

TEACHERS' HANDBOOK

Map of positive Experiences across Europe (EU+map)

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Index

INTRODUCTION	3
POLITICAL LANDSCAPES SHAPING LINGUISTIC IMMIGRATION ACROSS SEVEN EU NATIONS	5
THE CASE OF ITALY	5
THE CASE OF SWEDEN	6
THE CASE OF GERMANY	7
THE CASE OF FRANCE	9
THE CASE OF GREECE	10
THE CASE OF SPAIN	12
THE CASE OF DENMARK	13
ROUNDTABLES: EUROPEAN CONTEXT THROUGH THEIR PROTAGONIST	16
THEORETICAL FRAMEWORK: EMOTIONAL TEACHING METHODS	18
REFERENCES	41



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Introduction

The risk of social exclusion among migrants is worryingly high. Language skills are fundamental in the integration process. The ability to speak the language(s) of the receiving society is the precondition for active interactions and social participation. European countries offer different linguistic integration programs to the new comers with most varied formats and duration however statistics around Europe show that a relevant number of migrants and refugees cannot benefit from these programs. Research by the European Commission ('19) and the large study by Stathopoulou (2020) on trainers of people with migrant backgrounds in Europe report that there is a lack of materials specially designed to meet the needs of people with migrant backgrounds and that teachers are generally not trained to deal with the specific needs of people with a migrant background. This manual is part of the EU+Maps project, an initiative of 7 European countries with the aim to create informal pilot language courses that support the regular linguistic integration programs focusing on the sociological learning needs of people with a migrant background. The courses are supported by a pedagogical curriculum focussing on innovative learning strategies adapted to migrants' needs and upskilling opportunities for trainers to implement the programs.

The EU+Map project presents a Trainers' Multilingual Toolkit that is composed by an interactive learning space for language trainers and people with migration background. It collects 7 ready to use language prototype courses for people with migration background with activities based on alternative teaching methodologies that focus on learners' nice experiences and communicative story telling exercises. The course prototypes have been tested in the framework of the project with 350 migrants that have been encouraged to describe their own positive experiences locating them in a digital map that is part of the learning experience.

Moreover, the learning EU+MAP space includes a toolbox for teachers with various teacher upskilling opportunities in 8 languages. The final aim of the tools included in this space is to support trainers in the creation of language programs that will promote positive learning experiences! The upskilling sessions cover an English full version course exploring non formal participatory teaching resources based methodologies such as Outside Activities, AAC, Gamification, Digital Tools, Daily Life Situations and Storytelling. Alongside this, it contains 7 national teacher upskilling opportunities focusing on specific aspects described in the international program.

The current manual aims to support the trainers in the implementation of the developed pilot language courses and in the participation of the different upskilling opportunities previously described.

The manual equips first the trainers with relevant information on the general frameworks of the current linguistic integration programs across the 7 participating countries. Later, it presents a summary of the several roundtables hold in the participating countries with 14 expert teachers with extensive experience in teaching from an emotional perspective and 21 other language teachers. The



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results of the roundtables have been mainly grouped around the fostering the development of language skills, the promotion of integration in the society and supporting well-being.

The next chapter of the manual provides information on the theoretical framework of the emotional teaching methods including a link to a 5 minutes tutorial on the challenges of teaching languages to migrants.

Finally, this manual concludes with a selection of educational strategies that take into account the work on emotions and positive experiences in language teaching. The activities have previously been tested in the several pilot language courses and can easily be adapted to varied target groups tailoring them to the specific migrants' needs.

In conclusion, this manual is a fundamental supporting instrument for the implementation of the different courses created in the framework of the EU+MAPS project and the further replication of the presented teaching methodology.



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Political Landscapes Shaping Linguistic Immigration Across Seven EU Nations

The case of Italy

Italy has been at center of Mediterranean migrations debate in the last years, located in the center of the routes, has become a country of welcoming for those who undertake the migratory path. According to Eurostat (January 2021), the number of third-country nationals (TCNs) amounts to 3 764 839 people, while the EU citizens living in Italy are 1 406 623.

In the first part of 2019 the non-EU citizens with a residence permit were 3.7 million, in the same year around 130000 foreign nationals where naturalized. The main groups where Albanians (20%) and North Macedonians (4%), according to Eurostat (2019).

