

The logo for COMBI features the word "COMBI" in a bold, dark blue, sans-serif font. The letter "O" is replaced by a stylized graphic of two overlapping speech bubbles, one red and one orange, with a white outline. The background is white with several light grey speech bubble outlines scattered around the text.

COMBI

Communication competences for migrants
and disadvantaged background learners in bilingual work environments

The text "TEACHER TRAINING TOOLKIT" is written in a bold, white, sans-serif font, centered between two horizontal white lines. The background is a solid red color with several speech bubble outlines in various colors (blue, yellow, pink, grey) scattered around the text.

TEACHER TRAINING TOOLKIT

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of the European Union

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INTRODUCTION

Learning a minority language as an additional language cannot necessarily be compared to learning a majority language as an additional language. This is true for migrants as any other person who learns a minority language. A migrant learning a majority language for example may be able to participate in the society at large. A migrant learning a minority language, such as in a workplace setting, may be more likely to use the language in certain surroundings and with certain people. Moreover, learning and using a minority language, such as in the workplace, may not necessarily be applicable to all the workplace functions, and this may vary further depending on the workplace as well the European language community in question.

The COMBI project has therefore developed a Toolkit which takes into account the different realities of workplaces and language communities and offers pedagogical approaches for different levels, depending on the various needs and contexts. In essence, the project is a tool to facilitate increased language awareness and linguistic rights of all new speakers, including migrant news speakers of minority languages. These tools are therefore intended to be used as a guide for all language levels, from beginner to proficient level, but emphasizing that individuals (migrants in this case) have different language aims—proficiency is only one aim amongst many.

The value of a foreign language speaker has historically been compared to how close they become to a native speaker or formal competencies such as prestigious language tests. Nevertheless, sociolinguists in migration and language studies have provided other viewpoints concerning this debate. Extra et al.(2009) amongst other have pointed out that integration policies have failed in their language requirements and language testing as this has not meet the true requirements of speakers neither has it resulted in better integration. Furthermore, research in the Basque country by Jauregi (2017) shows that even passive knowledge of a language has a positive impact on speakers and can be counted as part of the individual's language repertoires. Despite increasing research which emphasizes the fluidity and ongoing process of language learning, for the purpose of this toolkit, we have divided the needs of new speakers into three main fields as shown on the following page. Thus, the toolkit emphasises that a wide range of language competences should be valued and encouraged and thus all three fields of language competences in the framework can be taught and certified in and of themselves i.e. a member of speaker level 1 is not necessarily someone who didn't make it to speaker level 3.

In short, even a migrant who resides in a country for a few months can make an important contribution to the workplace surroundings. This can be through greetings, keywords and a proactive attitude towards the minority language, all of which can be taught in a single workshop.

Speaker level	Language profile	Workplace situation
1. Awareness, basic speaker (passive/active)	<ul style="list-style-type: none"> - Is aware of the existence and the importance of the minority language. - Is empathetic with users of the minority language and tries to obtain knowledge. - Knows greetings, key words, spelling of names, places ... - Works on intuitive understanding. 	<ul style="list-style-type: none"> - Workplace main language is the majority language with clients using the minority language / both languages. - Organization of the workplace (documentation, staff meetings) in majority language or bilingual.
2. Functional speaker / oral speaker	<ul style="list-style-type: none"> - Can fulfill certain functions in the minority language (e.g. explain to the client/patient what he/she is going to do) but not all functions (e.g. giving reports on clients/patients in daily staff meeting). - Understands the minority language partially or completely but does not speak. - Has complete oral competences but does not read and write 	<ul style="list-style-type: none"> - The workplace main language is the majority language with clients using the minority language / both languages. - Organization of the workplace (documentation, staff meetings) is in majority language or bilingual. - Workplace main language is the minority language, but documentation and written language is done in the majority language.
3. Full speaker, all competences	<ul style="list-style-type: none"> - Carries out all language competences (speaking, understanding, reading, writing) at a level corresponding to (+-) B1-B2 CEFR. 	<ul style="list-style-type: none"> - The workplace main language is the minority language (with some clients using the majority language). - Organisation of the workplace (documentation, staff meetings) functions in the minority language. - A language exam in the minority language (B1-B2 CEFR) must be passed to obtain the job.

THE SOCIOLINGUISTICS OF MINORITY LANGUAGE LEARNING

In comparison to majority languages, minority languages often suffer from lack of prestige. The result of the socio-cultural and political history of these languages is that minority languages speakers may prefer to use the majority language in public and professional life even if they have a knowledge of the minority language. For example, if all but one person in a group speaks the minority language, the group will most likely converse in the majority language. This may become a custom and difficult to reverse. This can also present itself in work situations. For example, in an elderly care home where the majority language is the *de facto* language for documentation and professional tasks, a consequence will be that the common language of workers will be reduced to (oral) communication with clients (or some clients) living in the elderly care home. Nevertheless, in some situations it may also be that communication between staff, clients and care personnel takes place entirely in the minority language, while the written documentation is done solely in the majority language.

Another characteristic that determines the situation of minority languages can be lack of status. Even with some knowledge of the minority language, some workers may not be active speakers of the minority languages. For new speakers, this means that they are not automatically surrounded by the language they are learning and so must adopt a proactive attitude in order to speak the language. This onus is even more on a migrant new speaker due to even less expectation being assigned to the migrant as a speaker of a minority language.

This toolkit also concerns the value given to being a “functional speaker”. A functional speaker is not a defective full speaker. Having basic knowledge of the minority language or communication skills without being grammatically correct means that many often don’t consider themselves as speakers in a positive way and do not dare to use what they know. This differs to the case of a majority language as people have no other choice than to use their rudimentary language skills in order to be made understood. Our goal through this toolkit is to help the minority language speaker give value to their language use, even if this consists of only of a few words. The goal is to develop a positive and open outlook on language learning which may progress past the initial few words.

Lastly, opportunities to learn a minority language have to be sought out much more than with learning a majority language. This toolkit will also develop strategies on how to create common spaces for speaking and using the language. We will also present and practice exercises that show how to use the two languages for different functions, according to the requirements of the workplace. Our objective is to provide material (i.e. tools) for different stages of the use of a language, always having in mind the end-user of the language (the elderly person or the person in dependence for whom the use or the recognition of their language influences their quality of life).

Target groups

1. The material is dedicated to both vocational training teachers and language teachers. There is specific material dedicated to each group following their specific needs.
2. The material is on the one hand created to be used with migrant learners but on the other hand can be used with learners in general, mostly with groups with specific interests e.g. elderly care workers, migrant women...
3. The material can be used in a variety of places such as the workplace, language schools or vocational training schools. In each case, there can be special requirements for materials (e.g. language schools may need material for elderly care, nursing homes a whiteboard...)
4. In general, the requirement for applying the teaching method/exercises is that the learner already has knowledge of the majority language and that the majority language is used / spoken / understood in the workplace.

Terms used:

L1 – Language 1: majority language as the speakers first language (e.g. Latin Americans in the Spanish part of the Basque Country)

P1 – Pivot language 1: majority language but not the speakers' first language (e.g. Moroccans speaking Spanish in the Spanish part of the Basque Country)

L2/3 – Language 2/3: minority language that the learner aims to acquire (e.g. Basque in the case of Latin Americans and Moroccans in the Spanish part of the Basque Country)

*Note: We acknowledge the limitations of language categories to describe the fluid process of language learning. This is widely challenged in post-structuralist discourse on language learning. Nevertheless, for the purpose of clarity and precision we have adopted the widely acknowledge categorisations as shown above.

HOW TO USE THIS TOOLKIT?

Please follow the “user’s manual” in order to make the best use of this handbook for your own personal needs.

Each chapter contains three parts:

1. Guidelines
2. Toolbox
3. Linklist.

For example:

Chapter A is divided in three parts

Part A: Guidelines

A. 1 Introduction

A. 2 General guidelines

A. 3 Specific guidelines for minority language situations.

Part B: Toolbox

This contains practical tools from different language communities and for different situations: questionnaires, forms, standard questions for evaluation, examples for planning, etc.

Part C: Linklist:

This contains links to further literature about the subject, websites, pdf documents in different languages as well as original pages or brochures

HOW TO USE THIS TOOLKIT?

A practical example:

You are a language teacher who has to plan a professional language course for the first time, and you have to do a needs analysis:

⇒ read the whole of the first chapter, parts A1-A3 where you will find information and material.

If you are used to job-shadowing or needs assessment but never worked with minority languages or in a bilingual situation:

⇒ read most of Chapter A, part A1.3. and look for specific material in A2.

If you are used to workplace needs analysis and minority language situations, but are interested in new material and background literature:

⇒ read the introduction in the first chapter, part A1 and go straight to the toolbox and the Linklist in A2 and A3

A. TOOLS FOR COLLECTING AND ANALYZING WORKPLACE AND LABOUR MARKET COMMUNICATION NEEDS

Job shadowing is an important and useful way for students to collect workplace communication needs. It allows students to explore specific careers and to get a realistic picture of the tasks performed for that job. This helps them to make an informed decision about their career of choice.

In the context of the COMBI project, job shadowing enables students, and mainly teachers, to know what is required at the workplace, to foresee real situations and plan mechanisms and strategies to deal with them.

Job shadowing helps students and teachers observe concrete linguistic practices of workers, to note which of those practices are carried out in the majority language and those in the minority language. It is important to observe for example whether the majority or minority language are used for the same linguistic practices at different times of day (e.g. rush hours).

The first part of this chapter (section A1) includes a brief introduction about the difference between a traditional language course and a language course oriented towards professional tasks that learners are required to fulfil.

The following two chapters consist of guidelines and advice about needs assessment and job-shadowing, the first of which considers how to apply these techniques in general and the other of which concerns how to apply them in the case of minority languages or bilingual workplace situations.

In section A2 you can click on or download the tools you need to apply these techniques. In A3 you will find important links to literature about the needs-assessment discussion in European networks.

The aim of this chapter:

This chapter is directed towards language teachers or vocational trainers on how to carry out a need's assessment through interviews or directly in the workplace through observation or job-shadowing.

Special attention is also directed towards specific minority language situations.

A.1. COLLECTING WORKPLACE COMMUNICATION NEEDS

When preparing a needs analysis for a specific workplace or group of learners, there are two main indicators that inform us about how to analyse communication needs:

- **The existence and content of a language policy, or (linguistic) aim or mission of an institution or company**
- **Specific communication needs that the students must fulfil in their workplace and the sociolinguistic factors that influence this (e.g. staff language, language of paperwork, etc.)**

Information concerning language policy can be obtained from officials or management of the institution that workers are attached to. It is helpful that this information is as detailed as possible, in order to make the greatest use of any existing documentation.

