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Language learning as a tool for integration of young migrants

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Open Learning Experience

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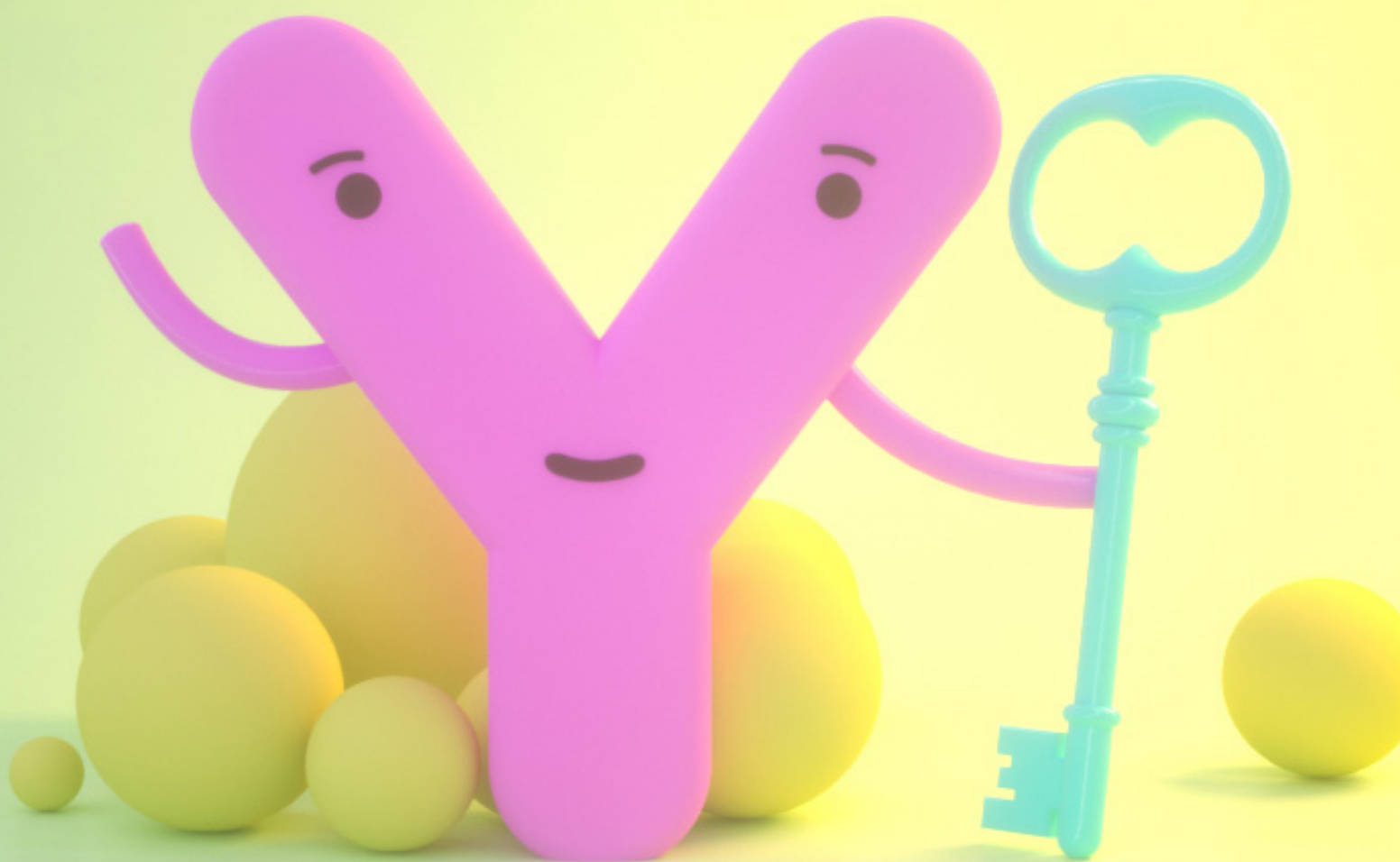of the European Union

PROJECT PARTNERS

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INTRODUCTION

"It is not easy to be stranded between two worlds, the sad truth is that we can never be completely comfortable in either world"

— Sharon Kay Penman

In Spain, England and Italy we have seen how in recent years the configuration of society has been transformed. We see that migration has become a more habitual phenomenon and that the borders that separated countries, people and ways of understanding the world make less and less sense in a world in which we depend on each other, in which the decisions of a country drastically affect the whole of humanity and in which wars, disasters and hunger push people to seek a future where it is possible to develop and survive. In the past, each country was a unique universe, and everything that existed was measured against that unique reality. We can no longer understand the world in this way, because if we do so it will mean that we are trying to live in a world that no longer exists, to maintain a reality that is different from what it is.

However, education is a slow institution that takes time to adapt to the transformations of reality. Teachers take years to prepare themselves to enter a system, and when they do, that system may no longer respond to the needs of reality. On the other hand, it would also be wrong to allow ourselves to be carried away by fleeting fashions and decisions that are not meditated upon, that we do not know how they will affect future generations. Human beings are normally incapable of making accurate predictions about the future. Nor can we know for sure how the decision we make today will affect the future (the flapping of a butterfly can cause a tsunami, so imagine what those decisions that directly affect education can cause). In any case, it is our duty to prepare ourselves and our children and young people - if not for the future, then for the present in which we find ourselves.

We can say that throughout Europe we find a multicultural and diverse reality, in which different ways of living, of being and of understanding the world coexist. But this does not mean that they do so without conflict, and that the locals are permeable to the way of life and being of the new inhabitants. Nor does it mean that newcomers (and not so newcomers) assume the positive values of the society to which they arrive in a reasoned, meditated and joyful way. No. When two or more cultures come into contact with each other, dif-

ferent phenomena occur of which the people who experience them are barely aware. Why does this happen? Because culture is not something external to us, it is not a hat we decide to wear or not to wear, it is not something we can get rid of or change at will. Culture is already part of ourselves, it is part of what we feel, what we want and what we are. Cultural manifestations only become conscious when they are alien, when it is THE OTHER that manifests them. Then they are exotic or they give us laughter and repair or we even reject them.

Furthermore, we have to bear in mind that cultural identity not only reflects our country, but many more elements, such as our gender, our social class, our profession... in general, the experiences that make up our identity and our way of perceiving the world.

Then we are faced with a reality to which we must adapt, to offer children and young people the necessary resources for a peaceful coexistence and to be able to build a fair society, with rights and opportunities and that benefits from cultural diversity, instead of trying to standardize the world.

> "Culture is already part of ourselves, it is part of what we feel, what we want and what we are"

That's why this project and manual were born, and that's why this manual was born, to support teachers, education professionals or volunteers who encounter students who barely understand the language and experience the cultural conflict between the culture of their parents and the culture of the country in which they reside. We want to help the teacher to better understand their conflict and have the tools to work in class both on the language and the skills that will help their students to live more fully and build their own identity, so that they can combine elements of the cultures that influence them.

The manual begins with a theoretical element, where we address issues such as interculturality, non formal education, language education and a practical part, with lesson plans focused on youth. In the end it introduces the topic of family learning, which we think is a great approach to language learning.

The lesson plans can be offered sequentially, one after the other until they form the program of a course, but they can also be taken individually, adapting to the needs of the students in each moment. We also wanted to implement a tool to gamify the learning experience, such as learning badges, which will help motivate children and young people so that what they learn in the classroom can be applied beyond, in the daily reality in their families and in their neighborhoods.

Education is the best weapon we have to create united, tolerant and diverse societies, where children, youth and adults cooperate to build strong relationships and where inequalities are minimized to offer opportunities to all.

1.1 PROJECT OLE (Open Learning Experience)

Open Learning Experience aims to support schools with a toolkit of resources to help migrants to deal with culture and language shock when they arrive to the country.

This project was born from a very clear need: due to new migrations, schools face new realities and they need tools and resources to respond to the new classrooms. Moreover, immigrant students of first and second generation have needs for coexistence and adaptation to the new culture without losing their identity, and these needs go beyond language learning. Teachers and educators have analyzed this problem in the classroom and met with representatives of associations, to see how, through a joint project, we can create new materials and prepare teachers to support immigrant students in their acquisition of competences, not only linguistic, but also civic and social, and develop with them the concept and practice of "good treatment" both with themselves (through encouraging self esteem) and others (developing empathy, conflict resolution, etc).

The main goal of this project is to increase the quality of language teaching for foreigners who attend welcoming classes to improve learning opportunities for migrant children through activities that develop their linguistic, social and intercultural skills.

The specific objectives of the project are:

1. Provide teachers with the knowledge, skills and attitudes needed to implement language teaching for foreigners through holistic and experiential learning in the classroom.

2. Exchange experiences and intersectoral perspectives combining formal and nonformal education to improve the integration of migrant children in the classroom.

3. Implement a system of recognition of linguistic, social and intercultural learning using the methodology of gamification.

4. Introduce, as a transversal content to develop in the classroom, the concept of "good treatment", understood as a positive attitude that improves self esteem and social and intercultural skills of students and work with them on the universal values we share.

5. Create a handbook for educators with activities transferable to contexts of schools with large numbers of migrant students to combine language learning and development of intercultural and social competences.

1.2 THE MANUAL KEY: LANGUAGE LEARNING AS A TOOL FOR INTEGRATION OF YOUNG MIGRANTS

What is the KEY manual?

This manual is the intellectual product of the OLE (Open Learning Experience) project. It was born out of the need for teachers, volunteers and educators to deal with multicultural classes in which they find very diverse students, with different degrees of training, different levels of language skills (both written and spoken) and also different cultural codes and experiences.

The authors come from both formal and non formal contexts and this manual is a product from our cooperation, from listening to each other, from seeing how our work is similar and is different but, essentially, we are trying to do the same: help young people to develop themselves, to be better prepared for the changing world, to increase their self-esteem and their empathy, to never stop questioning themselves and the society and, of course, be better citizens and reach all their full potential.

Formal and non formal education are not only complementary, but can learn a lot from each other, to address educational problems and needs in a changing and diverse world. This is why the KEY manual was born from the principles, tools and approach of non formal education, but was designed and tested to be adapted to formal education contexts.

Who is the KEY manual for?

Being a teacher is a challenge, it always is. Teachers have to succeed in supporting their students to develop their knowledge, but also to practice their skills, improve their attitudes, understand the world and the culture they are part of and be able to become active, critical and happy citizens. With the new migratory flows, being a teacher is even more complicated, since it is necessary to face a classroom in which the language barrier and cultural differences are common.

Our world is increasingly diverse, we are no longer confined for the rest of our lives to one culture and one language, but human beings look beyond our borders for new opportunities and new relationships. This reality has to be faced by teachers, who have often been trained for a uniform world that no longer exists and are not endowed with the resources (financial, personnel and training) they need. Changes in education are necessarily slower than changes in reality, so teachers have to make a constant effort to respond to new needs and new challenges.

This manual is aimed at teachers, volunteers and teaching professionals who teach language classes to immigrants. They can be teachers in welcoming classrooms (in Spain schools have the option of using these classrooms to welcome immigrants and thus facilitate their integration) or also teachers, educators and volunteers in NGOs, foundations or institutions where language courses for immigrants are offered. It can also be useful for teachers who, although they do not specifically give language training, do have to manage multicultural classes with students with diverse knowledge of the language and different cultural uses, customs and codes.

> "Our world is increasingly diverse, we are no longer confined for the rest of our lives to one culture and one language, but human beings look beyond our borders for new opportunities and new relationships".

How is it organised?

The KEY manual has a first part in which professionals will find information about the different contexts and needs of host language teachers in the project partner countries: England, Spain and Italy. With this we intend to give a European dimension to this handbook. We understand that each reality is very different, but we have also looked for those common points that we can share when dealing with language teaching to immigrants.

Readers will find information on multiculturalism, interculturality, racism, good treatment, language learning, non formal education and gamification. This first part provides theoretical tools to address multiculturalism in the classroom and offer students a quality education adapted to their diverse and changing reality. You will also learn about the role of the facilitator and practical advice to make this type of activity more dynamic.

In the second part you will find practical activities that you can implement both in a welcoming classroom, a high school or an adult school (at a formal level), and in a workshop for non formal education. You can browse through the activities and choose only those that best suit your specific objectives or carry out the activity itineraries that we will propose in order to lead the participants or students through a complete learning pro-

cess. In any case, we always advise you to observe very well your learners, their needs and their reactions, what motivates them and what excites them, in order to adapt the activities to their specific reality. Keep in mind that every group is different, and that one activity will not always work equally well with all of them, nor will it take up the same amount of time. Although the activities have an approximate completion time, this will depend a lot on other factors, such as the level of the students, the size of the group and even the time of day when the activity is carried out. Above all, follow the golden rule:

DON'T FALL IN LOVE WITH THE TOOLS

Tools are that, tools, means to an end. There are creative, innovative activities that attract attention, but they can be effective or not, depending on the moment of the training, the group or the facilitators themselves. There are activities that are not at all novel or creative, but that at a given moment are the most appropriate to achieve progress in the group. To choose an activity always take into account your objectives, the expectations, needs and preferences of the participants and the moment of the process in which you are.

Each activity is accompanied by extra activities or "missions" so that participants get a badge (we will explain this part in the corresponding section).

After the tools, we have also created a part to propose a learning process in family. One of the barriers to achieving the inclusion of children and young people in formal learning structures is that of influencing the education of students but forgetting the education of families (especially mothers, who are normally responsible for education at home). In this section you will find how to approach family learning, as well as activities you can do with families and practical advice on how to do it.

CONTEXT

"It is not easy to be stranded between two worlds, the sad truth is that we can never be completely comfortable in either world"

— Sharon Kay Penman

2.1 PSYCHOLOGICAL PROFILE OF CHILDREN AND YOUNG PEOPLE

Young migrant children experience a variety of social, psychological and emotional elements as they grow older in society and advance through the different stages of education. Piaget's theory of intellectual or cognitive development can help us understand how these young migrants develop psychologically through the experience of education. The cognitive theory developed by Piaget focussed on a range of aspects which are (Oakley, 2004):

- ▶ Language
- ▶ Morals
- ▶ Memory
- ▶ Reasoning

There are four elements of psychological cognitive development spanning from birth to adulthood, which are:

- ▶ Sensorimotor stage
- ▶ Preoperational stage
- ▶ Concrete operational stage
- ▶ Formal operational stage

Figure 1:2 Piaget's Four Stages, Periods of Cognitive Development (it3psychproject, 2014)
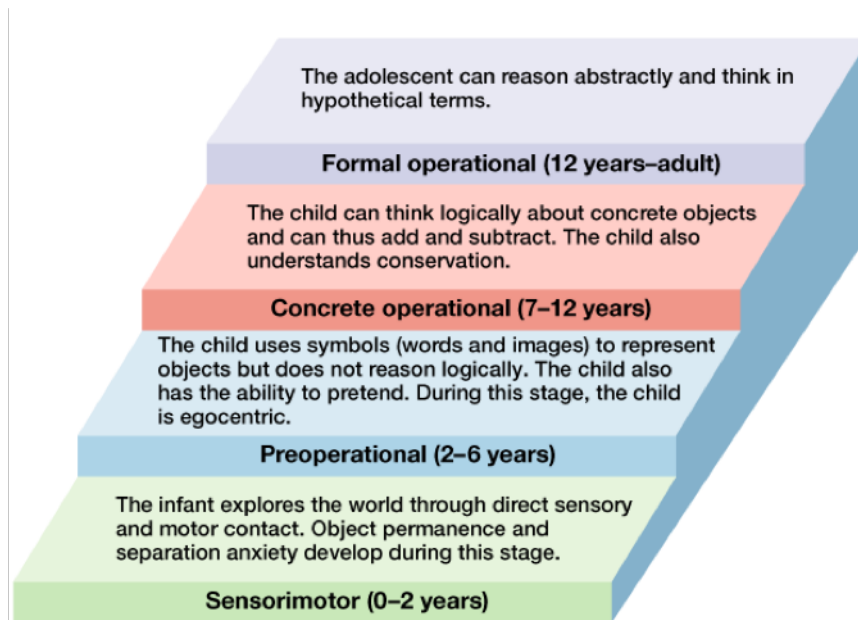
Sensorimotor

The sensorimotor stage delves into young children aged between 18–24 months old. Aspects during this stage involve motor activity without the use of symbols. All the elements learnt revolve around experiences as well as trial and error.

The main objective during this aspect is creating an understanding of object permanence which relates to knowing that an object still exists although it may be hidden.

Preoperational

The preoperational stage is often observed in children from the ages 2 through to 7. During this phase of cognitive development memory and imagination are developing. Children at this age range can be egocentric. This refers to children quite often not being able to see beyond their own point of view.

The main accomplishment during this element is when children are able to allocate meaning to objects in accordance with language and symbolic thought.

Concrete operational

The egocentric focus is more diminished at this phase. This stage falls between the ages of 7 to 11 years old and is distinct by increased logical and methodical control of symbols.

The core element during this phase is for a child to begin exploring aspects inside their mind often referred to as operational thought. Children are enabled to solve issues without physically encountering elements in the real world.

Formal operational

This stage focuses on young people that are 11 years old and above. A core landmark of this element is when

young people are able to administer symbols to fathom abstract approaches. The cognitive development at this age also allows older children as well as adults to be able to comprehend multiple variables and develop hypotheses revolving around information and knowledge previously known.

2.2 VISIBLE AND INVISIBLE DISCRIMINATION

In a multicultural Europe the need for cohesion and a healthy democracy arise. Human rights protect us all, no matter whether there are social differences, because they apply to minorities too (Zick, Küpper & Hövermann, p. 9). However, you can encounter harmful mentalities and actions within and between groups like prejudice, stereotypes and discrimination. In order to distinguish them sociologists say that prejudice refers to biased personal thinking and feelings, stereotypes are the ideas about a group of people, and discrimination refers to specific actions toward them. Discrimination can be based on age, health, religion, education, race, etc. (Introduction to sociology, p. 235), and can be either overt or covert.

Discrimination is seen as obvious in the health sector, at work or even more so in schools. People's access to education is denied or not taken in account, being discriminated on the basis of belonging to a certain group. According to the 2008 re- port of the Friedrich-Ebert-Stiftung Academic Foundation prejudice is generally ignored. It is considered to be disregarded, tolerated or of "little relevance for the quality of democratic culture" and it is seen as "mentalities" or "individual attitudes" (Zick, Kupper & Hovermann, p.17). The report says: If it is "normal" that children from migrant communities do less well at school, many people will not even consider the possibility that systematic individual or structural discrimination might play a role. (p. 23)

> **"And since these thoughts are perpetuated from individual to individual, children receive prejudice and stereotypes as dogma from their parents, peers, or teachers"**

Environment is considered the principal cause that leads individuals to hold prejudice or to act in a discriminatory way. Social psychology theories explain this as social attitudes produced by interaction of individuals and environmental causal factors (p. 27). And since these thoughts are perpetuated from individual to individual, children receive prejudice and stereotypes as dogma from their parents, peers, or teachers.

For children the most powerful environment for their development is the school. Here, intolerant labels are stuck on those who are not understood. The words used to describe them are "strange", "other", "outsiders". Therefore, they are not like the majority – they are less worthy, not equal, "different", "abnormal" (p. 11 - 13), with an inferior social status.

We decided to concentrate more on the covert aspect of discrimination, which we have named invisible. The types of discrimination we can find in schools are:

- ▸ racism;
- ▸ discrimination of children with special needs or disabilities;
- ▸ discrimination based on religion;

- ▶ discrimination based on social-economical status;

- ▶ discrimination based on sexual orientation;

- ▶ bullying for reasons of belonging to a specific group or culture or for physical appearance.

All of this observed in the way children interact, in their behaviors or acts of bullying or because they discriminate or are discriminated by colleagues, peers and teachers who treat them differently. Finally, in schools there are some activities which sensitize to these types of discrimination like one-to-one tutorials made by teachers with pupils, or special classes addressed to topics as discrimination, bullying, respect, cohabitation rules, etc.

> **"What we can see we can change (De Angelis). As the school is the environment that shapes characters it can be also the battlefield for social divergences."**

Discriminating acts originate from beliefs, prejudices and stereotypes. Some of them are not tolerated by society because they are seen as something harmful or that promotes inequality. But some are tolerated because they are not visible or just because they are not worth the attention. The right to access education is violated in some cases when the schools impose a charge or expenses that cannot be fulfilled by those with a low economical status, this is a form of invisible discrimination.

The victims of discrimination can suffer physical and mental negative effects. Stig- matized or marginalized individuals who experience constant discrimination report psychological distress, depression and lower levels of life satisfaction or fewer pos- sibilities of employability, for example (Nelson, 32).

What we can see we can change (De Angelis). As the school is the environment that shapes characters it can be also the battlefield for social divergences. For us it is important to bring harmful attitudes and thoughts at school to the surface. Covert discrimination is easy to observe and thus to take action by discouraging it. What is more difficult is to work at the unseen level, the invisible level of discrimination. Focusing on the unconscious, collective or individual thoughts and attitudes we are raising awareness and promoting good treatment. Through the help of non formal education tools we are encouraging students to make fair decisions when they encounter a discriminatory situation, to be honest, and to build true partnerships and relationships with their peers[1]

2.3. SUPPORT POLICIES FOR MIGRANTS STUDENTS AT EUROPEAN LEVEL

The importance of investing effort into helping children and young people from migrant backgrounds to become well-integrated into the education system and through this into society is a concern which has always

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1   If you want to learn more about invisible discrimination and invisible racism you can visit the mooc "Make it visible" created by Cazalla Intercultural in partnership with Szanza, Pro European Network and Educare ai diriti humani.
https://youth-mooc.eu/courses/make-it-visible/

been emphasized at the European level, and many EU policy initiatives have been developed over the years to address the different challenges faced by these students.

The most recent initiatives include the European Commission's 2016 Action Plan on the integration of third country nationals. The plan states clearly how education and training are among the most powerful tools for integration and access to them should be ensured and promoted as early as possible. Among the actions of the integration policies of the Commission there are:

► online language assessment and learning for newly arrived third country nationals, especially refugees, through the Erasmus+ online linguistic support

► peer learning events on key policy measures such as welcome classes, skills and language assessment, support for unaccompanied children, intercultural awareness, recognition of academic qualifications and integration into higher education.

► support to the school community in promoting inclusive education and addressing specific needs of migrant learners;

This can be met only by equipping teachers and school staff with the skills needed to manage diversity and promote the recruitment of teachers with a migrant background and by promoting the participation of migrants' children in early childhood education and care.

Also, the 2017 Communication on the protection of children in migration aims to provide a series of coordinated and effective actions to the pressing protection gaps and needs that children face once they reach Europe, ranging from their identification, reception, implementation of procedural safeguards, as well as establishment of durable solutions.

Building on this, the 2018 Council Recommendation on promoting common values, inclusive education and the European dimension of teaching stresses the importance of ensuring effective and equal access to quality inclusive education with the necessary support for all learners, including those from migrant backgrounds.

2.4. GOOD TREATMENT

The "good treatment" is the perspective we propose to adopt against racism, discrimination and hate speech. We understand that hatred cannot be fought with more hatred, nor violence with more violence, but that it is necessary to seek the causes of discrimination and to establish relationships based on the principles of equality and respect.

As we have pointed out, discrimination has its origin in the social organization established as a "ladder of power", in which certain groups enjoy privileges that keep them in higher positions and these privileges are recognized as "natural rights" by the rest of the actors in society. Most people are usually placed on an intermediate rung of the ladder of power, with people on higher rungs and others on lower ones. The fear of losing social position makes us see those who are on lower rungs as a threat, since they can take away the position we occupy. On the other hand, we tend to see those in higher positions as an example, a role model, believing that if we copy some of their traits, then we will be closer to the top and be perceived as more deserving of status.

Therefore, a first step to reverse this situation is to be aware of it, and of the amount of visible and invisible violence that happens daily around us to maintain this social order as if it were something natural and necessary.

The second step is to practice good treatment. As this structure is assumed at different levels: social, relational

and intimate, it is important to teach and practice this good treatment on these three levels:

1. ***At the intimate and personal level***, good treatment can be practiced by improving self-esteem, cele-brating achievements, taking failures as a learning tool, stopping negative and self-destructive talk in the head, talking to oneself with kindness, recognizing needs, asking for help and setting limits.

2. ***At the relational leve**l* we practice good treatment through empathy, active listening, awareness of our own prejudices and trying not to let these prejudices influence our expectations of others, making shared efforts to communicate, offering those who have less privilege space and attention so that they can ex-press themselves.

3. ***At the social level***, good treatment is practiced by becoming aware of the society in which we live and its inequalities, and by establishing strategies so that they begin to be perceived as "unacceptable". Not allowing discrimination around us is an act of good treatment, not only before individuals, but before so-ciety as a whole.

2.5. NATIONAL AND LOCAL REALITIES

2.5.1. SPAIN

2.5.1.1. EDUCATIONAL SYSTEM IN SPAIN

Education in Spain is regulated by the Ministry of Education but regional governments are responsible for managing and financing schools in their territory. Both administrations are guided by the principles of quality, cooperation, equity, teaching freedom, merit, equal opportunities, non-discrimination, efficiency in the allo-cation of public resources, transparency and accountability.

Education is compulsory and free from age 6 to 16, although families must pay for books and materials used in class. The last cycle of secondary school, from 16 to 18 years of age, is also free. Higher education is fee-paying, but part of the tuition is funded by the state.

There are also subsidised and private centers, which are usually linked to the Catholic Church and are fee-pay-ing at all stages.

Below we explain the main levels of education in Spain.

PRIMARY SCHOOLING

Primary education is provided in primary schools and consists of six grades from six to twelve years old. The aim is for children to develop their social and creative skills and to acquire a common basic education in cul-ture, language expression, reading, writing and arithmetic. The subjects are Spanish language; mathematics; knowledge of the natural, social and cultural environment; foreign languages, artistic education and physical education.

Before primary education there is a pre-school education that is divided into two cycles and is not compulso-ry. The first, from 0 to 3 years, is paid, although there are programs to help families in need. The second, from ages 3 to 6, is free and is taught in public schools. Although it is not compulsory, it is very widespread and is attended by almost 100% of children. The aim of both courses is to promote the physical, emotional, social and

intellectual development of children.

SECONDARY SCHOOL

It consists of two very different cycles:

- ▶ Compulsory Secondary Education (ESO). It is the last stage of compulsory education and consists of four courses, from 12 to 16 years, which are taught in secondary schools. The last year can be chosen between two modalities, depending on whether you are going to study vocational training or baccalaureate.

- ▶ Baccalaureate. It is a non-compulsory stage ranging from 16 to 18 years of age and prepares young people for university or higher vocational training. It is taught in the same institutes as the ESO. It consists of three different modalities (sciences, arts and humanities and social sciences) that are chosen according to what the student wants to study in the future.

HIGHER EDUCATION

In addition to university education, it includes higher art education, higher-level professional training, higher-level professional education in plastic arts and design, and higher-level sports education.

- ▶ University education is the most common option and is further divided into:

- ▶ Grade. Four-year programmes in which a specific subject is studied in depth.

- ▶ Master's degree. A one-year course to specialise in a specific subject. In order to access it is necessary to have passed a degree.

- ▶ Doctorate. It is the maximum training given by universities and consists of a research of about three years.

If you want to know more about the Spanish education system, you can consult the website of the Spanish Ministry of Education.

2.5.1.2. SUPPORT POLICY FOR YOUNG IMMIGRANTS IN SPAIN

Within the education law there is a part referring to "attention to diversity", this encompasses the different ways of learning of the students and the characteristics of each one, from disabilities, family problems, justified absences due to convalescence to adaptations for students with high abilities. This also includes attention to immigrants with curricular and linguistic differences.

The Organic Law 10/2002, of 23 December, on the Quality of Education, establishes in its article 42.1 that "The Educational Administrations shall favour the incorporation into the educational system of students from foreign countries, especially at the age of compulsory schooling. For students who do not know the Spanish language and culture, or who present serious deficiencies in basic knowledge, the Educational Administrations shall develop specific learning programmes with the purpose of facilitating their integration in the corresponding level".

Therefore, it is intended that the teacher adapt the contents to the diverse students, instead of using this diversity as an educational tool to prepare young people to navigate and develop in increasingly diverse societies. It is true that this is a first step, but it is not enough. Moreover, it sometimes includes students with educational difficulties and students who do not master the language of instruction, which are two very different realities.

The study commissioned by the Spanish Committee for UNICEF from the Autonomous University of Barcelona shows that the special attention measures implemented in the Spanish education system are ineffective.

In Spain, support to immigrant students is mainly given through the so-called "welcoming". These welcoming classrooms are not unified throughout the country, but are planned at a regional level. In this way they are not a strong and uniform response to the challenges posed by the growing migration and the need to provide children and young people with tools that allow them to access equal opportunities. Rather, they are an uncoordinated and reactive response that does not fully adapt to the requirements of this reality.

According to Raúl García Medina, in his article "Analysis of the linguistic welcoming classrooms: inclusive character, flexibility and integration in the organisation of the centre", the welcoming classrooms in most cases mean a temporary segregation of the students, as the inclusion of the migrant student is subordinated to their command of the reception language. Moreover, it has been shown in different studies that this is counterproductive because:

> **"it is intended that the teacher adapt the contents to the diverse students, instead of using this diversity as an educational tool to prepare young people to navigate and develop in increasingly diverse societies."**

- ▶ It deprives the learner of intensive contact with his or her peers, which is one of the fastest ways of acquiring language skills in the host language.