Two years before, in 2017, the Italian government approved the National Integration Plan for Persons Entitled to International Protection (decree 18/2014), setting out priorities for the next two years, including inter-religious and intercultural dialogue, language training, access to education, labor inclusion and vocational training. The actors responsible for these actions are local authorities and local public services, supported by the civil society organizations, third sector organizations and NGOs.

For the new arrived immigrants, since 2012, it is mandatory to sign the integration agreement (Presidential Decree 14 September 2011, n.179), in the moment they receive their first residence permit; it follows that they will achieve specific integration goals for the following two years. The success is measured through a system of assessing an A2 level of knowledge of the Italian language, among other tools (civic life, knowledge of the constitution). The programme includes the following elements:

- language courses
- civic education
- vocational training

The achievement of integration milestones is necessary for the residence permits, several people with migratory backgrounds are often excluded from this requirement, by law or other factors.

During the draft of policies some representatives of the most relevant migrant organizations and NGOs were consulted, participating in the meetings of the Committee, in charge of drafting migration policies. In the past, representatives of these civil society organisations were also invited to take on a consultative role in the national asylum round table (Tavolo Nazionale Asilo), but recent governments have first reduced and later on, altogether abandoned this practice. Besides the national level, most regions have created consultative bodies to bring integration stakeholders together, and local authorities have carried out public consultations. However, the participation of civil society organizations and experts varies significantly across regions. Furthermore, public



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consultations rarely involve the Immigration Territorial Councils, the consultative bodies operating at the provincial level under the mandate of the interior ministry.

The case of Sweden

According to Statistics Sweden, as of 31 December 2022, there were 2 145 674 foreign-born individuals residing in Sweden, making up 20.4% of the total population. Of these, around 1 233 441 were born outside of Europe, while 910 827 were born in other EU countries. The 5 major countries of birth are Iran, Iraq, Finland, Poland and Syria.

In 2018, the Swedish government launched a new national strategy for integration of immigrants, aimed at promoting economic, social and cultural integration, with the ultimate goal of achieving equality in living conditions and full participation in society. The strategy emphasizes the importance of language learning, access to education and employment, as well as social inclusion and equal rights.

In Sweden, immigrants who are granted a residence permit are required to participate in an introduction program, which includes language courses, civic orientation and vocational training. The program is designed to help immigrants integrate into Swedish society and acquire the necessary skills to enter the labor market. The program is mandatory for all immigrants aged 16-64 who are granted a residence permit, and participation is a prerequisite for obtaining a permanent residence permit.

In addition to the introduction program, the Swedish government provides support for immigrants through various channels, including social welfare services, employment services, and integration initiatives implemented by local municipalities. Civil society organizations, NGOs and other stakeholders are also involved in the integration process, with many organizations providing language courses, mentoring programs, and other forms of support.

The aliens act was adopted in 2005. The parliament accepted a temporary law to replace it in June 2016. The law brought a drastic change to the Swedish asylum policy: refugees would no longer automatically receive permanent residence permits but a 3-year, temporary permit instead. Beneficiaries of subsidiary protection are now to be granted a 13-month permit. They can prolong their permits twice, and may only receive permanent residence if they are able to prove their financial independence.

In June 2021, the temporary law was replaced by permanent amendments to the Aliens Act. Following proposals made by a cross-party government inquiry on migration, (Migrationskommittén, SOU 2020:54), the government passed a bill in parliament bringing substantial changes to Swedish immigration policy and the 2015 aliens act:



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All new residence permits are now temporary (excluding those for resettled refugees). The first time-limited permit can vary in length, but in case of extension, a 2-year residence permit is the main rule regardless of the type of permit in question.

New requirements for obtaining a permanent residence permit include a self-subsistence requirement (adults must be able to support themselves and have a decent housing standard) and can only be granted after a minimum of 3 years.

New maintenance requirements when relatives apply for a residence permit: a relative in Sweden must be able to support both themselves and the family members who want to apply for a residence permit, and have a home of sufficient size and standards for all to live in.

The Law on Reception of Asylum Seekers was last amended with the same temporary foreigners law halting the automatic granting of permanent residence to the beneficiaries of international protection. Prior to that, a 2008 amendment granted asylum seekers the crucial right to free medical care.

As of 2021, the latest change was made to Article 10a., restricting the right of daily allowance to asylum seekers who chose to live in certain socially and economically disadvantaged areas and neighborhoods.