Knowing the linguistic policy of an institution, region or company will better equip the aims of a language course or a programme e.g. will competent speakers be needed or is language awareness the immediate priority of workers? Does the institution or region (municipality, company, etc.) have fixed goals concerning language, and what is the time frame to achieve this? Or it is a laissez faire approach?

The other indicator is based on specific communication needs that are required in each workplace and can be collected through different techniques. The techniques must be understood within a theoretical framework that discusses the differences between classical language courses and task-based language courses for workplace needs.

One of the most advanced, scientific discussions about needs analysis for workplace communication needs can be found in the work of Marjatta Huhta et al., “Needs Analyses for Language Course Design” (Cambridge University Press, 2013)

According to Council of Europe’s CEFR (Common European Framework of Reference for Languages: Learning, Teaching, Assessment) guidelines, the difference between a workplace-needs language course and a traditional language course is the priority and requirement to fulfil professional tasks as part of the learning. This might be even more relevant in the case of minority languages, where not all professional functions may necessarily have to be carried out in this language (e.g. oral communication in the minority language and paperwork in the majority language).

How this information is collected is therefore an important element in the discussion. The main ways to do this are through observation (job-shadowing), personal interviews (face to face) and written interviews with the workers, their superiors and other relevant stakeholders as well as self-assessment. Each of these ways have pros and cons, depending on the needs of the learners, teachers or employers.

Even if CEFR guidelines are closely followed, accomplishing tasks should be the objective of all workplace language learning. With the workplace, the key features that interests us here are professional discourse activity. Hutha et al. (2013) points out:

“By this we mean a communicative task that is integral to the professional workplace context, but which is primarily fulfilled through the application of language and discourse skills (as opposed to, for example, workplace tasks that require specific technical expertise).”

It is important to look for concrete linguistic practices, e.g. to **provide comfort** and **build security** with patients, **clarify professional terminology** to the family members, **provide detailed information** for other professionals.

As well as being useful to create the course curriculum, the needs assessment, especially job-shadowing, can also have an important role in bringing language teachers and the workplace together.

Before using job-shadowing or interviews, it is essential to know if the workplace has or uses the following information/documentation:

- Job description: functions, task and duties.
- Work instructions and protocols.
- Process map defining the flow of activities and the inter-relationships.

In this regard, it would be useful to discover the workplace environment before using job-shadowing or interview techniques.



A 1.2. GUIDELINES FOR GOOD PRACTICES—NEEDS ANALYSIS (GENERAL)

This section will discuss key points concerning needs analysis and workplace assessment in elderly care:

- Job-shadowing must be discussed and agreed with staff and management in advance (objectives and confidence).
- It is normal for someone carrying out job-shadowing to feel uncomfortable. It can therefore be helpful to:
 - greet other people and explain what you are doing
 - “be invisible” through putting on work uniform / acting discreetly
 - doing job shadowing on people with the same role who do not need a language course.
- If there is a basic knowledge of the job-profile (job descriptions, internet, and vocational training material) basic communication functions can be compared to the reality of the workplace.
- Best practices in communication must always be the norm even if workers do not communicate as they are expected to in the workplace (e.g. not explaining to a client what they are going to do because it takes too much time). In language courses, teaching and learning best practices are required.
- In interviews, it is important to ask very specific questions to understand the linguistic structures that need to be taught (e.g. “I will ask if they want bread” is not enough. You will have to know sentences and the context e.g. (“Bread? Do you have bread? Does anybody want bread? Would you like more bread?”)
- In written language, interviews consider the level of literacy (or literacy in the Latin alphabet) or the ability to express oneself in L2 written communication.
- In face-to-face interviews, it is very helpful to work with a recording device and make a literal transcription.
- It is helpful to interview several workers doing the same job or to do job-shadowing on the same task with different workers in order to get an overall picture of the communication needs.
- See the Toolbox for more information on self-assessment.

A 1.3. GUIDELINES FOR GOOD PRACTICES—NEEDS ANALYSIS (MINORITY LANGUAGES)

The needs assessment in the case of a majority language or a monolingual situation differs to a bilingual situation. In minority language situations, sociolinguistic factors must be considered. These factors can be structural or inert.

- Language policies must be included and considered in the needs assessment. This can be actual language policies but also provisions of future requirements of language competences.
- Knowledge of how the minority language is used in the workplace is required: conversation with clients only, communication between clients and staff, meetings, reports, etc.
- It is particularly helpful to do observations / job-shadowing in minority language situations more than interviews. This is to raise awareness all the factors that influence the communicative situation (linguistic landscape, language of the clients, staff language, written/oral language...)
- Notes taken during job-shadowing have to be documented on forms/templates, e.g. three staff members are talking in the majority language, two of them are minority language native speakers, the third one has a good knowledge; or a group activity monitor carries out his work in the majority language, the group is linguistically mixed; a worker tries to speak to a client's family in the minority language but the family (who talks between each other in the minority language) changes immediately to the majority language.
- Minority-majority language situations are never neutral. There is always a “politically correct” factor (this can be use of the majority as well as the use of the minority language in different situations). Whether job-shadowing or interviews are employed, it is important to get a picture of the real situation and not of what people think they are expected to do or say.
- Knowing the attitude of the environment is very important in minority language situations: do native or other full speakers (staff members or colleagues) encourage the use of the minority language? Do they have patience? Do they themselves use the language? Which is the “first word” practice in the workplace?
- It is interesting to note off peak times in institutions (such as elderly home, day-care centres etc.) where it would be easier to speak with clients or colleagues in the minority language and when the work rhythm requires a fluid communication (carried out as before in the majority language).
- We need to consider that the use of the minority language also asks for a language change—this is often more difficult than learning the language itself. The conditions for this language change (with whom, when, in which functions etc.) must also be an objective of the needs assessment.

A2: TOOLBOX

The aim of these templates is to collect different kinds of information that you will need in order to organise your course:

1. **Care Home Questionnaire**: template for collecting information for job-shadowing.
2. **Care Home Questionnaire (majority language)**: template for collecting information for job-shadowing in the majority language
3. **Job-shadowing Template**: template for collecting information about general skills of workers as well as their language skills.
4. **Job-shadowing Day Centre Example**: an example of an observation .

**1. Care Home Questionnaire (Majority language)
(Minority language speaker – Native speaker / Full**

Name:

Role: Date:

1. What are your functions/daily routines in your job as a domestic caregiver?

.....
.....

2. In which situations do you communicate with the elderly/your client?

.....
.....

3. Which typical conversations do you have in these situations?

.....
.....

4. Which kind of conversations do you have with your employer, with the family?

.....
.....
.....

5. What do you need to know to communicate with your client in the minority language? Do you use all you know? If not, why not?

.....
.....

2. Care Home Questionnaire (Majority language)
(Minority language speaker – Native speaker / Full

Name:

Role: Date:

6. What are your functions/daily routines in your job as a domestic caregiver?

.....
.....

7. In which situations do you communicate with the elderly/your client?

.....
.....

8. Which typical conversations do you have in these situations?

.....
.....

9. Which kind of conversations do you have with your employer, with the family?

.....
.....
.....

10. What do you need to communicate with your client in the minority language? Do you use all you know? If not, why not?

.....
.....

3. Job-shadowing template: observation template

Date:	Place:	
Time:	Duration:	
<i>Situation in which the communication takes place:</i>		
<i>Participants (worker's name, function):</i>		
<i>Participants (residents, situation, language L1 / P1 / L2):</i>		
Actions		
<i>action:</i>		<i>Notes:</i>
<i>5. action:</i>		<i>Notes:</i>

4. Job-shadowing Day Centre example

Date: 12 April 2019	Place:	Day Centre
Time: 2pm	Duration:	30 mins
<i>Situation in which the communication takes place:</i> (ex: distributing breakfast)		
<i>Participants (worker's name, function):</i> (ex: Fatima, caregiver; Rose, head of floor)		
<i>Participants (residents, situation, language L1 / P1 / L2):</i> (ex: 10 residents of Floor 2, Fatima and Rose distribute breakfast room to room, Fatima and Rose speak with each other P1, Rose is bilingual, Fatima's L1 is Arabic, she speaks P1 well and uses some words of L2)		
Actions		
<i>1.action: (ex. Knocking on the door, entering room)</i> F: Egun on – Buenos dias R: (same)		Notes: Fatima knows which clients are minority language speakers and uses greetings accordingly
<i>1.action: (ex. Distributing the bread)</i> F: Quieres pan? / ogia? Cuanto? R: Fatima, Max dice que le duele la boca		Notes: F: knows the word for bread ("ogia") but can't ask how much, can't say "Do you want ...?" Understands answers: numbers to 3 and "ez dut nahi / I don't want"
<i>1.action: (ex: Distributing coffee / tea)</i>		Notes:

A3: LINKLIST / MATERIAL

Language skills assessment in the work-related (teaching German as a second language)

http://www.netzwerk-iq.de/fileadmin/Redaktion/Downloads/IQ_Publikationen/Thema_Sprachbildung/Broschuere_Sprachbedarfsermittlung_2012.pdf

Skills Checks: resource for employers and managers of care and support staff to help them address communication and number skills in the workplace

<https://www.scie.org.uk/workforce/careskillsbase/>

Questions for workplace needs analysis surveys

https://www.deutsch-am-arbeitsplatz.de/fileadmin/user_upload/PDF/needs-analysis-qs.pdf

CEFR-based self-assessment grids in 34 European languages

<https://www.coe.int/en/web/portfolio/self-assessment-grid>

The Learning Workplace – a Guide for Teachers developed as a part of ArbetSam project includes templates for discussions and individual learning plan

http://www.aldrecentrum.se/sites/default/files/Global/TDAR/Spanish/A%20guide%20for%20teachers_150204.pdf

DIALANG : an online diagnostic system designed to assess a person's proficiency in 14 European languages

Van Avermaet, Piet / Gysen, Sara (2006): Language learning, teaching and assessment and the integration of adult immigrants. The importance of needs analysis. Council of Europe. Strasbourg.

B. MULTIDISCIPLINARY APPROACHES TO LEARNING

The first part of this chapter presents a general idea of multidisciplinary approaches to language learning and what makes our methodological approach different from traditional ways of learning, especially for migrants, who are not only L2 but often L3, L4 learners etc. There are some important aspects that vocational training teachers and language teachers should consider. Vocational training teachers do not have to be language teachers, but they must understand language learning processes such as:

- Understanding the language learning process and using plain language.
- Using real material, simulations and real spaces.
- Taking into consideration cultural and religious diversity and giving teachers basic information.
- Working on communication as a professional quality (for example in Frisian it is important to say 'jo' ("*usted*") to elderly people instead of 'do' ("*tú*") as a mark of respect).
- Using drama and practical exercises.
- Raising awareness about the importance of the minority language. It is very important to raise the importance of the use of the minority language with elderly people, to ensure the best quality service.

Language teachers should nevertheless have basic information on professional skills in the care sector. It would thus be ideal to teach language and professional skills together i.e. shared teaching.