- ▶ It creates segregated groups of immigrants, who do not take advantage of the heterogeneity of the students as an educational resource, and encourages marginalisation and differences in opportunities.

- ▶ They do not form part of the school's educational policy and planning in an integrated manner with other actions, but rather represent an added element, sometimes imposed by the administration.

Raúl García Medina studies the welcoming classrooms in Andalusia, Catalonia and Madrid. These classrooms have commenced in Andalusia, following the model of the classrooms in Montreal (Quebec). However, he questions the identification of the educational needs of the students and warns about their use so that the immigrant student does not hinder the learning rhythm of the rest in the conventional classrooms.

The liaison classrooms in Madrid are organized by zones and sometimes also take in Spanish-speaking students. Students who need this support have to change schools if theirs does not have classrooms of this type, so ghettos are produced and heterogeneity of the student body is not promoted. The intention was to maintain these classrooms with the school's own resources, without providing them with extra resources.

The welcoming classrooms in Catalonia are the most flexible and successful model, as there is a real desire for foreign students to learn Catalan. Therefore, learning the language is subject to participation in curricular activities and their social interactions. They have been evaluated from the outset and have their own resources. It is left to the school to decide which educational support model immigrants need, from a separate classroom to language support in the regular classroom (which has been shown to be the most appropriate measure to facilitate inclusion and the acquisition of skills). In addition, the welcoming classrooms are provided with resources, materials and professionals. Without this support it is impossible to address the needs of the multicultural and multilingual student body found in Spanish classrooms today. The participation of the student is also limited in a separate classroom from his or her usual class, so intense interaction with the native students is promoted.

The vehicular language is best learned when this learning takes place in the ordinary classroom.

In Murcia, however, the welcoming classrooms are also conceived as separate spaces from the ordinary classroom. The educational centre itself requests this classroom according to the Order of December 16, 2005, of the Council of Education and Culture, by which the welcoming classrooms in educational centres supported with public funds of the Region of Murcia are established and regulated.

These classrooms are divided into 3 levels and only the third level contemplates individualized curricular adaptations.

There is a willingness to take advantage of the centre's own resources and save the cost for new professionals as much as possible. Therefore, it is usually the teachers of the educational centre themselves who are in charge of the reception classroom. This willingness to save resources is neither realistic nor does it help to maintain the principles of inclusion and equality of education. Nor is it a sufficiently flexible measure, since it is conceived as a space apart from the ordinary classroom and is not sufficiently supported or evaluated.

> **"There is a willingness to take advantage of the centre's own resources and save the cost for new professionals as much as possible."**

2.5.1.3. NEEDS AND CHALLENGES OF TEACHERS DEALING WITH MULTICULTURALITY IN LORCA (SPAIN)

Lorca is a Spanish town in the region of Murcia, where OLE project partner Calazalla Intercultural mainly operates for more than 15 years now. In Lorca, the demand for Spanish classes is increasing. Attending Spanish courses is a requirement for access to aid programs, knowing Spanish is essential to obtain the right of residence and, in addition, speaking Spanish allows access to a job or improve one that you already have, create social connections and, in a word, integrate into the society in which you live.

There is a large community of immigrants (22,36% of the population), who support each other, but on the other hand also make it difficult for them to expose themselves to the Spanish culture and language. There are immigrants who have been in the country for years, but have not had the need to speak Spanish. This is especially serious in the case of women, as they usually work caring for children and doing housework, so they are not even exposed to relationships in the workplace. It is also more difficult to find help when they are suffering from situations of abuse and gender violence.

- ► Immigrants are rejected by a large part of Lorca community in Lorca. The terrorist attacks have made this rejection more virulent and xenophobic behaviour is beginning to be detected. In Spain, xenophobia is echoed in politics by the VOX party, which won 52 seats in the last elections, making it the most voted political force in Murcia.

- ► The teachers who normally teach Spanish are not specialized in Spanish for immigrants or in intercultural learning. They are normally teachers of other subjects or volunteers without specific training who are in charge of this task. This makes them lack the necessary resources to face the challenges of teaching the language to immigrants.

- ► There is not enough space for young people to share their culture and experiences and thus to explore the culture and language of the host country without the trauma of having to change their identity or

give up what is part of it.

▸ Many children and young people speak only Spanish in the context of formal education, in all other activities and interactions they speak their mother tongue. This makes the learning of Spanish much slower. There is a need to involve families in learning, but at the same time, the language barrier is very strong.

▸ Cultural differences make it difficult to live together, communicate and learn. It is important to take these differences into account when planning the educational process and to do so from an intercultural perspective, from which students are offered the possibility of expressing their identity in different ways.

2.5.1.4. CASE STUDIES IN LORCA (SPAIN)

NICOLÁS PÉREZ DE TUDELA (Spanish teacher at the Cepaim Foundation)

Nico works at the Cepaim Foundation as a Spanish teacher for migrants. Cepaim is a national foundation that helps people at risk of social exclusion, especially immigrants and asylum seekers. Participating in this course is a requirement for immigrants to be able to access the aid programme.

> *"Everyone is here for an emergency situation, for war, there are people coming from Mali who have crossed the desert for a year and a half or two, difficult situations".*

They are a heterogeneous group, with a disparate level of education and language. Some of them have never been to school. One thing they do have in common is their urgency to learn Spanish, because that is what makes it possible for them to get a job and to regularize their situation in Spain. They also have in common their preference for practical exercises, in which they have to get into a role and act in a scene that represents a daily situation (for example, a job interview). The activities that include technology and the use of their mobile phones also motivate them a lot: for the day of the woman Nico prepared with them an alphabet with relevant women of history. The students had to search for information about these women and record an audio in Spanish about each of them, which can be accessed through a QR code. This has served not only to work on Spanish, but also on gender and the use of technologies.

Finally, Nico tells us that they are always very motivated to talk about their personal experiences, their customs and their countries. Although some of their life experiences are very hard, they always feel supported by the group and can share what they want.

A very successful activity he tells us about has been talking about mourning rituals when someone dies: first he puts a fragment of the film Coco and then asks them to explain these rituals in their culture.

We see that Nico really cares about including the intercultural perspective in his classes, which makes the students feel comfortable and motivated.

His courses are very intensive, and he generally sees more motivation in students who have not had the opportunity to be in school. These students even attend classes at other levels as listeners.

Nico also talks about the importance of peer education and how students help each other:

> *"For example there are students who have a high cultural level and we can ask them to introduce artists, painters or scientists they know from their culture, and we also have people who never had access to education.*

The two profiles can help each other, there is harmony between them so that they can be understood, I have

not seen any case of a student who has told me: it is very easy for me or very slow".

All the activities are approached within a context, such as health or work, and he also carries out activities related to the dates of the calendar (Christmas, Halloween), but always from an intercultural perspective: he presents how the celebration is in Spain and asks them to share how the celebrations are in their cultures.

> *"If, for example, it is Christmas, we do a workshop where everyone presents how Christmas is cele-brated in their country and then we give people who come from a country where Christmas is not celebrated the opportunity to talk about a similar celebration, and we ask them typical questions:*

With whom do you celebrate this festivity? How do you celebrate your birthday, and we see the differences from one country to another. "I don't want them to draw me a Santa Claus or a Christmas tree if they don't celebrate it that way", Nico says.

2.5.2. ITALY

2.5.2.1. EDUCATIONAL SYSTEM IN ITALY

The Italian educational system is organised as follows:

- ▸ pre-primary school (scuola dell'infanzia) for children between 3 and 6 years of age;

- ▸ a first 8-years education cycle which consists of:

- ▸ primary school (scuola primaria), lasting 5 years, for children between 6 and 11 years of age;

- ▸ lower secondary school (scuola secondaria di I grado), lasting 3 years, for children between 11 and 14 years of age;

  - » a second education cycle which allows the choice between two different pathways:

  - » upper secondary school (scuola secondaria di II grado), lasting 5 years for students from 14 to 19 years of age and it is offered by highschools (licei), technical institutes and vocational institutes;

- ▸ three or four-year vocational training courses (IFP) organised by the Regions;

- ▸ higher education offered by universities, polytechnics, institutes of the Higher Education in Art and Music system (Alta Formazione Artistica e Musicale, AFAM) and Higher Technical Institutes (Istituti Tecnici Superiori, ITS).

Within the Italian system, education is compulsory for ten years between the ages of 6 and 16. This covers the whole of the first cycle of education, which lasts eight years (five years of primary school and three years of lower secondary school), and the first two years of the second cycle. After the completion of the first cycle of education, the final two years of compulsory education (from 14 to 16 years of age) can be undertaken at a state upper secondary school (highschool, technical institute or vocational institute), or on a three - or four - year vocational education and training course which is within the jurisdiction of the Regions.

Compulsory education refers to both enrolment and attendance. It can be undertaken at either a State school or a non-State, publicly subsidised school (scuola paritaria) or even, subject to certain conditions, through home education or private schools. Regional three-year vocational training courses are offered by the relevant training agencies.

Parents or guardians are responsible for ensuring that children complete compulsory education, while the

local authorities where pupils reside and the managers of the schools they attend have a responsibility for supervising their completion of compulsory education. Once they have reached school-leaving age, young people who do not continue with their studies receive a certificate of completion of compulsory education and the skills they have acquired. These skills contribute to training credits towards any professional qualification.

Access to tertiary education (university, AFAM and ITS) is solely for students who have passed the State examination at the end of upper secondary school. Nevertheless, the specific conditions for admission are decided by the Ministry of Education, University and Research (MIUR) or individual universities and AFAM institutes. The three-year vocational qualification and the four-year vocational diploma, both issued on successful completion of regional vocational training courses, allow entry to regional second-level vocational training. Holders of the upper secondary education leaving certificate are also eligible for second-level vocational courses.

AN OVERVIEW ON THE SITUATION OF FOREIGN MINORS IN ITALIAN SCHOOLS (NEEDS & CHALLENGES)

From the report on students with non-Italian citizenship in the academic year 2017-2018 (data updated to 31 August 2018) which was published by MIUR (Ministry of Education, University and Research) in July 2019, about 842,000 foreign students were present in Italy (9.7% of the entire school population), with an increase of more than 16,000 units compared to the year 2016/2017.

The origin country most represented in the Italian school is Romania with 158 thousand students, 19.2% of pupils with non-Italian citizenship. They are followed by Albania (13.6%), Morocco (12.4%), China (6%), the Philippines, India, Moldova, Ukraine, Pakistan and Egypt.

The Italian legislation establishes that foreign minors present on the national territory are subject to compulsory schooling and that all the provisions in force concerning education, access to educational services and participation in the life of the school community apply to them.

Students entering the school system for the first time in Italy have the most marked and urgent needs. In addition to the problems of integration, they have to deal with the knowledge of the language, which can be a huge obstacle.

The Immigration Regulation provides that foreign minors are enrolled in to the class corresponding to their registration age, unless the teachers' board decides to enrol them to a different class, considering the study system of the country of origin, the course of studies followed and the level of preparation achieved. However, 40% of foreign fourteen-year-olds are late in school, often exactly due to integration into lower classes than the age. In addition, there are delays related to flunking out and ineligibility. The regularity of schooling is a fundamental indicator of integration and obviously an alarming consequence of the school delay is undoubtedly the abandonment of the school system. The examination of this phenomenon through the European Early Leaving from Education and Training indicator shows that pupils with non-Italian citizenship are those at higher risk of dropping out, with 33.1% compared to a national average of 14% (the European 2020 target is 10%).

If we consider nursery school, the first powerful means of inclusion and integration (not only for foreigners), the low attendance of children with non-Italian citizenship is a missed opportunity, starting with the learning of the language and relational skills that facilitate entry to primary school.

2.5.2.2. SUPPORT POLICY FOR YOUNG IMMIGRANTS IN ITALY

In February 2014 the MIUR issued the new guidelines for reception and integration of foreign students. The document encourages networking agreements between schools and a targeted cooperation of schools with the local authorities, especially in order to ensure a balanced distribution of the enrolment of foreign minors

on a local level. Within the individual schools, the most common orientation is to encourage the hetero-geneity of the classes in terms of background and citizenship, trying to avoid homogeneous classes which gather together the minors according to their territorial, cultural or religious origin. The maximum limit for the presence of foreign students in the individual classes is normally set at 30% of the total number of students enrolled, however this limit may be raised or reduced if the foreign students already possess adequate linguistic skills or, on the contrary, if there are foreign students with a still inadequate command of the Italian language or, in any case, in all cases where particular complexities are found.

"A good part of foreign parents not only do not know the Italian school system, the rules of the school and its functioning, but often don't know even the language, therefore there's a great difficulty in understanding the application forms."

Since the guidelines identified "integration, citizenship and global citizenship skills" among the national priorities, a long-term experimental training project has been promoted, targeting the school staff (including school managers and administrative and technical staff – ATA) that operates in highly complex multicultural contexts. The main objective of the project is to implement and strengthen the skills of school managers and staff in relation to multiculturalism, with the aim of improving the quality of school inclusion. Specifically, it aims, among other things, to:

► increase the skills of teachers in the management of multilingual and multi-level class and in multicultural teaching;

► provide teachers with specific skills in teaching Italian as a second language;

► ensure the information and training of ATA staff through the use of vademecums and online platforms;

► ensure, already during training, the involvement of local agencies.

The guidelines highlights how the teaching of Italian as a second language represents a specific field of didactic intervention - in terms of time, methods, needs, evaluation methods – which includes among its objectives the strengthening of the training offer related to literacy and the improvement of Italian as a second language through courses and workshops for students of non-Italian citizenship and language, to be organized in cooperation with local authorities and the third sector, foreseeing also the contribution of the communities of origin, the families and cultural mediators.

The involvement and engagement of the families also has a special mention in the guidelines. The attitude of the family towards the Italian school, the migration project that the parents have, the expectations that families have towards the child have a significant influence on the students' school performance and on their attitude towards learning. Support initiatives for immigrant families and the enhancement of the skills of foreign parents are still within the scope of action of the school. To give to foreign parents access to information means that they must, for example, know how the Italian school and education system works and this is only possible if the information is also provided in their mother tongue.

A good part of foreign parents not only do not know the Italian school system, the rules of the school and its functioning, but often don't know even the language, therefore there's a great difficulty in understanding the application forms, accessing school's basic services such as the canteen, or following the communication between the school and family. It is therefore important that the school secretariats, teachers and managers can

have at their disposal a whole series of forms translated into several languages, a guide to the Italian school and a vademecum updated with the services offered by the individual school, its rules, addresses and phone numbers useful for foreign parents (from the school office of the municipality, the clinic where to carry out vaccinations, associations in the area, etc.).

Other topics covered in the guidelines included evaluation and orientation (especially with regard to the transition to secondary school).

2.5.2.3. NEEDS AND CHALLENGES OF TEACHERS DEALING WITH MULTICULTURALITY IN ITALY

The presence of foreign students has represented for the Italian school, and still represents, a constant challenge and a stimulus for renewal. It is a fact that the teachers who are faced for the first time with a student of different culture and language, have the feeling of having no tool and no preparation in order for them to deal with the new experience. It is true that there is a low investment of schools for what it concerns teachers' training on the subject of diversity, especially for what it concerns the aspects of the group context and intercultural learning.

However, the number of foreign students in Italian schools has been growing steadily since 1985, so somehow the situation cannot be labelled any longer as new or unexpected. On the contrary, one could almost say that the presence of these students in schools is now structural: some were born and raised in Italy, others come to reunite with families, others have arrived alone. Each of those students has different educational needs and levels of competence, making the classes even more heterogeneous (although the diversity of language and culture has always been present in Italian schools, it just wasn't so "visible" because the colour of the skin of the students was the same). The difficulties related to the reception of different languages and cultures in the classes have highlighted, with greater force, how the current didactics and organizational and relational aspects have proven to be simply inadequate, not only for what it concerns the management of multilingualism and multiculturalism, but also for the management of the differences that can be normally found within a class.

> "it is necessary to have the disposal of extra staff, alongside the class teachers, who can take care of this delicate moment, such, for example, a cultural mediator."

The moment of reception is only the first phase of a much longer process of integration or social and scholastic action for those students from different cultures and languages. The final objective is to the ensure equal opportunities for educational success which means, from a strictly practical point of view, to guarantee to every student the possibility to access information and knowledge, and, above all, the development of one's skills and personality (or, even better, one's personal and cultural identity).

In order to ensure that, the decision of structuring individualized paths is one of the strategies most frequently implemented by teachers, especially for what it concerns the teaching of the language. It may seem the simplest solution, but in classes with a high number of students who are not fluent the language it is difficult to implement because it implies the preparation of too many different individualized programs, losing in this way the dimension of the work within the "class group". At the same time it is also very important to understand the reasons for the failures or successes of the students, considering the possibility to seek different

forms of participation in the school life of immigrant families, for example. In order to do this, it is necessary to have the disposal of extra staff, alongside the class teachers, who can take care of this delicate moment, such, for example, a cultural mediator. This highlights why teachers' beliefs and proposals often clash with organisational difficulties as many institutions (more specifically those with a percentage of foreign students below 10%) cannot request additional staff to deal with these particular problems.

Up to today there is still no network that puts schools in contact and promotes the exchange of materials and experiences. Such a network would avoid unnecessary waste of time for schools in having to translate documents, experiment with organizational strategies that other schools may have already discarded because they are not very fruitful or even harmful and in essence to always start from zero. As it emerges in the statistics report "School and social integration of the second generations" published by ISTAT (National Statistical Office) in March 2015, teachers do not feel adequately supported in their work with students with a migrant background. More than 83% feel 'not at all' or 'little' supported by educational institutions, both at the central level (MIUR) and at the territorial level (Regional Education Office and Provincial Education Office). Also the other local authorities, such as the Municipality and the Province, are not perceived as adequately sensitive to the difficulties that teachers encounter in managing classes with foreign children: more than 82% of respondents feel supported 'not at all' or 'little' in their activities.

Loneliness and lack of support (whether structural, institutional, personal, financial, etc.) then seem to be some of the main challenges for teachers in Italy dealing with multicultural classes.

2.5.2.4. CASE STUDIES IN ROME (ITALY)

"I take care of a group of exclusively foreign students of different ethnicities; there are a total of 15 foreign students in the school where I work and they are divided by three levels of linguistic competence but they are all from different countries. There are Chinese, Romanians and Macedonians, then I have a Ghanaian and a Moroccan student, two Brazilian ones.

I take care of them for a reduced time that is 10 hours per week and I do exclusively cultural linguistic intervention; this means first literacy for some of them and linguistic reinforcement and improvement of the knowledge of Italian for the others. In addition to a purely didactic activity, there is a workshop phase such as, for example, a visit to the community, small trips that are useful for knowledge, orientation in the area and acquaintance, for example, with shops, medications, town hall, library, and it is an operational moment that gives me the opportunity to narrate, to tell stories.

I, especially in the workshop that I do, have given great space first of all to the process of self-narrative in order to understand a little bit the identity of these children. I was faced with a big closure and I think that this closure was induced by the school itself in the sense that I came after an experience in which the integration had taken place in a wild, unsupported way. We dedicated more than one meeting to the holidays that they remember and what I expected from them was a spontaneous story, the desire to say and to narrate, but I found instead the concern to narrate something that was different from our Christmas and only after someone took the risk and said something, I left some time in successive lessons so that they could ask at home, bring me some notes told by someone and they would remember some things or anyway they would collect them from the adults and only then they came with their stories.

I believe that the need for homologation is a primary need for them: the sooner they get closer to normality, what here is normality, the more they feel welcomed and accepted, but in my opinion it is important to favour the recognition of self first because I believe that denial of self is a damage for oneself and for others and that it builds an identity that is somehow missing. If we want to talk

about integration, we are talking about the two things, which will perhaps have a third identity, which will be neither one nor the other, but the result of one and the other and perhaps also something else. It is important that the school is aware of these mechanisms because if the teacher expects to have a child like the others because it makes life easier in some way it creates damage from another point of view.

In the workshop there are no difficulties in the relationship between classmates meaning that they are fine even if they are very different from each other and just because everything passes through concrete discussion, participation is always at very high levels. Within the class I see instead a change in interpersonal relationships. For some people I don't know if it is related to personality or if it is related to the difficulty of being with others; I see an impoverishment of relationships and sometimes even situations of marginalization, not of isolation but certainly of marginalization. I see them very different in the moment of the workshop and in the moment when they are in class".

(Andrea B., teacher, Italy)

"I believe that the teacher is a figure of fundamental importance, who has the task of establishing an appropriate relationship with foreign students according to their specific socio-cultural conditions. The teacher's way of acting and teaching has a very considerable influence on integration. Unfortunately, however, in this process, for different reasons, all subjects belonging to the extracurricular sphere play an almost completely unremarkable role; no parent of an Italian pupil takes an active part or is interested in the problems of foreigners, but is only concerned about the possibility that they may be a reason for slowing down the course of the school program; the parents of foreigners, in turn, attend school very little for various reasons. Most of the time they are busy for work reasons and in any case they avoid meeting teachers because their lack of knowledge of the language makes them uncomfortable; moreover, they avoid making any proposal by accepting the school's decisions in full.

The lack of active participation by parents is an absolutely negative thing because the mutual knowledge and interaction between foreign and Italian families and their collaboration with the school would be very useful for a better integration of foreign students, since this would be articulated in a home-school continuum. The same goes for the participation of the various institutions that should be interested in "creating places and opportunities for meetings between foreign students and Italian residents", even if this often depends also on the school, which doesn't ask for their collaboration. To this problem I have tried to make up for personally by helping the pupils in my free time and creating an individualized program for them.

I consider myself in favour of an insertion in the classes based on age and not on basic knowledge, precisely because I consider the age difference between the foreigner and the Italian classmates a problem that could slow down the integration. Here we have 3 Chinese pupils who have been placed in a fourth elementary school even though they are between 11 and 13 years old; their almost total lack of knowledge of the language and their higher age compared to their classmates puts them in such an uncomfortable situation that they seek isolation. Moreover, the lack of a cultural mediator makes it practically impossible to carry out the programme. As a result, we teachers are powerless to work with these pupils, which in most cases unfortunately results in a lack of interest that leaves the pupils at the mercy of themselves. In my opinion, the sooner the pupils are enrolled in the Italian school, the better they will fit in: in nursery school there are fewer problems with integration than in primary school, in the latter less so than in middle school and so on".

(Silvia E., teacher, Italy)

2.5.3. UNITED KINGDOM

2.4.3.1. EDUCATIONAL SYSTEM IN UK

The United Kingdom has five elements to its holistic education system. These aspects of education are: early years, primary, secondary, Further Education (FE) and Higher Education (HE). The British education system model is positioned so that education is mandatory for children between the ages of 5 (4 in Northern Ireland) and 16. In England, compulsory education or training has been extended to 18 for those born on or after 1 September 1997. This full-time education does not need to be at a school and some parents choose to home educate (Brock, 2015).

FE covers non-advanced education which can be taken at further (including tertiary) education colleges and HE institutions (HEIs). The last aspect of the British education system is HE, which is study beyond GCSE, A levels and their equivalent which, for most full-time students, takes place in universities and other HEIs and colleges.

Early Years Education

In England nine years ago, all three and four year olds were designated up to 15 hours of free nursery provision for 38 weeks during the course of the year. Education for very young children is delivered in different environments such as state nursery schools, nursery classes and reception classes within primary schools, as well as settings outside the state sector such privately run nurseries. In recent years there has been a major expansion of Early Years education and childcare (Bryce-Clegg, 2015).

Primary Education

The primary school phase focuses on three age ranges: nursery (under 5), infant (5 to 7 or 8) (Key Stage 1) and junior (up to 11) (Key Stage 2). However in Scotland and Northern Ireland there is generally no distinction between infant and junior schools. In Wales, although the types of school are the same, the Foundation Phase has brought together what was previously known as the Early Years (from 3 to 5-year-olds) and Key Stage 1 (from 5 to 7-year-olds) of the National Curriculum to create one phase of education for children aged between three and seven. In England, primary schools generally cater for 4-11 year olds (Hughes, 2008).

Secondary Education

In England, public provision of secondary education across the board can feature a variety of different types of schools, the aspects showcasing historical elements as well as the policy administered by the local authority.

Comprehensive schools mainly have pupils without a focus on ability or aptitude and function for all the children in a community. However in some neighbourhoods they operate alongside other forms of schools, for example grammar schools. Academies in England are publicly funded independent schools. Academies have more autonomous functionality which helps them to innovate and enhance standards (Baker, 2013).

These autonomous elements encompass freedom from local authority control, setting their own pay grades and working environment for staff, freedom around the delivery of the curriculum as well as the mechanisms to alter the duration of terms and school days.

Further Education

All non-advanced courses taken after the period of compulsory education generally can be referred to as further education. This post-compulsory education (in addition to that received at secondary school), is distinct

from the education being provided in universities (higher education). It can vary in terms of levels, including basic skills training to higher vocational education an example being City and Guilds or Foundation Degree (Peart, 2014).

Higher Education

Courses that are of a standard that is higher than GCSE, A level, the Higher Grade of the SCE/National Qualification, GNVQ/NVQ level 3 or the Edexcel (formerly BTEC) or SQA National Certificate/Diploma can be characterised as higher education.

There are three main levels of higher education courses (Riddell, S. et al 2016):

- ▶ (Postgraduate courses leading to higher degrees, diplomas and certificates (including Doctorate, Masters (research and taught), Postgraduate diplomas and certificates as well as postgraduate certificates of education (PGCE)

- ▶ Undergraduate courses which include first degrees (honours and ordinary).

Other undergraduate courses which include all other higher education courses, for example SVQ or NVQ: Level 5, Diploma (HNC/D level for diploma and degree holders), HND (or equivalent), HNC (or equivalent).

Needs and challenges of young migrants

All UK local authorities have a legal responsibility to provide sufficient education which is available for all young people of compulsory school age residing in their locality which is appropriate to age, ability and any special educational needs (SEN) they may have. As this is the basic premises for education in the UK there are still many complex needs and challenges young migrants face living in contemporary British society throughout their educational journey (Bloch & McKay, 2016).

Within the classroom environment many migrant children who have newly arrived to the UK may have issues around language. The English language is difficult for young migrant children to grasp as it may be the first time they have experienced it on a regular basis when entering the formal education system. This is coupled with external factors such as having English as an additional language and parents also not being fully able to speak or communicate in English which can often be the case (Graf, 2011).

Many migrant/refugee children arrive needing extra support in order to maintain their effectiveness in keeping up with their peers and new learning. Language can be a barrier which requires time to overcome. EAL support is offered in classrooms with teaching assistants often tasked to support children who require extra support because of language difficulties. The needs of migrant children particularly early on in there settling process may be higher. However there may also be children from native populations who do not have the necessary language, reading or speaking skills to effectively progress in educational environments (Haslam et al, 2015).

Within the classroom environment other challenges may occur such as bullying and isolation which can affect the learning of migrant children and lower self esteem. The children are also often housed or are able to

> "Brexit is a portmanteau of "British" and "exit" and is the withdrawal of the United Kingdom from the European Union."

find accommodation in economically and socially deprived areas. These neighbourhoods often rank high on the deprivation of indices. Economic hardship faced by refugee, asylum seeking and migrant families can also act as a challenge which impacts their education abilities and attainment (Hickman, et al, 2012).

Social media and general media often portray migrant communities in a negative manner although many migrants work and contribute positively to wider society. In Britain the Brexit debate has emboldened racist attitudes, xenophobia and discrimination against migrants. This is an ongoing challenge as integration problems can occur through the 'othering' discourse and negative narratives (Tomlinson, 2019).

Brexit is a portmanteau of "British" and "exit" and is the withdrawal of the United Kingdom from the European Union. Three years ago a referendum was undertaken on the 23rd June. This referendum resulted in 51.9% of voters supporting the leave the EU (Dunt, 2016). This then subsequently meant that the UK would now be leaving the European Union which in itself was an extremely complex process which many people still don't quite understand due to the bureaucracy, rules and regulations associated with European Union membership.

The Government invoked Article 50 of the Treaty of the European Union, starting a two-year process which was scheduled to be completed with the UK's exit on the 29th March 2019. However this tight timeline was not met and then further extended to 31 October 2019 under the new British Prime Minister Boris Johnson (Green, 2019). After the General Election win of the Conservative party the UK is due to exit the EU on the 31st of January 2020.

2.5.3.2. SUPPORT POLICY FOR YOUNG IMMIGRANTS IN UK

The British government has implemented a range of initiatives relating to national policy to support children including young migrants. The UK government aims to improve social mobility through education. The government has created national plans to support children and young people to reach their full potential over the last few years (Kury & Redo, 2018).

One of the positive features of policies supporting young people is the 'Careers Helpline' developed for teenagers. Teenagers aged 13+ can access this to receive advice and guidance around career opportunities.

The British government is also concerned about the health and wellbeing of young children. One of the policies revolves around listening to the views of young people and children. The government is focused on the advancement and protection of young people's rights, matching the United Nations Convention on the Rights of the Child (Liefaard & Sloth-Nielson, 2016).

Government policy states that children and young people should be afforded possibilities in order for them to communicate their thoughts and views in relation to the core issues that are of concern in their lives.

Some of the beneficial elements of involving children and young people in decision making are (Tisdall et al. 2014):

- ▶ It inspires young people to become contributing members of a democratic society - by developing youth parliaments and school councils which build upon skills such as collaboration, communication and promote them to take responsibility.