Sweden's first law on citizenship was adopted in 1950 and completely recast in 2001. The new legislation was last amended in 2014 to promote citizenship based on cohesion. Since then, municipalities have held ceremonies to celebrate new citizens, parents can transfer Swedish citizenship to their children, and Swedes who lost their citizenship as a result of previous provisions aimed at denying dual citizenship can now regain it.

The case of Germany

Germany has become a top destination for asylum seekers in the European Union. More than 350,000 people applied for asylum in Germany in 2023, the highest number since 2016 and according to the Federal Office for Migration and Refugees (BAMF) a rise of 51%, or 111,000 people, compared to the previous year. People fleeing the Russian invasion of Ukraine, of whom there are more than a million in Germany, are not included in the figures, as they do not have to apply for asylum.

The number of people in Germany with a "refugee background"—those with pending, approved, or denied asylum applications, as well as those who receive subsidiary protection, protection against deportation, or so-called tolerated status—has more than doubled.

Further, 2023 Germany registered more than 23.9 million people with an immigration history (in first or second generation) and counted with 13.9 million people foreign population in the country.



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If you would like to live and work in Germany as an expat, you may need to apply for a residence permit (Aufenthaltstitel). The type of permit you apply for depends on both your nationality and on your reason for relocating to Germany, whether that be family, work, studies or something else. If you have a national visa, you can convert it into the corresponding type of residence permit.

In any case, the first step for residing in Germany is to register your address and get a health insurance for the country. Health insurance is a requirement for everyone in Germany, either through statutory or private insurance. After registration in your local residents' registration office you can, for example open a bank account, get a tax identification number, and apply if necessary for support in Germany and for the linguistic integration programs in the country.

In Germany every topic related to Integration into German society is covered by the Federal Office for Migration and Refugees (Bundesamt für Immigration und Flüchtlinge; BAMF). Once you've received your Aufenthaltstitel you can apply for:

- Integration German class;
- Civic and historical education;
- Vocational Integration;
- Financial Support for a house or a flat (in many cases);
- Financial Support for your studies (in many cases);
- And more

Iberika works very closely with the Federal Office of Migration and Refugees to offer integration courses for recent migrants to Germany. These include language training up to level C1, but also intercultural skills and training for vocational integration. Our integration students come from all over the world and are often affected by unemployment and lacking secondary education. We collaborate closely with social services in order to improve the social situation and the vocational integration of our clients. Iberika is official testing center for all TELC and Test GAST certificates from level A1 to C2 and a validated German citizenship testing center in Berlin. The regular integration program covers 600 hours focusing on language skills and further 100 on civic, political and history topics. Depending on the learners' learning situation the number of hours can be increased to a total of 1200. To the regular linguistic integration program, migrants can attend several professional language upskilling opportunities at several levels (from A2 to C2) covering from 400 to maximum 800 hours per level. Since May 2020 iberika teaches the several programs of the Federal Office for Migration basically online.

All above mentioned programs prepare the learners for the official language integration certificates and courses are closed with a final examination that certifies the reached language level within the program.

Most vulnerable migrants in Germany that for various reasons cannot or will not attend the previously described integration programs are welcomed to participate in different informal language programs similarly funded by Federal Office of Migration and Refugees (BAMF). These learning experiences aim to encourage learners that will normally stay excluded of the integration



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programs to get in contact with the German culture and language with the final aim to motivate them to improve their language and cultural skills in the country. Unfortunately, these courses cover a very reduced number of hours and the Federal Integration Office funds for the programs are very limited. For this reason, the actors offering these learning opportunities are very limited. Iberika has been offering these programs since 2020 and currently most offers focus on most vulnerable migrant women in the city. These courses are not compulsory and participants are not necessarily expected to pass any official examination as part of the learning experience.

The case of France

General Framework: Facts & Figures

In 2021, 7.0 million immigrants live in France, representing 10.3% of the total population. 2.5 million immigrants, or 36.0% of them, are French. They have acquired French nationality since their arrival in France.

The foreign population living in France amounts to 5.2 million people, i.e. 7.7% of the total population. It is composed of 4.5 million immigrants who have not acquired French nationality and 0.8 million people born in France of foreign nationality.