The following part of this chapter gives detailed points and explanations about the different pedagogical approaches. You will find links to more detailed material on using these approaches with the students. The material consists of background material such as teacher's notes, concrete examples for exercises as well as descriptions and videos. You can also view or download the **teacher notes** directly from the toolbox in B2

The aim of this chapter:

This chapter is dedicated to language teachers or vocational training teachers with the aim of aiding planning and creation of courses and classes through different viewpoints. It seeks to give advice about different subjects such as the use of simulations and role plays, the impact of sociolinguistics, religion and other intercultural issues in order to help teachers include such aspects in their classes. There will also be the opportunity for teachers to add their own example files.

B.1. INTRODUCTION—MULTIDISCIPLINARY APPROACHES TO LEARNING

Working with innovative methods is generally desirable and widely recognized in language pedagogy. The methodological approaches that inspire and feed this toolkit are used in language learning and teaching on an international level e.g.

- CLIL (Content and language Integrated Learning)
- Problem Based learning.
- Drama and theatre in foreign language learning.
- Scenarios

Learning a minority language, especially as a migrant for special workplace needs, contains some added challenges that do not exist in the case of learning a majority language. As explained in former chapters, these challenges narrow down to two factors—the sociolinguistic situation of minority/majority languages and the need to learn and use both languages.

This chapter considers methodological approaches that can give an answer to these challenges. These factors must always be considered when teaching minority languages for workplace needs and correspondingly must enter into the methodology used and be part of the exercises applied to students. This chapter provides approaches to the different areas that influence language teaching to migrants for workplace purposes (health care/elderly care). The aim is for every teacher to collect ideas to meet direct challenges in their courses and examples of how to work on them by means of exercises.

The methodology to learn a minority language as L2 or L3 is different to that used to learn a majority language. In most cases, migrants receive regular courses in the majority language (See COMBI Output 1). The challenge of teaching minority languages is making a difference. This means it is necessary to motivate the learners and make them understand the usefulness of the minority language.

Our aim is that these chapters will provide a basis for reflection as well as ideas for exercises that can be used by other professionals working on these themes.

B.2. MULTIDISCIPLINARY APPROACHES TO LANGUAGE TEACHING (GENERAL)

Methodological approaches:

□ **Activating learner knowledge (professional and linguistic):**

- The learning units include sharing experiences and knowledge as well as targeting professional experience in elderly care using the minority language (L2).
- The focus is on professional knowledge in elderly care by means of guided exercises. The aims are to better acquaint students with their real linguistic needs at work as well as empower them through giving value to their professional skills (no distinction is made between titled and autodidactic workers).
- The teaching is centred around knowledge of the minority language (L2) by means of concrete exercises to help activate and create awareness about knowledge. Although many often believe that they know “nothing at all”, they often realise they have unconsciously acquired a base of vocabulary or sentences heard or read over time.
- Reflecting and activating on these points means that the use of the majority language (L1/P1) is needed as a communication language in the course.

See exercises: **MOBILITY exercise 2.**

See teacher notes: 3. Language teaching. 3.2. Subject: how to activate language knowledge: how to motivate students existing language.

□ **Using real material and spaces:**

The use of real & physical material helps the learning process. Students can see and touch what they are talking about.

Example:

- **“Please, give me the towel!” (real towel)
Which towel, the red one or the blue one?” (two towels in different colours)
“The blue one, but not the small one, the big one...” (two blue towels in different sizes).**

The interaction, such as touching and using the object, activates all senses and helps memorize names, actions and structures (rather than following a course book).

- The material used are items that appear in daily work. The familiarity with the objects or the actions (such as helping somebody out of bed, hanging clothes, preparing food etc.) helps memorization.
- As a result, students feel more like workers and professionals and rather than pupils in school
- The use of space and movement in the training also helps to understand and memorize the meaning of words, concepts and communication needs.

Example:

“I need my glasses”

“Where are they?”

“Maybe on the kitchen-table”—student stands up, goes into the kitchen or a place designed as a kitchen and looks on a real table.

If there are real glasses: “Yes, here they are.”

If not “No, they are not on the table.”

- Using materials and space is much easier if learning takes place in the workplace. Nevertheless, the classroom can also be a space that you can include material which is easy to carry. An institution may be willing to lend you material during the course.
- Words and concepts can be symbolized through pictures or other kind of objects (external places, food etc.)
- **See exercises: TU1 “Hygiene”, exercise 2**
- **See teacher’s files: 3. Language teaching. 3.3. Subject: using real material: how to use real materials.**
-
- **Using drama and practical exercises:**
 - We distinguish here between drama / simulation and practical exercises.
 - A practical exercise can be link words / phrases with concrete actions although not necessarily a real-life situation (e.g. putting the towel on the table, under the table, on the chair, on the sideboard, next to the chair etc.). It can also be the exercise of explaining what to say when helping somebody in the shower, without necessarily playing a role.
 - Drama / simulation means that the students take on a certain role e.g. helping a person into the shower and suddenly the person feels sick—what would they say / do?
 - While practical exercises help acquire the language, simulation helps to apply it by working on autonomy, strategic competences, and also finding out what is possible to say or not.

See exercises: TU1 “Hygiene”, exercises 3, 4 & TU2 “Motivation and mobility”, exercise 4

See teacher notes: 3: Vocabulary Learning 3.1. Subject: Vocabulary learning: how to work on vocabulary.

- **Giving language teachers basic information on professional skills:**
 - It would be preferable for a language teacher to have basic knowledge of the students/workers' profession. It gives the teacher a better understanding of the following functions:
 - Professional purpose of the conversation (selling, helping, leading)
 - Which language-register to use and when
 - Knowing the actions that workers carry out during the day
 - Building a personal criteria of "good practices" in the profession (e.g. good practice in elderly care is to ask if the person can or wants to do something alone, even if the workers / students say that they do this due to lack of time).
 - Knowing how to promote an elderly person's autonomy (Motivation is the key, and it is very important to work with empathy. Care workers should be very sensitive with elderly people when encouraging them to take action and convincing them of their usefulness to others and themselves.)

See exercises: TU1 "Hygiene", exercise 2,3, TU2 "Mobility and motivation", exercise 2

See teacher notes: 1. Professional skills. Elderly care. 1.1. Subject: dependence and autonomy: motivation of the elderly

- **Giving vocational training teachers basic information about language teaching skills:**
 - Vocational training teachers are not necessarily used to teaching language; especially a minority language. For example, students and teachers might have a language in common (P1) but have to start communicating in the minority language (L2/L3).
 - The best way to get an understanding of language teaching is to give vocational training teachers specific training in this subject.
 - Nevertheless, vocational training teachers have many skills which they can utilize such as role-play, drama & real material.
 - Be aware of what students have already learned or not and adapt accordingly as you progress with the exercises.
 - Language teaching is not only teaching vocabulary although learning one word or one sentence can make a difference.

See exercises: [TU1 "Hygiene", exercise 2,3](#)

See teacher notes: 3. Language teaching. 3.1. Subject: vocabulary learning: how to work on vocabulary.

- **Cultural and religious diversity: basic information:**

- A teacher must understand and accept that migrants may not have the same learning conditions as locals (without judging it).
- Migrant learners may have a traumatic personal history, have lost their status as a professional or a father/mother of a family, lack economic or social stability in the host country, etc.
- Other differences might come from general cultural differences, like the concept of time, the way of learning, the way of cultural interaction, gender role models etc.
- In a teacher training programme, teachers need to learn to create an attitude that provides support for migrants without patronizing; instead, helping them give value to the subjects they are learning.
- At the same time a teacher must be a guide towards new attitudes such as changing viewpoints regarding gender roles, cultural, sexual, religious diversity etc.

See exercises: [TU1, “Hygiene”, exercises 1, 4](#)

See teacher notes: Field 4: Simulations. 4.2. Subject: cultural diversity. 4.2. Cultural diversity in the classroom. 4.3. Subject: religion: taking in consideration religious factors in role-playing.

B 1.3. MULTIDISCIPLINARY APPROACHES TO MINORITY LANGUAGE TEACHING

- **Mediating sociolinguistic factors: majority and minority language:**
 - Often the problem of not using a minority language is not lack of knowledge but simply lack of confidence, identification or understanding how the language can be important to the receiver.
 - These are notable factors which mark an important difference between learning a majority language and a minority language.
 - Sociolinguistic factors can be taught as a key issue in training (e.g. opening the training with a workshop on sociolinguistic factors or built in gradually into the course).
 - Sociolinguistic factors can also be a part of teaching exercises, especially the likes of role-play for strategic competences —e.g. You learn vocabulary and grammar to talk about social issues (How is your family?), you start talking and at a certain point you won't understand anymore. How will you react? Or, for example, native minority language speakers talk to you in the majority language even if you try to use the minority language. How can you convince them to change?

See exercises: [TU1, “Hygiene”, exercise 1,4](#); [TU2 “Mobility and motivation”, exercise 2,4](#)

See teacher notes: 2. Sociolinguistic: 2.1, Subject: Minority language /official language: the use of both languages aimed at fulfilling the communicative objectives.

- **Using the majority language as an asset in professional use:**
 - Many migrant workers employed in elderly care will already have a (basic) knowledge of the majority language of the host community (or if not, their own mother tongue). This means that they often already have a language by which they can communicate with their clients.
 - In comparison to countries with one host language, language learning in bilingual host communities has distinct challenges as new speakers may already lead a social and professional life in the majority language. Without direct language policies to enforce the use of the minority language, they may need extra motivations to both learn and use it.

- Learning to change language habits can be as important as acquiring the minority language. This is why these exercises must also include the relationship between the majority and the minority language in the workplace.
- Learning the majority language can be an asset and can also be used alongside acquiring the minority language.
- Language chunks can be learnt in the minority language while using the majority language in more complicated subjects (e.g. the minority language could be used to prepare a meal with the client, while the majority language could be used to repeat what the doctor said about the use of a new medication).
- This is not about associating the minority language with symbolic practice while using the majority language as the sole communication language. Rather, the majority language can help mobilize the use of the minority language, even if not all areas of language use can be controlled.

See exercises: [TU1 “Hygiene”, exercise 4](#); [TU2 “Mobility and motivation”, exercise 4](#)

See teacher’s files: 2. Sociolinguistics. 2.1, Subject: Minority language / official language: the use of both languages aimed at fulfilling the communicative objectives.

□ **Working on communication as a professional quality**

- Communication skills for professional use must be approached from a comprehensive viewpoint. This implies that not only grammar and correct language usage is considered but also the meaning of the message / communication in a professional context.
- For example, the use of single words can communicate an important meaning of respect while correct sentences without empathy or understanding of the elderly situation can be unprofessional.
- The language teacher must know / learn the professional aims and rules of the conversation.