- ▶ It adds to achievement and attainment- children taking part in participative work prosper in a range of different ways. Improved confidence, self-respect, competence and an enhanced sense of responsibility have all been expressed by young people who contribute in school. Schools also report improved motivation and engagement with learning.

2.4.3.3. NEEDS AND CHALLENGES OF TEACHERS DEALING WITH MULTICULTURALITY IN UK

The UK is an island nation which has also seen large waves of migrations and conquests such as the Romans, the Saxons, Jutes, Vikings, the Windrush generation, migration from the Indian-Sub-Continent and in recent times an influx of migrants from Eastern European countries (Bloch, 2002). Inevitably with the emergence of new communities in British society there has also been a change in school demographics. Some primary schools in the UK now have children speaking dozens of different languages (Rienzo & Vargas-Silva, 2017). EAL (English as an additional language) is a need for many young pupils which in turn has had an effect on teaching and teaching styles. Therefore there are varying levels of needs and challenges teachers now face in British mainstream education.

Migration can have a severe effect on children and young people drastically disrupting their lives and affecting their social connections and wellbeing (Sime & Fox, 2014). In primary schools approximately 21% of pupils come from homes where English is a second language (DFE, 2018). Schools in England refer to pupils in line with their language needs in contrast to the migration position of their families. The percentage of school children classed as having EAL needs in inner London corresponds to 56% (Strand et al, 2015).

The number of pupils who have now been exposed to a language other than English at home has increased. In 2018 the percentage of pupils who had English as an additional language was 21.2% in state funded primary schools. In secondary state funded schools the figure lies at 16.6%.

Figure G: The percentage of pupils exposed to a language other than English at home has increased
Pupils with English as an additional language 2010-2018, primary and secondary schools

Source: School Census
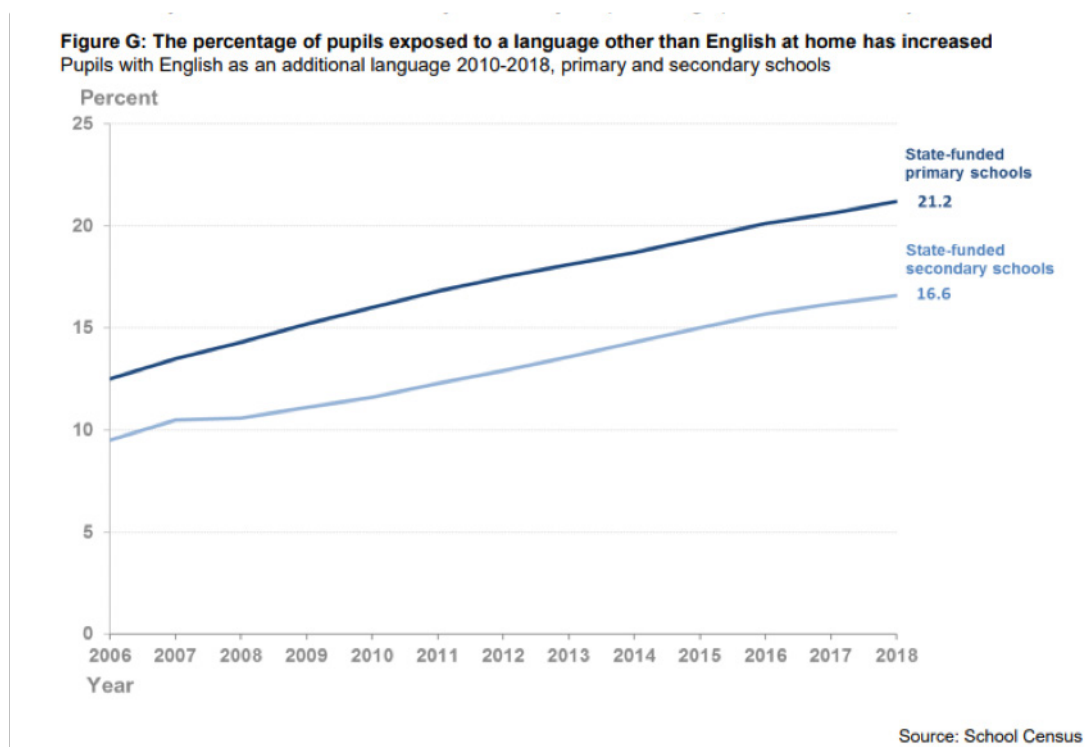
Figure 1.1: Schools, pupils and their characteristics, January 2018 (DFE, 2018)

The British government manages the pupil premium which is a grant given by the government to schools in England to decrease the attainment gap for the most disadvantaged children in the country (Rowland, 2015).

Teachers face a range of challenges when supporting young migrant children integrate into the education system and adapt to new curricular (Evans & Liu, 2018). Teachers are imperative enablers and play an important role in enabling the context for successful integration of migrant children who have newly arrived at a

school. Research exploring the needs and challenges of teachers working with migrant children implies that particular skills are needed to assist a variety of pupils with different learning needs. These skills are not necessarily obtained through formal routes of teacher training (OECD, 2015).

The needs of teachers could include improved training and development around supporting migrant children so they can create good relations with their peers, liaising with pupils, parents, understanding the values of migrant families as well as skills around managing complex classroom environments. There is a need to support teachers so they can better prepare for dealing with classrooms which are multilingual (Arnot, 2015).

Some of the competencies that teachers need to develop to work efficiently with migrant children may include (Richards, 2010):

> "The number of pupils who have now been exposed to a language other than English at home has increased."

- ▶ Language proficiency
- ▶ Content knowledge
- ▶ Teaching skills
- ▶ Contextual knowledge
- ▶ Learner-focussed teaching
- ▶ Specialised cognitive skills
- ▶ Joining a community of practice and professionalism

2.4.3.4. CASE STUDIES IN BIRMINGHAM (UK)

"I work in a primary school which has a number of newly arrived migrant children. The children are from diverse backgrounds some of them come from Eastern European countries such as Poland and Romania. Other children have come from places such as Italy but are originally from Pakistan for example. Then there's British children who are multilingual who speak fluent English but whose parents don't. To be honest there is such a diverse complex picture at the moment in British schools it's difficult to be able to support every child who has English as an additional language. On the other hand some parents are interested in their children's education and try to provide input and are receptive to things like setting and completing homework. The language barrier is difficult to deal with as there are multiple languages spoken and it is not possible for any teacher to know all of these. However we use different techniques such as audio and visual cue cards and work books to stimulate and support the pupils who have English as an additional language."

__Hazera, Teacher, UK__

"I have worked in education for over a decade both in primary and secondary environments in England. There has been a changing environment in terms of migration trends and patterns. I have worked with migrant children newly arrived in the UK, asylum seekers as well as refugee children from different parts of the world. I have seen that schools are not always able to cope with large numbers of children in relation to EAL. Those children who speak English as an additional language also have a variety of challenges inside the school environment as well as externally in their own local communities where they live. Many of these children end up living in areas which are economically and socially deprived. This creates additional health inequalities and barriers. Within the classroom we try and use the teaching assistants to provide extra support for migrant children in terms of supporting their language development. We are contextualising lesson plans, using tool kits, games, peer to peer mentoring and other methods to support these children."

__John, Teacher, UK__

INTERCULTURAL SCHOOLS

"Differences simply act as a yarn of curiosity unraveling until we get to the other side"

— Ciore Taylor

3.1 CULTURAL IDENTITY AND MULTICULTURAL SOCIETY

Nowadays the interactions between different societies and cultures are becoming increasingly tight and complex. For the first time, on such a large scale, it is emerging a multicultural condition of human coexistence, where the whole world proposes itself as a global multicultural society, characterised by intense exchanges at all levels, and by the interdependence of economies, as a result of scientific and technological progress. This process goes on everywhere apparently between two opposing tensions: on one side there is a tendency to establish universal values, languages, meanings; on the other side instead there is a tendency to specify, division and separation.

Clear statements of connections and openness coexist alongside trends of closure, in defence of one's own cultural identity. The episode of intolerance and violence which recently took place in many European countries, prove the existence of racist instincts, attitudes and ideologies, mostly based on misinformation, prejudice and rejection of diversity. The new generations grow and study within this social climate. Today's challenge – for them and for us – is to develop a different way towards the relationships with diversity, within all the fields of our lives. It is necessary to start the research for new ways of thinking and living in order to slowly and laboriously build a path where nobody is left out and which requires the ability to understand the meaning of concepts such as cultural identity, ethnic identity and integration. It is about overcoming a vision of the world which is one-sided and autarchic and move towards the development of a multicultural condition of human existence.

It is therefore necessary to have and propose new references in order to be able to interpret and deal with the different realities that are around us and with whom we have to interact. Our cultural identity is not something to be safeguarded, expressed and communicated within closed ethnic and territorial boundaries, but something that instead is to be protected and nurtured itself through the constant exchange, and even negotiation with the the different identities that coexist. What emerges from this is the need for balance between national/ethnic identity and the multicultural dimension, it also reiterates the importance of the promotional, orientation and training role of the school, which can be decisive

to design future scenarios in which different cultures open up to new relationships, creating a society that seeks new spaces for development and communication, ready to overcome the limits caused by a single interpretation of reality.

3.2. CULTURAL IDENTITY IN NEWLY ARRIVED COMMUNITIES AND SECOND GENERATION YOUTH

In this complex picture emerge the migratory phenomenon which cannot be any longer conceived only as a situation of emergency. It is well known how the life of newly arrived communities and second generation immigrants within societies which are culturally diverse can be a source of great tension, on a collective and individual level, for both those who host and those who are hosted.

If we focus on the problems faced by the newly arrived communities youth, one of the most obvious difficulties is the one arising from the cultural and social uprooting of the family: parents often try to replace their painful feeling of extraneousness which they have towards the new culture, with a strict devotion towards the models of their former culture of origin, a devotion that with the passing of time can become more and more stereotyped and formal. In this way, feeling lost on the cultural side and threatened from an

> "Parents often try to replace their painful feeling of extraneousness which they have towards the new culture, with a strict devotion towards the models of their former culture of origin."

economic and social perspective, they are unable to find a coherent synthesis between the educational models that they believe to be right and the aspirations for integration that they have for their children. For these youngsters then, the process of shaping of a renewed and balanced cultural identity is hindered by the fear of being accused of betrayal towards the origin culture and of being deprived of the support of their community, who always remain a very important reference point.

When the relationships with the hosting culture develops in a context of contradiction and ambiguity, foreign youngsters live a situation of strong inner conflict, which can result in behaviours and attitudes of rejection, rebellion, discomfort, deviance. It is important then to engage them as soon as possible in a learning path that would help them to integrate in the society without idealising or despising their culture of origin, but considering it (for the most parts) worthy of respect: it is with balanced knowledge of oneself and the others that the evolution of identity, both individual and the cultural, can become really free and aware.

3.3. THE INFLUENCE OF FAMILY'S EXPECTATION IN THE INTERCULTURAL DEVELOPMENT OF NEWLY ARRIVED COMMUNITIES AND SECOND GENERATION YOUTH

In newly arrived families there is, on one hand, a great investment in the educational success of their children and, on the other, the desire to maintain intact the systems of family value and religious, linguistic and community references. If an adult could potentially continue to live for years in a condition of social invisibility, limiting relations as much as possible, often without knowing the social, health and educational services, the presence of minors breaks the isolation and forces the foreign parent to assume social roles and no longer only the limited and marginal role of foreign workers. They must inform themselves, move within the society in a different way, using services and facilities to ensure better living conditions for the children.

The migration project is redefined, then, on the basis of new aspirations, expectations for the success of children, a less temporary and marginal social inclusion through the process of schooling. In this context, many foreign parents live with anxiety, fear and distrust the moment when they make the choice of entrusting their children to another institution such as the school, which in most cases feels like alien and distant for what it concerns language, religion, food, timetables, and uncontrollable for what it concerns the values and educational models which are proposed and pursued. Foreign parents tend, therefore, to maintain a rigid division between the two spaces, the family space and the school space. If in the country of origin there were no significant fractures between the family educational model and the external one of the social and community organization, the situation of migration highlights, in a more or less strong way, the differences and distances between the two spaces of socialization. Thus, at the time of schooling, foreign parents often have weak and inadequate information and tools to cope with the parental role in the host society.

3.4. THE ROLE OF THE SCHOOL IN THE INTERCULTURAL DEVELOPMENT OF NEWLY ARRIVED COMMUNITIES AND SECOND GENERATION YOUTH

The school plays a fundamental role in the preparation of an adequate organisational structure for what it concerns both the reception of foreign minors and their intercultural learning pathway. It is necessary for the school to collect, whenever possible, information related to personal data, to previous schooling experiences, eating and religious habits, family and extracurricular experiences, up to parents' expectations. In addition to the news about the student which are collected indirectly it is necessary, also close and direct observation is important in order to make it possible to understand quickly what is the extent of the student's linguistic and communicative abilities, relational modalities, attitudes and motivations. It is also crucial to choose and adopt a methodology that is not only centred on the minor in case the foreign student shows signs of discomfort, loneliness or self-exclusions.

School integration should be conceived as the construction of an educational habitat, capable of identifying in the foreign students, among multiple difficulties on the identity and emotional level, the awareness of the loss of reference points and figures, allowing:

► cognitive facilitation (one learns better if the working environment is rich of messages of acceptance);

► a reduction of the rate of emotional and cognitive vulnerability to which the student is exposed;

▶ cultural confirmation and therefore the legitimation of a different history from one of the other students.

It shouldn't be underestimated the fact that the school differs from other agencies of cultural information, starting from the mass media, especially for what it concerns the relationship with knowledge that in the school starts from and then becomes the relationship between people, who are mediators of that specific knowledge. It is precisely because of this specificity, that the action of the school becomes a precious opportunity for making a significant impact on the growth process and the social needs of the foreign students, nurturing a sense of trust and self-esteem, especially through the implementation of tailored educational and learning pathways.

3.5. AIMS AND OBJECTIVES OF INTERCULTURAL EDUCATION WITHIN THE SCHOOL

Intercultural education implies a project of the school aimed at intervening on the deep social transformations caused by the coexistence of different cultures, promoting the formation of knowledge and attitudes oriented towards the possibility of a dynamic relationship between cultures. Even if the educational intervention of the school cannot by itself govern the change, it is nevertheless an indispensable contribution in the perspective of overcoming ethnocentrism and preventing its ideological degenerations, since it refers to the following aspects which have to be considered closely linked to each other:

▶ the schooling of pupils from other cultures;

▶ the intercultural education of pupils, even without the presence of foreign pupils within the classrooms;

▶ the prevention of racism and anti-semitism;

▶ the protection of minorities and their cultural and linguistic heritage.

Children start from an attitude according to which their own culture is obvious and natural, the only possible one, undisputed foundation of their own hierarchies of values, the source of every possible criterion of judgment. Even if social change brings them in contact with different mentalities, the origin culture will always be an integral part of their personality, of their knowledge framework, references, behaviours, values, etc. When children overcome the phase of psychological egocentrism of the first years of their life, shifting between the relationship with the others and the structuring of their own personality, they can overcome ethnocentrism through a gradual decentralisation of their point of view, gaining the awareness that there are other possible responses to the way people live and thus returning to

> "Children start from an attitude according to which their own culture is obvious and natural, the only possible one, undisputed foundation of their own hierarchies of values, the source of every possible criterion of judgment."

their own culture with a richer perception of who we are and who we could be. Intercultural education has the aim to foster a constructive dialogue between identity and otherness, trying to get rid from the concept of diversity seen as negative, synonym of inferiority and social danger.

The learning path is not only cognitive and intellectual, but involves also the concept of self-construction.

Therefore the matter, especially for infancy and adolescence, entails a general relevance for the overall development of the personality. Intercultural education is not alien to the fundamental processes of learning, to the extent that knowledge is structured also starting from the detection of the differences and the procedures by which they are compared. The importance of the opposition between identity and alterity has become visible in recent times, when the intense change and increasing levels of contradiction and conflict have made the learning processes more complex, requiring to individuals to have a firm self-perception and, at the same time, a flexibility which could be suitable for the rhythms of this change. Within this framework, the action of the school contemplates:

▸ the promotion of attitudes inspired by mutual understanding and tolerance, critical judgment, respect for one's own traditions, solidarity;

▸ the rejection of any xenophobic or racist manifestation;

▸ the creation of moments of linguistic support for the most disadvantaged and of mastery communication skills in the language of the hosting country;

▸ support for newly arrived families to understand how the school system works, what it asks from hem and the reasons for the attention to the behaviour adopted by the teachers with their children, whose vulnerability is not only cognitive but also emotional;

▸ the inclusion of subjects related to the foreign cultures which are present in the territories to which the schools belong in the school curricula;

▸ the search for interdisciplinary connections aimed at enhancing culture and traditions of the "others";

▸ openness to representatives of foreign communities, so that they can carry out collaborative and support functions, also as witnesses called to tell about their ways of life, customs, conceptions of their culture and also what does it mean, as a newly arrived community, to live in the hosting country;

▸ the comparison with all the multicultural extracurricular occasions which the different institutes can participate with their schoolchildren (music, theatre, exhibitions, events and parties).

Ultimately, intercultural education in the school environment has the aim of promoting, supporting and strengthening the ability to understand, cooperate, overcome prejudices and stereotypes, and acquire the conceptual elements on the anthropological nature of human cultures, openness to other people and their cultures, and the proper construction and mastery of the principle of identity.

3.6. THE ROLE OF THE CURRICULA IN THE INTERCULTURAL DEVELOPMENT OF NEWLY ARRIVED COMMUNITIES AND SECOND GENERATION YOUTH

In an intercultural approach, the choice of adequate disciplinary contents is fundamental. They should be communicative and open towards the cultural horizons of young people, able to enter, albeit with discretion, in their deeper sphere and relate different identities and cultures, so as to generate an internal and creative predisposition to change and to the relationship with the other; It is equally fundamental to increase the assumption of forms of communication and ways of relationship in the classroom (pupil-pupil; teacher-pupil-pupils) that are dynamic and active, interpretative and dialectical, where the student can get accustomed to participate in the process of interpretations and to live as a protagonist in a society based on dialogue, where each person is called upon to give his or her own interpretative contribution.

A lack of consideration of these aspects often leads to accentuate situations of discomfort and disadvantage everywhere, regardless of multiculturalism, let alone in situations of multiculturalism, where it is essential to learn to see the other person next to you, not only as a carrier of another culture, but especially as a person, with whom to establish a relationship and discover each other's similarities and differences. In conclusion, teaching in a multicultural school, open to a capable interculturality which is able to overcome the contradictions between culture and universalism, requires a strong commitment from everybody, but in particular by the teachers, who are asked to reshape a new idea of culture and to experiment with new practices of coexistence and teaching, and new techniques of communication and reflection.

> "it is essential to learn to see the other person next to you, not only as a carrier of another culture, but especially as a person, with whom to establish a relationship and discover each other's similarities and differences."

This kind of commitment is a real challenge to be played on several levels, in part already accepted by those who are used to revise the vertical curricula, in a formative perspective, animated by the aim of providing a contribution to the creation of a quality school; a school that is attentive not to lose any of its pupils and to guarantee equal educational opportunities for all, but also ready to educate each child to respect new universal principles and human rights, in a climate of coexistence and citizenship.

METHODOLOGICAL APPROACH

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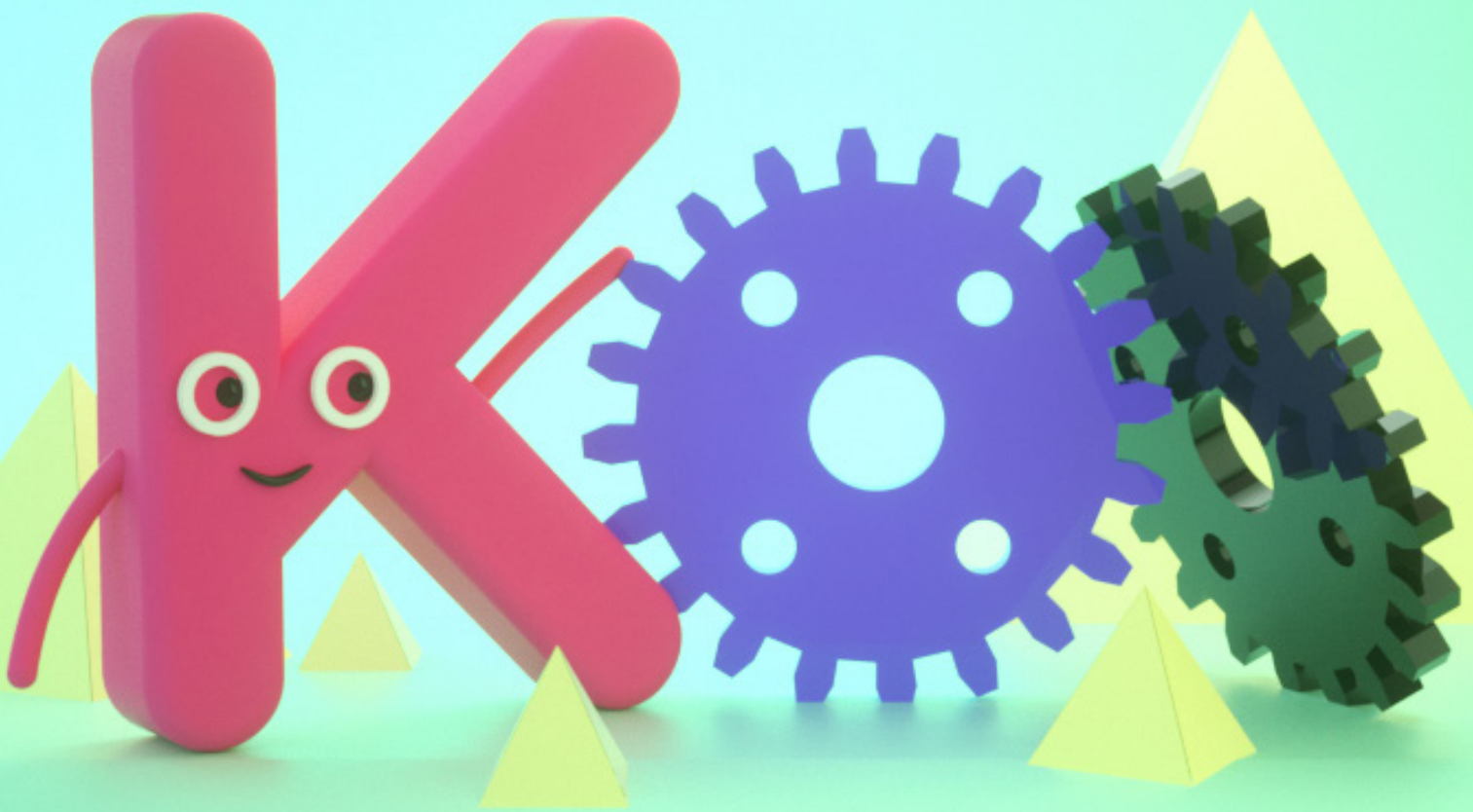
"Language can cause people to cry, cheer, blush, it can sing songs, tell stories, speak the truth and teach lessons. Language can hum rhyming poetry, drift with rhythm and dance with lights and sounds. It is a beautiful gift — a gift many of us are unaware of"

–Harry J. Stead

n order to approach language teaching to migrants in an effective, positive and useful way that, in turn, helps them to develop their social, intercultural and learning skills and to improve their self-esteem, motivation and opportunities, we have based this methodology on three fundamental pillars.

▶ Language learning: it is essential to understand the specific features of learning the host language in relation to other subjects (including learning foreign languages) in order to be able to draw up a learning plan that is appropriate and useful for young people.

▶ Non-formal education: understanding the principles, methods and approach of non-formal learning helps to implement dynamic and experiential activities within the classroom in an effective way. It also helps to take advantage of the diversity of the student body as a tool and to know how to facilitate processes in which the student is the true protagonist of his/her learning.

▶ Gamification. Gamification has been detected as a very useful tool when learning the language. Bringing playful elements such as badges, stories and interactions to the classroom increases the motivation of the students increase and they lose the fear of communicating in the language.

4.1 LANGUAGE LEARNING

4.1.2 LANGUAGE AS A TOOL AND LANGUAGE AS A CULTURE

Language learning is sometimes done from the perspective of learning any other subject: as a subject of

study. This can be a problem when considering the study of a second or third language, since the student concentrates on the language itself and not on what he can do with it. This approach can slow down the communicative capacity in the language of study, since this is put under the microscope and the same thing is analyzed as a chemical compound, a mathematical formula or a poem would be analyzed. In the case of language learning by immigrants, this approach can condition vital aspects such as the development of other skills, employment or the creation of social networks.

Language is, on the one hand, a tool and, on the other, a cultural fact.

As a tool, it is rather a means to an end than an end in itself. Knowing how to use a language implies that we will be able to:

▶ Establish deep and lasting relationships

▶ Unlock other learnings (allows us to access information and training)

▶ Be able to access skilled jobs

Language, moreover, is part of culture, both as a fact in itself, as well as a way of accessing other cultural facts, such as music, literature, cinema, theatre. Language then serves us well:

▶ To understand in a deeper way the cultural idiosyncrasy of a people.

▶ Accessing the cultural facts of a society

We cannot separate language from culture, because in addition to being a tool, it is the way of expressing oneself in a specific society, it is the form adopted by the "universal grammar" postulated by Noam Chomsky. This double nature makes language learning a key element of both the academic curriculum and the support for the integration of new citizens of modern societies, coming from migratory flows. However, we will have to pay attention and achieve:

> "So it is important that in classrooms we make room for the mother tongues of the students as well, as they are part of their own identity."

1. Teach the language as a tool so that it is as useful as possible to their needs, since these are urgent and essential. It is important to evaluate these needs continuously in order to be able to adapt to them, and to give priority to the learning that may be most useful and that may lead to a work and social improvement, as well as contributing to their acquiring other knowledge and being able to form part of the educational itinerary.

2. Bear in mind that language is not exempt from the cultural burden, and therefore it will allow them to access the way of being and the creations of the people in which they live, but without forgetting the culture from which they come and which shapes their identity. Therefore, in this sense, it is advisable to accommodate in the class the different languages of the students, since they are also cultural vehicles.

Words are not only used to do things (as John Langshaw Austin explains very well in his work), but they are also a container of our emotions and our way of being in the world. A very simple test is enough: think about how you feel when you receive an insult or compliment in your language and when you do it in a language

that you understand but is not your mother tongue. You will see that the emotional burden in both cases is different. So it is important that in classrooms we make room for the mother tongues of the students as well, as they are part of their own identity. In addition, young people will have to know how to handle themselves in diverse environments, both at work and at a personal level, since we are living in societies in which borders are increasingly blurred and interdependence is growing, therefore learning to handle oneself in this multicultural and multilingual world requires an education that fosters curiosity towards the other and also offers a space to build one's identity from convergence rather than confrontation.

Language is a key to	Other competences
	Employment
	Reach one's potential

4.1.3 MEANING OF LANGUAGE LEARNING

Language teaching has been a basic activity for human cooperation since the 16th century with the learning of Latin. Since that time, languages have been in a hierarchy. Latin was considered the "cultured" language, while the Romance languages spoken in different parts of the Roman Empire were considered "vulgar". Even though the population already spoke mainly in Romance, Latin was used for study and religion.

This hierarchy in which languages are placed has much to do with who holds power. In his book Language and Symbolic Power Pierre Bordieu addresses the question of how the linguistic norm is, in turn, a social norm and a tool of domination. According to Bordieu, whoever holds power has the capacity to name and classify the world. Thus, one has the capacity to impose the vision of the world and its divisions. He calls this power "symbolic capital". Only those who have symbolic capital can have the capacity to represent the group.

To understand this we have to know the basic difference between "language" and "speech", established by the linguist Ferdinand de Saussure.

Language refers to the norm, to what is accepted as valid within a language. It is a set of conventions and rules that mark what can and cannot be done in spoken communication. They mark the meaning of words, their relationship to each other and their function within the discourse. When we learn a language, we learn what has already been set as a 'norm' and is therefore accepted.

Speech is different. Speech is the concrete realization of those norms. There are as many ways of speaking as there are speakers, and not all of them are equally accepted or mark the same status or power within a society.

There is a rejection of "speech" that departs from the norm. Unless it is carried out by social actors with sufficient status of their own that they are able to extend their speech to the rest of society.

Usually it is "speech" first and then "language": when some element of the speech are sufficiently extended they become the norm. There are languages where this happens quite easily, such as English, where the creation of words is commonplace, and languages with a slower process of transformation, and there are coun-

tries like Spain where for a new word or norm to be accepted it has to be approved by an institution called the "Royal Academy of Language", composed of intellectuals and writers. The position of academician is for life and there are only 8 women out of a total of 44 academics. This, of course, has an impact on the standards of inclusive language, for example.

Cases where language is created before speech are very residual. This is the case with "Esperanto", a language that has tried to bring together different elements of different languages to achieve a language of encounter of cultures that does not reflect a cultural hierarchy. As an idea it is a nice utopia, but in the practical cases, English (or the simplified version of English called "globish") is the language that has imposed itself as a vehicle for international relations, both on a personal level and on a political and economic level. We have to refer to the comic book Saga by Brian K. Vaughan and Fiona Staples to find examples of Esperanto used in a mainstream work.