Every year, France welcomes more than 100,000 foreigners from outside the European Union, from all regions of the world, whose aim is to settle permanently in the country. Many are the reasons for settling in France and of course one of them is the asylum seeking.

In 2021, 47.5% of immigrants living in France were born in Africa. 33.1% were born in Europe. The most common countries of birth for immigrants are Algeria (12.7%), Morocco (12%), Portugal (8.6%), Tunisia (4.5%), Italy (4.1%), Turkey (3.6%) and Spain (3.5%). Half of the immigrants come from one of these seven countries (49%).

Republican Integration Contract

The majority of people wishing to settle in France on a long-term basis should go through a process by signing the Republican Integration Contract (CIR).

The CIR is obligatory for all third country nationals, including beneficiaries of international protection, who wish to settle in France. Last revised in 2016, the CIR seeks to provide signatories with a personalized integration process.

This contract includes :

- an in-depth interview with an auditor from the French Office for Immigration and Integration (OFII),



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- a two-day civic training course on the principles and values of the French Republic, and the procedures for accessing rights and employment
- a language test, followed if necessary, by language training up to 200 hours of language. If the language level is below A1 of the Common European Framework of Reference (CEFR), language training is compulsory.

In addition to that, a particular attention will be paid during the language courses to employment in France and to the specific difficulties that newcomers may encounter in accessing employment, i.e. job-seeking techniques, practices and referrals to the relevant structures.

The aim is not to provide individual support to beneficiaries, but to provide them with practical information on job search and recruitment and on promising sectors at regional level.

These integration measures have been widely criticized by institutional and civil society actors alike. Evaluations of the civic course tend to point towards its dense content, its removal from the challenges of everyday living in France, and the lack of interpreting facilities during the course. Criticisms of the language training courses include concerns about the course duration; the A1 level is seen as too low to allow professional integration; heterogeneous class populations that do not take into account different levels; or lack of targeted support for illiterate populations.

The case of Greece

In the case of Greece, after the massive influx of immigrant populations recorded in 2015, when more than one million people seeking international protection, mostly from Syria, Afghanistan, Pakistan and Iraq, entered Greece through Turkey, in recent years migration flows have relatively decreased.

Regarding the long-term economic migration, in August 2021 the stock of TCNs residing in Greece stood at 670,619, recording thus an increase of 2.49 percent comparing to August 2020 (518,993). By added to that, the 58,799 recognized refugees and 209,980 EU citizens and co- ethnics, the total number of migrants legally residing in the country in August 2021 is estimated at 939,398 which in turn corresponds to 8.77 percent of the total population. As of 28 February 2023 , 21,741 refugees from Ukraine were registered for temporary protection in Greece.

Composition and Features of the Immigrant Population

An estimated 63.1 percent of Greece's foreign population is Albanian, while the second largest group are Georgian nationals with 4.4 per cent . The increasing trend of Chinese citizens seen in the last years continues with China being in the third place in 2021 with 4.0 per cent. Pakistanis and Ukrainians (with 3.8 percent and 3.2 percent respectively) are the fourth and fifth largest



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communities according to the information note published by the Ministry of Migration and Asylum in August 2021.

In terms of resident permits' category by gender, in April 2020, 56 percent of men hold permits for "other" reasons, followed by permits for "family reunification" (26 percent) and residence permits for employment purposes (17.6 percent). The majority of women hold family reunification permits - 47 percent, followed by "other" category permits (44.5)

The residence permits for "other" reasons includes long-term residence permits of 10-year or indefinite duration as well as EU long-term resident permit and second generation' permits. In April 2020, 192,010 (out of 537,892) resident permits were of long duration.

It is worth highlighting the large difference in gender, which is observed in EU long-term residence permits, with men representing the 83 percent of the total holders in this category. This can be clearly explained by the fact that more than 47 percent of women hold resident permits for "family reunifications", while 40 percent of them is estimated to work informally in the sector of the domestic care. This practically means that as their legal status is depended on the status of their husbands, they do not fulfill the criteria to apply independently for the EU long-term resident permits as well as any other long permit category.

