

# 2015

## RESULTS OF LEARNING PARTNERSHIP



ADMILE

# ***ADMILE - Adult Migrant Low Level Language and Literacy Learners. An analysis and re-evaluation of current pedagogical approaches***

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Teaching methods and materials - good practice examples

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# Introduction

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The letters ADMILE stand for Adult Migrant Low Level Language and Literacy Learners. The project was conducted in 6.11.2013–22.5.2015 and participated by 5 schools: Axxell Utbildning Ab – Finland, Die Wiener Volkshochschulen GmbH –Austria, Verein DANAIDA – Austria, Hamburger Volkshochschule – Germany and Ålesund Voksenopplæringscenter – Norway.

The learning partnership focused on adult migrant students with low level literacy and learning skills. The aim of the partnership was to raise teacher's awareness on the needs of these learners and improve the teacher's pedagogical, didactical and methodical skills. In consequence the migrant learner's needs were targeted in order to achieve more successful learning results. In other words the target groups of the partnership were both teachers and learners.

The participating organizations are all experienced in the field of integration training and training migrants with low education. While seeking approaches for finding out the real linguistic needs of the learners with low literacy and learning skills the key question was: “How the results of needs analysis are taken into account in the learning environment and pedagogical and didactical implementations in different countries?” Also, the context of providing language training varies in partner countries which made the cooperation fruitful.

The learning partnership was about benchmarking, exchanging experience and comparing the activities. During the partnership there were 5 transnational meetings focusing on following aspects according to the expertise of partners:

1. the needs and characteristics of the learners
2. the course content, including teaching methods and achievement assessment
3. teacher qualifications.

Outcomes of the partnership are now summarized here as the needs analysis, a comparison of teacher qualification requirements and the best practices.

# Summary of Needs Analysis

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Learning partnership has been seeking approaches for finding out the real linguistic and basic skills needs of the learners with low literacy and learning skills. During the partnership we have gathered together best practices in needs analysis in participating organizations. Adult migrant students with little or no schooling prior to entering the country of entry need support in learning and literacy skills that are essential for successful learning.

In the discussion we have listed some of the typical characteristics of the target group. Naturally these are just typical features. Every learner is an individual personality.

- Certain characterizing make them slow learners (age, health, trauma)
- Slow learners= slow learning
- Little or no learning background
- Language of learning is not necessarily L 1
- School attendance is sometimes unsteady
- Mainly from outside Europe
- Never studied formally another language
- The target group consist of people who have not learned to read and write before, did it in another alphabet or lost it (partly)
  - Mother tongue readers with a different alphabet e.g Arabic, Chinese
- Participants with none or little (formal) educational background
  - Learning to learn is an issue
  - There's no/little awareness of meta-language

The teacher of these learners should pay special attention to their students' situation and background knowledge. Here are some issues that are especially important in these classes:

- Create a safe environment
- Build an atmosphere of respect
- Explain the method and build trust
- Make sure that they know the teacher is the professional
- Higher level of structure in materials
- Structure itself is part of learning
- Breaking down in very small parts
- Lots of repetition
- Lots of support
- Lots of attention

The needs of the learners can be viewed from different angles. On the personal level every learner has her own interests, wants, needs and competences in learning a second language and literacy.

In the beginning of the studies some kind of an **assessment** of competences is carried out in every participating organization. It can be a registration process in the school or an initial assessment procedure in a testing center. It may involve (standardized) testing on language

competences in 4 skills (reading, writing, listening, speaking). Usually an interview is included. In the interview motivation, needs, interests, personal data, legal status, need of childcare etc. are discussed. In this process the learner will be placed into a suitable level and track or a study group.

During the studies a learner will face different assessment systems. In some of the actions the teacher is the more active part and in others the learner herself is in the centre. Formative assessment during the studies determines learners' way through the integration training. Teachers also observe the progress and note the level of skills the learner is at the certain point. Self-assessment and –reflection are also widely used. For example learning diary and portfolio can be ways to record progress especially in situations where standardized testing shows only failure.

At the end of the studies there is usually some kind of a final examination which also defines teaching and creates needs. It is usually quite demanding for learners who are not used to formal learning and testing. There can be some arrangements for slow track learners, for example in Finland the test time is longer and there are some breaks in comprehension tests.