Migrants' accents or grammatical errors are perceived differently if the culture they come from is perceived as "superior" or "inferior". For example, the French accent is associated with a certain refinement and is attractive to certain people, while the Arabic accent produces rejection and is seen as something negative that needs to be corrected by society. Beyond personal tastes, there is a strong cultural and power structure component in how we perceive accents and displacement from what we accept as the 'norm'. There are discourses that we accept as "legitimate", while others we consider "illegitimate" for reasons that rarely have to do with language itself, but with the social position or authority held by the speaker.

We should not forget that the first Spanish grammar (and first grammar in Romance language) was made with an eminently dominating and conquering purpose.

As Antonio de Nebrija says in a letter to Queen Isabel, about the necessity of his work:

> *"After His Highness has subjected barbaric peoples and nations of diverse languages, with the conquest will come the need to accept the laws that the conqueror imposes on the conquered, and among them our language; with this work of mine, they will be able to learn it, just as we learn Latin through Latin grammar"*

Therefore, language teaching has also been associated from the beginning with the teaching of the dominant culture. The need to learn "grammatical rules" is a very clear symbol of the need to learn the "social rules" of those in power.

However, the learning of grammar has encountered limitations as a language teaching strategy, and we see in classrooms how students who have been studying the grammatical rules of a language for more than 10 years are unable to hold a conversation with a native speaker (and sometimes are even unable to hold a conversation with a speaker whose mother tongue is different from the language of communication).

Language teaching has taken a radical turn with the Common European Framework of Reference for Languages: Learning, Teaching, Assessment. This was the main part of the project "Language Learning for European Citizenship" between 1989 and 1996 and aims to provide a method of learning, teaching and assessing which applies to all languages in Europe and its certification "European Language Portfolio" which is widely used as a recognition of the fluency in a language done.

This model is based on competencies, which include the knowledge, but also the skills and attitudes necessary to handle a language at different levels (skills are especially important in this case). It is not so much a question of what do I know, but what am I capable of? In this sense the language is divided into four skills: listening, reading, speaking, and writing in which the speaker can manage with less or more ease.

It divides the user into three large blocks: A, B, C, with a total of 6 levels. This system also allows to specify the

level in each of the skills (e.g. a speaker can have a B2 level in speaking, but only a B1 in writing).

Young migrants who are learning a language normally need to develop much more speaking competence than the other ones, as this will allow them to socialize more quickly with the locals and will open the doors to the job security and therefore economic security they need. If young people are in the education system and continuing their studies is a priority for them, then they should also develop the other language skills, which will enable them to follow the educational curriculum of the host country.

As a language teacher working with migrants it is important that you ask yourself what my pupils really need, so that you can choose activities according to those needs. In this manual you will find lesson plans that reinforce above all the speaking competence, since we understand that it is the one that is most urgent and necessary for most migrants, but we do not forget the other competences that form the communicative capacity in the vehicular language.

Another question we propose you as a language teacher is even more profound: how can I avoid that language learning becomes the imposition of a culture? In this sense, we believe that the approach of non-formal education is the most adequate to approach language learning from the respect for diversity and the development of intercultural competence.

Finally, as a language teacher your duty is to correct mistakes and teach the most conventional way of communication, in order to facilitate the development of your students' language skills, but it is important that you convey to them the idea that their accent is perfectly acceptable, provided that what they say is understood and that they are perfectly valid speakers, regardless of the mistakes they may make.

> **"it is increasingly important to create activities in which children and young people can participate in an experiential way, so that learning takes place within the spatio-temporal limits of the school."**

If you have a class with native speakers along with non-native speakers, it is important that you convey the idea that the language is a shared process, therefore the effort to understand each other must also be shared. Of course, the vehicular language is the method used to carry out this communication, but it is vital that native speakers of the language also understand that part of the responsibility for the process lies with them, so they should make an effort to communicate even if they are using their mother tongue, and not expect 100% of the effort to come from the non-native speaker of the language.

4.1.4 LANGUAGE AND CULTURAL BARRIERS.

The main needs of teachers in the classroom are the language barrier and the cultural barrier.

As for the language barrier we must highlight several aspects: the first of them is that we cannot treat children isolated from their families. It is not only that children do not speak the language of the country in which they live, but in many cases that no one in their family does either. Mothers are the main carers of children, and for them not knowing the language of the host countries is a very important barrier and a very important disadvantage for children that prevents true equality of opportunity for all. Mothers, for example, cannot help their children to do their homework, this implies that the teacher has to take into account that what they do not learn in class is very difficult to learn at home. Homework had been a very important part of classical education, but today it is increasingly called into question, as it generates important extra work for children

and young people, and also because it makes a huge difference between those who can access help to do it (either within the family or with an external tutor) and those who cannot. Therefore, it is increasingly important to create activities in which children and young people can participate in an experiential way, so that learning takes place within the spatiotemporal limits of the school.

Another important aspect is that the mothers and, in general, the carers and tutors of the children and young people cannot participate fully in the life of the school. They cannot understand the communications emitted by the teaching team and neither can they have access to this equipment when they need it.

Many immigrant children do not interact with other children who speak the local language, which makes the process of learning the language difficult and slows it down.

As far as the cultural barrier is concerned, it is even more difficult to address, as culture is somewhat internalised and sometimes difficult to distinguish from the biological. Furthermore, we have to take into account that ethnocentrism is one of the anthropological universals, which means that a person immersed in a culture will find it very difficult to criticize theirs own culture or not assume it as superior to the culture of the other. This translates into cultural prejudices and stereotypes that make the encounter between cultures difficult and require concrete preparation in intercultural learning and communication in order to be able to work and live together in this diverse environment in which several cultures coexist, separating those values that are understood as universally desirable from those that respond to a particular culture.

Culture has many elements that are taken for granted, that do not need to be taught consciously, but the problem lies in the moment in which a child or young person is subjected to two different cultural codes (the familiar on the one hand and the school on the other), which sometimes receives contradictory messages that are not always formulated consciously, but by a system of expectations, rewards and punishments.

4.1.5. THE SCHOOL CURRICULUM

The school curriculum defines the minimum contents that students have to learn throughout their schooling. This curriculum does not take into account the linguistic diversity of the classrooms, so the teachers finds themselves in the difficult position of having to teach the language at a forced pace in order to be able to advance with the imposed curriculum. Changing the entire curriculum would mean rethinking the education system from scratch, while adapting the curriculum to students with a different language means that in the future its educational base will be different and poorer than students without language difficulties.

In some countries, for example in Spain, there is now an imperative to make schools and institutes bilingual, so the challenge with students who do not speak Spanish is even more serious, since they not only have to learn Spanish, but also English.

Education must serve to provide boys and girls with the necessary tools so that they can have the same opportunities in the future, at the same time as facilitating their coexistence and integration, so that a curriculum adapted only to those who start from a privileged situation of knowledge of the language and immersion in the culture generates inequalities that will be difficult to correct in the future.

Having that in mind, our work as educators is to minimize the differences between students and help them to reach their full potential. That's why we advise to take advantage of the multiculturality in the classroom when it is possible, instead of separating the groups by their level of language or competences.

4.1.6. HOW TO APPROACH MULTICULTURALITY AND MULTILINGUISM IN LANGUAGE LEARNING

In the case of learning the reception language it's important that the teacher was not the only source of

knowledge, but the one who can use different source of knowledge as documents, videos, other people or the group.

Native speakers can't assume they are the perfect model to imitate. It's unrealistic and also being native doesn't mean being able to be a perfect interlocutor in every possible communicative situation. Moreover, a native speaker is not familiar with racism, rejection and stereotypes, so they may forget about how to deal with this when communicating. Also, the migrants are not "imitators", but they are social actors, and they must be allowed to speak with an accent or not to master every single detail of the language. Of course, as much language as they learn, they will have more and more opportunities, but they need to receive the message that their way of communicating is as valid as the one of a native speaker and, the most important, they have the right to express themselves.

A good model for the students can be people from their own culture who had succeeded in learning the language and being part of the hosting society. We can't pretend that our students will become native-speakers, but we can help them to be able to deal with diversity, cultural differences and different communicative situations. We can help them to acquire and develop tools to listen, speak, read and write and be effective in all these four aspects of the communication competence.

Other advice for teachers is to improve intercultural competences for themselves. Ethnocentrism is universal, and that means that it's very difficult to escape from prejudices and stereotypes if we don't train ourselves. Don't take interculturality for granted. This is a competence, and that means that you can develop it at different stages.

> **"It's always very powerful moment when the student shares their own traditions and stories, and try to do it in the reception language."**

Connected to interculturality, one of the most important things in education is to be able to suspend judgement. You need to hold the space for the people to transform themselves, to learn, and to be able to deal with two different cultures that will pull them in different directions. They need to feel that the classroom is a safe space where they can fail, can be themselves and can change.

Students need to be aware of their own culture as well as the reception culture. Being proud of their cultural heritage and understand who they are at a cultural level can lead to a better understanding of the reception culture and will make them better in a situation of multiculturality. It's always very powerful moment when the student shares their own traditions and stories, and try to do it in the reception language. Never stop being curious about your students and all the adventures, stories and curiosities they can share from their own experience.

In this direction, **it's also advisable not to ban their own languages from the classroom**. They don't need to abandon their mother tongue in order to acquire the language of the new country. On the contrary, it's proved that having lessons of their mother tongue can lead them to a better learning of the reception language. It's good for their learning if they can combine activities in their mother tongue while they are learning the new language and dealing with the new culture.

It's not always possible to do so, but the teacher can ask them some words in their mother tongue and learn some of them, so they feel that speaking their own language is nothing to feel ashamed about, but something that can enrich the whole class, and also put the two languages at the same level: none of them is better

than the other, they are just tools that can be useful in different situations.

Last but not least, students need experiential learning. This is something that we learned in non formal education, but it's also proven by studies that we learn better if we involve our emotions. In this manual you will have a bunch of activities, but you can create your own activities also, trying to involve action and experience as much as possible. For example, role playing activities and theatre have proven to be a very powerful tool while learning a language.

4.2. NON FORMAL EDUCATION

We used to think about learning as a moment in our lives, mainly connected with school: we are born, we learn, we grow up, we work. However, reality is getting further and further from this idea: learning is something that happens every day, and we have to get ready for a constantly changing world, so we are always learning. This is called "lifelong learning" and doesn't happen only at school, but in different context of our lives. We can distinguish three learning contexts:

1. Formal Education

2. Non Formal Education

3. Informal Education

1. Formal Education

Formal Education is what happens in school and it is connected with our classic idea of "learning": it is usually mandatory (you need to attend classes, do the homework and pass the exams), it is structured (you have to meet some objective through a specific program of activities), it is guided by a formal curriculum and it leads to a recognized credential, such as a High School completion diploma or a degree. It is often guided and recognized by the government at some level.

2. Non Formal Education

Non formal education happens in a structured way, but is not part of a formal curriculum. It is voluntary: you don't need to attend dance lessons, but you are motivated to learn how to dance tango, so you go. There are, of course, learning objectives and outcomes, but the participant evaluates his or hers own learning. There is no formal recognition by the government, but there are ways of recognising the learning in non formal education, such as the "youthpass" in Erasmus+ Programme or the learning badges (https://www.badgecraft.eu).

3. Informal Education

Informal education is basically the learning that happens in our daily life: we know some people from other countries, we start hanging out with them so we learn some words in their language. Or we join a group of people playing and we learn the game. There is no intention on that. Nobody is guiding the process and there is no reflection or evaluation to check if we have learnt something. Usually, we learn without noticing, and this is the way we have learnt most of the things we know, such as our mother tongue.

With the new labour market arising after globalization, internet and new technologies, the profile searched by companies is more connected with what we call "soft skills": empathy, ability to cooperate and work in a group, conflict management, self-directed learning, etc. Those competences are mainly developed in non formal education, so we need to encourage this way of learning and develop ourselves. Also, non formal education

can give them the opportunity to develop their competences without feeling that they are being judged or that they may fail.

4.2.1. Non formal Education Principles

Besides being a learning situation, non formal education is a way of developing competences and an approach to the learning process that is grounded on some principles. They coincide with the general principles of youth work, where free will is the basis of any process of non formal education.

Voluntary participation. The learners are free to participate in the activity, and chose the type, the form and the duration of it.

Specific environment. This environment has a certain autonomy from the "real world" so participants can try, experiment and test themselves without fear of being harmed, punished or judged. In this environment people take responsibility for their action. They can collect authentic experiences and learn from them.

Active participation in the learning process. People are active in their own learning process. We offer them some tools for discussion, thinking, reflection or application of the new learning that happened by taking part in the activity.

Holistic principle. In non formal education we have holistic approach towards people, goals and methods. We have to take into account feelings, mind and psychology and neither of the aspects of the participants and the group can be neglected or ignored. As we need to relate the learning happening during the activities with the reality, we need to be aware of all the aspects (emotional, physical and intellectual) of the person, so we need to combine different methods that address those aspects.

Learning through experience. The process of non formal education is based on experience. This experience only becomes meaningful when it is conscious, so we need to accompany participants in the process of reflection, to facilitate them to make conclusions and apply the learning to their lives.

Open and non formal communication. In non formal education people can feel safe, without the fear of making mistakes or sharing their experience. We can learn a lot from mistakes, and non formal education allows participants to challenge themselves and experience this in this safe environment.

Creating a non-competitive environment. In non formal education activities, artificial competitive tension is highly avoided. We need the chance for young people to simply be themselves, without trying to compete or improving all the time in order to survive. In non formal education the process is as important as the result, and even if the result is not perfect, the process can have great value itself. So we will avoid comparing participants.

Group oriented learning. A group in non formal education is like a mini society where participants can better understand themselves and it is a means for solving interpersonal relations, making common decisions, sharing work and responsibilities. In a group individual learning is also encouraged. Groups are like a living being, different each time, and it plays an important role in the learning of each one of the members.

4.2.2. MAIN APPROACHES AND PRINCIPLES OF NON FORMAL EDUCATION IN THE CLASS

How are non formal education methods applied, in practice?

The didactic offer is **based on needs**, it means that the class program builds up and gets adapted according to learning needs of participants. In order to achieve this, facilitators need to use tools to monitor the learning

process at different times of the course (pre-questionnaires, collecting expectations at the beginning of the course; asking for the feedback from the learners after a learning session).

The **motivation to learn** can be kept up by **showing to the learners how much they are learning**. In this way, knowledge, skills and attitudes that we are working on during the classes should have a very practical usage and have a visible value for the learners.

Topics should be relevant to the everyday experience and to the expectations of the learners.

Non formal education promotes **interactive group dynamics** (A good formula is 30% of frontal presentation from facilitator and 70% with active participation of learners). Non formal learning is connected by the 'learning by doing' approach and active participation of the learners. We recommend facilitators to include actively learners in the educational process, by providing a space for experience sharing and experience recognizing.

Learning should be built upon previous knowledge and experience of the learners, that's why it is helpful to know the profile of the learners (mother tongue, cultural background, professional background).

Learner centered approach - in non formal education, focus during the activities is on learners, they are the protagonists of the process, not a teacher.

Instead of external evaluation of the learners' competences, non formal approaches promote tools of **self-assessment and peer feedback**. Facilitators can give feedback but instead of giving grades, the facilitator suggests what should be changed and developed more and how, recognizes even small successes because for the learner it can be a huge success.

The best learning happens when we remember it emotionally, and especially if emotions are positive and connected to interaction with other learners. Facilitators can use activities that provoke positive emotions.

Non formal approaches **promote reflection** (experiencing - analysing - generalising - applying). After each class experience we can support students in analysing what they have learned, how it connected to their life experience and how they can apply this new experience, knowledge and skill in their everyday life. You can start a reflection process by asking open questions: "What is the most important for you from today's class?", "Where can you use what we have learned now in your daily life?", "What else will be useful for you to know from this topic?", etc.

Learning should be fun! As this will be one more motivation to go to classes and learn better.

4.2.3. SOME ASPECTS OF THE LEARNERS

In a non formal education process there are some aspects you need to take into account in order to suit as much as possible to your group. Each group is different, so each relationship with a group will also be different, so there are some aspects to observe and put into practice in order to make the learning experience as fruitful as possible.

Learning styles: all learners have a different style of learning. Some are better in learning via experimenting with things, for some others it is important to connect new subject matter to previous learning; some prefer to learn together with other people, some individually. As well, all learners have different preferences at the moment of receiving new information: for some visualisation is important, others prefer to listen, or to read, or to experiment with it immediately.

How to manage with different learning styles? The main key is a diversity of methods that can be used in the classes and a diversity of ways to give information to learners. While explaining a new topic we can use all type

of senses - listening, visuals, reading together and ....maybe even tasting! When we are talking about different learning styles it also means that we should use a variety of methods during the class, for example: individual tasks, small group work, all class discussion, playing some games, role plays, etc.

Learning needs: classes and curriculum are based on the learning needs of learners, in order to collect it we can use a questionnaire at the beginning of the classes, that can include questions such as: "Why did I decide to come to language class?", "What do I consider as the most important topics for me?", "How much time a week can I dedicate to language learning?" (this question is not obviously connected with the learning needs, but for us it can give an idea about the number and value of tasks we can give for self-learning).

Accompanying learners to develop a learning to learn competence: through small tasks you can help students to plan their learning, and set up criteria for successful learning; you can help them to assess their level of language competences and, based on this assessment, you can make new plans or correct previous learning plans. This will help learners to discover their own learning needs, become more conscious and responsible for their own learning and it will involve them actively in the learning process. This approach can be used for a specific objective, such as provoking an interest towards language learning.

Non-judgmental approach: use feedback to help learners to improve will be important in order to recognize their achievements and give constructive advice on what and how they can improve and also to explain why it is important.

Holistic approach or learning through experience: the process of learning is not aimed only towards the brain (gaining knowledge), but also towards body and behaviour (doing things, trying things - moving in the class, changing small groups, practicing as much as it possible) and emotions (activities should provoke interest, curiosity, fun and other emotions) that later on can be analyzed and transformed into skills and knowledge. After every experience in the class it is very important to analyse it and make conclusions on how learners can apply learning from their experience in the future in their everyday life.

4.2.4. PEER EDUCATION IN LANGUAGE LEARNING

Non-formal education, being a horizontal process rather than a vertical one, pays great attention to how participants relate to each other. It makes it easier for participants to get to know each other, feel comfortable together, interact and learn from each other.

The diversity of the group is then understood as a source of learning rather than a problem to be overcome. Even the linguistic diversity of the learners can be used as a learning resource. It is true that having learners in the class who do not speak the vehicular language means that the content cannot be given at the same speed as in regular classrooms. However, diversity can teach empathy, active listening, conflict resolution, and seeking out methods of communication that overcome barriers between them.

Segregation of learners on the basis of their competencies (in this case, linguistic) is something that should be avoided or reduced to the minimum possible, since it prevents learners from correct socialization and also reduces the opportunity for them to learn the language of their peers.

In any case, we understand that the obligation to cover content added to the lack of resources offered for education makes it necessary to offer support to young people who do not speak the language of the school. In addition, there are young people who are already outside the age of compulsory education and therefore access more or less formal language learning groups to improve their situation, get a job or even be allowed to continue living in the country.

A facilitator would try to create spaces and use tools for young people to cooperate as much as possible. You

can also get those pupils who know more or who are better integrated to act as tutors for the newer ones and those with a lower level. Don't forget that language learning is not like any other subject, as it is an essential tool for socialization and for the development of the pupils' potential, so keep this in mind when working individually and in groups, offering the contents and using the tools.

Finally, although it is very challenging, it is important to prevent learners from the host community perceiving migrants as a "problem", as an element that can make them learn slower and have fewer opportunities in the future. This requires everyone to work together on good treatment, to be aware of visible and invisible racism and also to take advantage of diversity, to work on their intercultural competences, which will be necessary to move and work in an increasingly diverse, flexible and changing world.

4.2.5. WHAT IS A SAFE LEARNING ENVIRONMENT?

Setting a safe environment is one of the conditions of non formal education to happen. When we talk about a safe learning environment, we mean an environment that motivates learners to learn, that allows them to try to do things, to make mistakes and to learn from it. We are referring to an environment where the learner doesn't feel judged and can enjoy the process of learning and the communication with other learners and facilitator. It also implies an equal treatment of all the learners, no matter their origin, nationality, religion, gender etc.

When we talk about safety in the learning process, we mean safety in different relations present in the class or in the group (the relationship between a learner and another learner, between a learner and the facilitator, among the group of the learners as a whole). A safe learning atmosphere implies that everyone feels free to share their opinion, is not afraid to make mistakes, because everybody understands that this is a place to try and experiment with things and not for judging and evaluating others. A safe atmosphere in the group of learners also allows them to learn from each other, respect each other and not to be afraid to face new challenges.

We'll start with exploring the relationship between the learners themselves. Indeed, when we talk about non formal education, we refer to learning through experience and learning through the group.

4.2.5.1. Group dynamics

There are a number of theories stating the different stages that a group of learners is going through, when they are involved in a learning process. Most theories agree on the following stages, that we will name and describe:

Getting to know each other or 'orientation stage': during this stage learners are looking around, to see who is in the group, whom they like, whom they don't like, who takes a leading role, who are more active etc. Thorough this stage the group is quite shy, learners don´t talk much to each other, as well it costs them to speak in front of the whole class/group. The best way of work on this stage is to give tasks where they should work in small groups (3-4 learners), and always change the groups (this way the group will get to know each other faster and will avoid forming subgroups that later can negatively influence the learning process).

Dissatisfaction or 'storming stage': this is a stage where some small conflicts or 'storm' moments can happen. Some students can feel uncomfortable in the group, some of them can find out that their learning needs are different from the learning needs of others (for example some students expect to get more practical skills, while others are more interested in the theory or even just in getting a certificate). During this stage we can continue to mainly give tasks for small groups, still mixing learners. It will allow different topics to come up that will allow learners to get to know each other from different perspectives. At the same time you can start giving

exercises and activities that will involve the entire group to create cohesion. At this moment you also can help the group to set up ground rules of the class (for example, give respect to each other's opinion, culture and background). Also at this moment you can make activities that will allow learners to get to know their peers as a resource of their learning.

Once the group will learn how to work and learn together, we can talk about safer environment in the group of learners and we can count on the group itself as a resource for learning (interaction in between students as a key factor for building trust, methods that leads to peer learning).

This leads us to a practical question. What should the facilitator do to support the forming of a group that can effectively communicate and learn together? How does he/she help the group to go through all these stages from the beginning? First of all, when you just meet a new group of learners you should give them a chance and time to get to know each other and this can be combined with the language practice through small ice breaking games and name games that allow students to get to know the names of each other. You can give them space and opportunity to do small things together so that's how they can learn to work together. That's why it's very important from the very beginning to work in different small groups, because when the number of people in the group is about 3-5 people, they cannot hide and they have to speak; they have to participate in activities and exercises, also it allows a facilitator to mix different people in different groups, so learners can get to know each other better and this is a good opportunity for experience exchange and for creating trust and safe atmosphere in the group.

Another very important tool that you can use is the creation of the ground rules of the group. You can make a set of the rules that are very important to follow for all the learners. You can say that in the class all of us are responsible for the safe and productive atmosphere, that's why we need to follow the rules. But because this responsibility is shared we will create the rules together, so you can ask learners what helps them to work and learn better (for example, listen to each other, rise up your hand when you want to ask something, participate actively in the exercises, agree that there is no silly questions, so not to be afraid to ask if something is not clear, etc.). The exercise

> "While it is important to get participants out of the comfort zone and into the learning zone, it is equally important to identify when someone may be in a panic zone and to offer support."

depends a lot on the language level of the class. You can put the list with the ground rules in a visible place so if you see that the groups are not following them you can always remind them about it.

4.2.5.2. Learning zones

After analysing the different group development stages it's time to look into the relationship between facilitator and learner. As a facilitator you can propose to learners different learning experience (activities, exercises) with different intensity and level. If some experiences seem too easy, it can lead to losing motivation to learn. In the other hand if other experiences can become too difficult and challenging for learners, it can also lead to losing motivation to learn. Let's explore the model of 'learning zones', to identify what they can bring to our learners to and how they influence learners' motivation and ability to learn.

We all have something we call our "comfort zone". This is our home, the language we speak, our habits, our friends and our value system, the things we do without much effort. In the comfort zone, we don't learn much,

we can simply "be" more. When we leave the comfort zone, we enter something called a "stretching" or "learning" zone. Here, we need to make particular efforts in order to adapt to the environment. For example, when we change jobs or run or take a training course in another language, we get out of our habits. If we go too far into the stretching zone, we take the risk of landing in the "panic" zone. Here, learning becomes difficult. Stress makes it difficult to act or control behaviors, and the only thing we wish to do is to go back to the comfort zone. Being in a panic zone for a short while happens to everyone in new, unexpected or dangerous situations. However, remaining in the panic zone for too long puts people in danger and inhibits learning opportunities.

In intercultural learning contexts, this model helps us understand that participants have different learning rhythms and different learning zones. While it is important to get participants out of the comfort zone and into the learning zone, it is equally important to identify when someone may be in a panic zone and to offer support, by allowing them to get back into good learning conditions, thus recognizing the diversity of needs and possibilities within a group. What is learning or comfort for one person can be a panic zone for someone else, and vice versa. Moreover, the role of the facilitator is also to enable interaction and peer-to-peer learning. It does not all have to come from the facilitator, as participants can be very supportive both in challenging and transforming
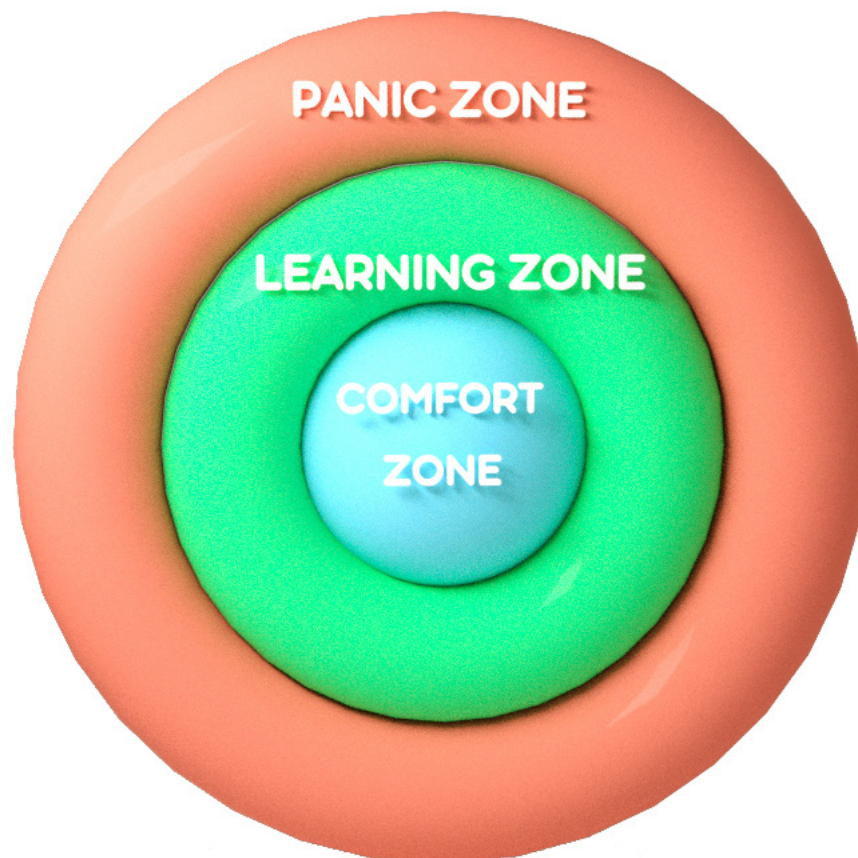

Fig. Learning Zones

4.3. GAMIFICATION

4.3.1. THE ROLE OF ENGAGEMENT IN STUDENTS LEARNING

Within the educational context, the concept of student engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education.

Over time and especially in recent decades, a wide variety of research studies on learning have revealed connections between so-called "non-cognitive factors" (such as motivation, interest, curiosity, responsibility, determination, perseverance, attitude, work habits, self-regulation, social skills, etc.) and "cognitive" learning results (such as improved academic performance, test scores, information recall, skill acquisition, etc.). The concept of student engagement typically arises when educators and teachers discuss or prioritize educational strategies and teaching techniques that address the developmental, intellectual, emotional, behavioural, physical, cultural and social factors that either enhance or undermine the learning process and social development of the students.

Some of the main problems in education nowadays are specifically related to the lack of engagement and motivation of students to actively participate in the learning process, therefore teachers are finding themselves more and more in need to identify and apply new techniques and approaches which would provoke students' activity and motivate them to become active users within the learning experience.

4.3.2. GAMIFICATION AS A POSSIBLE WAY TOWARDS STUDENTS ENGAGEMENT

Karl Kapp, Professor of instructional technology and author of the book "The gamification of learning and instruction" (2012), defines gamification as "the careful and considered integration of game characteristics, aesthetics and mechanics into a non-game context to promote change in behaviour. It is most often used to motivate and engage people".

We could say that gamification in education is nothing but the use of game mechanics and elements in educational environments, which need to be applied in a "careful and considered" manner making it eventually a matter of rethinking teachers' learning in order to triggers or evoke the desired behaviour in the students. This can happen in different ways, and that's the reason why Kapp also distinguishes two types of gamification: **structural gamification** versus **content gamification**.

With **structural gamification**, the content of the learning material does not become game-like, only the structure around the content, characterized by the use of game mechanics such as, for examples, badges, points and leader boards. Rewards in general are the incentive to engage and encourage learners to continue.