See exercises: [TU2 “Mobility and motivation”, exercises 2,4](#)

See teacher’s files: 1: Professional skills in Elderly care, 1.1. Subject: dependence and autonomy: motivation of the elderly

- **Raising awareness about the importance of the minority language:**
 - There are many pedagogic approaches and theories that distinguish learning and using a minority language from learning and using a majority language. It is important to dedicate time to study these factors at the beginning and throughout the duration of a language course.
 - Many migrants do not have information about the existence and the role of a minority language when they start to live/work in a country. It is important to provide them this information to obtain engagement and a positive attitude towards the language and language policies in the workplace.
 - Aside from a general understanding of the role of a minority language, it is also important for the worker/student to understand the role of the language in the workplace as a factor of employability and obligation to provide high standard of service towards the service user / client
 - Use of minority language with vulnerable minority language speakers (e.g. elderly) has been shown to improve 'quality' of care as experienced by the minority speaker and their family (e.g. See 'More than Just Words' in the Welsh context (See Linklist in B3).

See exercises: [TU1 "Hygiene", exercise 1](#), [TU2 "Mobility and motivation", exercise 4](#)

See teacher notes: 2. Sociolinguistic. 2.2, Subject: Minority language awareness: become aware of the role and the value of a minority language.

B2: TOOLBOX

Teacher Notes - INDEX:

Professional skills in elderly care.

- 1.1. Subject: dependence and autonomy:** motivation of the elderly.
- 1.2. Subject: dependence and autonomy:** promote autonomy of the elderly

Sociolinguistics.

- 2.1. Subject: minority language / official language:** the use of both languages to fulfil communication needs
- 2.2. Subject: minority language awareness:** awareness of the role and value of a minority language

Language teaching.

- 3.1. Subject: vocabulary learning:** how to work on vocabulary.
- 3.2. Subject: how to activate language knowledge:** activating students' existing language.
- 3.3. Subject: using real material:** how to use real materials.

Simulations and role Plays.

- 4.1. Subject: basics:** what are the goals of each simulation/roleplay?
- 4.2. Subject: cultural diversity:** Cultural diversity in the classroom.
- 4.3. Subject: religion:** taking in consideration religious factors in role-playing

Didactics.

- 5.1. Subject: reflections:** How to guide discussions with students

Teacher Notes	Professional skills in elderly care.
No: 1.1	Subject: Motivation of elderly people
<p>Motivation of the elderly</p> <p>It is very common to find cases of depression and lack of motivation among elderly people. The people who suffer most are those that live alone or those who have little social contact. They lose the willingness and the passion for different activities and daily life duties such as eating, cleaning, going out, relating with other people, etc.</p> <p>Their hobbies, environment, social relations and external stimulation have a big influence on keeping them motivated. When contact with family is limited, contact with carers becomes critical, especially with those they see every day.</p> <p>There are some principles that should be considered in elderly care.</p> <ul style="list-style-type: none"> ● Ask the elderly person about their daily life: their wellbeing, their sleeping habits, their meals... ● Talk to them about different topics: the weather, the family, TV shows, medical visits, activities... ● Assure them that their thoughts and wishes are relevant. In order to do this, we can ask them what they ate, what they wore or what TV show they are watching, what they read in the newspaper... <p>Sometimes they don't answer to any stimulus or show no interest in anything, so the task of increasing their motivation falls on the carer. Here are some strategies for these situations;</p> <ul style="list-style-type: none"> - Positive Feedback. Recognize something that is positive or has been done well, for example, "you look really good", "you are moving your leg better today". - Tell them about something that they like or can look forward to. For example, their grandson is coming on the weekend, suggest playing cards this afternoon or watching a certain TV show tonight. - Suggest something to make someone feel better. If an elderly person feels sad, propose that they will feel better after a walk, getting up, getting dressed, having a shower, playing a game or going to a cafe. - Do not deny feelings such as sadness or pain. All feelings are perfectly respectable, and the carer must accept them but by suggesting positive solutions. 	

Teacher Notes	Professional skills in elderly care.
No: 1.2	Subject: Dependence and Autonomy
Promote autonomy of the elderly	
<p>Although a person may be dependent, the social environment of the patient is very important and has a significant impact on the maintenance of independence or on the promotion of independence in some activities.</p> <p>Part of the carer's responsibility is to promote autonomy. To do this, the general guidelines are "Never do something for somebody who can do it alone." On the contrary, the caregiver should encourage and help the elderly person to do things by themselves.</p> <p>In order to do this, communication and patience are essential.</p> <p>Through communication we learn what a person can and cannot do. If you are unsure about their ability to do something, start by asking questions:</p> <ul style="list-style-type: none">- "Can you do that?"- "Can you do it on your own?"- "If I cut the meat, can you eat with your fork?" <p>Try motivating sentences:</p> <ul style="list-style-type: none">- "Try it for yourself!"- "Try it like this!"- "Go slowly ... take your time." <p>Although it would be faster to complete the task yourself, restrain from doing this in order to maintain the autonomy of the elderly as much as possible.</p>	

Teacher Notes	Sociolinguistics
No: 2.1	Subject: Official/Minority language
<p>The use of both languages to fulfil communication needs</p> <p>Minority languages are called such because they live alongside bigger, stronger languages. Today, almost all if not all who live in minority language regions also know the state majority language. This, however, doesn't mean that with that language matters are solved. In fact, the person whose mother tongue is the minority language may want or need to express wishes in that language. In this respect, the person would transfer information in a more efficient way. Moreover, the use of the minority language can strengthen communication, creating a feeling of confidence and a closer relationship between the people taking part in the conversation.</p> <p>That's why it is important that the carer who is learning the minority language is conscious that they apply words and phrases from the outset in order to establish a close and trusting relationship rather than hold back until acquiring a more fluent competency.</p> <ul style="list-style-type: none"> • With some subject areas, you may feel it necessary to transfer meaning accurately and sensitively. These subjects include feelings and important life events, health issues, specific information about time, dates, and places. • In these cases, communication must be clear and accurate and therefore the use of the minority language may be limited. <p>This does not mean that communication in these situations should be conducted fully in one language or the other as, is often believed and practiced. Consider that using both languages is employing different shades of grey to what is normally perceived as black and white. Using both languages in a flexible way needs to be considered as an advantage in this case.</p> <p>Tip: Role play can help apply these strategies</p>	

Teacher Notes	Sociolinguistics
No: 2.2	Subject: Minority language awareness
<p>Awareness of the role and value of a minority language The importance of linguistic diversity has increased significantly in the past decades. This has been driven by campaigns for human rights, including linguistic and cultural rights. The European Charter for Regional or Minority languages is an example of the progress of minority languages on a European level. Other organisations and institutions such as ELEN and NPLD also support these objectives. On a national level, citizens in the regional minority community are increasingly made aware of the revitalisation efforts towards the minority language. This is however not always the case for many migrants who are informed about the minority language community through state channels. In many cases, this means not informing about the existence of the languages and its role in society and professional life. This can also be the case for internal migrants to the minority language community.</p> <p>Cultural and linguistic awareness of the minority language is therefore an essential tool to include in lessons and practical activities. These activities can take place at the beginning but integrating and developing language awareness within the course at large is recommended. Many situations that new speakers will confront can only be understood when they have their first experiences using the minority language.</p> <p>Activities to raise awareness can include:</p> <p>Information about the minority language: history, culture, legal status, presence in public life (media, education, working life, etc.) In many cases, the situation of the minority language is completely unknown for non-speakers. Showing the reality of the language raises interest as well as challenges negative attitudes concerning the minority language that may be transferred from others in the community. It is also a bridge to learn and understand more about their own languages, many of which may be other minority languages.</p> <p>Language revitalisation and normalisation measures and policies: Unlike gender or racial equality, the existence of language rights can be rather unknown to the wider public. It is important to understand the social and political consensus of the minority language in current society and see oneself as a part of this consensus, even as a migrant, and not as a “victim” of language policy.</p> <p>Language empowerment (self-confidence, working on prejudices, etc.): Minority languages need empowerment of the speakers in order to be revitalised. Not using the language is linked to many complex social and historical reasons which may leave people feeling illegitimate by using it (an intruder in the autonomous community), feeling odd speaking a rural, tribal language or being afraid to adopt a nationalist cause etc. These points must be dealt with and overcome, if people are to learn and use the language.</p> <p>Language diversity (language ecology, identity, cultural heritage): It is helpful to understand that the preservation of minority languages is not only</p>	

a local question, but it rather links to international movements on worldwide cultural heritage and ecology. In an ever-globalised world, the importance on the local and the national is ever more legitimate.

Dialects and language registers: There can be other very specific topics related to minority languages that differ from majority languages. Most European majority languages were standardized at the end of the 19th Century and generalized within compulsory education and print media. In minority languages, this process happened much later, in various ways or not at all. We will sometimes find ourselves using different words from those taught in a standard language lesson and those known by native speakers, such as elderly people. In workshops dedicated to this subject, we can learn how to develop a positive attitude and perceive it as a richness rather than a nuisance!

How to include these subjects in a course?

- A teacher working on these subjects can acquire many open resources (Internet, TV programs, brochures)
- Many associations offer the possibility to invite volunteers for language awareness workshops or conferences.
- There are also language providers that have special programmes dedicated to empowerment or language awareness adjusted to various group needs.
- Invite people with a known profile to testify first hand. This can be an elderly person, speaker of the minority language, a migrant who has learned the language, an elderly care service director, a celebrity who is a speaker of the minority language etc.

Choosing priorities:

Not all subjects have to be covered in every group. The teacher must judge which subject is particularly necessary for their group. Investing time in reviewing the sociolinguistics of the minority language makes no sense if students dare not make a language change in their workplace.

Teacher Notes	Language teaching
No: 3.1	Subject: Learn vocabulary
<p>How to work on vocabulary</p> <p>Many people think that learning a language is mainly about learning vocabulary.</p> <p>Vocabulary, however, is best used when put into useful structures. The language teachers' task is to regulate the information and provide opportunities to practice what has been learnt (the new things that are learnt must be assimilated in small doses through practice).</p> <p>After introducing vocabulary with pictures or translations, an option can be to work on vocabulary with different approaches, for example: What? Where? Plural...</p> <ul style="list-style-type: none"> ● What have you seen today? ● I've seen a blossom tree. ● And where have you seen the blossom tree? ● In the street. ● And have you also seen blossom trees in the park? ● In the park, no, not yet. <p>In this case, the new vocabulary would be tree, blossom and park. First, we learn these three words with three different phrases, questions and answers (which are already known by the learner). This can be applied further in a conversation, for example:</p> <p>“Imagine that you are with the person you take care of and this person has just returned from a walk. You ask her what she has seen, and she talks about a flower on a tree. Try to use the questions and words that have been learnt so far.”</p> <p>The result would be something like the following:</p> <p>A: Juanita, how was your walk? What did you see on our way? B: Trees. A: Oh, how nice. Were the trees already in blossom? B: Yes, they were in blossom! A: And the trees in the park? B: No, in the park no yet.</p> <p>After that, we can ask to the students to narrate the story from the perspective of Juanita, the carer, etc.</p> <p>In this case, the objective is to learn the words “blossom tree”, used with some short sentences learnt before</p> <p>At this point, the teacher guides the use of the vocabulary, encouraging the learners' autonomy as well as respond to their concerns.</p> <p>Note: it is not helpful to explain at end words and structures that are outside of that exercise. In fact, the learning process is not to accumulate information but to assimilate and process that information in order to obtain an autonomous and practical use of it.</p>	

Teacher Notes	Language teaching
No: 3.2	Subject: Activating existing knowledge

How to activate existing language knowledge

In the case of minority languages, people may live many years surrounded by a language and yet perceive that they know nothing.