Another angle for finding out learners needs during the studies is the **guidance and counselling** process. The approach is dialogic and during the process a learner will get support to take realistic steps in her studies and professional life. The forms of guidance can be:

- small group discussions
  - o about best learning strategies
  - o about setting learning goals
  - o what learners want to learn
    - Discussions in the first level of studies have to be very concrete. With the help of pictures it is possible to talk about needs and wants of the learners. Where do you need to use L2? What are the most important situations where you want to learn to use L2?
- a personal study plan
  - o individual guidance and counselling
    - if needed
    - regularly during the studies for every student according to the curriculum
- assessment of learning barriers for those in need
  - o by social worker or teachers with special training
  - o support systems have to follow the assessment
- professional needs
  - o workshops on different professions for those who are interested
  - o individual guidance and counselling

Yet another view to needs is the establishment of **the expectations and legal requirements** by the society for the migrants. There are certain goals that are given. For example the aims and contents in the national core curriculum, the regulations of integration training and the language level required for residency permits and citizenship.

When institutions are **planning** new study programs for migrants the best way is the customer-oriented program planning. First of all the planner has to recognize the needs by asking, with an interpreter if needed. Then the interests need to be bundled together and cooperative partners need to be found. Then the course can be started.

# The learners / learner groups in literacy classes – the learners' profiles

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This is to show that the learners in literacy classes are not a homogenous group of „illiterate persons“ but that we always have to consider the diversity in very different fields.

It is important to deal with the learners' profiles and diversity in our groups because of many reasons. One is that regarding this diversity means that we have to understand that there will never be a “homogenous” learner group in a literacy course for migrants. This means that we will always have to deal with heterogeneity concerning skills and interests of our learners and that we have to find ways of differentiation in the courses. But the variety of aspects of diversity (as origin, family situation, migration stories etc.) does also influence the learning processes. People can be more or less concentrated because of their current life situations and they can be more or less used to (formal or informal) learning situations although they might have in common, that they have not attended school in their childhood. Those differences in the learners' profiles have to be considered in planning and carrying out literacy courses for migrants and that is why they shall be mentioned.

## **Origin**

Learners come from different parts of the world. We don't have any statistics about literacy levels of immigrants in our countries but of course we see that worldwide literacy rates are “mirrored” among the participants in our classes. There are a lot of people coming from Afghanistan, Somalia, Ghana, Nigeria but also from people from Europe (Turkey, Bulgaria, Serbia etc.) who could not attend schools in their childhood or later.

It is clear that the origin and the life experiences of the people influence their religion and their moral concepts that have also be considered when we create and talk about learning conditions.

## **School attendance and Reading/Writing skills**

Also the view on school attendance and the reading and writing skills shows that we are not working with a homogeneous group of “illiterate” persons who haven't been to school and can not read or write. We see people in our groups who have maybe attended school for 4 or 5 years (or sometimes even longer). Some of them have never practiced written language in use and so they have forgotten how to read or write, some can read and write but still too slowly to

follow a “regular” language course. Others have never been to school and do not have any knowledge of letters or spelling.

The reasons for not having attended schools (or for big gaps in school attendance) are different: of course, poverty is still a big cause. Children cannot attend school because their parents can not pay the school fees but also – if school is free – because everything they need for school would be too expensive for the families. Sometimes, only one child of a family can attend school and the others have to stay at home.

Hand in hand with poverty goes child labour which means that children have to work as soon as possible in order to support their families. This can be wage work and financial support but even more often is meant that the children have to help in the household, in farming or in care of older or younger family members.

Another big reason for a lack or unsteadiness of school attendance is war (or are conflicts in a country or region). In times of conflicts it can be too dangerous for children to attend school or they are even closed when the situations get worse and infrastructure break down.

We do also know that for minority groups in a lot of countries it is difficult to attend schools regularly. This is often because they are discriminated and badly treated so that the children – even if they go to school and if their parents would support their school success.

Also a problem for those children is often – as well as for others in plurilingual countries – that schooling language is not their mother tongue or one of their family languages. This means that they should be alphabetised in a foreign language (eg. Kurds in Turkey but also Wolof-Speakers in Senegal where official and school language is French) which is difficult when the first languages of the learners are not regarded and even more difficult when they are forbidden or considered as “wicked” languages at school.

## **Multilingualism**

It is to be said expressively that people in our literacy classes are mostly multilingual. Nearly every learner speaks and understands more than one language, most of them even more than two. People have often grown up in multilingual contexts and with more languages but a lot of them have also learnt further languages (as “foreign languages”) during their migration – either in countries they have lived in for a certain period of time or in contact with other migrants (eg. in parks, in refugee hostels,...).

These language resources have to be mentioned and seen positively also in literacy classes. Although our learners might not be able to read or write those languages, they have a lot of implicit linguistic knowledge and learning strategies.



## **Migration reasons and living situation in our countries**

The reasons for migration are various but it is clear that managers or highly educated people in international enterprises are not target groups for the literacy classes.

It makes a difference if people come voluntarily (“migrants”) in order to work in our countries or to join their families or if they have to quit their home countries because of war or violent situations (“refugees”).