Content gamification on the other hand makes use of other elements of game mechanics such as challenge, storytelling, feedback loops, freedom to fail in order to immerse learners from the beginning, even without them knowing the learning goals upfront. These game mechanics can be added in order to increase engagement and learning without necessarily designing a game-based learning experience, where games are instead used to meet learning outcomes and the learning comes from playing the game.

4.3.3 GAMIFICATION STRATEGIES IN EDUCATIONAL SETTINGS

The implementation of game elements in educational settings is logical since there are some factors that are quite typical for both games and learning. If it's true that users' actions in games are aimed at achieving a specific goal in the presence of obstacles, it is also true that in education usually there is a learning objective which the students have to achieve by performing specific learning activities or interaction with educational content. If tracking the players' progress in games is an important element, because next steps and moves are based on their results, we can see how in education tracking the students' progress is essential in order to achieve the learning objectives.

In order to develop an effective educational strategy, teachers should run a deep analysis of existing conditions before trying to gamify a learning experience.

First of all, it is essential to define students' characteristics and profiles in order to establish and take in mind what skills are required by the participants to achieve the objectives – whether the tasks and activities require special skills by learners. If tasks are very easy or difficult, it is possible demotivation of learners and negative outcomes may occur.

> "We can see how in education tracking the students' progress is essential in order to achieve the learning objectives."

At the same time, the learning objectives have to be specific and clearly defined. The purpose of education is to achieve the learning objectives, because otherwise all activities (including gamification activities) will seem pointless.

The learning objectives determine what educational content and activities should be included in the process, developing them in order to tailor the learning objectives and selecting which appropriate game mechanics and techniques could better support their achievement.

Only after this analysis it will be time to add game elements and mechanisms to the experience. One could choose, for example, to integrate within the activities multiple paths in order to develop diverse skills in the learners, allowing students to build their own strategies; or maybe instead one could go for multiple performances, having students repeating an activity in case of an unsuccessful attempt in order to have students improving their skills through repetition thus developing an attitude towards failure and resilience. What is most important is that the learning activities should be achievable, tailored and adapted to students' potential and skill levels, and that there should be an increasing difficulty level, where each subsequent task is expected to be more complex, requiring more efforts from students and corresponding to their newly acquired knowledge and skills. Of course ultimately which elements will be included in the learning process depends on the defined objectives (what knowledge and skills should be acquired as a result of the task).

4.3.4. THE DARK SIDE OF GAMIFICATION

Gamification is not directly associated with knowledge and skills, but rather affects students' behaviour, commitment and motivation, which can lead to improvement of knowledge and skills. When it comes down to motivation, we could say, generally speaking, how there are two types of human motivation: intrinsic and extrinsic.

Extrinsic motivation involves doing something for its external rewards, like praise, recognition or some other tangible things: in this case, it is not the action or behaviour itself which people seek, but the outcome. In the learning context, this means that learners may not enjoy learning new things, yet they are motivated to continue doing so because of the promise of some sort of "upgrade" at the end of the process.

Intrinsic motivation, on the other hand, drives behaviours that result in internal rewards, like enjoyment and positive feelings. It's a drive to complete an action – in this case, learning – because of the effect it has on people internally. Therefore when students are intrinsically motivated, they have a genuine desire for the activity itself and enjoy doing it.

When we talk about learning, it's pretty clear that teachers and educators are generally aiming to get their learners intrinsically motivated, but that could easily backfire while working with gamification. Adding a simple gamified element to a class process without offering a truly gamified learning experience, may end up turning gamification in nothing more than a glorified point system or the incorporation of badges and awards without authentic meaning attached, which could then result in having a negative impact on intrinsic motivation.

Also, it is important to remember how collaboration in education is a milestone for the effective implementation of active learning. Unlike learning, games can possess a strong competitive element. The focus in the learning process should be rather towards developing skills for collaboration and teamwork and responsibility for the performance of the group instead of encouraging competition between learners.

4.3.5. GAMIFICATION IN LANGUAGE LEARNING

Gamification in the context of vehicular language learning is a strategy that works very well. We should think that vehicular language learners may appreciate language learning as something that they do out of obligation, that they need urgently and that they are not always good or fast enough to learn. Furthermore, as we have already pointed out, language and culture are indissoluble, and it is sometimes difficult to manage the two languages-cultural-identities between which they are found. Therefore, introducing playful elements may increase their motivation and make them see language learning as something that goes beyond the task given to them by the teacher or the context of the classroom.

> "Let's not forget that learning has a strong emotional component, that we do not learn if we do not get excited and that including more senses."

On the one hand, it is interesting to include in the language lessons games in which the participants can compete, preferably in a group, and win points and prizes. We can also introduce other physical elements such as coloured cards, objects, pieces of lego, plasticine… Let's not forget that learning has a strong emotional component, that we do not learn if we do not get excited and that including more senses when considering learning makes participants live the process, instead of just trying to acquire words, structures and sounds of the new language.

If any learning process benefits from the use of sensitive objects, manual manipulation, surprise, visual tools and game elements, the process of language learning by young immigrants more than any other. The more memorable we manage to make the experience, the more likely they will be to integrate the language tools

into their lives and their daily lives.

4.3.6. LEARNING BADGES

One of the tools used in non formal education is the LEARNING BADGES. The learning badges consist of virtual badges that reflect an acquired competence. They were born out of the need to recognize, visualize and show learning that occurs outside formal contexts and therefore does not have the recognition standards of an exam or a course. They were also born out of the need to learn and demonstrate the handling of certain competencies that are increasingly in demand in the world of work, which are sometimes worked on transversally in formal contexts, but which are not sufficiently recognized or made visible.

At badgecraft.eu we can create, manage and claim learning badges.

ELEMENTS OF A BADGE

A badge is composed of:

a. An image showing the acquired competence

b. The description of the competence

c. The quests that have to be carried out to claim this badge (they can be one or several and if they are several you can decide how many the participant has to complete)

d. If it depends on the acquisition of another badge: there are badges that go in depth on a learning and it is necessary to acquire them in specific order.

e. The evidence that the mission has been carried out: it can be a video, a photo, text, etc.

f. The organization or institution that grants the badge and, if applicable, also those that endorse this badge.

The badges are stored in the badgewallet, which can be downloaded as an application for Android or iOS and you can choose which of them are shown, generating certificates with the collection of badges that are relevant at that time or for a particular company or person.

BADGES IN KEY

For this particular manual we have decided to use badges, but in a more physical and simple way. The aim of these badges is to motivate participants to take initiative in their learning and to link what they learn in the classroom to their interaction with their peers, their family and the local population. As we have seen, the language is a tool to unite, both culturally and emotionally.

It is very important to motivate the participants so that:

▶ To be multipliers of their learning and to include their families and friends in their language learning.

▶ Interact as much as possible with the local population, especially with people of their age.

Therefore, the missions will be aimed at expanding the work of the classroom in these two directions, so that they include in their learning the interaction with their peers, their families and also with the professionals around them. In the practical part of the guide you can see the implementation of the badges.

THE PATHWAY

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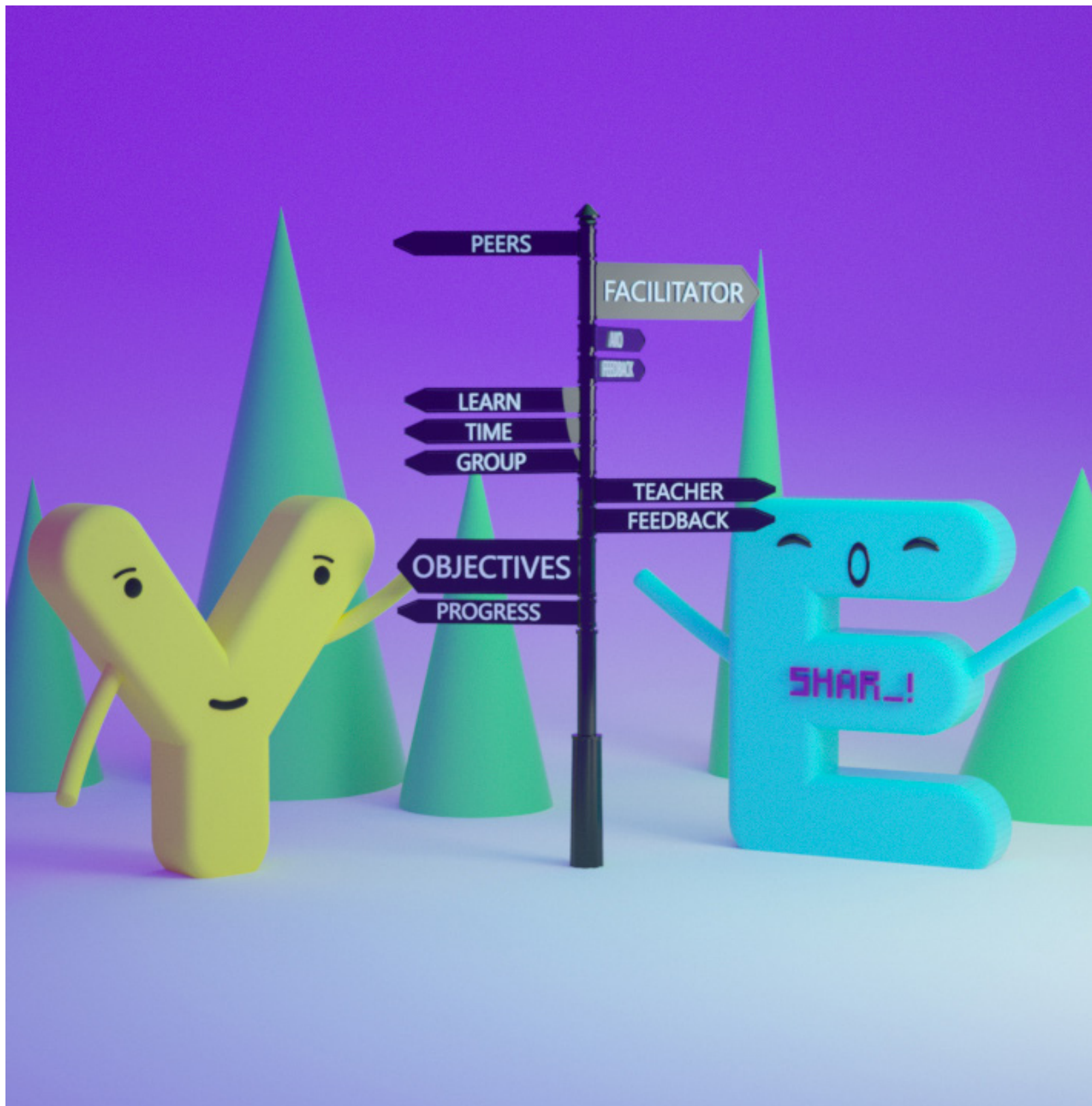
"One of the most effective ways to learn about yourself is by taking seriously the cultures of others. It forces you to pay attention to those details of life which differentiate them from you"

— Edward T. Hall

5.1. LEARNING OBJECTIVES

Education is a path, a guided process through which a person can transform himself or herself, a way of going from a relationship with the reality to another relationship, more positive and active, a journey where the students will have highs and lows, challenges and companions, moments of joy and moments of sadness, but in the end is a journey of discovery, discover the world, discover ourselves and discover how to deal with work, life, other people and ourselves. In this process the role of the educator is fundamental, because they are the ones who design the space, the process and the tools and help students to do this path in the best possible way.

The first step in the process is to set up the learning objectives. Imagining that you are at the end of the course, you feel happy because your students have acquired new competences, they have more opportunities, they are somehow different and somehow better than the moment when they entered your classroom.

These will depend a lot on the language level of your students, the time you have to teach them, etc. A good objective is a realistic one, it is an objective that you are practically sure you are going to achieve. If they are not realistic, this could lead you and your students to frustration.

But don't worry if you fail. Failure is a part of learning. We can say that it's the most important part: if there is no failure, there is no learning, and this is true for both you and your students. The key part is to use failure as a learning tool, and this you can only do through evaluation: you must evaluate the processes in their different stages and aspects, so you can learn as well as teach.

You have the objectives of each activities listed in the practical part, but we can summarize them in these general learning objectives:

- ▶ Increased opportunities for social connection. Integrated at a higher level

- ▶ Better equipped to deal with adversity.

- ▶ Openness to talk about one's culture.

- ▶ Culturally aware of social mainstream culture.

- ▶ Increased knowledge about the formal education system and non formal education opportunities.

- ▶ Increased confidence, self esteem and motivation.

- ▶ Higher levels of wellbeing and wellness.

- ▶ Increased self-awareness.

- ▶ More focused and prepared to decide and plan strategies about their own future.

- ▶ Have more clear ideas about what they want to learn and how to do it.

- ▶ Stronger interaction with the community.

- ▶ Able to communicate at a basic level

5.2. TIMING AND STRUCTURE OF IMPLEMENTATION

The KEY pathway is an experience that integrates elements of language learning through the methods of non formal education, intercultural and game-based learning within the school context. Teachers and facilitators are free to choose, select and compose the learning materials provided in this booklet according to the needs of their specific working group, and also to possibly identify new activities connected to the module's learning proposal which could be integrated in the experience coming from the teachers' personal backgrounds.

The timing of implementation can be adapted by the teacher according to the available resources and, once again, to the needs of the students and the didactic programme. The pathway can run over the period of time of one or several weeks and over a variable number of sessions, incorporated within the regular didactic programme. The envisioned duration of the experience is set between a minimum length of 20 hours, distributed among the 3 different phases.

GROUP SIZE

Ideally, for language learning to be effective, it should have 12 people maximum per group. It is unrealistic for some countries, where the demand for learning is much higher than the resources devoted to this need.

The activities of OLE can be carried out with 15 to 25 people, but bear in mind that a bigger group usually means that the activity will take longer.

Sometime you can divide the group into small groups. If they can work like this, it's a very good way to foster peer learning.

5.3. THE ROLE OF THE TEACHER

In Maori there is a beautiful word that describes the relationship of teaching and learning: AKO

AKO describes a teaching and learning relationship, where the educator is also learning from the student and where educators' practices are informed by the latest research and are both deliberate and reflective. AKO is grounded in the principle of reciprocity and also recognises that the learner and whānau cannot be separated.

Because yes, this process, this journey, this path will transform you as well as your students. Be open to learn as well as to teach and also be ready to change and adapt to new realities. There is no other job in the world where you have so many opportunities to learn as it is the educator's job.

Starting from the intuition that the most delicate moment of the didactic process is not accessing the content but their application and re-elaboration, a reversed, upside-down teaching approach here represents an opportunity to redefine the role of the teachers. The teacher then, rather than indiscriminately introducing notions not assimilated by all in the same way, takes on a more complex role that supports the "extraction" of the potential from each student.

> **"The teacher then, rather than indiscriminately introducing notions not assimilated by all in the same way, takes on a more complex role that supports the "extraction" of the potential from each student."**

The switch from the more traditional lesson taught from the front, to a more horizontal learning approach should not be seen as a contrast but rather as a complementary action. Horizontality and verticality are two dimensions of the same level, as is already the profound experience of many teachers, who have always accompanied their explanations with dialogue with students and the use of images, listening, texts to comment or translate, case studies, etc.

As a preliminary condition to implement the module, the teachers need to be able to:

► Understand and deal with migrant students;

► Support the personalization of learning processes;

► Integrate and stimulate informal learning experiences;

► Promote the development of soft skills;

When it comes down to this pathway, in the first instance, the teacher is a facilitator who, thanks to one's own empathic capacity, knows how to build "useful" interpersonal relationships and create collaborative contexts that favour the harmonious development of the person and serene learning.

The teacher, as a facilitator of the process, should:

► **Set clear learning goals:** help students understand that the choices they can make are within the context of the learning goals set by the school didactics framework. Students need to know exactly what is expected of them, how they will be graded, and what support will be available to them if they need help learning the information or skills. When teachers communicate performance expectations,

they must consider the diverse backgrounds and experiences of each student, as learning outcomes that focus on each student's abilities and strengths lead to more positive student development and engaged learning. The main part of the process of offering students meaningful choices is clarity about how the choices relate to the learning objectives or standards. Teachers can provide students with choices about how they may demonstrate mastery of a concept, approach particular assignments, work independently or with peers, and achieve at their competency levels. When students have the opportunity to be involved in making these choices, they take more responsibility for their own learning.

▶ **Provide feedback:** give students precise information about the particular skills they have acquired and/or need to improve in order to be successful in their learning. Students learn to use feedback from their teacher and peers to change their conception of how competent they are in different subjects or learning activities. Feedback also helps students make better learning choices.

▶ **Encourage students to assess their own learning progress:** by using charts or keeping journals, so they can evaluate the progress they are making as they acquire relevant knowledge and skills. As students learn to monitor their own progress, they become more motivated by their successes and begin to acquire a sense of ownership and responsibility for the role they play in these successes.

It is relevant to acknowledge how the role of the teacher in this kind of environment is even more important, and often more demanding, than in a traditional one. Within the classroom, the teacher continually observes the students, providing them with feedback relevant in the moment, and assessing their work, while being able to tolerate "controlled chaos" in the class. Even though teachers take on a less visibly prominent roles in such a context, they are indeed the main essential ingredient that enables learning to occur.

5.3.1. FROM TEACHER TO FACILITATOR

If the learning process is being only facilitated, it becomes a shared responsibility between teacher and students, and students should be as much as possible involved in the learning process, participating fully and actively in the classes. The main learning outcomes will be a process where learners will become the centre of the learning process and will get actively involved, changing from passive to active participant of the process. The main part of the classes should consist of practical tasks, where the role of the facilitator would be to give a task and then only guide, support and correct the student.

For example, during the first class, at the beginning you can give a short input about how people usually greet each other and present themselves, and then you divide learners into small groups (5 people max), where they should present themselves to each other. While students are working in the small groups you can observe them and at the end give them feedback, if there were some errors that are common. Or, in the class with mixed levels of language, you can ask that learners with a higher language level to explain to their colleagues some parts of the curriculum (they also can do it in small groups, so it can be several "experts" who will explain different aspects in different groups). Because, what is also important in non- formal education is that we use the resources of the group. We, as facilitators, are not the only source of the information for learners, and we use as much as we can the expertise and experience of learners as a source for learning. For example, instead of making a power point presentation about holiday celebrations in your country, you can ask the learners who already have experienced it to present it to others.

THE BETTER YOU KNOW YOUR STUDENTS, THE BETTER TEACHER YOU ARE GOING TO BE.

LEARN ABOUT THEIR LANGUAGE LEVEL

But also

LEARN ABOUT THEIR NEEDS AND URGENCIES

LEARN ABOUT THEIR INTERESTS

LEARN ABOUT THEIR CULTURE AND LANGUAGE

LEARN ABOUT HOW THEY LEARN

LEARN ABOUT YOUR OWN PREJUDICES AND THE PREJUDICES OF THE HOSTING SOCIETY

LEARN ABOUT WHAT MAKES YOUR STUDENTS EXCITED

LEARN FROM MISTAKES, LEARN FROM QUESTIONS, LEARN BY OBSERVING

AND WHEN YOU HAVE LEARNED EVERYTHING

EVALUATE AND LEARN MORE

THIS IS A PROCESS THAT NEVER STOPS

5.3.2 KEY ACTIVITIES

In the next chapter you will find a series of activities that you can implement with your students.

Each activity consists of:

Title: the title of the activity, so you can easily identify it

Aim: the goal of the activity, what we want to achieve with it

Objectives: the specific learning objectives of the activity

Level of language required: The level of language goes from 1 (very simple, can be done by participants who do not speak the language to 3 (complex, can only be done by students with developed skills in the language).

Duration: This is an estimated duration, but the actual duration will depend very much on the number and type of participants.

In each activity you will have a breakdown of the duration of each phase of the activity (including preparation and evaluation) and also the materials you will need for each one. Make sure you have all the materials on hand before you begin each phase.

There are activities that include hand outs that you can print out to do this activity with your group.

When you implement the activities, our advice is to start the activities with an ice-breaker, then a more complex activity and at the end an evaluation activity.

Some activities give you the possibility to earn a badge, which you can paste in your passport or you can also download to your badgewallet with your smartphone.

The important thing is that the activities are put at the service of the level, the objectives and the competences of the participants, for which it is very important that the facilitator is flexible and willing to choose and adapt the tools to allow the learning of the students.

TOOLS

"Most of my important lessons about life have come from recognizing how others from a different culture view things"

— Edgar H. Schein

6.1. ICE BREAKERS

These quick activities are good to do in the beginning of the session, especially when people don't know each other. They help pupils to start to cooperate, know each other and overcome their fears.
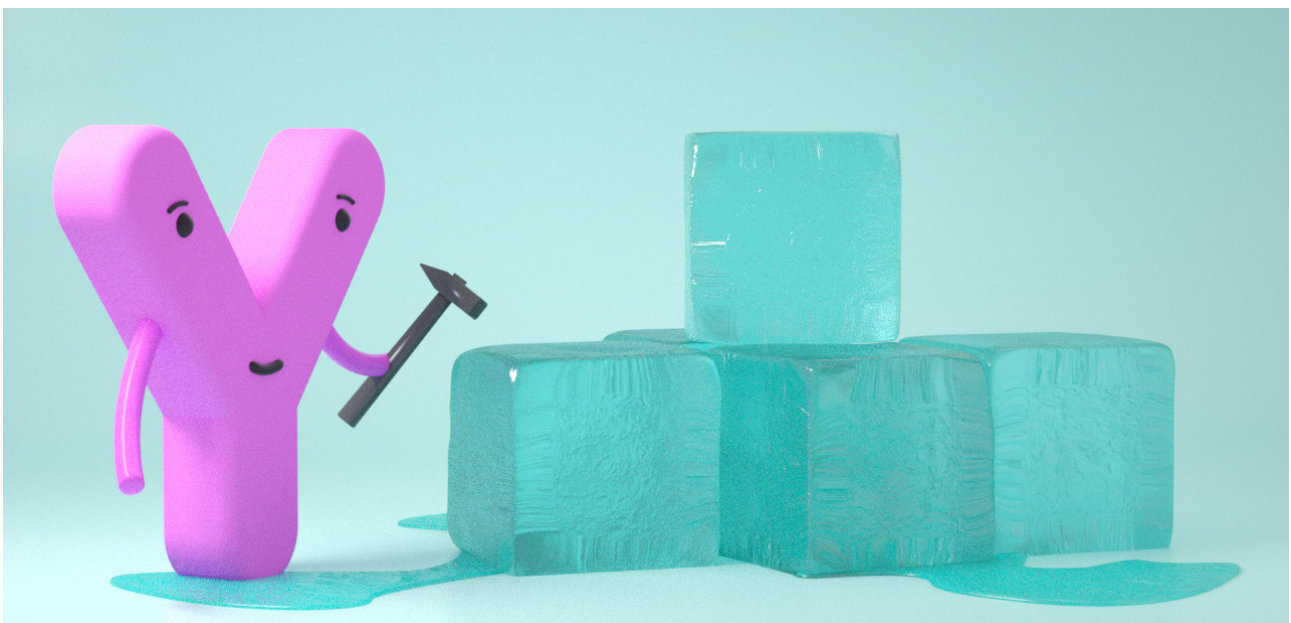
Animal Sounds: What Am I?

AIM: Break the ice,

Objectives: Set up a relaxed atmosphere

Level of language required: ◆

Duration: 10 min

	TIME	ACTIVITY	RESOURCES
ACTIVITY	10 MIN.	1. Say, "I went to the zoo and I heard this sound _____." (For example, growl like a lion or squawk like a parrot.) 2. Then say, "I turned around and saw a _____." 3. Ask students to guess what animal you saw. 4. Continue playing, making new animal sounds. 5. After a few rounds, ask pupils to lead the game. 6. A variation of this game is to change the location (try sounds in the country; in the city; in the forest; at school	
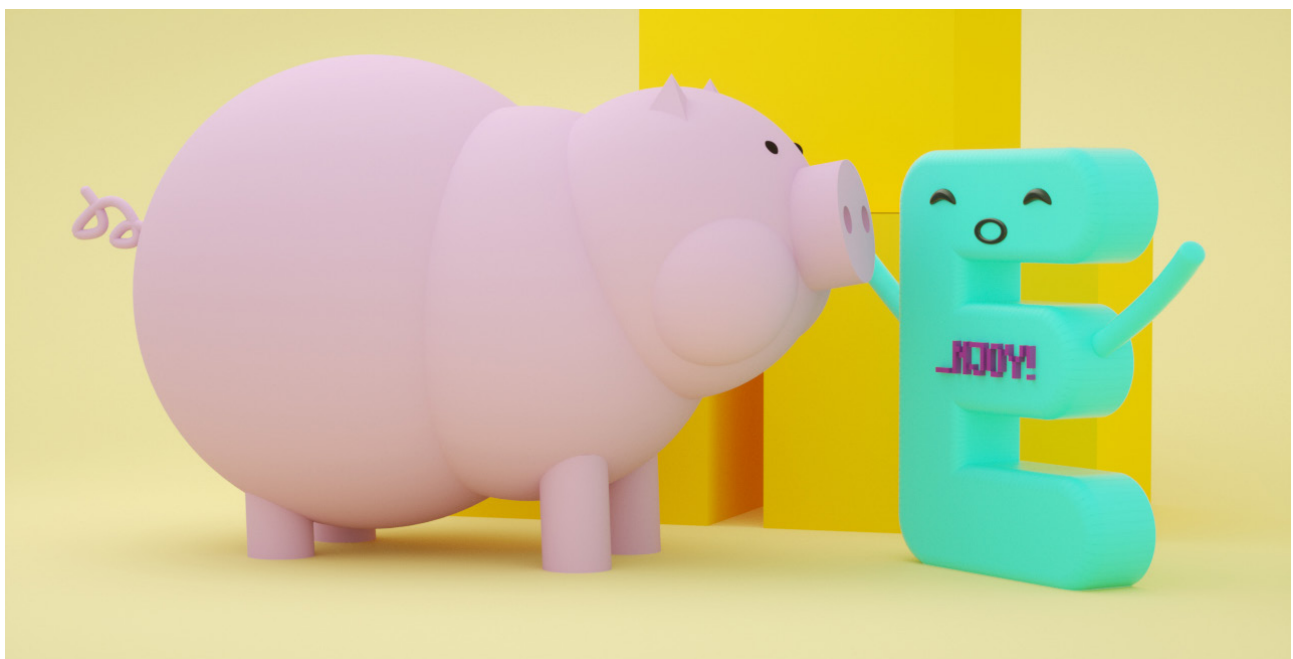
Let's Line Up?

AIM: Break the ice

Objectives: Start cooperation among the group

Level of language required: ◆◆◆

Contents:

Duration: 10 min

	TIME	ACTIVITY	RESOURCES
ACTIVITY	10 MIN.	This activity is easy, quick, keeps pupils moving and talking, plus helps them discover what they have in common. The idea is for pupils to listen to their teacher's prompts and organise themselves in a line (for example, in alphabetical order of last name) Variations, Use A few Of These: ▶ Line up in chronological order of your birthdays ▶ Line up in order of how many siblings you have ▶ Find those who are allergic to the same things as you ▶ Gather with those who have the same coloured clothing as you ▶ Line up in alphabetical order of your fathers' names ▶ Gather in four lines: those who travelled by car to class, those who travelled by bus, and those who travelled another way	

Animals

AIM Warm up activity (divide participants in groups)

Objectives: Appreciate differences between languages and cultures, learn about animals.

Target: Families / Children / Young people

Level of language required: ◆

Contents: Animal names, onomatopoeias.

Duration: 30 m.

	TIME	ACTIVITY	RESOURCES
PREPARATION	20 MIN.	Prepare papers with the name of an animal per participant (it will depend how big is your group. Form the groups of no less than 4 people, so 4 papers with the same animal). Drawing or picture of the animals to show to students.	
ACTIVITY	10 MIN.	Explain that animal sound is different depending of the culture. Say how the animal sound is represented in your language and ask they to share how the animal sound is representend in their own language. Some animals you can use: **DOG** **CAT** **PIG** **DUCK** **BEE** **BIRD** **FROG** **COCK** **DONKEY** **HORSE** **PIGEON** **COW** You can also ask students if they have other animals that they know the sounds in their mother tongues (like Elephant, mice, etc.)	

	5 MIN.	Deal 1 paper with an animal name to each student. They need to find their group by doing the sound of the animal in their own language.	

Extension activity (for further learning):

This artist has comics about different onomatopoeias in different languages https://chapmangamo.tumblr.com/tagged/noises

 You can cover the speech bubbles and let students make their own version with the languages of the class.

Badge name	**Missions**	**Evidences**
Animal embassador	Record a video about how the animal do in your mother tongue	Video

6.2 EVALUATION

We often undertaken evaluation after the activities, and it is an evaluation that aims to decide if pupils have learnt enough or not. The evaluation that we propose from the perspective of non formal education is different:

- ▶ It comes from the participants themselves, not from the teacher-facilitator.

- ▶ It happens in the beginning, in the end and also after the activities. Try to close every activity with a small evaluation (for most of them you will have ideas in the lesson plans to close the activity).

- ▶ It helps them to be aware and responsible of their own learning and get them used to evaluate is one of the competences that allow learning to happen.