Languages courses provided for TCN

Here are the different avenues through which Greek language courses are provided for TCNs:

1. Migrant Integration Centers (M.I.C.): The Greek state, in collaboration with the Directorate of Social Integration, offers Greek courses through Migrant Integration Centers. These centers, operating as branches of Community Centers in municipalities, provide language learning opportunities along with education on Greek history and civilization. They also offer computer training and individual counseling sessions to support the job search process.
2. Integration Training Centers of Project HELIOS: Implemented by the International Organization for Migration, Project HELIOS provides integration courses to individuals who are registered in the project, are aged sixteen (16) or older, and are not attending formal public education in Greece.
3. Modern Greek Language Teaching Center: The National and Kapodistrian University of Athens operates the Modern Greek Language Teaching Center, which offers modern Greek language lessons to natives, foreigners, repatriates, and spouses of Greek nationals who have completed their secondary education (high school diploma). The center provides instruction in modern Greek as a second foreign language and offers B2 level certification. It also includes Greek culture and civilization in its curriculum for foreign students.
4. Centre for the Greek Language: The Centre for the Greek Language organizes Greek language instruction for both natives and foreigners. It conducts certification exams to assess Greek language proficiency and provides teaching materials for theory and practice.



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5. Second Chance Schools: Individuals who are 18 years of age or older, have completed six years of primary education, but have not completed the first three years of secondary education can enroll in Second Chance Schools. These schools offer the opportunity to complete junior high school education.
6. Non-Governmental Organizations and Other Bodies: Non-governmental organizations, foreign organizations, and entities representing third-country nationals may also offer Greek language lessons, as well as informal general education courses for adults.

These various avenues provide opportunities for individuals in Greece to access free Greek language courses and educational support, contributing to their integration and development within the society.

The case of Spain

According to the National Statistics Institute, Spain received 1,258,894 migrants in 2022. The main countries of origin are Colombia, Venezuela and Morocco, followed by Peru and other Latin American countries by a wide margin. According to CEA(R), the Spanish Commission for Refugee Aid, there were only 118,842 asylum seekers in 2022, making Spain the third European country with the most asylum applications, after Germany and France. The main countries of origin of these asylum seekers are Venezuela (45,748), Colombia (36,012), Peru (8,937), Morocco (3,905) and Honduras (3,017).

These data show that a high percentage of migrants and asylum seekers come from countries that share a mother tongue with Spain. Nevertheless, the teaching of Spanish to the rest of the population who do not share a common language is also one of the challenges of the integration processes and has been addressed by an educational policy that brings together official institutions and other types of organisations whose work is based on volunteer teachers.

The teaching of Spanish to adults is provided by a wide range of institutions. The different Autonomous Communities organise Spanish and literacy courses for immigrants through the Adult Education Centres (EPA or CEA), which are attached to the Ministries of Education or Social Welfare. In this more formal education sector, the vocational training centres of the Ministry of Labour and Social Affairs should also be highlighted.

The main objective of the courses offered by the Adult Education Centres is to enable students to develop a positive attitude towards the Spanish language through the study of the language, and at the same time to acquire the tools for personal development and guidance in the process of social integration. In order to achieve this, it is proposed

- To provide students with the communicative resources necessary to deal with simple everyday situations, to exchange basic information and to understand short, elementary oral and written texts. To enable them, as social agents, to interact effectively in the public and professional spheres.



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- To promote understanding of the Spanish language and culture. This knowledge will help them to understand the new society.

For example, courses that focus on teaching the first level of Spanish for communicative purposes are often very focused on communicative purposes. They are usually programmed around thematic blocks related to the migrant's environment, which in most cases serve to introduce conceptual, procedural and attitudinal content.

The situation in the Basque Country

In the Basque Country we find the peculiarity of the coexistence of two official languages: Basque and Spanish. That's why adult education centres, such as the EPA or the CEA, offer courses in Spanish and Basque to foreign adults. This is non-regulated education and the groups are made up of 25-30 people from very different cultural backgrounds. These groups are formed according to the level of the person for whom an initial interview is held. In the classes, which follow a very communicative approach, priority is given to oral learning of the language and to learning how to cope with everyday life (shopping, going to the doctor, etc.). In this sense, the teacher works on practical topics from everyday life, often using visual aids.