It is to be said that the difference in their legal status in our countries also influences their motivations and possibilities for attending courses as well as their learning processes. Migrants in some countries have to pass exams in order to maintain their permits to stay. This produces an enormous pressure and fear especially for persons with low literacy levels which influences negatively their learning processes.

Those general conditions for the learning contexts (free courses?, possibilities to attend the course?, social counselling?,...) differ a lot within our project countries and have also be regarded as facts that influence the learners’ motivation and learning success.

Also, the permission to attend courses (without charge) does change with the state of residence of immigrants, e.g. very often, there are no free courses for people as long as they are asylum seekers.

Migration reasons do often influence also the current life situations of immigrants in our countries. Refugees do often have to live in hostels where they do not have much place neither calm/silence to learn for a course or to make kind of “homework”. Of course, it does also make a difference if people are in our countries with their families (which can give them support but which do also need attention) or alone and also the quantity and quality of their (social) contacts to the settled population influence their learning.

As a lot of people (especially refugees) in our groups have lost nearly everything they had and have to build up a completely new life in our countries, their economic status is mostly poor and so social counselling is necessary also in order to relieve the learning processes and situations from social or economic problems. Nevertheless we see that many migrants do have a lot of health problems which also influence the learning processes.

## **Competencies**

Despite their low literacy levels we do always have to consider that we are working in our classes with adults who have a lot of life and often work experience and who have migration experience which demands a lot of competencies from the people that we have to regard and make us and our learners aware of them. We have already mentioned multilingualism above but this also regards key competencies as e.g. flexibility, the ability to work in teams etc.

We have to be aware of the fact that our learners are people like you and me, with a lot of learning experiences and with a wide field of interests that are naturally different from childrens' interests and preconditions.

We have to adapt our methods and materials for adult learners with fully developed cognitive skills and with a lot of living and learning experiences whose aim it is to learn to read and write.

### **Conclusion**














In exchange of the experiences and know-how of our different countries and learning groups we could find quite a bundle of remarkable points that are "similar in their diversity" for our learners groups.

We consider those points as very important for the learners' learning processes as well as for their goals and their special needs (see text about the learners' needs).

# Teachers' Qualifications

Low literacy learners are demanding target group and teachers need to have clear pedagogical approach and wide selection of teaching methods in order to be successful. Professional development is constant. During the 4<sup>th</sup> transnational meeting the teacher qualification requirements in partner countries were introduced. The focus was on special skills and qualifications that the teachers of low literacy learners need in their work. Below there is a summative table about the current situation in partner countries.

**Teachers' qualifications in low level literacy courses for migrants: a comparison**  
 A summary based on experience and exchange done in the Learning Partnership ADMILE

	Norway	Finland	Germany	Austria	EU
Aspects	<a href="http://www.nordvux.net/content?articleType=ArticleView&amp;articleId1232">http://www.nordvux.net/content?articleType=ArticleView&amp;articleId1232</a>	<a href="http://www.nordvux.net/content?articleType=ArticleView&amp;articleId1232">http://www.nordvux.net/content?articleType=ArticleView&amp;articleId1232</a>	<a href="http://www.bamf.de/SharedDocs/Anlagen/DE/Downloads/Infothek/Integrationskurse/Lehrkraefte/kriterien-zulassung-fuer-zusatzqualifikation-alpha-pdf.pdf?jsessionid=67862E9B53D3C0266D584E049800D9AC.1_cid359?_blob=publicationFile">http://www.bamf.de/SharedDocs/Anlagen/DE/Downloads/Infothek/Integrationskurse/Lehrkraefte/kriterien-zulassung-fuer-zusatzqualifikation-alpha-pdf.pdf?jsessionid=67862E9B53D3C0266D584E049800D9AC.1_cid359?_blob=publicationFile</a>	<a href="http://www.initiative-erwachsenenbildung.at/https://www.initiative-erwachsenenbildung.at/fileadmin/docs/Prinzipien_Richtlinien_Basisbildung_endg_14.pdf">www.initiative-erwachsenenbildung.at/https://www.initiative-erwachsenenbildung.at/fileadmin/docs/Prinzipien_Richtlinien_Basisbildung_endg_14.pdf</a>	<a href="http://www.atee1.org/uploads/EUpolicies/common_eur_principles_en.pdf">http://www.atee1.org/uploads/EUpolicies/common_eur_principles_en.pdf</a> <a href="http://www.egavet.eu/index2.html">http://www.egavet.eu/index2.html</a> <a href="http://www.cedefop.europa.eu/de/publications-and-resources/publications/3068">http://www.cedefop.europa.eu/de/publications-and-resources/publications/3068</a>
Sources				  	
Partners in ADMILE:				  	
Legal requirements in existence?	By law for all teachers, except for teachers adult education.	By law (986/1998), regardless of educational sector	no federal law for AE, state laws may apply, but do not state requirements for teachers	no legal requirements in general but national funding for literacy programs (for migrants and not migrants): Initiative Erwachsenenbildung; teacher qualification see "Programmplanungsdocument", page 22 ( <a href="https://www.initiative-erwachsenenbildung.at/fileadmin/docs/PPD_2015-2017.pdf">https://www.initiative-erwachsenenbildung.at/fileadmin/docs/PPD_2015-2017.pdf</a> )	no EU law
Requirements by funding body/bodies?	See under	yes, additional requirements may apply	yes, e.g. Federal Department for Migrants and Refugees: Additional qualifications (GSL and Literacy)	see above	not applicable
Requirements by organisation?	ordinary teacher training school or : practical pedagogical education in addition to your degree. (bachelor/master).	yes, e.g. 3 years; working experience	yes, several years of working experience and additional qualifications (e.g. ProGrundbildung or BAMF)	see above: regulation by funding bodies; for accreditet courses necessary	not applicable