- ▶ It's not only about evaluating the knowledge or the learning, but also other aspects. It's especially relevant to focus on the feelings. **Feelings and emotions** are the doors that allow learning. We don't learn just with our heads, but also with our bodies, heart and skin. Connecting with the feelings that they experience during the activities and reflecting on them, is the first step to develop themselves and learn.

- ▶ We evaluate what we have learnt, of course, but we also evaluate what do we want to learn, our objectives and expectations, and also how are we going to use what we have learnt in the future.

- ▶ Other aspects of the activity, apart from feelings and learning should also be evaluated: resources, logistics, facilitator, etc.

Here you have an example of ante evaluation that you can use in the beginning of your training.

Your language temperature

AIM: Visualize language level

Objectives: 1) Raise awareness about language level 2) motivate learning 3) adapt the future activities

Target: / Children / Young people

Level of language required: ◆

Contents: Language level

Duration: 30 min

	TIME	ACTIVITY	RESOURCES
PREPARATION	10 MIN.	Draw a thermometer on a flipchart with the following marks: ► I don't speak neither understand ► I can understand a little ► I can understand but don't speak ► I can understand and speak	Flipchart and color markers
ACTIVITY	15 MIN.	Ask participants to write their names in a post-it and place the post-it in the flipchart, in the level they think they have.	Post-its and pens or markers
FOLLOW UP	5 MIN.	Keep the flipchart and use it again to let them reflect about their language level and if it has improved. (You can keep the flipchart in the classroom)	

6.3 ACTIVITIES TO GET TO KNOW EACH OTHER

Bingo+

AIM: Getting to know each other.

Objectives: Losing the fear of speaking. Gaining more confidence within the group.

Target: Young people

Level of language required: ◆

Contents:

Duration: 1 h

	TIME	ACTIVITY	RESOURCES
PREPARATION	10 MIN.	Print out bingo pages for everybody. You can adapt the bingo to your group (for example, check if someone has blue eyes before putting "have blue eyes" as a feature or check special things about the culture of some of the participants so you can add it to the bingo) and also change or add some questions. Make sure they are open questions (no yes/no answer), so they can talk about them	Printer and paper
ACTIVITY	30 MIN.	Explain that they are going to try to complete a bingo task, but with the name of the participants. ▸ They will need to ask questions to their partners to find out if they match the requirement for the bingo. ▸ When someone has completed the chart, they can scream BINGO, so they won the game	Pens and print-outs
FOLLOW UP	30 MIN.	Arrange the people in couples and give them the questions. One of the participants will ask the questions to the other participant and then they will change roles. If you are working with a small group you can ask them to do it aloud	

Badge name	Missions	Evidences
Constelation	▸ Know the name of all the rest of participants. ▸ Know three things about all the other participants	▸ List of peers ▸ List of three features per participant.

6.4 ACTIVITIES ABOUT ME AND MY ENVIRONMENT

If i were... I would be...

AIM: To encourage participants to start sharing and giving a short description of themselves.

Objectives: Break the ice, work with associations, and deepen the knowledge of specific categories of words.

Target: Young people

Level of language required: ◆

Contents: Description vocabulary.

Duration: 15m

	TIME	ACTIVITY	RESOURCES
PREPARATION	15 MIN.	According to the level of the group, the facilitator can prepare a template with a list of objects/elements to use for the comparison, or alternatively could also ask the participants to come up with their own personal list.	
ACTIVITY	10 MIN.	Have participants coming together sitting in a circle. Explain to the participants how the activity is an association game which works with the formula "If I were... I would be...". Read out loud sentence by sentence providing different elements (e.g. a flower, an animal, a colour, etc.) and the participants shall fill in the blanks with the first word that comes to mind and that they associate with themselves. Remind them to fill in the first association that comes to mind and to avoid overthinking	Blank A4 sheets of paper (one for each participant) Pens, pencils and /or thin markers
EVALUATION	5 MIN.	Invite some participants (if you have enough time, all of them can participate) to give some of the answers they have chosen and ask them to explain their choices. Encourage them to share the stories behind their choices if there is any	

Badge name	Missions	Evidences
My family would be	▸ Find different objects or animals that would also represent the aspect.	▸ Drawing of your family with the objects/animals

Draw yourself

AIM: Learn how to describe people

Objectives: Learn basic vocabulary about description, learn to draw basic shapes, learn names of their peers.

Level of language required: ◆

Contents: Description vocabulary.

Duration: 60m

	TIME	ACTIVITY	RESOURCES
PREPARATION	20 MIN.	Prepare a flipchart or presentation where you explain step by step how to draw a face. It's important that they don't see the whole process at once, but they see it and can do it step by step and the basic vocabulary written down (face, eyes, mouth, etc)	https://bit.ly/2OUwfSl

ACTIVITY	5 MIN.	Introduce the activity: We are going to draw ourselves and practice basic vocabulary about descriptions.	
	10 MIN.	Explain step by step how to draw a face: 1. Draw the shape (an oval) 2. Put 2 dots in the middle to represent de eyes 3. Add a curve line to represent the nose. 4. Add another curve line to represent the mouth. (Upwards is a happy face and downwards is a sad face). 5. Add two semicircles right below the eyes to represent the ears. 6. Add two lines to represent the eyebrows. (Explain how expressive are the eyebrows, so they can represent an angry, doubtul or happy person. 7. Add the outline for the hair. Add some lines inside. (Explain the difference between curly, straight or wavy hair). 8. Add any accessories (like glasses, beard, earrings) 9. Add neck, shoulders and clothes. 10. Add any shade of gray to your drawing to represent darker skin. 11. Write your name below your drawing.	
	15 MIN.	Teacher explain some basic structures to describe oneself: I'm... I have... etc. One by one, students will introduce themselves and their drawings. Then we'll put the drawings somewhere on the wall so they will be visible to the rest of the students. (They can be used in the future, by instance they can put some nice adjectives to the faces of other students).	
	5 MIN.	1. Ask students to draw their families. 2. Explain that to draw a child they need to put the eyes a bit bellow than when drawing and adult. 3. You can give more tips about how to draw faces.	

	15 MIN.	Students draw their families	
	10 MIN.	1. Introduce some expressions for describing a third person: He / she is... has... 2. Arrange them in couples and let them describe their family members to their peer.	

Extension activity (for further learning):

You can play guess who? with the drawing of the students. Ask them to add some details to their drawings like hats, scarves, etc. Then put them (or a selection of them if they are many) on the board. One volunteer will choose one person and the others need to ask him or her questions about this person description detail (for example, has he got blue eyes). Avoid the question "it's a male / female?" so it is more challenging. When they have guessed, ask for another volunteer to think about a person and the others will guess. Repeat the process a couple of times more.

Badge name	Missions	Evidences
Portrait painter	▸ Draw the face of at least 3 friends with different face expressions.	▸ Picture

6.5 EXPLORING MYSELF

Play your feel!

AIM: To learn how to describe emotions

Objectives: Learn vocabulary related to feelings, connect expressions with words, enhance learners' creativity and promote communication through body language.

Level of language required: ◆

Contents: Description vocabulary.

Duration: 40m

	TIME	ACTIVITY	RESOURCES
PREPARATION	5 MIN.	Stick the cards with the faces on the wall. Below each card stick the word card that matches with the feeling expressed in the relevant face card.	

	40 MIN.	Let the learners observe for some minutes the cards and then take the face cards and put them onto a table.	Cards with faces having different expressions
ACTIVITY		Ask the learners to stand up one by one and take by chance one face card.	Vocabulary Cards expressing feelings (happy, sad, angry etc.)
		After examining the card, the student has 5 minutes maximum to do a pantomime in order to describe that feeling. Speaking is totally forbidden.	
		When the audience guesses correctly the feeling the learner sticks the face above the right word card on the wall and then the next one stands up.	
		Continue till all the face cards have been played.	

Walk your feel!

AIM: To learn how to describe emotions

Objectives: Learn vocabulary related to feelings, connect expressions with words, enhance learners' creativity and promote communication through body language.

Level of language required: ♦♦

Contents: Description vocabulary.

Duration: 60m

	TIME	ACTIVITY	RESOURCES
PREPARATION	5 MIN.	Ask participants to walk around the room filling up the space and invite them not to interact with each other.	
		As they are moving around, start to give them instructions, which they should follow until the next one is given to them	

ACTIVITY	20 MIN.	Ask participants to let the quality of their walk be influenced by different paces and different emotions. Allow some time after every instruction in order for participants to try the new feeling for a while. Possible suggestions could be : ***Walk fast*** ***Walk slow*** ***You're happy*** ***You're sad.*** ***You're angry*** ***You're scared*** ***You're confident*** ***You're in a hurry*** ***You're tired*** ***You are a ballet dancer*** ***You are a clown*** ***You are a superstar*** For the first part of the activity it can be interesting also to use different songs with different rhythms instead of spoken instructions and ask them to move according to the emotion that the song has inspired in them.	Music, loudspeakers
	20 MIN.	Give every participant a hard blank A3 paper and ask them to draw in a roughly way the shape of a human body. As you go through the different emotions which have been mentioned in the previous exercise, invite the participants to visualise all those emotions and to create their own personal emotional map, in which they should display where in their bodies they feel specific emotions	Blank A3 hard paper sheets (at least one for each participant) Markers, coloured pencils, water colours Paint brushes
	10 MIN.	Once the maps are completed, invite them to share in small groups (3-4) and look at each other's maps, searching for differences and similarities.	
EVALUATION	10 MIN.	Close the session with a small round with the whole group, checking if there is anybody who would feel like sharing something about his/her emotional map.	

Badge name	Missions	Evidences
My favourite emotion	► Choose your favourite emotion and create a graffiti or lettering with the name of the emotion.	► Picture

Show me!

AIM: To learn how to describe basic actions

Objectives: Practice present tense, learn hobby and daily activities vocabulary, enhance learner' creativity and promote body language expressions.

Level of language required: ◆

Contents: Description vocabulary.

Duration: 45m

	TIME	ACTIVITY	RESOURCES
PREPARATION	10 MIN.	Show a video with daily activities and hobbies. In each pause ask them what the people are doing. If there are any unknown words write them on the board and explain .	Videos with daily activities and hobbies
ACTIVITY	5 MIN.	Mention what are your daily activities and hobbies using the present tense and ask them to say their own.	
	40 MIN.	All of them have to stand up in a circle. Explain to them that each person one by one has to mime an activity or hobby. You start miming an activity (brushing your teeth). The person on your right has to find and shout the activity/hobby in the target language. The one on the right, who found it, is the one who must mime another activity/hobby and the one besides him/her has to do the same. This goes on until all the learners participate. It is better not to repeat the same activities.	

I AM

AIM: To practice vocabulary

Objectives: Learn vocabulary related to feelings, connect expressions with words, enhance learners' creativity & promote communication through body language.

Level of language required: ◆

Contents: Description vocabulary.

Duration: 60m

	TIME	ACTIVITY	RESOURCES
PREPARATION	20 MIN.	Before starting with the exercise, play out a couple of short warm-up games to allow the group to focus and come together. Divide the space in a way that one part can be used as a metaphorical 'stage' and have the group placing itself in front of it.	
ACTIVITY	45 MIN.	The task is to create collective physical pictures which are telling a story. Participants can position themselves on the stage, choosing a position of their liking and stating out loud to the rest of the group what are they represent-ing (like I am a tree, I am a fireman, etc.) and then remain in silence in their chosen position. The idea is to have peo-ple coming one by one, adding elements to the picture. People come in one by one and when everybody is on stage, then the scene is over and another one can start.	
EVALUATION	15 MIN.	Open a moment of reflection at the end of the exercise to recollect which scenes have been created, what kind of stories were played, which characters and make sure to check on how participants felt during the process, as for somebody engaging on a physical level may be very challenging.	

Personal archipelago

AIM: To encourage participants to start sharing about themselves.

Objectives: Learn basic vocabulary about description, learn to draw basic shapes and learn information about their peers.

Level of language required: ◆◆

Contents: Description vocabulary.

Duration: 60m

	TIME	ACTIVITY	RESOURCES
PREPARATION	25 MIN.	Invite participants to imagine themselves as an archipelago, the sum of different elements, which here are represented by a set of different islands; Each island in the archipelago has a specific topic, such as, for example: my family, my hobbies, things I'm good at, things I dislike, etc. Ask participants to draw/create their archipelago using the materials available and writing on each island three things about themselves which are related to the main topic. Out of the three things, two should be true and one should be false.	Various types of paper (hard, soft, blank, coloured) Pens, pencils and /or thin markers Markers, colour pencils Scissors, glue
ACTIVITY	20 MIN.	When everybody's archipelago is ready, invite participants to find a position for it in the room and then send everybody off onto the exploration of the other islands! While visiting someone else's archipelago, participants can leave a sign at the location with their guesses about what they think could be the false facts about the owner of the archipelago.	
EVALUATION	15 MIN.	Close the process in the plenary with the whole group, asking each participant to share about which were the true/false elements of their archipelago. Leave time for people to add any additional thoughts if they feel like it.	

Vision Board

AIM: Young people create their own vision board through drawings to reflect life aspirations.

Objectives: 1) Improve creativity skills 2) develop vision around life objectives and improve planning skills

Level of language required: ◆◆◆

Contents: Read books, choose life objectives ie I want to be a doctor etc and then draw on paper to create a vision board.

Duration: 1.5 hours

	TIME	ACTIVITY	RESOURCES
PREPARATION	40 MIN.	I Pupils speak with peers to identify & explore different life objectives to draw during activity at school and write down options and their future vision they have.	Pen, books, paper

ACTIVITY	20 MIN.	Facilitating pupils to create their own vison boards is lots of fun and tests their creativity. ► We begin by choosing an aspiration and begin to bring it to life through the vision board. ► We ask ourselves several questions about the aspiration: "What does a doctor wear?" "What does a doctor look like?" "Where instruments do doctors use?" etc. ► We can explore online searches to see what type of clothes doctors wear for example or use medical books. ► Once we have finished the investigation, it is time to create what we have learned to produce our own vision board to reflect the aspirations of young people. This activity can be extended over several lessons.	Pen, books, paper, highlighters, books, colours, cellotape, scissors
EVALUATION	10 MIN.	Evaluate the session ask pupils to discuss and talk & write about their vision boards, ask why they chose particular elements and what they like about their choices i.e. future careers etc.	Pen, Paper

Badge name	Missions	Evidences
Vision Board	► Create a vision board to reflect aspirations	► Drawings and vision board

6.6 EXPLORING MY WORLD

The orchestra director

AIM: To practice fast questions and answers, positive and negative.

Objectives: Learn the verb "to be", create a teambuilding spirit on the group and have fun.

Level of language required: ◆

Contents: Description vocabulary.

Duration: 40m

	TIME	ACTIVITY	RESOURCES
PREPARATION	15 MIN.	Before starting the activity, the educator writes and explains on the board the verb "to be" and how to ask and answer direct questions. e.g. "Are you John? No, I am not". Once these questions have been practiced with all the persons (I, you, s/he, we, they), the learners will sit down in a circle.	
ACTIVITY	10 MIN.	Explain that you are going to play a game using the verb "to be". One learner should go out of the room and the rest should form an orchestra and select a Director. The Director should choose an instrument to start with. The learners imitate playing this instrument when the volunteer is asked to return to the classroom. The director should carefully change instruments and the rest of the learners should quickly imitate playing the new instruments. The volunteer should ask different learners the following question: "Are you the director?" Each learner based on his her identity should reply either "Yes, I am" or "No, I am not"	
	30 MIN.	Now select a volunteer who must go out of the room. During the time that s/he is out, the group will choose an "Orchestra Director". Ask the volunteer to enter in the room and stand in the center of the circle.	

My week

AIM: To learn how to describe the days of the week

Objectives: Practice the days of the week, practice verbs in simple present tense, be able to talk about the weekly program and get to know each other better, learn new verbs/practice known ones, practice reading, listening and speaking.

Target: Young people

Level of language required: ◆

Contents: Description vocabulary.

Duration: 60m

	TIME	ACTIVITY	RESOURCES
PREPARATION	15 MIN.	Write down 2-3 different weekly programs (depending on the number of the learners) using sentences with the days of the week (e.g. On Monday I work, On Tuesday I clean my house, On Wednesday I go to the super-market, On Saturday I go out etc.). Daily activities chosen should be as close as possible to reality. Cut the sentences and put them in the hats or cups. Each hat/cup must have 7 different sentences with all the days of the week.	
ACTIVITY	10 MIN.	Divide the class into 2-3 groups and give each a hat/cup with the sentences. Explain to them that there are some sentences with daily tasks in the hat/cup and they have to put them in the correct order to form the whole week. Give the learners some time to read the sentences and to cooperate to put the daily tasks in order.	
	15 MIN.	When they finish ask the groups one by one to present their weekly program reading it out loud and make any corrections. Sum up the vocabulary by writing on the board the days of the week.	
	15 MIN.	Speed dating: Divide learners in pairs and allow them for a few minutes to share with each other one daily task by using the format "On… (day) I do… (task)" Shift the pairs as many times as you wish.	

Badge name	Missions	Evidences
My week	▸ Describe all the things that you do during the week in a timetable and talk about them with a friend.	▸ Picture of the timetable and video of you and your friend during the conversation

Charades

AIM: To use improvisation and gestures to communicate.

Objectives: 1) To improve cultural knowledge about different countries 2) Develop confidence through the medium of drama and improvisation.

Level of language required: ◆◆

Contents: Two teams go head to head with gestures whilst team members work out what they are improvising.

Duration: 1 hour

	TIME	ACTIVITY	RESOURCES
PREPARATION	10 MIN.	The pupils get together in a circle and clap their hands whilst saying there first name. Each pupil has to do the same but also clap & repeat back the names of the people who were before them.	
ACTIVITY	40 MIN.	Split the group into two. The easiest way to play is to have students each think of a famous cultural symbol from a country and write it down on a piece of paper along with the country name and fold it in half. For example someone could chose the UK and write down fish & chips. Then, all students place it into a bowl, and each team of pupils takes turns choosing a paper and acting out what is on it. The team with the most points wins.	Paper, Pens, Bowl,
EVALUATION	10 MIN.	Speak to group reinforce elements of learning around communication and non verbal elements as well as language learning. Ask pupils to write how they felt during the activity on sticky notes and attach to whiteboard.	Sticky Notes

Badge name	Missions	Evidences
Play outside	▶ Play charades with friends of members of the family	▶ Pictures

Paella

AIM Improve listening

Objectives: Improve listening and speaking, know more vocabulary about food

Target: Families / Children / Young people

Level of language required: ◆◆

Contents: Ingredients, instructions

Duration: 1h

	TIME	ACTIVITY	RESOURCES
PREPARATION	15 MIN.	Find the recipe of a typical dish of your country that has got a lot of ingredients (like "paella") in Spain. Print this recipe and check which ingredients are repeated more than once	Printer, computer, internet.

	10 MIN.	Arrange the group in a circle. Give 1 of the ingredients to more than 1 person. Then tell them that you are going to read the recipe aloud and, when they listen to their ingredient, they need to change places, and when you say the name of the dish, like "paella" everybody needs to change places.	Chairs in a circle
ACTIVITY	20 MIN.	Arrange the participants in small groups of 4 people and ask them to write a recipe of their country and underline some of the ingredients. You can help them with vocabulary and grammar.	
	20 MIN	Each group will give some ingredients to the rest of the participants and do the exercise again with their own typical dishes.	
EVALUATION	10 MIN.	Participants will write new words they have learnt in a flipchart.	

Badge name	Missions	Evidences
Internartional cook	Choose one: ▸ Learn how to cook something typical from another country. ▸ Bring a typical dish from your country for the rest of the group to taste.	▸ Picture of the dish

Getting lost

AIM: To increase learners' ability to ask and give information about directions

Objectives: Learn and practice basic words and phrases about directions, improve their pronunciation and speaking in the target language, increase learners' confidence to ask direction instructions in real life, improve learners' cooperative and creative skills.

Level of language required: ◆

Contents: Description vocabulary.

Duration: 60m

	TIME	ACTIVITY	RESOURCES
PREPARATION	5 MIN.	Give the set of LEGO blocks to the learners and help them to create a model of a neighborhood with streets and buildings. Make groups of two. One should have the direction pictures and the other the instruction papers. They have to collaborate in order to match each picture with the correct instruction (e.g. arrow showing on the right – Turn right). Check the correct answers.	Pictures of road signs or direction signs Papers with instructions equivalent to the road/ direction pictures LEGO Blocks
ACTIVITY	10 MIN.	In between you set a starting point in the model and put a name paper on the buildings. You allow the learners some time to examine the buildings in the model.	Papers with names of buildings in the target language
	15 MIN.	Now the learners divided in pairs should move the pawn to a chosen building. One learner is the guide that gives directions (e.g. go forward, and then turn right") and the other moves the pawn based on the directions given. If there is time the roles can change between the pairs. The learner that gives directions selects the destination building without informing the one moving the pawn.	A pawn

Badge name	Missions	Evidences
Not lost	▸ In a map of the city, write the most relevant places	▸ Picture

The doctor

AIM Learn parts of the body. Learn vocabulary related to health

Objectives: Learn parts of the body. Learn vocabulary related to health

Level of language required: ◆◆

Contents: Body parts, health problems

Duration: 1h

	TIME	ACTIVITY	RESOURCES
PREPARATION	30 MIN.	Search and print-out vocabulary related with parts of the body, health problems and usual treatments. If you have a projector, you can find pictures of parts of the body. Find a way to represent different temperatures in a thermometer.	Internet, printer, colored papers or drawings or thermometer.
ACTIVITY	15 MIN.	Introduce some vocabulary related to body parts. You can show some pictures if you have a screen or projector.	Projector
	20 MIN.	Write some sentences connected with health problems like: "have a headache" or "have a rash". Then introduce the game "Simon says": They will arrange themselves in a circle. One of them will say a sentence and make a movement representing the sentence connected with problems in the body parts. He decides if before this sentence he says: "Simon says". Only in this case the rest of the participants will do the gesture. If not, they need to stay still. When someone makes a mistake, this person will lead the game.	
	20 MIN	Give them some situations at the doctor. They will need to play the situation in couples. You can facilitate some vocabulary and useful sentences for the plays.	Descriptions of the situations.
EVALUATION	5 MIN	Stick drawings of a thermometer showing different temperatures (at least one very cold and one very hot) in opposite walls in the room. Then ask your participants to place themselves according to their degree of agreement to your evaluation sentences: ▶ I felt comfortable during the activity. ▶ I learnt new things during the activity. ▶ I feel now more prepared to go to the doctor.	Drawings or colored papers (green, red)

Badge name	**Missions**	**Evidences**

Family Doctor	▶ You need to investigate all the health problems in your family and know the medicines they usually take for these problems.	▶ Write the most common health problem in your family and how you usually deal with it.

SITUATIONS
▶ You have a very serious headache, but you hate taking pills or any kind of medicines.
▶ You have read about a virus on internet and you think you have this virus, but the doctor insists on saying that it is nothing serious and you just need to drink a lot of water and eat fruit.
▶ You have an emergency, but the personnel of the hospital thinks you can wait for hours until the doctor sees you.

Find the word

AIM: To practice vocabulary

Objectives: Be able to describe, relate things or give a definition of a word, improve speaking, listening, comprehensive abilities and promote team building.

Level of language required: ◆◆

Contents: Description vocabulary.

Duration: 40m

	TIME	ACTIVITY	RESOURCES
PREPARATION	15 MIN.	Make a PowerPoint presentation with each slide containing a word.	Power-point presentation with words
ACTIVITY	40 MIN.	Divide learners into two groups. A learner from the first team stands with his/her back to the PowerPoint in a way that s/he cannot see it. The rest of the learners of his/her team must say sentences in order to describe the word. When s/he guesses correctly the educator has to change the slide. This goes on until the timer stops (for example 1 or 2 minutes). The other team does the same and the learners guessing the words are changing in each round. The game is over when all the words have been guessed.	Timer

Recall The Object

AIM: *The idea is to see a number of objects and recall as many as possible.*

Objectives: *1) Develop language skills 2) Enhance memory and confidence*

Level of language required: ◆◆◆

Contents: *Memory and vocabulary activity with objects and card images and flipcharts.*

Duration: *1.5 hours*

	TIME	ACTIVITY	RESOURCES
PREPARATION	40 MIN.	Pupils can practice memory recall activities with their families in order to undertake the activity within the classroom effectively developing language and memory.	Pens, Paper, Image Cards, Objects
ACTIVITY	40 MIN.	▸ Test pupil's memories and vocabulary. Gather 25 objects that can be found in the classroom and lay them all out on the desk. ▸ Show them all to the pupils and then cover everything with a blanket or a sheet after one minute. ▸ Ask the pupils to write down or draw as many items they remember on a piece of paper. Write a list of the items on the flip chart and allow pupils to self-correct at the end of the activity. ▸ This can be repeated in multiple rounds and done with images on cards of items relating to different categories.	Various Objects, Image Cards, Pens, Papers, Flip Chart
EVALUATION	10 MIN.	Evaluate activity discuss with pupils what they liked, disliked and ask what can be improved. Ask them to draw how they feel about the game on a piece of paper.	Pens, Paper

Badge name	Missions	Evidences
Recall The Object	▸ To see and memorise objects and recall as many as possible.	▸ Items written or drawn on paper.

Blind Date Book

AIM: *Explore books and promote reading*

Objectives: *1) Improve subject knowledge 2) raise awareness of words and sentences*

Target: *Families / Children / Young people*

Level of language required: ◆◆◆

Contents: *Choosing and Reading a book and then exploring contents*

Duration: *1.5 hours including prep*

	TIME	ACTIVITY	RESOURCES
PREPARATION	40 MIN.	Get people to choose book and then cover up before session for people to choose.	Books, papers, felt tips and pens, see recommended books list below
ACTIVITY	40 MIN.	People involved in activity will choose the relevant books they want. After this they will discuss choices. This activity can run over multiple sessions so books can be read and then more fruitful discussions can take place.	Handouts & Instructions
EVALUATION	10 MIN.	Discuss favourite characters and mention the main points of the book and what the reader liked the most. The facilitator can also ask questions around for example what did the book remind you of etc.	Paper & pens, sticky notes.

Badge name	Missions	Evidences
Book Love	▶ Read short story to child	▶ Drawing of child

Language	Recommended books
English	‣ Marsh Road Mysteries ‣ Harry Potter Series ‣ The Chronicles Of Narnia ‣ Journey To The River Sea ‣ War Horse
Spanish	‣ La Gallinita Roja ‣ La Arana Muy Ocupada ‣ La Vida De Celia ‣ Perro Grande….. Perro Pequeño ‣ Todos A Celebrar!
Italian	‣ Collana Raccontimmagini ‣ Italiano Facile Per Bambini ‣ Il Pesce Arcobaleno ‣ Oh Che Bel Gioco! ‣ Al Circo

Tower Builder

AIM: *To answer quiz questions, broaden language learning and knowledge.*

Objectives: *1) Enhance knowledge 2) Boost vocabulary*

Target: *Families / Children*

Level of language required:◆◆◆

Contents: *Undertake quiz, use building blocks and aim to win as a team.*

Duration: *1.5 hours*

	TIME	ACTIVITY	RESOURCES
PREPARATION	40 MIN.	Practice quiz question sheets are passed to pupils who can try them with their family at home, in preparation for the classroom activity.	Quiz sheet, pens, paper

	40 MIN.	▶ Divide the class into 2 teams.	Pens, paper, blocks, quiz sheets
ACTIVITY		▶ Choose a pupil from each team and ask quiz questions on any subject.	
		▶ If the pupil answers correctly, then a building block is taken from the tower and left on the table. A pupil from the opposing team must place it on top of the tower, and answer the next question	
		▶ If the pupil answers incorrectly, then another block is taken from the tower and left on the table. But a pupil from their own team must place it on top of the tower and answer the next question.	
		▶ The team that makes the tower fall loses, and has to rebuild it for the next game.	
		▶ The winning team gets a prize, a bonus point, a privilege, etc.	
EVALUATION	10 MIN.	Evaluate session asks pupils how they felt about the activity. Ask pupils to record views on sticky notes and stick them to the wall.	Sticky notes, pens

Badge name	Missions	Evidences
Tower Builder	▶ To win the quiz without the tower blocks falling.	▶ Quiz Scoresheet

Sample Of A Quiz Sheet Handout
The number of questions can be increased as required:
▶ What colour are often the domes of churches in Russia?
▶ In which Spanish city did the Joan Miro museum open in 1975?
▶ Who was the original author of Dracula?
▶ Who painted the famous Mona Lisa painting?
▶ Which famous French engineer designed 2 bridges for the city of Porto?
▶ Who wrote the famous play Romeo & Juliet?
▶ What is the most common language in the world?
▶ Approximately how many people speak English around the world?
▶ What is Germany's national symbol?
▶ What is the capital of Italy?