One of the most important initiatives is the AISA project, developed by HABE, an institution of the Basque Government, which aims to promote literacy and the learning of the Basque language among the adult population. This can be done online or in person at participating institutions, such as courses offered by the local council or Euskaltegis. These are welcome language courses for immigrants who want to start learning Basque. They are aimed at immigrants over the age of 16 who live in the Basque Autonomous Community and who have not had any contact with the Basque language. The aim is to get to know Basque society and to take the first steps towards learning Basque. Specifically, the AISA material consists of four books and a multilingual dictionary, for a total of 60 teaching hours. Using an active methodology, these courses deal with motivational topics that provide an opportunity to get to know society better.

The case of Denmark

By the first quarter of 2021 there were a total of 817.438 migrants or descendants in Denmark. Migrants defined as a person born outside of Denmark with no-Danish parents. Descendants defined as a person born in Denmark with no-Danish parents – and therefore not having a Danish citizenship. The 817.438 migrants from either western country or non-western countries and descendants also from either western or non-western countries can be divided into 4 groups. In the first group, is migrants from western countries with 260.304 persons, the second group is migrants from non-western countries with 357.466 people, the third group is descendants with parents of western background with 34.494 people and finally the fourth group is descendants with non-western parents with 165.174 people. The last 5 years the increase of the 4 groups have been: 15.17 % (group



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1), 13.67% (group 2), 36.31% (group 3) and 19.64% (group 4). In total the 4 groups have increased from 703.873 to 817.438 giving an increase of 16.13%.

As of 2021 the population of Denmark is 5.840.045 people meaning that 13.99% of the population belongs to the 4 groups mentioned above. (Danmarks statistik, 2021).

When the refugee crisis peaked in 2015, 10.415 people migrated with asylum as a basis for residence. This is the highest number so far in Denmark. In 2020, 1.515 people applied for asylum in Denmark. This is a decrease of 44% compared to the previous year, and the lowest number since the start of the survey in 1984. The highest number of asylum applications was submitted in 2015. (Danmarks statistik, 2021).

It is possible to get asylum according to three different provisions in the Aliens Act. Conditions for obtaining convention status. You can obtain a residence permit as a refugee if you are covered by the UN Refugee Convention. You are covered by the Refugee Convention if you: have a well-founded fear of being persecuted because of your race, religion, nationality, your affiliation with a social group or your political views, and you are outside the country of which you are a national.

In these cases, the residence permit is granted in accordance with section 7 (1) of the Aliens Act. 1.

Conditions for obtaining protection status: You can obtain a residence permit as a refugee with protection status if you risk the death penalty or risk being subjected to torture or inhuman or degrading treatment or punishment if you return to your home country. In these cases, the residence permit is granted in accordance with section 7 (1) of the Aliens Act. 2.

A temporary residence permit means that a refugee can lose their residence permit and be sent back to their home country if the reason for their stay in Denmark changes. If a flight no longer needs protection because conditions in the home country have changed, the residence permit may be revoked or refused. Family reunified spouses may also lose their residence permit if the marriage is dissolved or if the spouse loses his or her residence permit because the Danish statements assess that he or she is no longer at risk in the home country. ([Dansk Flygtningehjælp](#))

Conditions for obtaining temporary protection status: You can obtain a residence permit as a refugee with temporary protection status if you risk the death penalty or risk being subjected to torture or inhuman or degrading treatment or punishment if you return to your home country, and if this risk is due to a particularly serious situation in your home country. Characterized by arbitrary violence and assaults on civilians.

In Denmark you do not get permanent residency easy or fast. When you get (temporary) residency permission, and you get your social security number (CPR.nr. – Central Person Registration) you will get several rights. This includes the right to take a Danish education – an education in Danish language at a language school.



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The Danish Education has 3 different segments or levels: Danish Education 1 (DU1), Danish Education 2 (DU2) and finally Danish Education 3 (DU3). DU1 is for migrants with no or little school background. The main group here have a non-western background and have their origin in for instants the Middle East region and Africa. The second segment (DU2) is for students that have some school background and might have pasted primary school. The origin is mixed with a slightly overweight of Eastern Europe students. The last segment (DU3) is for students who all have an education from their homeland and can speak English. Here the origin again is mixed but many are from Scandinavia and Europe.



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Roundtables: European context throw their protagonist

In order to create a link between theory and practice and to have a clearer perspective of the European context, a series of round tables with language teachers were held in each of the consortium member countries. In this way, 14 expert teachers with extensive experience in teaching from an emotional perspective and 21 other teachers who, although not considered experts, had experience in language teaching were brought together in different round tables.