Prerequisites to enter professional field?	bachelor/master degree	Master's degree: basic, intermediate (and advanced) studies in Finish and Literature, pedagogy, (included in the Master's degree or separate studies after graduation)	not legally, mostly subject related university degree is needed	no specific qualification; subject related trainer courses obligatory	not applicable
Continuous/Further training?	Mandatory. General courses min.3 working days a year in norwegian as a second language. Possible to apply for further education in low level literacy, not paid.	In Adult Ed. no mandatory in-service training, Possibility to attend special training for literacy teachers (for free, evening class)	not mandatory, demanded in certain (funding line) areas, expected by employers, not paid, may not even be for free	yes	expected
Values? Attitudes?	respect, diversity, multicultural approach	engagement, equality, cooperation, diversity, multicultural approach	learners autonomy, respect for diversity	based on critical pedagogy, pedagogy of migration, post-colonial theory: learner in the center of attention	partnership between learners and teachers
Fields of knowledge/competence	6 competence areas: literacy, AE learning, developing material, teaching without written support, initial and functional literacy, basic math	6 competence areas: literacy, AE learning, developing material, teaching without written support, initial and functional literacy, basic math	state- of -the art knowledge of language and literacy, teaching methods, intercultural skills	social, democratic, participatory andnd (self-) critical learning	pedagogy (AE), literacy, language, psycho-sociology
Content I: subject competences	subject pedagogy in language, literacy, mathematics, IT skills	subject pedagogy in language, literacy, mathematics, IT skills	theory of language aquisition, sociocultural and biografical aspects of literacy, methods and materials	literacy, numeracy, ICT, civic education, learning competence	subject knowledge: literacy, language teaching on different levels, knowledge of methods
Content II: social competences	interaction, knowledge of social environment and demands	interaction, knowledge of social environment and demands	communicative skills, observational skills, conflict training, facilitation	diversity, inclusion, support of competencies for political action	empathy, respect for diversity, special attention for vulnerable groups
Content III: personal competences	observation, self-estimation, involvement, personal responsibility for learning process	observation, self-estimation, involvement, personal responsibility for learning process	reflectional skills, openness, patience, willingness for continuous learning	systematical reflection, intervisional and (self-) evaluational competences	understanding the complex relationship between subject, teaching, society
Content III: personal competences, e.g. Awareness of difference of own and participants' learning biography for more information:	<a href="mailto:johanne.l.jatun@gs.alesu.no">johanne.l.jatun@gs.alesu.no</a>	<a href="mailto:Kristel.Kivisik@axxell.fi">Kristel.Kivisik@axxell.fi</a>	mandatory;; self-reflection of own learning biography incl. social and personal history of learning, values <a href="mailto:H.Koelln-Prisner@vhs-hamburg.de">H.Koelln-Prisner@vhs-hamburg.de</a>	<a href="mailto:angelika.hrubesch@vhs.at">angelika.hrubesch@vhs.at</a>	not applicable

# The Best Practices

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## *How to Motivate Slow Track Learners to the Objectives to the Working Life Course*

Aims and objectives	To motivate slow track learners to the objectives of working life course
Target group	Learners who attend to the working life course, which is the final module of the integration training system in Axxell.
Equipment, materials, tools	Visualization. The objectives of working life course are illustrated by visualizing the “big picture” - the reasons why are we learning what we are learning. Teacher needs graphic images, charts, patterns - everything which helps teacher to help students to understand what they are supposed to learn and why.
Instructions	The objectives of the course has to be clear and transparent to the teacher and to the group. Teacher should use time to enable learners to have a clear understanding.
Why graphic images?	We believe that visualization is the best way to teach abstract ideas to slow track learners.