Answers

1)Gold 2) Barcelona 3) Bram Stoker 4) Learnado De Vinchi 5) Gustave Eiffel

6) Shakespeare 7) Mandarin 8) 1.5 Billion 9) The Eagle 10) Rome

Spin To Victory

AIM: *To answer as many questions correctly as possible.*

Objectives: *1) Enhance knowledge 2) Build communication skills*

Target: *Families / Children*

Level of language required: ◆◆◆

Contents: *Use whiteboard as interactive activity base and a magnetic spinner to ask relevant questions (can use board game as alternative instead of whiteboard or a cardboard version.)*

Duration: *1.5 hours*

	TIME	ACTIVITY	RESOURCES
PREPARATION	40 MIN.	Pupils are able to practice beforehand with families and answer subject specific questions in prep for classroom activity.	Test questions, pen, papers
ACTIVITY	40 MIN.	▸ Draw a circle on the whiteboard with different sections inside focusing on language learning or interculturality can also be further adapted i.e. different subjects, categories of a single subject, numbers for points, etc. ▸ Place the magnetic spinner in the middle of the circle ▸ Split the class into 2 teams ▸ Have each student spin the spinner ▸ Depending on what they land on, ask them a question ▸ If they answer correctly, they get a point for their team (or multiple points if you make the different sections of the spinner into various points) ▸ The winning team gets a prize, a bonus point, a privilege, etc.	Whiteboard (can also be boardgame or done on card) Magnetic Whiteboard Spinner Dry-erase markers Vocabulary list/test review, questions/flashcards/etc
EVALUATION	10 MIN.	Evaluate activity ask pupils what was their favourite part of the exercise, what they didn't like, what could have been better. Ask pupils to draw their overall feelings about the game.	Pen, Papers

Badge name	Missions	Evidences
Spin to Victory	▸ To obtain as many points as possible and answer questions correctly	▸ Scoresheet

Examples Of Questions
▸ What is the most linguistically diverse country in the world?
▸ What is the currency called in Spain?
▸ Which country is known as the land of no rivers?
▸ Which country is the most diverse in the world?
▸ Where was the world's oldest fossil found?

Answers

1: Papa New Guinea 2: Euro 3: Saudi Arabia 4: India 5: Australia.

Our shared culture

AIM *Share and appreciate our culture,*

Objectives: *find things in common, communicate better, work on identity*

Level of language required: ◆◆

Contents: *Vocabulary, description, multiculturality*

Duration: *1h*

	TIME	ACTIVITY	RESOURCES
PREPARARATION	60 MIN.	Find some different magazines.	
ACTIVITY	20 MIN.	Ask participants to think about what are the things that define who they are and cut 5 pictures in the magazines that can represent them and their culture. Each one will share the pictures and explain why this picture represent him/her.	Magazines, scissors
	15 MIN.	Arrange them in small groups of 4-5 people and ask them to share their pictures and find the ones that are repeated and the ones that are unique, and arrange them in a collage.	A3 paper, glue

	15 MIN.	Each group will designate a speaker who is going to present the collage and explain the collage. After that, put the collages on the wall.	
EVALUATION	10 MIN.	Show them some emojis and ask them to draw the emoji that better represent them during the activity. They can put the post-it next to the collage the have just created.	Post-its, markers or pens.

Badge name	Missions	Evidences
Shared culture	▶ Draw or find a symbol that represents the group for you. You can make a badge with the symbol. (You can do this mission alone or in a group)	▶ Image or badge

A home

AIM *Learn parts of the house*

Objectives: *Develop language interaction, express feelings and needs*

Level of language required: ◆

Contents: *Parts of the house*

Duration: *1h 30m*

	TIME	ACTIVITY	RESOURCES
PREPARATION	60 MIN.	Prepare sheets with vocabulary related to the different parts of the house.	
ACTIVITY	30 MIN.	Divide the group in couples or trios and give each group the vocabulary of a part in the house. They will prepare a small conversation that happens in that part of the house and represent it in front of their peers.	Vocabulary sheets
	10 MIN.	Ask them to think about the difference between a "house and a home". What they need to feel at home?	

	15 MIN.	Give them some time to draw or write what does it mean "a home" for them. They can talk about their ideas or keep them for themselves	
EVALUATION	5 MIN.	Allow some time in the end to let them express how they felt during the session.	

Jobs

AIM *Get prepared for a job interview*

Objectives: *Get to know vocabulary related to the job, overcome fear of speaking, practice skills to get a job*

Level of language required: ◆◆◆

Contents: *Job vocabulary, formal conversation*

Duration: *1h*

	TIME	ACTIVITY	RESOURCES
PREPARATION	30 MIN.	Prepare some vocabulary related to jobs and job interview.	
ACTIVITY	15 MIN.	Introduce some jobs to the participants (you can use vocabulary sheets of project some images)	Projector, computer.
	20 MIN.	Some of the participants will be the job interviewers and some of them the job seekers. Ask them to choose 5 jobs and put them on a big signboard on the wall. The job interviewers need to prepare questions to the job seekers, while the job seekers need to find a way to introduce themselves to the job interviewers. Make two groups and give them some time to prepare their part. They need to prepare a general part and a specific part related to the 5 jobs they have chosen.	Paper, pens, markers.

	20 MIN.	One of the job interviewers and one of the job seekers will represent a scene of a job interview for a job written on the signboard. You can help with specific vocabulary related to the jobs chosen.	
EVALUATION	5 MIN.	Ask them to arrange in a circle and make a statue that represents how was the session for them.	

Badge name	Missions	Evidences
CV Master	► Prepare your cv to fin a job.	► Document

Infographic

AIM *Develop visual skills*

Objectives: *Learn how to search and summarize information, improve digital skills*

Level of language required: ◆◆

Contents: *It depends on the topic, new technologies.*

Duration: *1h*

	TIME	ACTIVITY	RESOURCES
PREPARATION	60 MIN.	Find different examples of infographics to explain them to the participants. https://www.canva.com/templates/search/infographics/ Try to find infographics that match their interests. You may also need to get used to the tool CANVA: https://www.canva.com/ It's quite intuitive, but take some time exploring all the features, so you can help your participants better.	
ACTIVITY	30 MIN.	Explain the participants what is an infographic is and, why are used for and why it is a good way to transfer information.	Projector, computer.

	10 MIN.	Introduce the tool CANVA and explain how to use it and the steps to create an inphogaphic. ▸ Choose a topic ▸ Determine the key takeaways of your content ▸ Determine the title, headers, sub headers and facts ▸ Consider the length of paragraphs and points ▸ Find icons, drawings and pictures to visualize your content ▸ Design the infographic using a Canva template (they can search directly in google: infographic Canva)	Paper, pens, markers.
	30 MIN.	Divide the participants in smaller groups and give them time to go through the steps of the process.	
EVALUATION	10 MIN.	They show the infographics they just created. The rest of the group think about the things that they like about the infograpics of their peers and also ideas for improvement (they can write a post-it for every piece of feedback)	

Badge name	Missions	Evidences
Visual helper	▸ Design an infographic about the high school, the organization or about relevant information for new migrant (like social welfare, facts about the city, etc).	▸ Infographic

Movie stars

AIM *Improve speaking skills*

Objectives: *Know more about films and culture,*

Level of language required: ◆◆

Contents: *Films, culture, conversation*

Duration: *3 hours*

	TIME	ACTIVITY	RESOURCES
PREPARATION	120 MIN.	Find film excerpts with dialogue scenes	Computer, internet.
ACTIVITY	10 MIN.	Introduce some vocabulary about films and movies and ask your participants what films they know and they like.	
	30 MIN.	Tell the participants that they are going to be movie stars. Show them the film excerpts without voice and ask them to divide into groups or pairs and choose one of the movies and invent the dialogue for the scene. Give them time to prepare the scene.	Projector, computer, film excerpts.
	15 MIN.	They will represent the scene with the movie projected but soundless. You can make a competition and prepare some awards for the best actor and actress.	
EVALUATION	5 MIN.	Ask the participants to choose the title of a movie that reflect how they felt during the activity and share it with the group.	

Extension activity (for further learning):

Ask them to show the most famous movies in their countries in the class. They can find the trailer and then explain what is the movie about, if they like it or not and why.

Badge name	Missions	Evidences
Cinema-lover	▶ Watch a movie in the vehicular language	▶ Written review of the movie

Newspaper

AIM *Improve reading*

Objectives: *Learn more about the social context, cooperate with the group, gain motivation to read newspapers.*

Level of language required: ◆◆◆

Contents: *News, past tense, social background*

Duration: *1h*

	TIME	ACTIVITY	RESOURCES
PREPARATION	60 MIN.	Collect the most well-known newspapers. You may mix local and national newspapers.	
ACTIVITY	10 MIN.	Tell the participants that you are going to create a newspaper together. Divide the class into different groups: each group will take responsibility of a section of the newspaper. The sections you may use are: International, national, local, society, culture, sports, economy, opinion.	Newspapers, A3 paper, scissors, glue, markers.
	20 MIN.	They are going to create their section, so they need to find the news that seems more important for them or that draw their attention. Ask them to read the news, cut the title and pictures and then summarize the content to express that in their own words. You may help them with the vocabulary and sentences that are not clear for them. You can also use this activity to talk about the social and political reality of the country.	
	20 MIN.	Give them time to read their sections of the newspaper and ask them to find a name for the newspaper of the class.	
EVALUATION	10 MIN.	You can have a small conversation about how they perceive the newspapers, if they could notice the difference between them and if there are some news stories that they miss in the newspaper they have just read. Ask them if the newspapers in their home countries look the same or they are different.	

Extension activity (for further learning):

Create a newspaper of the class, where they can write about the news happening in their lives or in their context. It can also be a blog where they may write articles and opinions.

Badge name	Missions	Evidences
Reporter	▶ Participate in the newspaper/blog of the class. You may choose to write an article about something happening around, but also an interview, a picture, an opinion piece, etc.	▶ Post in the blog or in the class newspaper.

Storytelling

AIM: *Young people learn creativity and explore their lives through the medium of storytelling.*

Objectives: *1) Improve creativity skills 2) develop communication skills and confidence*

Level of language required: ◆◆◆

Contents: *Work in groups, draft stories, share experiences and journeys, use flip chart to create a spider-chart of life stories ready to share with group.*

Duration: *1 hour*

	TIME	ACTIVITY	RESOURCES
PREPARATION	20 MIN.	Pupils introduce themselves to fellow pupils. After the ice breaker groups are created. In each group each individual shares their story or journey. Pupils make a note of key elements in each others stories and explore comparative experiences.	Pen, books, paper
ACTIVITY	30 MIN.	Facilitating pupils to retell their stories and life journey through drawing and creative art, is lots of fun and tests their creativity. ▸ We begin by facilitating the creation of smaller groups within the main group. Facilitate workshop and begin to bring it to life by creating stories shared by pupils through drawings, artistic representation, words etc recorded on flip chart paper. ▸ Pupils are asked some set questions which vary from group to group in order for them to think more deeply about their stories and how they can present them to others. ▸ Pupils can use books & digital sources to support building their stories. ▸ After the initial exploration session pupils then prepare to share their journeys in life through telling a story to the wider group, this can be done individually or in groups combining stories depending on time availability. They then present to the group using oral communication skills, acting, role play or drama to present their stories.	Pen, books, paper, highlighters, books, colours, flipchart,
EVALUATION	10 MIN.	Evaluate the session ask pupils to discuss, talk & write about their flipcharts, ask why they chose particular elements and what they like about their choices ie also ask what will their future stories look like etc.	Pen, Papers

Badge name	Missions	Evidences
Storytelling	▶ Create a flipchart to reflect stories of young people	▶ Drawings, notes and flip chart

6.7 Badges

Some of the activities have a badge after them. This badge is earned by doing some mission related to an activity. These missions are related to their family, their environment or other actions that will allow them to fix and share what they have learned.

Getting these badges is optional, but it is highly recommended, so that the students have a proof of what they have learned and they are motivated to do activities beyond the walls of the classroom. This is especially relevant if the language class is given in a non-formal context, without official recognition such as a certificate or diploma.

We recommend that you explain what badges are (you have them in Chapter 4 of this handbook) and encourage them to collect them. We offer you a passport with 9 slots for students to choose 9 badges they want to get and fill in their passport. You can think of a prize or reward when they manage to fill in all 9 passport slots.

You can also create your own badges or they can even create the badges of what they want to learn and decide missions and evidence. You can draw it by hand or use some application like canva: https://www.canva.com/ to do it.

We recommend that you print out the sheet with the badges that they can get throughout the course, so that they see which ones they are most appealing and which ones they want to get to fill out their passport. At the end of the lesson, enter the associated badge (if any) and give them a specific time to earn it (it is important that they get used to respecting deadlines).

Print the badges on sticker paper, cut them out and stick the badge they have obtained in their passport.

If you want to use these badges digitally, you can do so by following the link to the Open Learning Experience project:

https://www.badgecraft.eu/auto/join/6cdc422b-1e3d-47c7-8a57-0d87745dd2e9

In this case, ask your students to download the Badge Wallet application so they can earn and collect the badges.

Badge Wallet lets you:

- ► Earn badges by typing badge code or by scanning QR code

- ► Join badge projects and program to develop and recognize competencies

- ► Complete badge quests and tasks

- ► Upload text, photo, video or files as evidence to support achievements

- ► View progress of learning, development and achievements

- ► Store credentials and achievements in one place

- ► Share achievements on social networks, online profiles or CV

- ► Showcase competencies, achievements and credentials
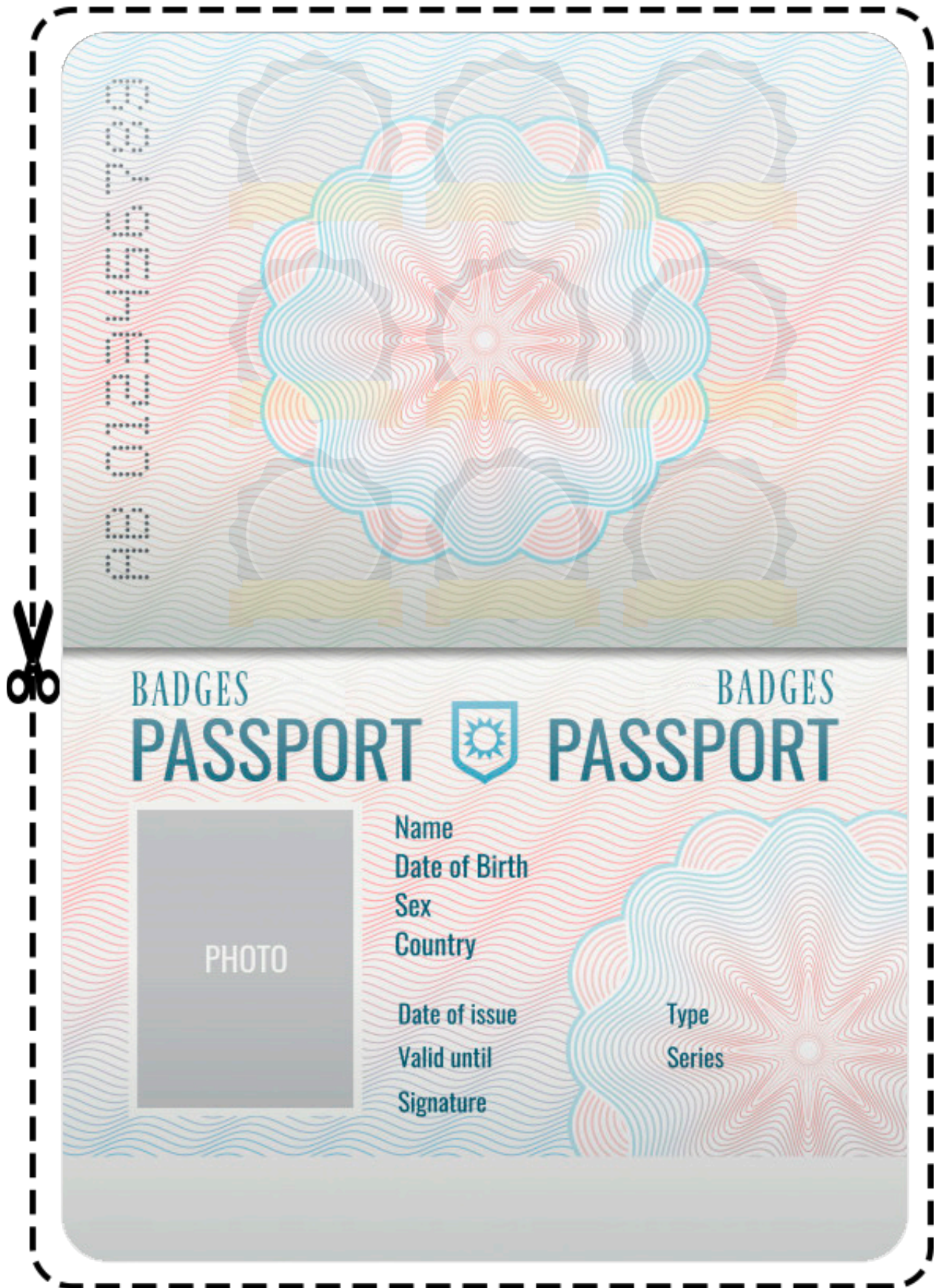
More about Badge Wallet features: http://www.badgewallet.eu

ANDROID:

https://play.google.com/store/apps/details?id=com.badgecraft&hl=es

IOS:

https://apps.apple.com/us/app/badge-wallet/id1169077003

BADGES TO GET

ANIMAL EMBASSADOR

BOOK LOVER

CINEMA LOVER

CONSTELATION

INTERNATIONAL COOK

SHARED CULTURE

CV MASTER

FAMILY DOCTOR

NOT LOST

RECALL THE OBJECT

PORTRAIT PAINTER

PLAY OUTSIDE

REPORTER

SPIN TO VICTORY

STORYTELLING

TOWER BUILDER

VISION BOARD

VISUAL HELPER

MY WEEK

My badge passport

BADGES

PASSPORT

BADGES

PASSPORT

PHOTO

Name
Date of Birth
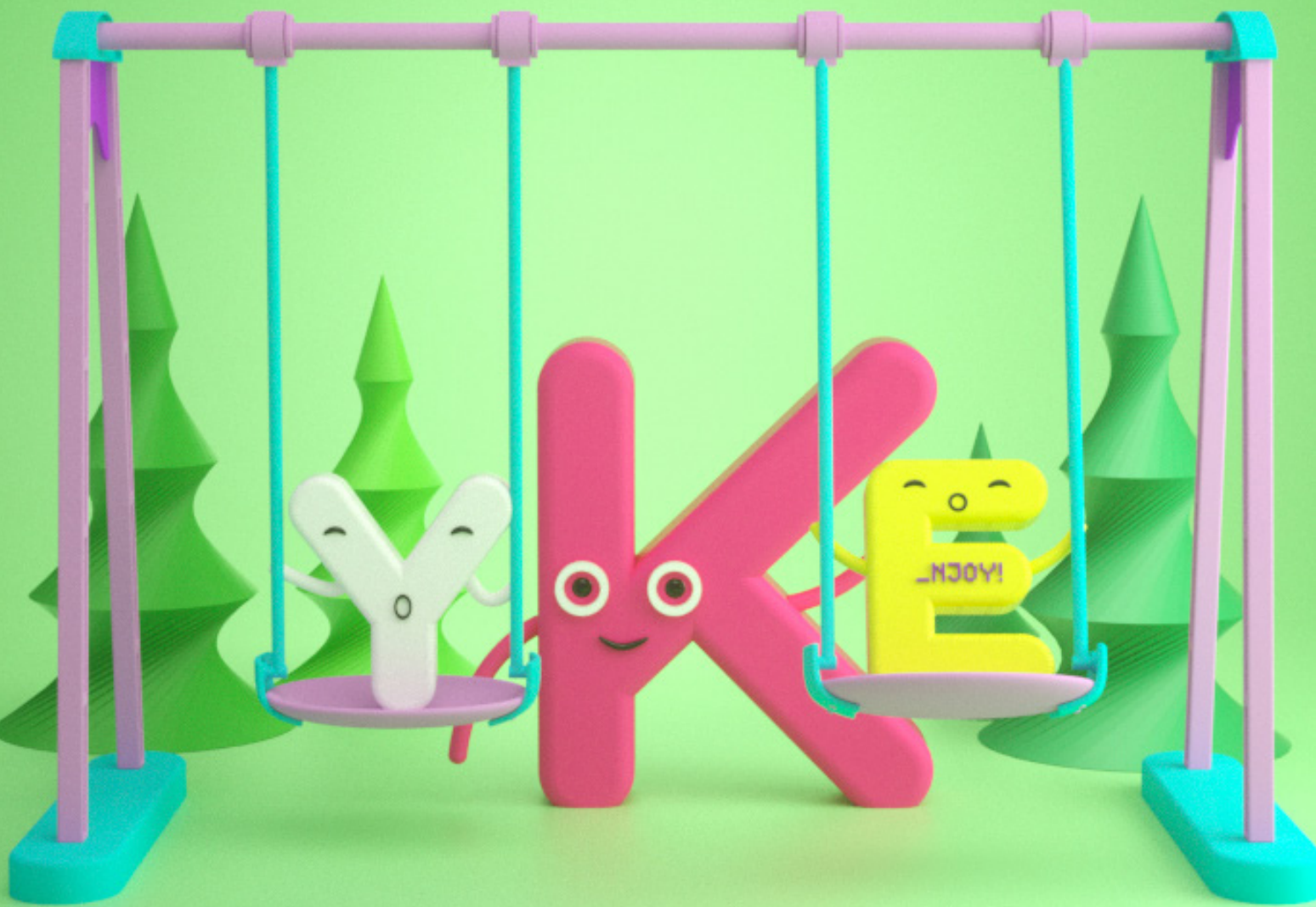Sex
Country

Date of issue

Valid until

Signature

Type

Series

ADDITIONAL RESOURCES
FAMILY LEARNING

"Family means no one gets left behind or forgotten."

– David Ogden Stiers

7.1. FAMILY LEARNING

In contemporary society immigration is prevalent in many states, cities and countries. The UK has a long history of migration to its isles spanning centuries. New arrivals and children of existing immigrants may speak English as a second or third language. EAL teaching support is required in school and educational classrooms to support children for whom English is an additional language.

The development of EAL pupils has a range of related stakeholders such as parents, families, schools, councils, the government & healthcare providers as well as other institutions. Family learning plays an important role for migrant children and their development within society and the educational environment. Refugees & asylum seeking children and families also face similar as well as different kinds of challenges living in the UK (Cassarino, 2004).

Many migrant families and their children can encounter issues around maintaining their mother tongue language. Some immigrants continue to use their mother tongue language side by side with English or the dominant language in there environments (Pauwels, 2005). 'Language maintenance' is the phrase used to refer to people who maintain their mother tongue when there is another dominant language used in society (Mesthrie, 1999).

In contrast there maybe some children of existing immigrants who begin to adopt the dominant language this is known as 'language shift' (Clyne, 2003). Language maintenance has many social and cognitive advantages for families (Bialystok et al 2008).

Family Language Policy (FLP) aims to explore the various elements related to language maintenance and language shift, related to this Spolsky (2004) presented three core components which were:

- ► Language ideologies in the family

- ► The associated language practices

- ► The language management i.e. the attempts administered by families to organise the use of language within the home context.

The FLP method is useful in order to explore and better understand the experiences of migrant children in British schools and how language plays a part in their daily lives as well as understanding the role of the family. The FLP avenue allows interested parties to explore the relationship between language and the environment (Haugen, 1972).
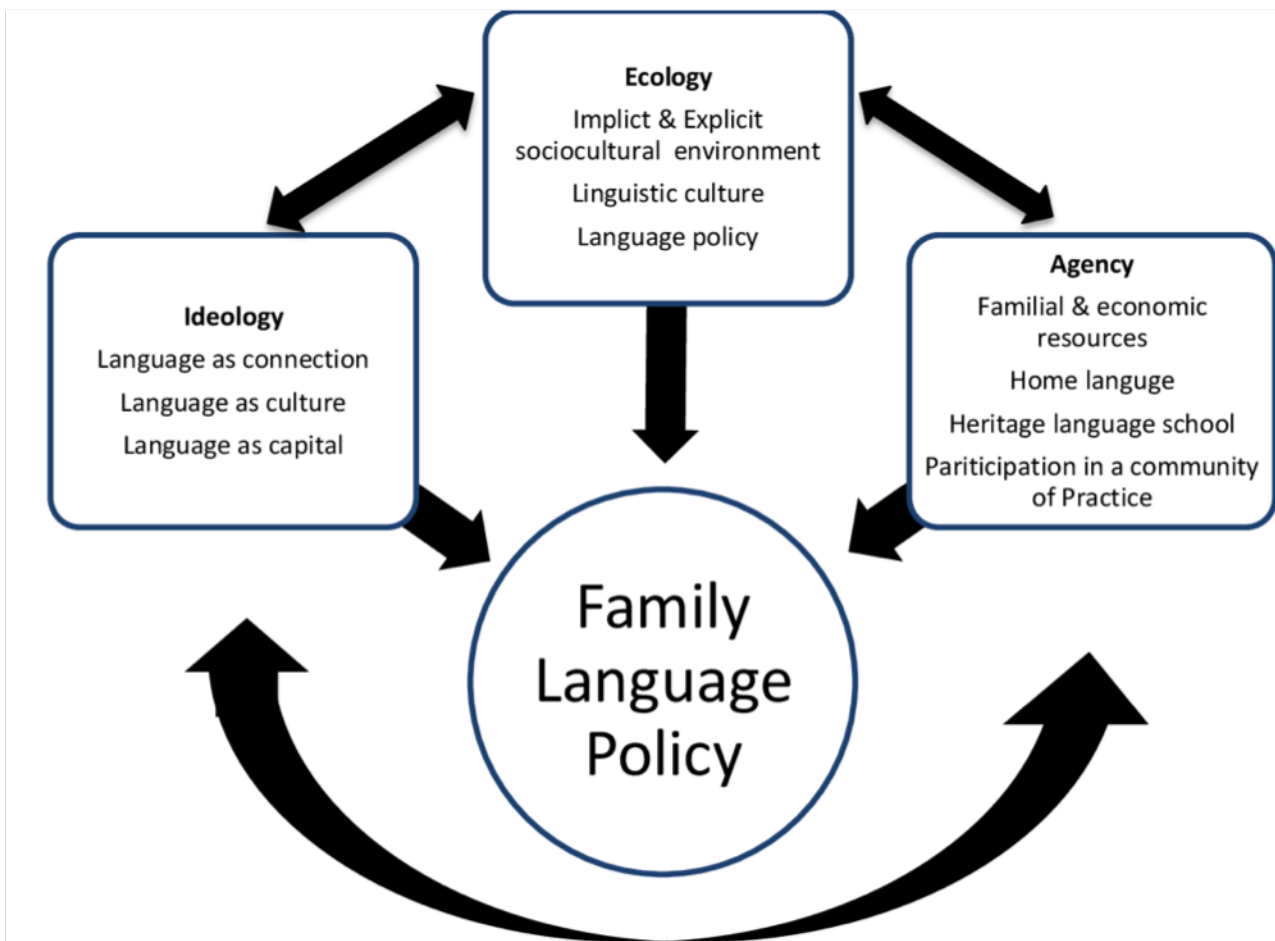

Figure 1:3 Conceptualisation Of Family Language Policy (Seo, 2017)

Family Learning is enhanced through the FLP model as shown in the diagram above. The elements within this model show the connecting factors and nature of the processes involved. The model has three core features which are:

► **Ideology**

► **Ecology**

► **Agency**

Ideology, discusses language as culture, connection and capital. Ecology focuses on linguistic culture, linguistic policy and the sociocultural environment. Agency concentrates on the home language, family and economic resources amongst other areas.
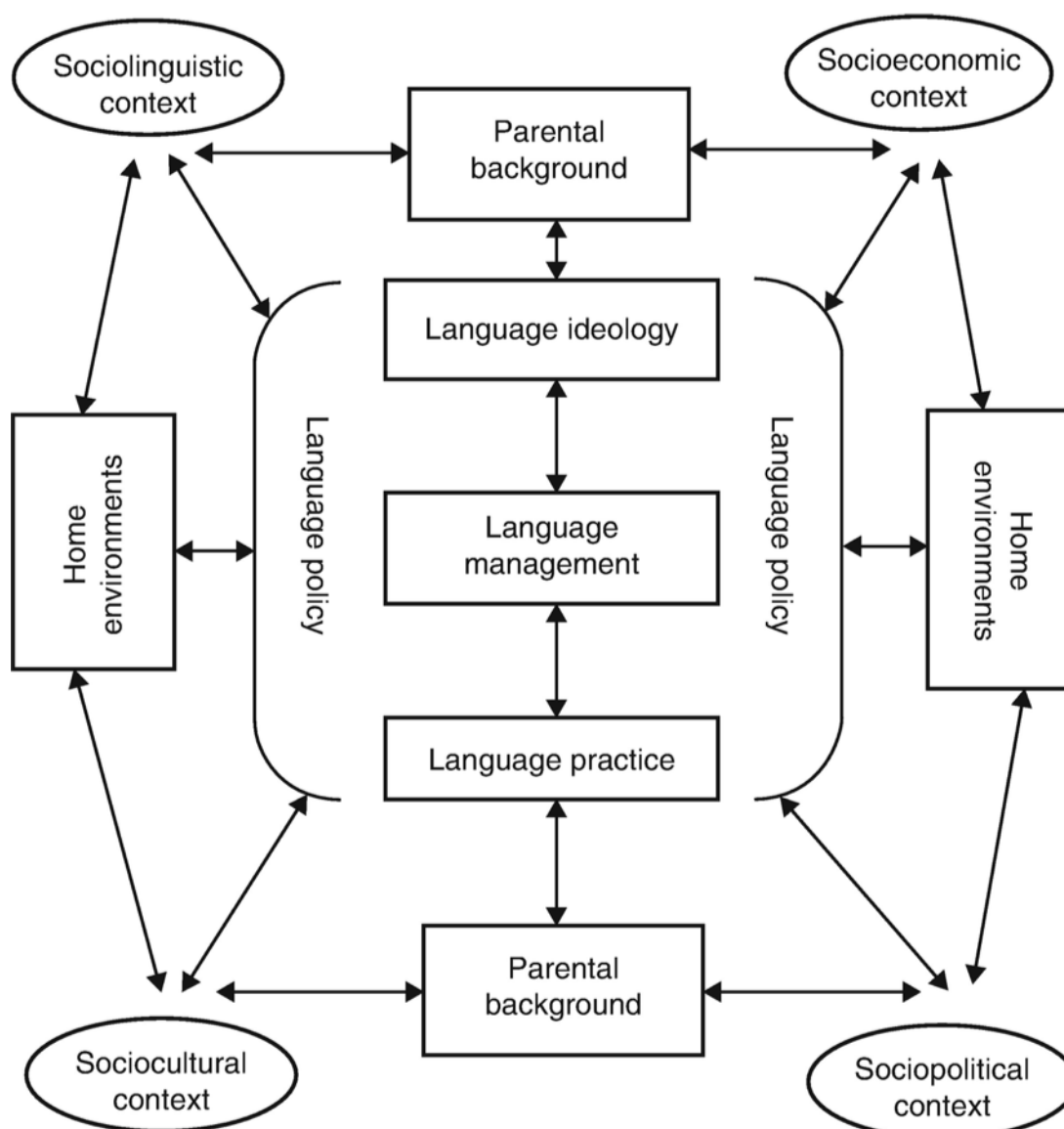

Figure 1.4: Family Language Policy Model (Liu, 2018): Family Learnin

Case Study: EAL Family Learning Club

Family Learning Club at Church fields was born out of a need to provide partnership between school, parents, students and communities. It was the first step towards a grass- roots form of EAL Whole School Provision. It proved to be an effective strategy for rescuing identity and promoting cultural awareness and valuing other languages. Family Learning generally is recognised as an activity for the promotion of integration between parents and students. The aim of this project, developed at a secondary school in Swindon, is more than the fostering of a partnership between students and parents.