Nevertheless, through activating people's unconscious creativity and intuition and giving them space to experiment, it is often surprising how vocabulary and knowledge come to the surface.

For a teacher, the first step is to find out how long students have lived in the area and where the language is spoken. The difference may be a person who arrived two months ago from another continent with a person who has lived within a minority language community for two years or more. The teacher should ask if there are people who have some previous knowledge. For example, if talking about a subject like food, the first step is to ask the group what food (drink, clothes, sports) names you know in the minority language. Wait for the answers and encourage people to answer, even if it's not "officially" the correct response.

The same can be done in more complex communication situations e.g. we can ask people who already work in elderly care to share what they say when they lift somebody from a chair. Many people who work in an area where the minority language is spoken use words or short phrases from the minority language, often without being aware of it.

The first step should always be to encourage those who know "something" to share, giving value to their knowledge and encouraging them to continue. If someone starts saying what they know, others will dare to do so as well. The teachers' role in this case is encouraging and empowering people to be aware of their knowledge.

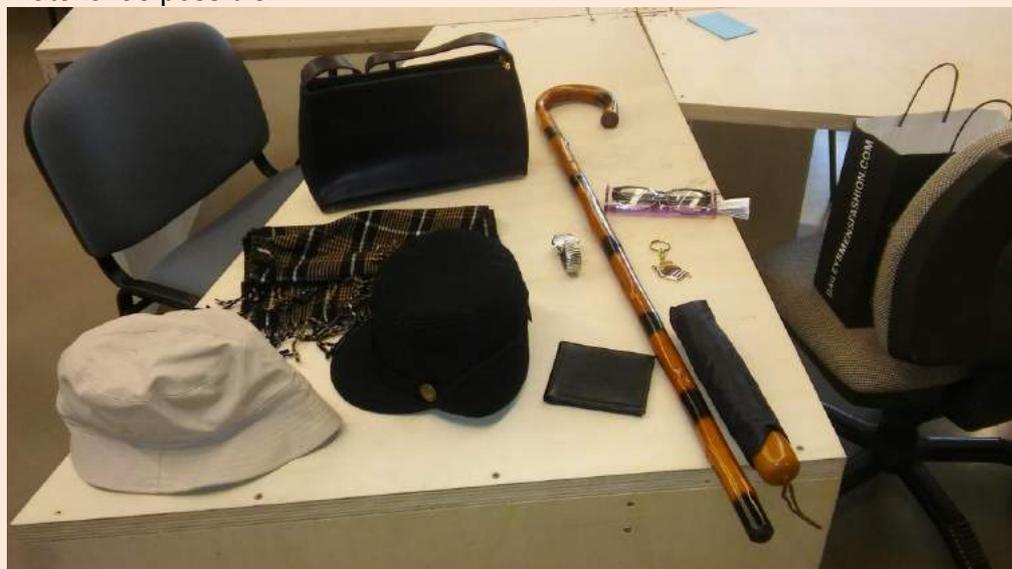
After this step, the teacher can present more structures and vocabulary and put the elements people have shared into context and sentences.

Teacher Notes	Language teaching
No: 3.3	Subject: Using real material

How to use real materials

For many language teachers, using real materials might feel uncomfortable, embarrassing or not completely aligned with the traditional view of a language teacher.

Nevertheless, the use of real materials has a very big advantage for the students' progress and autonomy, as well as for the success of role-playing. Keeping this in mind, each language class should include as much real material as possible.



1. Real material mobility "Going out"

It helps if the material is organized, clean and kept in boxes, along with other materials like books and notebooks.

If the language course takes place in a vocational training centre or the workplace, some material may already be there. Nevertheless, material must often be brought into the room where the course is held and kept organised – or taken back to its proper place if the room is used for purposes other than the course.

Even in elderly care homes or vocational training centres, items that are considered personal belongings, like clothes, food and cosmetics often have to be brought from outside. The teacher should be aware that the preparation of this kind of material is also a part of the course and that time and organisation has to be dedicated in knowing what we need, how to get it, how to stock it, how to prepare it and how to carry and remove the material from the class.

Teacher Notes	Simulations and roleplays
No: 4.1	Subject: Basic guidelines
<p>What are the goals of each simulation?</p> <ul style="list-style-type: none"> • Before carrying out simulations and roleplays, it is helpful to explain the goals and format to students. • Simulations and roleplays are used to link sentences and vocabulary with real use . • Language chunks can be used for the first time in a conversation or in a different communication situation by adding new elements to a situation that is already known. • Simulations and roleplays are not theatre: they do require creativity in their own right, to create or develop strategic language competences. Each learner can provide solutions to a specific communication situation, with elements that they know (or with other sociolinguistic instruments, for example, please repeat, please speak Spanish, using gestures, body language, etc.) • Many people feel embarrassed about roleplays. Work on it in order to create a good atmosphere within the group and aim to reduce embarrassment. <p>Some strategies for managing these situations:</p> <ul style="list-style-type: none"> • Simulations must be properly explained. Explain to students the goal and what they need to do. It can be a question of simulating a combination of different elements and completing an entire conversation in L2, (for example, explaining a complete cleaning process, completing the shopping list, etc.), but also explaining short or specific things, (for example, you hear a noise from a side room and make sure that everything is OK.) In both cases, the simulation will need to be well explained to the students, and specifically what you want them to do. • Go along with laughter and encourage applause for good ideas • What students will achieve from this will vary widely, with some making complex sentences, using new forms or differentiating between people. Repeat who is in the roleplay what their job is: "And now we do it again, but with full sentences: instead of saying "clear the table, then clean the toilet, mop floors, etc. use complete phrases "First I will clean the table, then I will mop the floor and then I will clean the toilet". 	

Teacher Notes	Simulations and roleplays
No: 4.2	Subject: Cultural Diversity
<p>Cultural diversity in the classroom</p> <p>Throughout the learning process, characteristics of the original culture and culture of learners must be very present.</p> <p>Here are some things to consider:</p> <ul style="list-style-type: none"> • In many cultures, being silly in front of others, revealing one's own mistakes or looking directly at others is not socially acceptable. In such cases it may feel uncomfortable for some to participate in the exercise. <p>Tools for teacher's strategy:</p> <ul style="list-style-type: none"> • Flexibility and empathy. If somebody does not want to take part in roleplays or activities initially, then the teacher needs to allow them some time before they are willing to participate. Consider the cultural specificities of each student and don't force anyone to do things they are uncomfortable doing. Perhaps they will do at their own pace or in a modified way. • If you do not like doing the roleplays, you can search for alternatives such as showing a video on the topic. • Organize the roleplays together at the same time without everyone looking at the individual performances. • Another aspect to consider is being aware of power relationships within the classroom and not allowing this to have much influence on the activity. • In some cultures, learning is completely academic and activities like roleplays are not considered serious. Therefore, it is very necessary to explain the purpose of roleplays. For example: in this simulation you must help someone eat and you will use the "asking permission" structure. "Shall I cut the meat, Shall I bring some water?" Explain also that roleplays are about learning grammar and language structure as well as practicing it and using positive and professional body language and empathy. 	

Teacher Notes	Simulations and Role Plays
No: 4.3	Subject: Religious Factors
<p>Religion</p> <p>Simulation and roleplays bring people in very close physical contact with each other. Take this into account when organizing groups for role-playing.</p> <p>In the case of some Muslims, for example, it is forbidden for women and men to touch each other unless they are family.</p> <p>It is possible that people decide to work as a carer with workers of only one sex. Nevertheless, regarding mixed gender and religions in training groups, the teacher has to find strategies to respect everyone's needs and practices.</p> <p>When it comes to organizing simulation groups, be respectful of religious rules and take them into account. It is very common that women and men don't want to mix in any activity or exercise. The teacher must know the strategies to handle these situations.</p> <p>Possible strategies for the teachers:</p> <p>Religious practices are a freedom and should not be judged. Create a space free from judgement in the classroom and promote diversity and acceptance.</p> <p>Find ways to accept and adapt to the religious practices within the dynamics of a course.</p> <p>When someone is not participating in a role-play, the best option is to find out the student's needs and organize the activity to accommodate; you may for example need to match women with women and men with men. Don't assume it will be the same for every group and be sure to ask students how they want to work.</p> <p>If that is not possible due to the characteristics of the group, the activities can be watched on a video, and the conversations or phrases can be practiced with a video as well.</p>	

Teacher Notes	Didactics
No: 5.1	Subject: How to guide discussions
<p data-bbox="320 405 887 439">How to guide discussions with students</p> <p data-bbox="320 472 1286 539">Using multidisciplinary approaches also gives value to the knowledge that students can offer to the language learning process.</p> <p data-bbox="320 573 1326 741">Perhaps start with a discussion before you get started in order to learn about the student's existing knowledge. For example, "Have you ever experienced working with someone with dementia? How do you approach people with Alzheimer's?" etc. Allow time for the discussion and for students to share a vision or experience.</p> <p data-bbox="320 775 1337 943">The discussion could be a quick brainstorming, where each student says something briefly, perhaps by answering a question e.g. "What do you like most about the person you take care of?" It could also be a longer discussion e.g., "In the case of dementia, has a person ever been physically violent with you? If so, how did you react?"</p> <p data-bbox="320 976 1342 1178">In both cases, we need to know the amount of time to spend and what should be accomplished in this session (5 minutes, 20 minutes, etc.) We need to explain the timing and format of the discussion to the students from the outset e.g.: "Don't overthink it, everyone throws out ideas / words / phrases / experiences" or "Take some time to think a bit and then each person will tell their experience."</p> <p data-bbox="320 1211 1294 1323">Students can also be guided e.g. "Tell me a bit more" and "how was it.." or "very good, that's enough," or "two or three words is enough" or "throw out ideas", "without thinking too much" and so on.</p> <p data-bbox="320 1357 1334 1424">Sometimes there are difficult situations, like when students are emotionally or aggravated by a topic, and then the time is prolonged.</p> <p data-bbox="320 1458 1350 1525">In this case, you need to know how to move on swiftly, without being insulting,. For example, in the following cases:</p> <p data-bbox="320 1559 943 1603">1. Students discussing amongst each other:</p> <p data-bbox="320 1637 1350 1872">Always give empathy and respect for all opinions (as long as these opinions do not go against our criteria). No one can be dismissed by race, gender, religion or other similar reasons. The teacher must guarantee that all opinions are legitimate and must know how to end a debate. "Very well, you stated your opinion clearly, and now we will go to the next exercise" or "we cannot fix this here and now, maybe after the class" or "you can discuss this further on the break or over a coffee" etc.</p>	

2. A person (or group) dominates lesson time

Give positive feedback "Thank you very much, you explained that very well, it was interesting" (without falsehood...) or "today we do not have time for more, etc." It's the teacher's discretion when to interject depending on how much time is left and when to stop them. If you think that you are losing control of the session, you must move on swiftly and respectfully.