*Learning Outdoors: A Learning Trip to Library*

<p>Aims and objectives</p>	<p>After the learning period the student is able to speak about his/her neighborhood/services nearby.</p> <p>The student is able to use the most common phrases needed in a library, knows how to express his/her needs in the context and has the basic skills to cope with the communication situations in a library.</p> <p>Is familiar with the many different activities libraries offer in Helsinki area. The students will have a chance to get a library card and they can make an application together with the library staff. They will have a chance to practice interaction in an authentic environment.</p>
<p>Target group</p>	<p>language level A2.1</p>
<p>Equipment, materials, tools</p>	<p>Students' ID's, already existing library cards (Remind the students about this!)</p> <p>Smartphones for documenting = taking pictures for a discussion on the next day.</p>
<p>Preparations &amp; Planning time</p>	<p>The teacher contacts/(calls to )the target library and reserves a guided tour for the group (Libraries in Helsinki area arrange guided tours for immigrant groups.)</p> <p>Setting the date, planning the week &amp; preparing the orientation = 2 hours of work.</p>
<p>Orientation</p>	<p>A discussion about the topic:</p> <p>What do the students already know about the library system in Finland? How many of them use it regularly?</p> <p>The concepts of library, borrowing and returning material, the due date, the fine.</p> <p>VISUALIZATION + Watching a video clip about visiting &amp; using the library.</p> <p>The new language &amp; grammar content (of the week): basic phrases, (repetition of) the simple expressions of necessity.</p>
<p>Instructions for summing up</p>	<p>Watching pictures and memorizing the trip in pairs or in small groups: How was the experience? Did you borrow anything, what? Did you grab books in your L1? Would you like to present it to the others? What's the best activity in library in your opinion/ What is most useful to you? Was there anything new you didn't know about the library? What did you learn? Does the library system differ from the library in your country, how? What activities would you want to the library in your area?</p> <p>Memorizing words in small groups = library Alias. (<i>"Alias is a</i></p>

	<p><i>game similar to Taboo, but the only forbidden word in the explanations is the word to be explained”, Wikipedia)</i></p>
<p>Assessment/feedback</p>	<p>A continuous evaluation task: a listening comprehension task: a dialogue about getting a new library card, when the old one is lost.</p> <p>(level A2.1)</p> <p>Feedback: After teachers evaluation the students get to see their score. Then the group re-listens the dialogue together and the teacher points out the parts with the right answers.</p> <p>After that the students are having an evaluative discussion: Did they succeed in the task? Why/Why not? Was the speaking tempo too fast? Did everybody understand the questions? Etc, etc...</p>

### *Fruit Salad*

Aims and objectives	Write and read vocabulary food (fruits), to scale, numbers in german (write and read), group work
Target group	Low level learners
Equipment, materials, tools	Worksheet scale (optional) money
Planning time needed	3 hours
Instructions for implementation	<ul style="list-style-type: none"> <li>•plan together and write a shopping list</li> <li>•make sure every participant has her/his own list</li> <li>•go to a market</li> <li>•work in pairs – every pair should buy a certain fruit on the list, scale it on their own and pay for it</li> <li>•gather around in front of the market</li> <li>•go back to the institution</li> <li>•participants have to find the information: weight, price, name of the fruit and write that on a prepared working sheet</li> <li>•talk about the shopping situation – was it cheap or expensive for example</li> <li>•give instructions – wash, cut, .... the fruits</li> <li>•eat it together</li> <li>•worksheet in pair-work: participants get worksheets in which different words are missing; they try to read the words and dictate the words to the partner (for example the shopping list) – to repeat the words</li> </ul>
Instructions for summing up	Talk about the fruit salad in the following lesson and repeat the ingredients and the activities
Assessment/feedback	Reflection with the question: “What have we learned today? How did you like it?”

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## Activities

Aims and objectives	<p>Activities as a basis for authentic conversation and text-creation.</p> <ul style="list-style-type: none"> <li>•Activities entail a lot of authentic communication between the participants.</li> <li>•The activities are linked to educational objectives/ competence aims.</li> </ul> <p>The participants create texts which are authentic. When they read their own, or the others text, the understanding and expectation to the text is closely related to the contents. It makes the whole reading-process easier, ___ concerning both ___ technical reading and content comprehension.</p> <p>Sometimes the activities give an introduction into society.</p>
Target group	All kinds of language learners.
Equipment, materials, tools	Camera, I-pad or computer. Areas like a kitchen, the library, the environment near by the school etc.
Planning time needed	1 hour per activity.
Instructions and implementation	<p>Prepare the participant: give necessary information the day before about what to wear and eventually when to leave/return.</p> <p>Take photos during the activities. Teacher or participant can be the photograph.</p> <p>The photos will be used as illustrations for text-creation. This text is a kind of written summary of the experience and impressions. Use Ipad/Book-creator.</p> <p>Sometimes, especially in the start of a course, it is an idea to create the text in common, and gradually they start to create their own texts. It's also possible to record the voice when they read the text. Multi-modal text.</p> <p>The texts will be used for repeated reading. Besides they contribute to keep common memories in the group.</p>
Instructions for summing up	Resume the experience of the activities. Conversation about the experience. Read the common text/the individual texts several times.

