting Italian language and culture; Italian L2 teaching experiences: Three years’ experience in teaching Italian to the immigrants and foreign students. Currently literacy experience: Italian L2 teacher for adult immigrants.

**Participant 02:** Female; Employee as Italian L2 teacher; lives in Brescia; Qualification: DITALS Certification of Competence for Teaching Italian to Foreigners and Specialization courses for teaching to illiterate people at Fondazione ISMU-Milan, Cooperative Rah- Bergamo, Cooperative Orizzonti-Padua, University of Venice; Italian L2 teaching experiences: Teacher of Italian as second language for asylum seekers and refugees since 2015; Currently literacy experience: Italian L2 teacher for asylum seekers and refugees.

**Participant 03:** Female; Employee as Italian L2 teacher; lives in Brescia; Qualification: Master degree in Languages cultures and international communication and CEDILS; Italian L2 teaching experiences: over 12 years’ experience in teaching Italian to non-Italian-speaking students, non-Italian-speaking children, women, immigrants and asylum seekers; teaching Italian to Chinese speaking people; Currently literacy experience: Italian L2 teacher for immigrant children.





**Participant 04:** Female; Employee as Italian L2 teacher; lives in Brescia; Qualification: Master Degree in Language and Cultural for foreign people; Italian L2 teaching experiences: more than 6 years as teacher to young people coming from a migratory context, to immigrants for language test for Eu long term residence permit, to asylum seekers and immigrant women; Currently literacy experience: Italian L2 teacher for asylum seekers and refugees.

**Participant 05:** Female; Employee as Italian L2 teacher; lives in Brescia; Qualification: Bachelor's Degree at the University of Foreign Languages and DITALS and Certification of Competence for Teaching Italian to Foreigners; Italian L2 teaching experiences: seven years' experience in teaching Italian to foreign people: children, women, asylum seekers, refugees and foreign students; Currently literacy experience: Italian L2 teacher for asylum seekers and refugees.

**Participant 06:** Female; Employee as Italian L2 coordinator; lives in Brescia; Qualification: Degree at University in Educational Sciences and CEDILS; Italian L2 teaching experiences: three years' experience in teaching Italian to foreign people; Currently literacy experience: Italian L2 coordinator for asylum seekers and refugees.

## GERMANY

### Discussion Group (G\_a\_GD1)

**Participant 01:** Male, 26 years old, Master's Degree in German and Philosophy, lives in Unna, teacher with second state exam, works in a vocational school (WBK), teaches German, Philosophy, literacy all school year, with boys from 10 different countries.

**Participant 02:** Woman, 52 years old, university degree second state exam as teacher of German and economics, lives in Dortmund, works in a vocational school (WBK), teaches German, literacy and economics all year long, with girls and children from 8 countries (Africa and Arab countries). She has been working with this target group for 17 years (in her old school with immigrants from special schools). Special training for literacy 4 years ago.

**Participant 03:** Woman, 28 years old, Master's degree in English, lives in Unna, studies as a teacher, works in a vocational school, works in a vocational school (WBK) and teaches English and literacy all the school year, with girls and boys from 10 different countries.

**Participant 04:** Woman, 48 years old, university degree second state exam as teacher of German and politics, lives in Dortmund, works in a vocational school (WBK), teaches German and literacy all school year, with girls

and boys aged 10 countries (African and Arab). countries). She has been working with this target group for 10 years (in her old school with immigrants from special schools). Special training for literacy 10 years ago.

**Participant 05:** Male, 31 years old, university degree, master in German and psychology, teacher with second state exam of German, psychology and literacy, teaches all 3 subjects throughout the year in vocational school (WBK), literacy with children and girls.

**Participant 06:** Male, 36 years old, university degree Master in German, teacher with 2nd state German exam, teaches literacy to boys from Arab countries. Special training for literacy 3 years ago.

**Participant 07:** Female, 49 years old, university degree, second state exam as a teacher of German and economics. She teaches all subjects throughout the year at the Literacy Vocational School (WBK) with girls from African and Arab countries

**Participant 08:** Male, 35 years old, university degree, second state exam as teacher of German and politics, teaches all subjects throughout the year in vocational school (WBK), literacy with boys and girls from Africa and Arab countries







## Anex II: Needs analysis table

AGE (Average)	
NUMBER OF STUDENTS	
INTERESTS	
IMMEDIATE NEEDS	
EDUCATIONAL BACKGROUND	
EDUCATIONAL MODEL IN ORIGIN	
GENDER, PERSONS IN CHARGE, DEPENDENCE	
SPOKEN LANGUAGES	
WRITTEN LANGUAGES	
LEVEL OF LITERACY IN KNOWN LANGUAGES	
ADMINISTRATIVE STATUS IN THE HOST COUNTRY	
SOCIAL STATUS	





Anexo III: Class planning sheet

NAME OF THE ACTIVITY	
MAIN GOALS	
CONTENTS	
DURATION	
MATERIALS AND RESOURCES NEEDED	
ACTIVITY SEQUENCE	
1. Contextualization. Activation of vocabulary and previous knowledge. (Oral)	
2. Instructions (description of what instructions will be given and how)	
3. Development of the activity (order and group dynamics)	
4. Types of correction (direct, indirect, collective, rubric ...)	
5. Evaluation	



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