3. Reflection, the pretext for not using target language:

As reflections and discussions in A1-A2 level group are usually conducted in L1 or VL1, some students are happy to reflect or keep trying, because it's much easier for them to speak in L1 than to do exercises in the target language. In this case, the teacher using humour, empathy and determination, must direct students to the next exercise.

4. When emotion and experiences emerge

Elderly care and immigration are not easy subjects to discuss. It may be that a student struggles a lot when issues on these topics come up. In such cases, the teacher must assess the situation. In some cases, the session may be redirected and continued. The emotions and details of their experiences may in fact be beneficial for the whole group. It is important for the teacher to know how to value and manage this situation.



B.3 LINKLIST / MATERIAL

- Language for Work: A European learning network for professionals supporting work-related second language development

<https://languageforwork.ecml.at/>

- Language for Work – Tools for professional development: Project that fosters professional development in the field of work-related majority language learning for adult migrants and ethnic minorities.

<http://www.ecml.at/ECML-Programme/Programme2016-2019/Adultmigrants/tabid/1858/language/en-GB/Default.aspx>

- Scenario-method (in german):

http://www.netzwerk-iq.de/fileadmin/Redaktion/Downloads/IQ_Publikationen/Thema_Sprachbildung/B_D_Szenarien_2014_web.pdf

-The Network "Integration through Qualification" (IQ)

<http://www.netzwerk-iq.de/network-iq-start-page.html>

Sociolinguistic knowledge / application:

- TELP (assertiveness workshops)

<https://www.slideshare.net/ATC/fonamentaci-del-telp-taller-despai-lingstic-personal-presentation>

Plataforma per la Llengua: organisation that works to promote Catalan language as a social cohesion tool.

http://www.plataforma-llengua.cat/que-fem/ambits-de-treball/en_conscienciacio-linguistica/

EUSLE, methodology to promote the oral use of Basque:

<http://www.soziolinguistika.eus/en/node/2195>

<https://www.bangor.ac.uk/cohabs/newyddion/mae-methodoleg-eusle-oddiddordeb-yng-nghymru-31055>

H. Armentia, A. Labaka, presentation in COMBI Multiplier Event (in Basque language):

https://padlet-uploads.storage.googleapis.com/202596697/c63c9ed2786b89cd3eac70f23f618c0e/H_Armentia_elhuyar_aurkezpena_presentation_pptx.pdf

European Charter for Regional of Minority languages:

<https://www.coe.int/en/web/european-charter-regional-or-minority-languages>

Welsh Government "More than just words"

<https://gweddiill.gov.wales/docs/dhss/publications/160509more-thanen.pdf>

C. DESCRIPTION OF EXERCISES USING MULTIDISCIPLINARY APPROACHES IN THE FIELD OF ELDERLY CARE

This chapter will describe two thematic exercise units for the use of teachers. These units consist of a mobility and personal hygiene unit. Depending on the level of the learners, this will provide between 6 and 20 hours of teaching. The units demonstrate different methodological approaches, enabling teachers to create similar exercises in other thematic fields. Each unit is accompanied by a video that shows one or more of the exercises.

The aim of the chapter:

to provide exercises based on real life situations.

Real material and action prepares the learner to use the target language immediately in order to get positive feedback and to raise self-confidence and motivation.

It also provides a shortcut to learning a minority language. In the case of working with elderly people that need attendance, the use of the target language by the carer provides emotional benefits that must be considered. The context of these exercises is connected to the learners' real needs at the workplace so that they will take better advantage of the learning process. Context (both linguistic and situational) is essential in language learning as teachers can provide students with the opportunity to perform tasks which are relevant to them. Research shows that applied sentences and words in the workplace is more successful than traditional methods.

C.1. INTRODUCTION - DESCRIPTION OF EXERCISES

The descriptions in this unit should be used as examples to create exercises with a multidisciplinary approach for use in communication spaces in elderly health and social care.

We have aimed to make the exercises as easily accessible and applicable as possible for the teacher. A multidisciplinary approach to teaching requires extra commitment than classical methods of teaching. The teacher who uses multidisciplinary approaches to teach must step of their comfort zone and be open to new techniques and questions not considered before.

This means teachers must also question and motivate themselves to follow through with such approaches (or be guided by training based on this method). Despite the challenges, multidisciplinary approaches can also be gratifying while getting introduced to new fields of knowledge or revisiting classical and traditional teaching approaches from a new perspective.

In the case of minority languages, the first requirement for a teacher is to be motivated and to envisage the possibility of using wider teaching approaches. In many cases, teachers can subconsciously prioritize the ability to work over the need to communicate. In the case of minority language, this may be even more prominent since most migrants already speak the majority language (as L1 or P1/L2).

In this case, the teacher must transfer the importance and the possibility of using the minority language and to be willing to do so by experimenting with new ways of teaching.

The description of exercises we show here is a combination of different approaches in one session. Depending on the level and the number of students, each unit can be used between 2 to 6 teaching hours. The first example, "Personal Hygiene", is based on physical work techniques and the accompanying communication. The second example, "Mobility", is based on more qualified communication strategies (patient's motivation). In both units, we also work on vocabulary, prepositions, questions and answers, pronunciation, and/or the transition between minority and majority languages.

The exercises/units described here are only examples. The communication needs in each field are much wider and become more complex subject to the level of each student.

C 1.2. EXERCISES USING MULTIDISCIPLINARY APPROACHES (GENERAL)

Guidelines:

- In these examples, we combine different types of exercises (reflections, movements, input etc.) with the aim of keeping the student active during the session with different activities.
- The teacher is the “director” who guides changes and transitions between exercises, giving the students explanations, putting them in the right spatial setting, preparing input (language/grammar resources) asking for feedback as well as encouraging students to act.
- This methodological approach needs more material than traditional courses. This can include furniture (moving chairs or tables), paper and marker pens to write on the wall, but most of all the use of “real material” related to the theme in question. The material, distribution of space and the sequence of exercises must be prepared by the teacher. This must be considered when preparing a teaching session.
- This toolkit doesn’t provide special “handouts” for students. Nevertheless, “hand-outs” can be created based on the themes worked in the sessions or taken from existing text and grammar books in order to give an overview of the language resources previously covered.
- Preference is given to oral use of the language in this toolkit, but this does not exclude reading and writing competences. An A1-A2 level for healthcare purposes in the minority language, would include, for example, reading and writing work duty templates, planning templates, menus, schedules for treatments and simple guidance like “dustbins have not be emptied” as opposed to patient or meeting reports. With this methodological approach, reading and writing is used solely to acquire the competences needed for the workplace.

C 1.3. EXERCISES USING MULTIDISCIPLINARY APPROACHES (MINORITY LANGUAGES)

Guidelines:

- The immediate feeling of success and empowerment is important while learning languages, particularly minority languages. That is why include exercises on daily routines such as “Did you take the key? - Take the key! / Do you need the towel? Give me the towel”. This gives the students the feeling that they can really achieve something with the use of the language.
- We also note that it is important to structure regular feedback and reasoning concerning the use of the minority language before and after exercises. Examples to facilitate this are in the Mobility Teaching Unit or through material such as **REMEMBER**, a video testimony of a Basque speaking Alzheimer’s patient.
- It is important that the teacher feels that students have taken advantage of the language resources at hand, even in connection with the majority language.
- Exercises that are dedicated to raise awareness of the minority language can be used at the beginning of a course but also integrated throughout the duration of the course (such as the use of “active offer”, other language strategies etc.)

C2: Toolbox

Examples for teaching units:

1. [COMBI Hygiene shower unit](#)
2. [COMBI Motivation and Mobility unit](#)
3. [Empty Document for Personal Use:](#)

Videos:

- Help in the shower - part I (situation)
<https://vimeo.com/272257707>
- Help in the shower - part II (classroom)
<https://vimeo.com/272257707>
- Motivating an elderly person - part I (situation)
<https://vimeo.com/272261016>
- Motivating an elderly person - part II (classroom)
<https://vimeo.com/272914425>

Teaching Unit 1 (TU1): COMBI Hygiene Shower Unit (Level A0-A1)

SUBJECT	OBJECTIVE	TASK	CLASSROOM NOTES	WORKPLACE NOTES	GRAMMAR & VOCAB
1. Presentation (5 mins)	Discuss the plan for session	Explain the importance of language in relationships and the subtlety of words Explain the objectives: <ul style="list-style-type: none"> • Collect students' proposals • Introduce new language forms • Practice language in role plays 	- Use the majority language where necessary to ensure students are fully aware of objectives • - Read 5.1 "How to guide discussions"	Read Teacher Sheet: 1.1 "Motivation of the elderly" 2.1 "Mixing two languages"	
2. Collecting Students' Experiences on Motivation Strategies	Students' contribute to discussion and gain deeper awareness of language needs	-Use any writing material to note student's contributions -Encourage students to use both languages -Enquire about student's approach to communicating with an elderly person (i.e. who has not been out for a long time) and collect examples of language to motivate them to get outside. -Write down examples on the wall of subjects and phrases given by students given constructive feedback when appropriate	-Ensure everybody in the class participates (including examples from students' home countries) -Encourage real examples from students' work (time permitting) -Ask students to give examples of language structure and phrases in both languages where possible	-Give value to the students' professional experience -Ensure the subject and language proposals meet ethical criterion e.g. do not allow bribery or threats!	-Collect simple motivation language structures e.g. Would you like to...? How about...?
3. Introduce New Subtle Language	-Learn and use	-Introduce basic textbook material on grammatical	-Decide on most suitable exercises to enhance		Do you fancy...?