The prime objective of the EAL Family Learning Club is to provide a network of support and an opportunity for parents, students, teachers and the school to align themselves, to develop identities, to share, to learn and to teach and ultimately to create a true community of practice. This community of practice can foster multicul- turality, multimodality and a greater sense of citizenship. It can also create opportunities for communication where communication was failing, for involvement and participation where these were lacking.

As a non-native speaker myself, I had experienced the same cultural and linguistic shock experienced by mi- grant children and parents when arriving in the UK. I endeavoured to duplicate within the EAL Department what I'd seen in my academic environment in Brazil, and when I was made EAL Co-ordinator I introduced a vigorous system of linguistic assessment using the Trinity College London examination suite.

- ▸ Certain things started to be manifest:

- ▸ The more the EAL population was given voice, the more voice it wanted.

- ▸ EAL students became mouth-pieces and loud speakers for the voices of their parents or guardians.

- ▸ Teaching UK style ESOL / EAL whilst giving the EAL population an identity seemed to reach down into the roots of the EAL community and the department became increasingly involved in social issues.

- ▸ With the help of some funding from the sympathetic Local Authority a Family Learning Club was estab- lished and held evenings after school.

- ▸ Parents began using this situation to talk about some of the issues they encountered when living in the UK.

Our **Community of Practice** was born out of a clear need for multicultural communication and we started slowly to achieve this and saw that it also began to offer tangible links between school, the student, the par- ents and the community. After a while, parents were volunteering to help out as teaching assistants, sharing knowledge, asking for and giving help, contributing, communicating and participating and becoming pas- sionate about fostering the identity of everyone involved in our Family Learning Club."

The case study relating to Family Learning in a British school in Swindon (Neves, 2015) highlights the impor- tance of contributing factors which can support the development of children who use EAL. The environment a migrant child experiences is important in supporting social, psychological and educational development. A variety of stakeholders working in tangent can support the development of young migrants.

Direct parental involvement within a home environment can be a decisive factor in helping support young migrants build confidence and succeed within an educational environment (Desforges & Abouchaar, 2003). Parents can help nurture their children in a positive manner through the medium of a strong home environ- ment.

Family learning as a concept has been developing positively over the last few years in the UK. Family learning classes are run in many schools in the UK. They give parents and carers the opportunity to find out how things

are taught in their own child's school, as well as a chance to share ideas with other parents and develop their own skills. The concept of Family Learning is widely known in the UK. However the success of such methods can often depend on the levels of engagement between families, parents and schools (Conley & Albright, 2004).

The parents of migrant children, refuges or asylum seekers in the UK may have problems around communicating in the English language which can become a barrier for them to participate and engage schools (Drury, 2007). Family Learning allows a bridge for such parents to engage with their children's educational facilities and learning environments having a more inclusive and holistic effect.
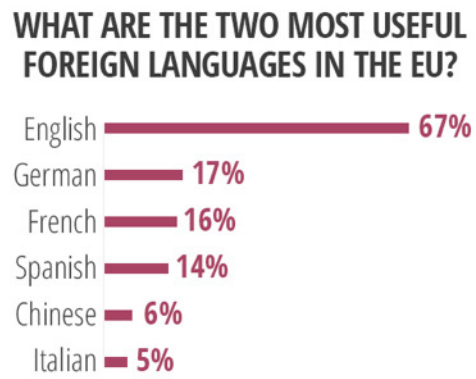
Decades of research has verified that bilingual tendencies and multi language abilities assist in cognitive development and brain function of young people (García & Náñez, 2011).

The best practice fundamentals and protocol can positively assist young people in enhancing speech, communication and core language skills. These avenues can become important anchors supporting children learning EAL as well as wider pupils from across schools. Some of these aspects are (Scott, 2008):

- ► Allowing young people equal opportunities to access to the entire curriculum.

- ► Utilising in excess of one language is beneficial and is a development avenue for both young people and parents involved in Family Learning.

- ► Good development of a child's first language has a positive effect on the development of other languages.

- ► An environment where there are possibilities to speak multiple languages is a prime context which should be valued.

- ► The use of stories, books, rhymes and songs are a vital part of worldwide cultural and linguistic heritage.

Children with EAL might have to learn (Wood, 2019):

- ► A new set of sounds and sound groupings

- ► New intonation patterns

- ► A new script or alphabet

- ► A new set of sound symbol relationships

- ► New vocabulary

- ► New grammar

- ► New non-verbal signals

- ► New rules about social conventions and language

- ► Ability to relate to people and express feelings and emotions in a new language

SURVEY

WHAT LANGUAGE HAS THE MOST NATIVE SPEAKERS IN THE EU?

In 2012

13% English

12% French

16% German

13% Italian

8% Polish

8% Spanish

MOST WIDELY SPOKEN FOREIGN LANGUAGES IN THE EU

English — **38%**
French — **12%**
German — **11%**
Spanish — **7%**

WHAT ARE THE TWO MOST USEFUL FOREIGN LANGUAGES IN THE EU?

English — **67%**
German — **17%**
French — **16%**
Spanish — **14%**
Chinese — **6%**
Italian — **5%**

19/25*

Number of member states where English is the most widely spoken foreign language
*out of the 25 countries where it is not an official language

europarl.europa.eu

Sources:
European Commission

Figure 1:5 Source: European Commission (2012

Figure 1:6 Family Learning Word Cloud

The benefits of 'Family Learning' can enhance and develop the outcome opportunities for migrant children through the involvement of adult family members (Mackenzie, 2010).

Family Learning methods often conclude in a variety of benefits for adults and children, especially for families who may be socially and economically deprived.

Family learning can have an impact on economical costs for vulnerable families, through better health and well-being, enhanced engagement with society, positive attitudes to learning , greater self esteem and motivation and job opportunities for adults, alongside the development of youth (Kabuto & Martens, 2014).

Family Learning is an important tool particularly for young migrant families as well as refugees and asylum seekers. The opportunities provided by this method of engagement can provide extra support to migrant families and increase the chances of success and integration both for adults and young people (Andrews, 2001).

Community learning

Wellbeing and wellness are important in a community setting. Wherever communities exist there has to be a certain level of wellness to maintain social order, as well as the surroundings humans thrive in will impact upon wellbeing levels. There needs to be adequate facilities such as hospitals, medical care, schools, low levels of antisocial behaviour, low crime and employment opportunities amongst other factors (Robeyns, 2017).

Health promotion is extremely important in community settings. Improving or suggesting ways to improve health can help motivate and uplift individuals. Pushing the health agenda allows people to have a greater level of wellbeing. Wellbeing can prosper if communities interact together through networks, speaking cohesively on community matters and collective action. Positive Community Learning can allow for the enhancement of education and social progression adding to enhanced wellbeing (Ferguson, 2008).
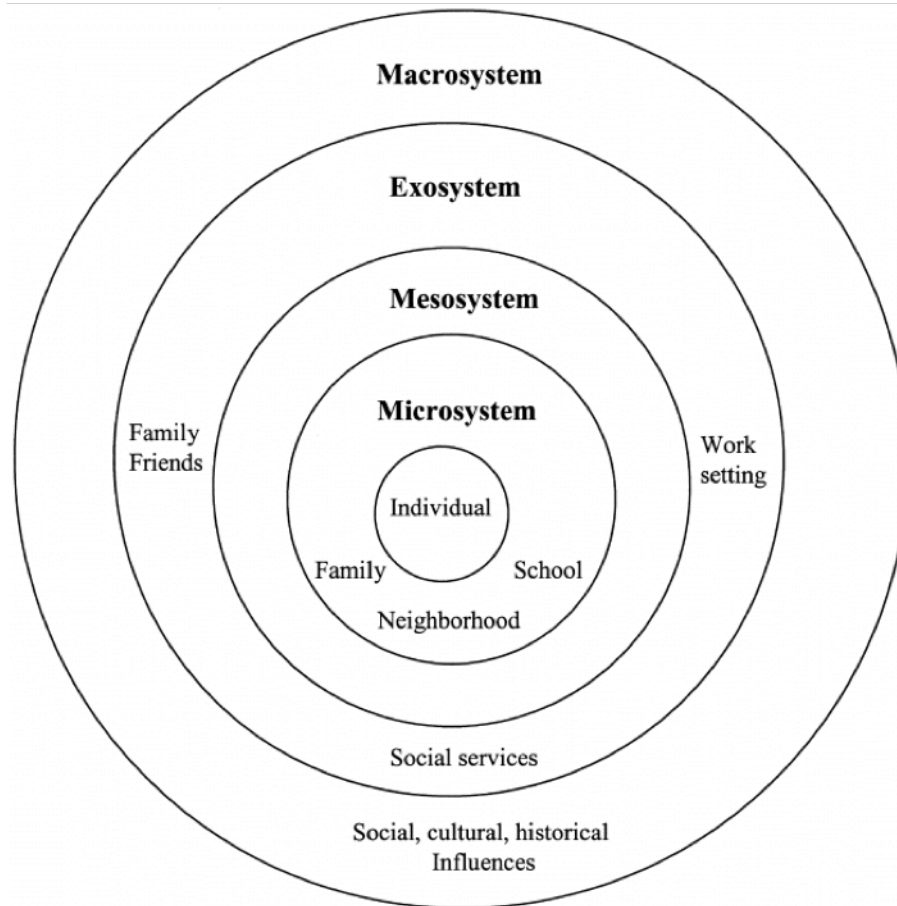
Figure 1.7: Bronfenbrenner Ecological Systems (Swanson et al, 2003)

When observing society there are a number of ways one may analyse or understand how communities operate or the different ways individuals experience and develop in their lifetimes and can maintain high levels of wellbeing. As well as being able to directly observe the phenomenon in society, theories have been developed to understand the way different aspects operate and the experiences people have. Bronfenbrenner's ecological systems theory (1979) is one of those theoretical models that help us understand human interaction with their environment and the different types of elements that affect their lives.

When migrants, refugees or asylum seekers arrive into a new geographical locality they experience a range of issues. We can use Bronfenbrenner's theory as it showcases several different levels of analysis. The model starts off with the individual in the centre, which in this context is represented by a young migrant. The first level of influence is the Microsystem. At this level family, school & neighbourhood aspects affect the young migrant directly. The family environment particularly at home and the school education system are two points of strong influence for migrant children.

The Mesosystem is the second phase which is a system of interconnections between the microsystems in an individual's life, such as interactions between a young person's family and teachers (Keegan, 1993). Community learning can take place when migrant families access educational facilities in schools and community centres for example. The third stage in the ecological model by Bronfenbrenner is the Exosystem. This stage includes aspects such as working environments, friends & government bodies such as social services etc.

In addition to his work Bronfenbrenner added an extra level which was the Chronosystem. This level of analysis was concerned with the passing of time in a person's life. It is also concerned with the experiences of a

child's environment that may occur on the outside such as the death of a sister, family bereavement, migration, refugee status etc. As well as this the Chronosystem is also concerned with changes that go on within i.e. psychological enhancement of migrant children as they age (Shaffer & Kipp, 2010).

Bronfenbrenner's model allows us to view the elements related to what influences or affects a young migrant person in a layered format. The benefit of such a model is it allows you to better understand what factors are effecting or can potentially affect the young person at different stages. This helps researchers and individuals better understand the complex relations and connecting parts in human ecological systems.
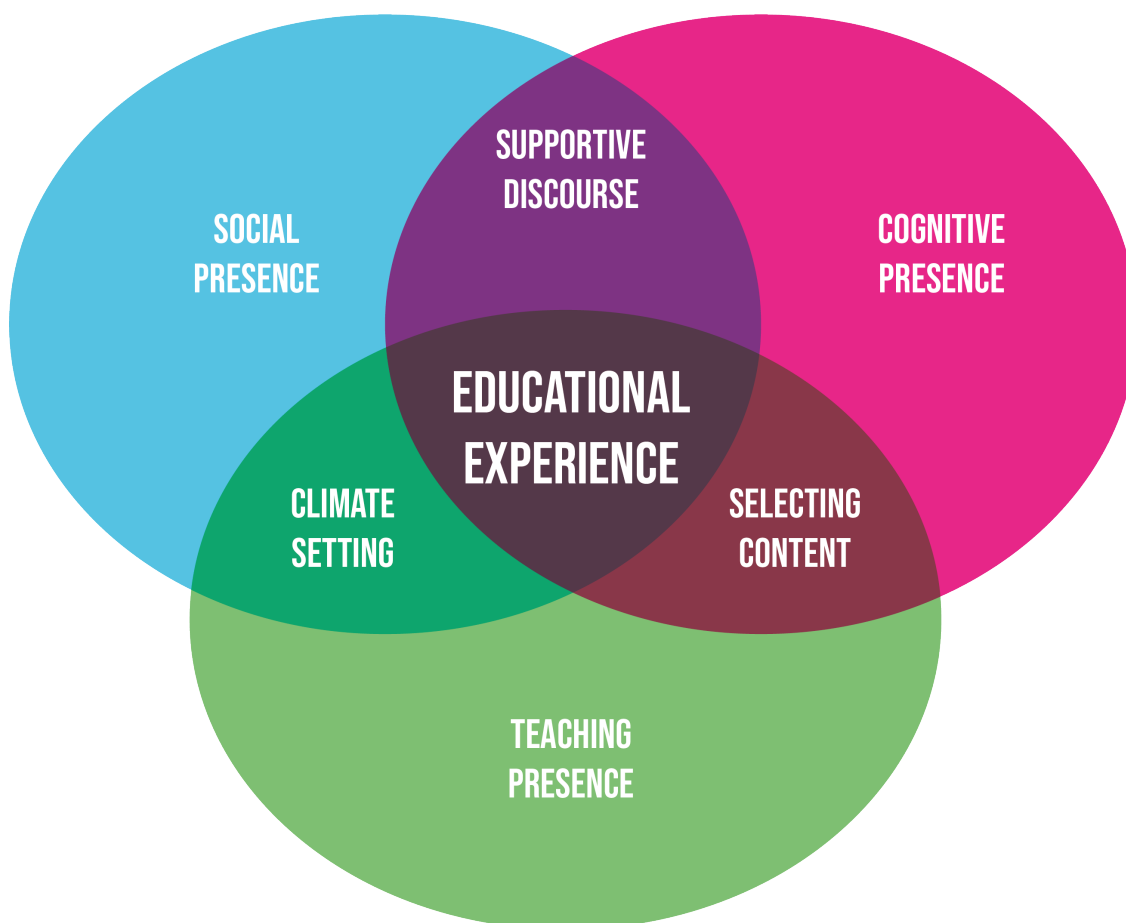
The Framework of Community Enquiry Figure 1.8 (Garrison et al, 2000)

An additional element of community learning to take into consideration is digital learning. In contemporary society in the digital age community learning does not necessarily have to take place 'in person' located at a physical venue. There are also opportunities for community learning to occur online. Modules, courses, language support, EAL courses, ESOL, direct tutoring can take place in a variety of digital platforms such as Zoom, web portals, online hosted webinars, Facebook Live, Whats App & Skype (Northcote & Gosselin, 2017).

This change in society allows for the creation of online communities to learn with peers and instructors using platforms such as Facebook Groups or paid membership sites. Three core aspects can be brought together which interlock and interconnect when referring to community online learning. These include social, cognitive and teaching.

Online community learning can be a positive medium for refugee or migrant families as many free resources

can be accessed. Many migrant families and children live in socially and economically deprived communities and may struggle with the cost implications of purchasing materials and books for example. As many migrants may well be working two or three jobs to survive in their new environments time to attend physical classes EAL community classes can be challenging. Online avenues (Anderson, 2008) allow for material to be accessed any time which may be more suitable for migrant learners and families.

7.2 ACTIVITIES FOR FAMILY LEARNING

Quiz

AIM: Expand subject knowledge and increase learning

Objectives: 1) Build knowledge to increase confidence 2) Enhance cultural learning

Level of language required: ◆◆

Contents: Can be subject specific ie maths or geography based quiz questions

Duration: 1.5 hours including prep

	TIME	ACTIVITY	RESOURCES
PREPARATION	40 MIN.	Teachers inform children about the quiz based upon a subject chosen before hand ie maths. Some simple material is given for the children to practice at home with family in preparation for the quiz in the classroom.	Pens, paper, books, see further details below
ACTIVITY	40 MIN.	After prep the quiz activity will take place within a classroom. The quiz will contain a set number of questions around the particular subject area. There will be around 30 questions that each child has to work towards answering correctly.	Notebook, pens, paper
EVALUATION	10 MIN.	Recap of questions briefly and answers. Explore some of the answers and the background.	Sticky notes, markers, pens

Recommended Quiz Website: https://www.bbc.co.uk/cbbc/quizzes

Recommended App: Kids GK:

https://play.google.com/store/apps/details?id=com.kidsgk.crownplus.activity&hl=en_US

Example Of A Childrens Quiz

1.   What do British people traditionally eat as part of a cultural dish on a Sunday?

2.   According to legend, who led a gang of merry outlaws in Sherwood Forest in Nottingham, England?

3.   How many languages are there approximately spoken globally?

4.   What is the name of the pirate in Peter Pan?

5.   He's "smarter than the average bear", but what's the name of the most famous resident of Yellowstone Park?

6.   How many rings make up the symbol of the Olympic Games?

7.   According to the Dr. Seuss book, who stole Christmas?

8.   In which continent is the country of Egypt found?

9.   Who was the first immigrant to arrive in Ellis Island?

Answers

1) Sunday Roast 2) Robin Hood 3) 6500 4) Captain Hook 5) Yogi Bear 6) 5

7) The Grinch 8) Africa 9) Anna Moore
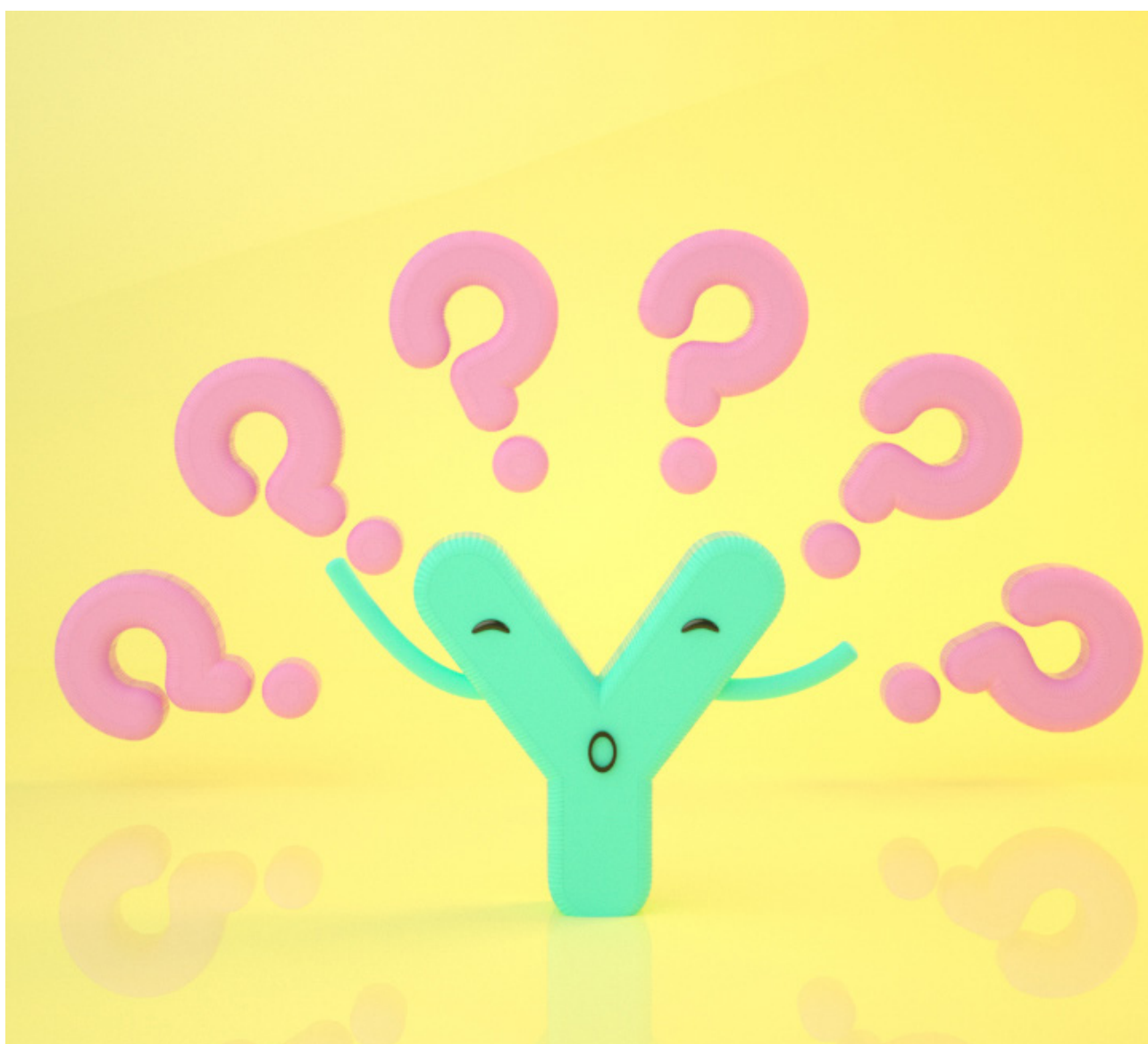
Four Corners

AIM: To walk around corners and avoid having your number called out.

Objectives: 1) Improve numeracy 2) Enhance confidence & communication

Level of language required:

Contents: Numbers, confidence building, organisation and communication.

Duration: 1 hour

	TIME	ACTIVITY	RESOURCES
PREPARATION	10 MIN.	Teachers can use numbers and variations such as letters to help prep for game.	Pens, paper
ACTIVITY	40 MIN.	Pupils have to walk to a corner and wait to see if their number is called. ▸ Number the four corners in the room. ▸ Choose one pupil to stand in the middle of the classroom and be "It." They must close their eyes and count down from ten loudly. ▸ The person in the middle then chooses a number from 1-4 whilst there eyes are closed, and whoever is the corner of the room that they called must sit down in their seats. Points are awarded to those that are not sitting down, repeat process. ▸ Through the same process the activity is repeated but this time with letters instead.	Paper, Pens, Chairs
EVALUATION	10 MIN.	Evaluate & reflect on the activity undertaken. Discuss how pupils felt being in the middle and calling out numbers or letters. Find out if this activity helped build confidence and self esteem. Let pupils write down or draw on sticky notes how they felt undertaking excercises.	Pens, paper, note-books, sticky notes

'Ding Ding'

AIM: Memory activity to develop language skills and reading ability.

Objectives: 1) Learn about language & vocabulary 2) Increase knowledge and confidence

Level of language required: ◆◆◆

Contents: Read material, have a list of non usable words, replace non usable words with term 'Ding DIng'.

Duration: 1.5 hours

	TIME	ACTIVITY	RESOURCES
PREPARATION	40 MIN.	Pupils practice with family and read materials and read lists of words provided by teacher.	Books, literature, word list
ACTIVITY	40 MIN.	▶ Ding Ding' is a memory game in which pupils are restricted to use certain words whilst reading materials. ▶ A list of non usable words is first provided to the participating pupils. This can also be word categories such as colours, names, animals, food amongst other areas. ▶ Teachers would then give a reading of the material containing the relevant words. Each pupil is asked to read a sentence or paragraph by omitting these words. ▶ They have to say 'Ding Ding' once they come over a non usable word to succeed in the game. Pupils are awarded points per sentence they undertake correctly, multiple rounds can be played.	Books, literature, word list, see example hand out below
EVALUATION	10 MIN.	Evaluate the session ask pupils to write reflective thoughts on sticky notes ie what went well, what can be improved etc.	Pens, Papers, Sticky Notes.

Hand Out Example Of Ding Dong Activity

Theme: **Colours**

Non Usable Words:

▶ Blue

▶ Black

▶ Red

▶ Purple

▶ Green

▶ Orange

▶ Yellow

▶ Pink

Text Of Story

Hi John, you alright, how is it going? Fine thank you very much Mary. How is the purple clock doing I bought for you as a gift last week. Yea it's fine I hung it on my black wall in the back room. Would you like a piece of this orange coloured chocolate? No thanks I am not hungry I just ate my chiken kebab with a drizzle of red hot sauce.

I like the pink dress you have on today Mary it suits you and stands out well against the green grass in your garden. It is a beautiful day today you can see the clear blue skies and the yellow rays of the sun.

Animal Farm Magazine

AIM: Pupils create their own animal magazine through drawings.

Objectives: 1) Improve creativity skills 2) Enhance language and vocabulary

Level of language required: ◆◆◆

Contents: Read books, choose farm animals and then draw on paper to create a magazine.

Duration: 1.5 hours

	TIME	ACTIVITY	RESOURCES
PREPARATION	40 MIN.	Pupils speak with family to identify different farm animals to draw during activity at school and write down options.	Pen, books, paper
ACTIVITY	40 MIN.	Facilitating pupils to create their own animal magazine is lots of fun and tests their creativity. ▸ We begin by choosing an animal. ▸ We ask ourselves several questions about the animal: "What does it eat?" "What does it look like?" "Where does it live?" etc. ▸ We look at other animal books to find our answers. ▸ Once we have finished the investigation, it is time to create what we have learned to produce our own animal magazine. This activity can be extended over several lessons.	Pen, books, paper, highlighters, books, colours, cellotape, scissors
EVALUATION	10 MIN.	Evaluate the session ask pupils to discuss and talk & write about their magazines, ask why they chose particular animals and what they like about the animals.	Pen, Paper

Make A Square

AIM: Pupils are blindfolded and have to make a square with a rope.

Objectives: 1) Build communication skills 2) Enhance team working skills

Level of language required: ◆◆

Contents: blindfolds, rope

Duration: 1.5 hours

	TIME	ACTIVITY	RESOURCES
PREPARATION	40 MIN.	Pupils can practice the 'Make A Square' game via an instruction sheet with family beforehand.	Pen, books, paper
ACTIVITY	40 MIN.	▸ This activity requires strong verbal communication and cooperation. ▸ Get a long rope with the ends tied together and something to serve as blindfolds for pupils, such as bandanas or fabric strips. ▸ Have students stand in a circle holding the rope in front of them. ▸ Signal them to put their blindfolds on and set the rope on the ground in front of them. ▸ Ask pupils to turn and walk a short distance away from the circle. ▸ Assign pupils who may need help a partner to work with. ▸ Finally, have everyone come back to the rope and try to form a perfect square with their blindfolds on. ▸ Set a time limit to make it more challenging & have multiple rounds.	Pen, books, paper, highlighters, books, colours, cellotape, scissors
EVALUATION	10 MIN.	Teacher asks pupils to use sticky notes to write down their feelings about the game.	Pen, Paper

Instruction Sheet

This activity requires strong verbal communication and cooperation. Read the instructions to the participants of the activity or lesson.

- ▸ Get a long rope with the ends tied together and get blindfolds which you will be wearing during the activity, such as bandanas or fabric strips.

- ▸ You need to stand in a circle holding the rope in front of you.

- ▸ Now put on your blindfolds and set the rope on the ground in front of you.

- ▸ Turn and walk a short distance away from the circle.

- ▸ If you uneed help I will match you with a partner to work with.

- ▸ Now everyone come back to the rope and try to form a perfect square with your blindfolds on.

- ▸ I will set a time limit to make it more challenging & we will have multiple rounds.

- ▸ Use sticky notes to write down your feelings about the game.

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