## Silhouette Writing

Aims and objectives	<p>To support speaking, reading and correct writing.</p> <p>Create awareness of size and place of the letters, and the silhouettes of words.</p>
Target group	<p>Silhouette writing is described in literature, and is used for learners having challenges with their reading, spelling and writing. Can also support oral production.</p>
Equipment, materials, tools	<p>Whiteboard (blackboard),/pen and paper, or data access <a href="http://nilsmagnus.github.io/silhouette/">http://nilsmagnus.github.io/silhouette/</a> You need a PC with internet connection, and a printer connected.</p> <p>Go to the web-site above. Type and copy.</p>
Planning time needed	<p>The teacher draws one box for each letter or types it on the website above, and then copies it to the students. The box for an “a” : a square on the line, for a “t”: a rectangle standing on the line, for a “g” a rectangle , hanging, line crossing in the middle, for a capital letter, a bigger square on the line.</p> <p>It can also be done on the board in front of the students. Planning time depending of the complexity or amount of words.</p>
Instructions for implementation	<p>Silhouette writing can be used in different ways:</p> <ol style="list-style-type: none"> <li>1) “words” of 2-4 boxes: Open questions: Which words can possibly fit in here? Multiple possibilities.</li> <li>2) Learning names of for example weekdays, months, numbers: See the silhouette word, remember and say the word, and then write the word, over and over again.</li> <li>3) Preparing for dictation.</li> <li>4) Remembering and then writing down a structure or a dialogue.</li> </ol>
Instructions for summing up	<p>Depending on aim and situation. Participants' work can be a basis for the teachers to identify focus areas, in writing and spelling as well as in grammar and syntax.</p>
Assessment/feedback	<p>To a certain degree, the students can understand , by themselves if it is done right or not. Participants can also compare their work and discuss.</p>

Litterature: Frost, Jørgen (1999), *Leseopplæring på teoretisk grunnlag*. Cappelen akademisk forlag, Oslo

### Breaking the Reading Code by Concrete Materials

(A summary of three presentations given in Graz, 7-9.5.2014. Methods and materials:

1: The idea of.. , 2. Concrete materials and methods., 3. Teachers preparation)

Aims and objectives	<ul style="list-style-type: none"> <li>•Breaking the code of reading. Phonemic awareness.</li> <li>•Learning to understand and speak a second language.</li> <li>•The materials function as a simple dictionary in any language. It is bridging the gap between language and understanding.</li> <li>•The materials give a great opportunity using multiple senses in the learning process.</li> <li>•In the working process with the materials, the teacher can discover participants' interests and needs of learning.</li> <li>•Feeling "at home" in the learning process. Own experience: Learning in the concrete world in interaction with others.</li> </ul>
Target group	<ul style="list-style-type: none"> <li>•Adults that have never learned to read or write in their mother tongue or in any other language.</li> <li>•Adults that do not understand Norwegian.</li> </ul>
Equipment, materials, tools	<ul style="list-style-type: none"> <li>•Concrete materials representing words with a focus-letter.</li> <li>•Concrete materials covering an actual theme.</li> <li>•Shelves and boxes for displaying or storing the material.</li> </ul>
Planning time needed	<ol style="list-style-type: none"> <li>1) <b>Time to think:</b> what concretes do I need to illustrate and reach the learning aims of - The lesson? The day? The week? The course?</li> <li>2) <b>A few seconds</b>, picking a single concrete object.</li> <li>3) <b>OR; An ongoing process:</b> Always thinking of how to explain, how to communicate, and collecting things anytime, everywhere..</li> <li>4) As your collection grows, you will need to systematize it.</li> </ol>
Instructions for implementation	<p>Choose some concretes with the letter O in it. Display for everyone to see. Teacher points and asks: What is this? Participant answers: this is food/ I don't know. <b>This goes on for everyone to ask and answer, receive and handle.</b></p> <p>Then: What would you like? May I have a comb? Here you are. Thank you.</p> <p>Phonemic awareness. Can you hear a (the focus letter) in...? Where is it? In the beginning? End? Inside? It is easy to adjust to different participants, themes and also structures and grammar.</p>
Instructions for summing up	<p>Teacher is marking on a sheet for every student when they have reached the main goals, and noting when wishes or needs are signaled from learner.</p>
Assessment/feedback	<p>Lowest level: We are nodding /cheering / clapping whenever the participants reach a new small goal or level, hopefully every day.</p>