Teaching Unit 1 (TU1): COMBI Hygiene Shower Unit (Level A0-A1)

SUBJECT	OBJECTIVE	TASK	CLASSROOM NOTES	WORKPLACE NOTES	GRAMMAR & VOCAB
Forms for Motivation	new forms	<p>elements such as 'could' or 'shall'?</p> <ul style="list-style-type: none"> -Exercise these language forms in partners & small groups to pronounce and familiarise with new forms -Apply language forms to potential workplace scenarios and connect to language forms and subjects already discussed early in class, 	<p>students' knowledge</p> <ul style="list-style-type: none"> -Choose material that can be easily used to repeat outside the classroom 		<p>Could we maybe...?</p> <p>Shall we perhaps...?</p>
4. Role Play	-Practice and apply new language forms for healthcare scenarios	<ul style="list-style-type: none"> - Explain the role play between care-worker and client and the situation (I.e. motivation) - Encourage students to use new language forms learnt along with own language used in both languages. -Write down new language forms on wall as a reminder -Ask two students to demonstrate role-play -Guide students and repeat role-play to ensure new language forms are included -Students practice roleplays in partners with positive feedback - Discussion on role play experience and progress 	<ul style="list-style-type: none"> -Read: 4.1 Basic Guidelines for Role Play 	<ul style="list-style-type: none"> - If students express concern about the limits of real work conditions, explain that role plays are based on ideal scenarios and best practices need to be learned. 	<ul style="list-style-type: none"> -Use new language structures within role play conversations

Teaching Unit 2 (TU2): COMBI Motivation and Mobility Unit (Level B1-B2)

SUBJECT	OBJECTIVE	TASK	CLASSROOM NOTES	WORKPLACE NOTES	GRAMMAR & VOCAB
1. Presentation (5 mins)	Discuss the plan for session	Explain how to use language in order to help an elderly person take a shower and foster autonomy. Explain the objectives: <ul style="list-style-type: none"> • Introduce key words • Practice key words through movements and real-life materials • Apply key words in role-play scenarios 	<ul style="list-style-type: none"> - Communication will be in majority language - Encourage students to understand and use their language repertoire even if this is only a few words in the minority language. • 	Read Teacher Sheet: 1.2 "Promote Autonomy of the Elderly" 2.1 "Using both languages" 3.2 "Activating Existing Knowledge" 3.3 "Using Real Material" 4.1 "Basic Guidelines for Role Play" 4.3 "Religious Factors"	-Introduce simple command forms of verb e.g. "Take" "Put" "Give me" -Introduce names and articles of objects in bathroom e.g. the shampoo, the towel etc.
2. Introducing Real-life Objects (bathroom)	Student become aware of the names of these objects (including many they already know)	<ul style="list-style-type: none"> -Produce box of materials and present them to class -Take one object at a time. Allow students to suggest answers before naming objects - Each student takes an object each and names it 	<ul style="list-style-type: none"> -Reinforce that verbs are the greatest tools in interaction rather than the objects alone - Ensure the use of colourful, bright, clean 	-	-

Teaching Unit 2 (TU2): COMBI Motivation and Mobility Unit (Level B1-B2)

SUBJECT	OBJECTIVE	TASK	CLASSROOM NOTES	WORKPLACE NOTES	GRAMMAR & VOCAB
		<ul style="list-style-type: none"> -Discuss thoughts concerning names of objects borrowed from majority language as a helping aid in language learning -Introduce verbs “Give me”, “take” etc. with actions and objects and reinforce the importance of verbs as interaction tools - Write down new vocab and verbs on wall as a reminder <hr/>	<p>and quality materials to make it a meaningful and memorable interaction for students!</p> <ul style="list-style-type: none"> - Use movement and gestures with objects to encourage visual and tactile memory 		
3. Practice new verbs forms and objects in dynamic exercise	-Learn and use new verbs and vocabulary	<ul style="list-style-type: none"> -Ask students to stand up and to make a circle -Give an object to each student -Interact with these objects by using “Give me” or “Take” i.e. one student to give an object and another to take, changing from student to student - Repeat this until students are confident -Introduce “Put it in/on” i.e. Put it on the chair with the same objects 	-Make sure that students use dynamic movements and hand gestures as in real life situations		-Move on to other verbs such as “Put in/on” if students are confident

Teaching Unit 2 (TU2): COMBI Motivation and Mobility Unit (Level B1-B2)

SUBJECT	OBJECTIVE	TASK	CLASSROOM NOTES	WORKPLACE NOTES	GRAMMAR & VOCAB
4. Role Play	-Practice and apply new vocabulary and verbs for healthcare scenarios	<ul style="list-style-type: none"> - Explain the role play between care-worker and client and the situation (i.e. help in the shower) - Encourage students to use new vocabulary and verbs learnt along with own language used in both languages. -Ask two students to demonstrate role-play using all new materials together -Guide students and repeat role-play to ensure new vocab and verbs are included -Students practice roleplays in partners with positive feedback -Discussion on role play experience and progress 	-Read Teacher Sheet: 4.1 “Basic Guidelines for Role Play” - Consider religious/cultural factors with intimate contact	- Read Teacher Sheet: 2.2 “Minority Language Awareness” and encourage and appreciate the use of single words in the minority language as a respectful gesture towards elderly people	-Use new vocab and verbs within role play conversations

Teaching Unit:

(Level)

SUBJECT	OBJECTIVE	TASK	CLASSROOM NOTES	WORKPLACE NOTES	GRAMMAR & VOCAB
<p>1. Presentation (5 mins)</p>					
<p>2. (ex) Introducing Real-life Objects (bathroom)</p>					
<p>3. (ex) Practice new verbs forms and objects in dynamic exercise</p>					
<p>4. Role Play</p>					

C3: LINKLIST / MATERIAL

Giebert, S.: Drama and theatre in teaching foreign languages for professional purposes:

<https://apliut.revues.org/4215?lang=en>

Methods of education:

https://acunagua.files.wordpress.com/2015/10/medart_a-methodological-guide_es.pdf

Article concerning challenges and benefits of drama activities:

<https://www.sciencedirect.com/science/article/pii/S1877042813002073>

Dissertation concerning Drama and Theatre as a method for Foreign Language Teaching

https://www.depositonce.tu-berlin.de/bitstream/11303/1448/1/Dokument_8.pdf

Resources for teachers offered by the British Council:

<http://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/drama%202009-10.pdf>

<https://dramaresource.com/drama-for-language-teaching>

Creativity in the English Language Classroom:

https://englishagenda.britishcouncil.org/sites/default/files/attachments/pub_f004_elt_creativity_final_v2_web-1.pdf

Language pedagogy material:

https://en.wikipedia.org/wiki/Language_pedagogy

https://en.wikipedia.org/wiki/Task-based_language_learning

CEFR

<https://rm.coe.int/1680459f97> (see chapter 2 "Approach adopted")

D. PLANNING OF COURSES USING MULTIDISCIPLINARY APPROACHES

In this chapter you will find examples illustrating how to integrate multidisciplinary approaches into a language course. The multidisciplinary content and exercises vary depending on the students, the length of the course, etc. The following are guidelines based on COMBI's own experiences from different European contexts. A teacher or language provider is therefore encouraged to adapt according to their own needs.

What is the aim of this chapter?

This chapter aims to help teachers to include the multidisciplinary approaches and themes that are relevant for improving language learning in their courses. In general, we try to give advice and examples of how to go from an initial needs assessment to a language course, including elements which concern learning a minority language.

D.1. INTRODUCTION - PLANNING OF COURSES

Course planning obviously depends on multiple factors and circumstances. Management, providers, workers/students, language level and workplace needs all need to be considered amongst many other reasons.

This chapter provide some examples of course planning from different backgrounds and for different clients. These include modules based on a main themes but which use different thematic and methodological approaches. Additional documentation is also included in order to demonstrate how course planning is related to the needs assessment

The experience of the Basque Language Centre for Migrants, Banaiz Bagara suggests that thematic units — e.g. “giving help in the shower” instead of “workday”— that make it easier to “recycle” material. Elderly care is centred on several topics that continually reappear although not all workers need to do everything concerning these topics, e.g a physiotherapist does not necessarily have to learn communication tools for the reception or serving meals. Units which are focused on main themes are easier to combine into a whole course or to use for a short workshop with focus on one theme only.

Having seen many care workers in their everyday duties, one common feature comes to the fore: their job is both physically and mentally challenging. It is therefore understandable for them to try and find ways to cut corners — e.g. in their use of language. As there is evidence of fatigue hindering progress in language learning, course scheduling and methods should provide the participants with a kind of “oasis” from their workday rather than being a burden. Therefore, we should integrate elements which explicitly encourage and inspire participants. These could be cultural issues, relaxing / gym exercises (to also help physical problems due to movements in care-work etc.). The choice of such exercises depends on the characteristics of the participants and the preparation of the teacher (another possibility can be to bring in an expert in a field or use existing skills of the participants).

D.1.2. PLANNING OF COURSES (GENERAL)

Ability to plan well is a key skill for a teacher. As mentioned above, various factors must be considered when starting the planning process. Such factors include the use of target groups, aims and existing resources.

Initial assessment is an important part of the planning process. This can include assessing different aspects of language skills depending on the emphasis of the course; for example, oral skills for communicating with elderly people in care homes.

Planning a course for specific work-related needs differs from planning a general language course. Needs analysis carried out in a workplace (in addition to the initial needs assessment; see chapter A1) gives teachers a good basis to plan an effective course.

When planning an L2 or L3 course, a very relevant question is the relationship between the target language and the teaching language. As the language settings vary greatly, it is important for a teacher to recognize the level of language use, so that learners can operate and so that teachers can adjust their approach.

The most important basis of planning the course is setting goals. The goals must be set in agreement with the learners as well as the employer (in the case of a workplace course). The goals must be shared and made visible to learners and teachers. In many cases it is necessary to split the goals into smaller sub-goals. When the aims of the course and lessons are clear, it helps the teacher concentrate on finding the most effective ways to achieve them i.e. to choose the appropriate objects for learning and methods to practise them. A wide range of methodological approaches is presented in chapter B1.3. Dividing the course into thematic units is the most functional way to plan a task-based language course.

In our experience, the planning process of a course should include the planning of assessment, i.e. how and when we assess the learning process and results. We encourage teachers to use diverse approaches to assessment, such as self- and peer-assessment.

Finally, the course plan must be adjustable. A teacher should reflect on it on a regular basis. Comparing the original course plan, actual implementation and assessing achievements at the end of the course allows the providing organization to develop the concept.

D.1.3. PLANNING OF COURSES (MINORITY LANGUAGES)

One issue in the case of minority languages is how to integrate sociolinguistic awareness into the course workshops and classes. As explained in the toolkit introduction, linguistic habits, language environment, prejudices and such play a more important role in the use of the minority language than in other dominant languages. In many cases, the empowerment and awareness of the speaker can have the same degree of importance as the acquisition of language elements. The question is therefore: how and when do we integrate these subject elements into a course?