Bitsboard

- Bitsboard is a learning tool with a diversity of variation possibilities. The app can be downloaded for free on ipads, iphones and mac. Read more about it on: <http://bitsboard.com>

Aims and objectives	<ul style="list-style-type: none"> <li>- <u>It can be used to:</u></li> <li>- Learn vocabulary in a wide range of categories</li> <li>- Practise writing</li> <li>- Practise pronunciation</li> <li>- Recall and memorize words</li> <li>- Practise writing short sentences</li> <li>- Memorize numbers</li> <li>- Practise the clock</li> <li>- Learn directly from sound and picture.</li> </ul>
Target group	<p>Low litterate language learners , slow track. Beginners on faster tracks</p>
Equipment, materials, tools	<ul style="list-style-type: none"> <li>- Ipad / iphone</li> <li>- Internet to download the app</li> <li>- The use of bitsboard is not depending on internet.</li> <li>- The teacher has free access to a picture reserve.</li> <li>- The teacher can also use his/her own pictures.</li> </ul>
Planning time needed	<p>To make a new board it takes from two to 15 minutes. It depends on if you find pictures in the bitsboard-catalogue on internet, or if you have to take new pictures.</p>
Instructions for implementation	<ul style="list-style-type: none"> <li>- Anyone can use bitsboard at once, however the learner needs further instructions to know how to fluctuate between the different games and boards.</li> <li>- It is easy for the teacher to put in new groups of words or sentences.</li> <li>- Teachers can download boards made by other teachers, and convert to his or her language or dialect.</li> <li>- The learners can download what they want on their own iphones or ipads.</li> <li>- Individual adjustments.</li> <li>- The students can easily use this program independently.</li> <li>- The teacher is free to concentrate/ focus on one student or a group of students at a time - for instance work on some pupils readingskills while other pupils are working with the bitsboard.</li> <li>- It is easy to differentiate in a class.</li> </ul>
Instructions for summing up	<p>The learner will be shown the result on the board after a task.</p>
Assessment/feedback	<p>The feedback will appear on the board.</p>

*Conversation Circles for Language Learning 1*

Aims and objectives	To practice reading and writing skills
Target group	Learners with enough language command to hold a short conversation
Equipment, materials, tools	A text chosen by the teacher. The genre, theme, vocabulary, of the text should be appropriate for the learners
Planning time needed	1-2 hours
Instructions for implementation	<p>See the ppt-presentation</p> <p><a href="https://www.readingtolearn.com.au/">https://www.readingtolearn.com.au/</a></p> <p><a href="http://www.reading4life.org/">http://www.reading4life.org/</a></p> <p>Short interviews with Dr. David Rose, the developer of Reading To Learn.</p> <p><a href="https://www.youtube.com/watch?v=LXoy99N7umM">https://www.youtube.com/watch?v=LXoy99N7umM</a></p> <p><a href="https://www.youtube.com/watch?v=T5yy441flAo">https://www.youtube.com/watch?v=T5yy441flAo</a></p> <p>What is Reading to Learn?</p> <p><a href="https://www.youtube.com/watch?v=jUyaMqIHNVk">https://www.youtube.com/watch?v=jUyaMqIHNVk</a></p> <p>Rose, David and Martin, J.R. 2012: Learning to Write, Reading to Learn: Genre, Knowledge and Pedagogy in the Sydney School. Equinox, UK.</p> <p><b>The idea is to move from the context to the level of the</b></p> <ul style="list-style-type: none"> <li>- text</li> <li>- paragraph</li> <li>- sentences</li> <li>- words</li> </ul> <p><b>Stages from step to step:</b></p> <p><b>Preparing:</b></p> <ul style="list-style-type: none"> <li>- Preparing the student to read the text</li> <li>- Discussing about the aim</li> <li>- Presenting the content of the text by telling by own words and visual ways</li> </ul> <p><b>Detailed reading</b></p> <ul style="list-style-type: none"> <li>- A bite of the text in focus</li> <li>- Going through the text by sentence by sentence and by word by word</li> <li>- Picking up and explaining the keywords</li> </ul> <p><b>Joint Rewriting and Notes Taking</b></p> <ul style="list-style-type: none"> <li>- Writing notes with keywords</li> <li>- a base to writing a text</li> <li>- for advanced groups</li> </ul>