On the one hand, this methodology proposes a continuous presence of sociolinguistic elements and language awareness during the steps of language learning. On the other hand, it can also be useful to start a course with an initial language awareness workshop about the workplace and personal language habits. Furthermore, as a result of the language situation/language needs assessment, we have seen that linguistic behavior has an obvious relationship with sociolinguistic mechanisms (e.g. workers who know the minority language speak in the majority language in the workplace because of “habit”. Another example being when mother tongue workers who speak the minority language with each other and the clients automatically use the majority language with migrant workers, even if they are learning the minority language...).

Another possibility is to accompany the course with practices that focus specifically on language behavior, such as *BerbaSare*, (see chapters D2 and D3) with representatives from workers of both language communities. This has the advantage of everything being learnt and tested in real-life situations, while workers simultaneously reflect on the “real problems” of language use (like fear of “changing”, being ridiculous, not being as eloquent in the minority language as in the majority language, etc.).

Nevertheless, creating groups such as these are more difficult for home-care workers, unemployed workers or health-care students. However, other elements can be included e.g. a meeting with minority language elderly speakers or a visit to an elderly care home where the minority language is predominantly used.

In this case, language awareness as well as other subjects are targeted and integrated into the course. These could include cultural diversity, local culture (such as local cuisine, festivities, customs, etc.) but also a workshop with a professional of a certain discipline such as dementia, diabetics, etc. This can be taught partly in L3 and partly in P1/L2, depending on the level of the students.

D 2: TOOLBOX

About course planning in general:

<https://www.teachingenglish.org.uk/article/course-planning>

Intercultural competence and reflective discussion, Curriculum for ½-day Training

http://www.aldrecentrum.se/sites/default/files/Global/TDAR/Germany/curriculum_05_daly_training_intercultural_competence_reflective_discussion.pdf

D 3: LINKLIST / MATERIAL

Guides for teachers:

TDAR project: The learning workplace. A guide for teachers

http://www.aldrecentrum.se/sites/default/files/Global/TDAR/Spanish/A%20guide%20for%20teachers_150204.pdf

E. TOOLS FOR EVALUATION

For a language teacher, as well as a vocational teacher, understanding the level of home language of the student is important for evaluation.

It is also important to:

- Consider the practical environment in which the student will work
- Consider a student's progress in communicating on the job not only his performance in a theoretical test.
- Ensure outcomes give constructive feedback that the student can improve on
- Ensure language competencies are tested rather than student's ability to memorise content.

In this chapter you will find examples from the European discussion on new ways of evaluating as well as reflections concerning how to adapt these evaluations to minority language situations. Nevertheless, we also describe other formulas, such as the CEFR model, “Linguistic profiles”¹ or the adaptation of these CEFR levels to professional competences like the TDAR approach. Despite little experience with alternative evaluation tools for bilingual situations, we hope to contribute to the discussion and welcome feedback.

What is the aim of this chapter?

This chapter gives information about new ways of testing language competences as well as opening minds to a new viewpoint on language competences, especially in bilingual work environments.

It is dedicated to teachers who want to create new ways of testing their students, but also for employers or policy makers who are interested in language competence testing in strategic and communication competences for a concrete work environment. Moreover, we also want to raise awareness about inclusive ways of testing (vs. testing as exclusive filters)

¹ “Linguistic Profiles” assign a certain language level to a determined workplace. The system was originally created in Canada to guarantee linguistic rights in both official languages. It is widely used in the Basque Autonomous Community (especially in the public service). The levels are associated to the CEFR level descriptions. (E.g. the director of an elderly home could need a C1 level while a cook needs a B1).

E.1. INTRODUCTION – TOOLS FOR EVALUATION

In addition to research on multidisciplinary and innovative approaches to learning and testing, evaluation is another field where new viewpoints and methods are progressing. Competence based testing and problem-solving capacities are increasingly appreciated in comparison to a simple repetition of memorized content.

The work in recent years on migrants and language learning in European projects (Odysseus, Languages for Work) show that academic testing (on languages) does not reflect real communication competencies of each student or worker. The question is what the alternatives are.

In this chapter, we try to gather good practices from different European countries. Even though there are many good practices in use, the subject is still in a pilot-phase.

Possibly the easiest solution can be shown if the course takes place in a workplace (e.g. elderly care home, daily care home). Progress can be noticed as a result of daily practice. Nevertheless, even in such as case, progress can also be viewed subjectively.

It is more difficult to test people who are not yet in employment. The tendency is to consider the whole process of a student, not only an exam, and the willingness and interest to learn of the student and use the language and overcome personal limits.

Aside from progress evaluation, testing with a scenario is one of the most frequently used innovative methods.

In the case of minority languages, innovative approaches are required which include the sociolinguistic context of the language. It is inadequate to test a minority language the same way as a majority, state or national language if the spaces do not exist for the language to be used fully in all professional functions.

In this respect, it would be possible to test students according to the degree of problem-solving capacity in the minority language, giving them the possibility to use the majority language for certain functions (such as in real life situations).

Another approach could be to incorporate evaluation with the CEFR framework, adapted to a professional field, (such as by TDAR, guidelines included in this toolkit, see chapter A). This gives professionals the possibility to show their language capacities in their fields of strength, rather than based on learning content for a test.

A further method would be to test an internship at an elderly care home for instance. This could be a specific requirement that a student needs in order to be competent in the professional functions or to develop language capacities for particular functions in the minority language. In this case, an elderly home manager could be, for example, the individual who validates the internship in both competencies (professional functions as well as functions in the minority language).

In any case, testing language competencies must in relationship to the language policy, employment contract and the use and the status of the minority language in the economy, at the workplace and within the society in general.

What we described in chapter A1 is also valid for the testing. Before we establish ways of evaluation and assessment, we need to know what language competencies students will really need and what the goals are and language policies of the institution / company they will work for.

In terms of language competencies, it is indeed valuable to make a distinction between passive and active competencies. What should be tested are perhaps not only the language competencies (reading, speaking, writing, listening) but also the 'sociolinguistic' competences acquired by the workers (their ability to shift between languages, the kind of communicative strategies they apply to find a solution for communicative problems, the use made of available (online) communication tools, etc.).



E.1.2. TOOLS FOR EVALUATION (GENERAL)

Each testing process can be developed or analysed using the following questions:

1. Aim: What is the aim of the test?
2. Time: At which moment does it take place?
3. Language competencies: Which kind of competencies / skills will be tested? (e.g. speaking, reading, writing, listening)
4. Procedure: How will these competencies / skills be tested?
5. Consequences: What consequences does the test have for the participant (e.g. Access to a job, access to training, etc.)
6. Resources: What resources are needed to carry out the test? (e.g. time, material, training for the testing personnel, etc.)
7. Experiences: What experiences already exists with the test?

These simple questions can lead to a reflection about the appropriateness of the test we normally use, which often can determine a person's life or career.

In a global world, it is more and more important that mobile workers can use their competencies in different languages and that the criteria we use for testing (as well as for learning) are ever more based on communication competencies for concrete aims and not on a general language.

In this sense, testing has to be:

Centred in the field of communication that a worker really has to master (e.g. a nurse for medical communication, a cook about cooking and nutrition).

Language tests should not have the function to exclude migrants from certain workplaces but offer a progressive inclusion.

The construction of the test should be brought into question: do we really test a person's communication competencies or only the ability to memorize contents and forms).

Testing should be integrated in the learning process and lead to a positive and individual feedback about progress and not to a standardized criteria of "belonging" or "not belonging".

E2: TOOLBOX:

Four examples for evaluation (german)

1. FörMig - Bumerang

It is a test of competence in writing and reading for young people when passing from high school to professional or University Training. This test was especially created for young migrants and exists in German, Russian and Turkish. Nevertheless, it is not a tool that takes into consideration the communication needs of migrant care-workers.

2. Lernfortschrittsmessung nach der Szenario-Methode

Assessment of Progress with the "Szenario" method. This method is largely used in in companies all over the world to assess workers competencies and needs for training. It consists in giving the student several situations to solve. The situations are related to his and her workplace realities and can rely on oral or writing/reading skills, although normally it is a combination of different scenarios. The competencies of the students are evaluated following work-competencies and language criteria. See also documents B3.

The "Szenario" methodology is especially interesting because it can be used as a teaching instrument as well as a testing instrument.

The outcome of a test with "Scenario" is a specific certificate, based on the needs of the workplace or the professional area. Standards can be fixed by the company or the institution that will employ the workers.

A handbook for testing with "Scenario" is included in the Linklist in B3 or Pflege 2016

See also:

www.skylight-languages.com

www.ideal4-projekt.de

3. Fide-Portfolio

Fide-Portfolio is a method that has been created in Switzerland for adult migrants. It exists in German, French and Italian. The idea is to accompany the student through his or her learning progress during the whole course. In the beginning, there is an assessment of levels and needs. Starting from this point, the progress of the student will be documented continuously in a folder ("portfolio") and serves for the student himself or herself as well as for the future employer.

The method has been tested in three language regions of Switzerland in L2 courses for the workplace. It came to evidence that it was problematic for the teachers if the students prepared at the same time an official exam, because the portfolio is not meant for "teaching to the test" (Backwash) but takes in consideration individual progress.

When there was no need for official exam, experiences with the method were positive because it is very much anchored in a feedback culture and in the awareness of the students and the teachers of learning progress and the personal presentation of progress.

See also:

www.fide-info.ch

4. Kompetenz-Check

Kompetenz-Check. This testing method accompanies a language-coaching for the integration in the labour market. It is meant for the work of the coach with the student to filter exactly which professional or educational competencies do exist, which competencies are still insufficient and which one does the student/migrant wish to acquire.

See also:

www.mein-beruf.net

www.kompetenzwerkstatt.net

5. Dialogische Diagnostik

Dialogue diagnostics is a method that comes from the work with young and adult. In this method, a huge number of very different tasks are given to the student which he/she has to fulfill without a fixed time requirement. The real aim of this task is to create a dialogue with the teacher, where teacher and student discuss together possible solutions. The method is a scientifically largely studied method that comes out of a scientific community, critical with the common methods of testing. The approach puts most of the emphasis on non-hierarchical viewpoint of learning and knowledge.

In this case, the method was used as a pilot project with immigrants, learning L2.

See also:

“PROFESS”, University Siegen, Erika Brinkmann, Axel Backhaus.

E3: LINKLIST / MATERIAL

Material for and about evaluation:

<https://www.ecml.at/Thematischeareas/EvaluationandAssessment/tabid/1628/language/en-GB/Default.aspx>

<http://www.meits.org/policy-papers/paper/the-role-of-assessment-in-european-language-policy-a-historical-overview>

[DIALANG online diagnostic \(especially for comprehension skills\)](#)

Asses support and certify (workplace related) language competences:

http://www.netzwerk-iq.de/fileadmin/Redaktion/Downloads/IQ_Publikationen/Thema_Sprachbildung/B_D_FachtagungDoku_2014_NEU.pdf (in german)

NOTES:

NOTES:

combiproject.eu



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