	<p><b>Sentence Making and Spelling</b></p> <ul style="list-style-type: none"> <li>- Next step from detailed reading</li> <li>- Deconstructing sentences to words and syllables and</li> <li>- Reconstruct them</li> <li>- For especially illiterate people</li> </ul>
Why Reading to Learn	<p>We believe everyone has to right to feel success while studying. This method tries to fill the gap between different learners. The method helps to practice both reading and writing skills. The method demands teacher to be committed and enthusiastic – it needs quite a lot planning time especially if you’re a beginner. In Axxell we’ve been working with this method a couple of years and we have good experiences: teachers think that the method helps to process texts and develop writing skills.</p>
Assessment/feedback	<p>During the process with supportive expression</p>

### *Conversation Circles for Language Learning 2*

Aims and objectives	To give participants of formal language courses, especially those who do not have many opportunities to speak the new language outside the course, an informal offer of conversation circles has been a very good experience in Germany
Target group	Learners with enough language command to hold a short conversation
Equipment, materials, tools	Almost none (only the regular equipment of each learning room)
Planning time needed	½ hour per lesson
Instructions for implementation	<p>These circles are held by volunteers working for free or for very little money (reimbursement of their expenses).</p> <p>The topics are everyday challenges and experiences, like shopping, cooking, neighbourhood, school, public transportation. In these circles learners with different levels of language mastery can learn together, help each other, and have a good time and a social encounter. These offers make a very good addition to formal courses, but they can serve as a good place for practice even when the formal course has been finished.</p>
Instructions for summing up	Resume the topics of the day, let everyone take part in that
Assessment/feedback	Stick smileys etc. on a “spider web” with different dimensions (or any other method of evaluation)

*Guided Tours by Learners as Experts of Their Own Lives*

Aims and objectives	Each AE organization will ask themselves what it is learners need to learn in order to cope with everyday challenges. Of course, the requirements of official programs funded by the government shape the content of learning, but to relate these requirements to the real life experiences of learners, it can help to make them the experts
Target group	Trainers of literacy
Equipment, materials, tools	Map of tour for all
Planning time needed	2-3 hours
Instructions for implementation	Learners who are a bit more advanced can (possibly with the help of a teacher) prepare a guided tour through their own neighbourhood/town, in order to show teachers what problems they have to face every day: supermarkets, job center, state agencies, traffic, school etc. To show the teachers (as a kind of train- the-trainer-offer) can help to raise awareness on the side of the teachers regarding the connection between “teaching the curriculum” and “inspiring relevant learning”.
Instructions for summing up	Discussion of what has changed in the view of the trainers ( who in this situation have been the learners)
Assessment/feedback	Individual reflection by questionnaire, with question: how can I implement this idea?



### *Ticket Machine*

Aims and objectives	Use of the ticket machine for buying a train ticket, excursion
Target group	Low level learners
Equipment, materials, tools	Tablets  Smart Phones of the participants  Photos and movies of the participants
Planning time needed	2 hours
Instructions for implementation	<ul style="list-style-type: none"> <li>•speak about the experiences of the participants with buying tickets for transport</li> <li>•excursion to the train station</li> <li>•orientation at the train station</li> <li>•search for the ticket-machine</li> <li>•find out with the whole group how the machine works</li> <li>•participants with tablets document the process by making photos</li> <li>•participants repeat the purchase-process in pairs or groups and make a movie with the tablet or the smart phone</li> </ul>
Instructions for summing up	Talk about the excursion and the experiences of the participants based on the photos and movies
Assessment/feedback	Reflection with the question: "What have you learned today? How did you like it?" "Are there any questions?"

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## Sentence-Structure

Aims and objectives	To understand the structure of sentences and to build sentences independently
Target group	Low level learners
Equipment, materials, tools	Cards (red, blue, green)  Pens
Planning time needed	1 hour
Instructions for implementation	<ul style="list-style-type: none"> <li>•repeat a already known text with simple sentences about a already drawn up topic</li> <li>•put the cards in order of the first sentence on the table, repeat the sentence and point the different cards according to the phrases</li> <li>•participants repeat sentence from the text or form their own sentences, teacher point the different cards according to the phrases</li> <li>•after some exercise the group try to find out which color belongs to which part of the sentence</li> <li>•participants try to place the cards according to the sentences they build</li> <li>•mark the phrases of the text with the right color</li> <li>•make sentences and write the phrases on the right cards</li> </ul>
Instructions for summing up	Every participant finds a final sentence, writes it down on the cards and glues it on a sheet of paper. The teacher puts the finished poster on the wall.
Assessment/feedback	Reflection with the question: “What have you learned today? How did you like it?” “Are there any questions?”

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