The questions were designed in line with the aim of the project, which is to improve teachers' skills in implementing emotional teaching methods, while at the same time raising awareness of how the emotional dimension can affect language teaching. The participants were therefore asked about the methods and teaching strategies they use in their classes, any good practices they know of, and the keys to any barriers they find in these teaching experiences.

The participants identify a number of key issues that teaching languages to migrants and refugees should address. Those aspects can be grouped around three main axes: (1) *fostering the development of language skills*; (2) *promoting integration into society*; and (3) *supporting and promoting well-being*.

First of all, regarding *development of language skills*, most of the participants agree that it is usual to face communication barriers when the instructor and students do not share a common language. Another difficulties are the heterogeneity of needs, mindset, as well as literacy, digital and language skills of migrants and refugees that are often found in the classroom. All these barriers have an impact on the time or number of lessons offered to migrants and refugees, being insufficient on the majority of cases, as well as on the available resources and materials, which consequently have to be adapted. Some measures suggested by the participants to adapt the teaching and learning process to the heterogeneity gathered in the class are tailoring the instruction to students' needs and competence level; offering flexible pathways and learning options, since many students show inconsistent or low attendance due to family or work obligations; and favoring interpersonal communication in real situations.

On the other hand, it should be borne in mind that the development of language skills and the *integration of migrants and refugees into society* are two aspects that should be addressed jointly. In this regard, the participants agree that L2 teaching requires the teacher to have sociocultural and intercultural competence, as well as to be aware of sociolinguistic aspects in a migratory context, in order to avoid cultural clashes when teachers and students do not share same cultural references. This is one of the reasons why it is necessary that the acquisition of communication skills goes hand in hand with practical and real life experiences in the local community.

Finally, the participants suggest that, given the mental health problems may migrants and refugees encounter due to traumatic experiences and marginalization, a social, cultural and intercultural approach to language teaching should be complemented by *offering support and promoting well-being*. Most of the strategies and proposals mentioned in order to do that are aimed at creating a



positive climate of trust and mutual respect, in which the socioemotional skills of the teacher – closeness, empathy, ability to engage and motivate– can be determining in creating a safe space where the students can feel free to express their emotions.

Regarding good practices in teaching languages to migrants and refugees, the participants highlight (1) *the attitudes and role of the teacher*, (2) *the methodological strategies* and (3) *the resources and activities* that in their teaching practice and expertise stand out as most effective. In general, these good practices (Table 1) aim to promote self-regulated learning, in which migrants and refugees are the protagonists and are in control of their own learning process. To this end, the activities are intended to be more motivating, as well as be more practical and functional, in order to assist the social integration and the ability to express of migrants and refugees.

Table 1. Good Practices in Teaching Languages to Migrants and Refugees.

Attitudes and role of the teacher	Methodological strategies	Resources and activities
<ul style="list-style-type: none"> ▪ Engaging ▪ Encouraging ▪ Empathetic and understanding ▪ Enabler ▪ Horizontal interaction ▪ Motivational 	<ul style="list-style-type: none"> ▪ Mapping the language levels, as well as students' needs, experiences, learning styles, etc. ▪ Situational language ▪ Teaching in specific context ▪ Full immersion ▪ Total Physical Response (TPR) ▪ Visual learning ▪ Art-based learning ▪ Out-of-class teaching ▪ Authentic listening ▪ Combining formal and informal instruction ▪ Peer-to-peer teaching 	<ul style="list-style-type: none"> ▪ Augmentative and Alternative Communication (AAC) ▪ Local radio, TV, newspapers, etc. ▪ Information and communication technology (ICT) and digital resources (whatsapp, social media, Kahoot, Quizlet, etc.) ▪ Simulation and role-play ▪ Pantomime ▪ Sounds and music ▪ Working groups ▪ Story- telling



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Theoretical framework: Emotional teaching methods

Teaching languages to immigrants is a challenge that goes beyond teaching languages. The role of teachers is to teach how to live and communicate in a new reality. In short, to help these people to become part of a new society.

To achieve this goal, the first thing teachers must be clear about is that the focus must be on **communication**. Students need, from the very beginning, to learn to behave in oral and written form within a new community of speakers. Therefore, it is necessary to forget the traditional teaching perspective and think of an approach that pays special attention to communicative scenarios.

Next, we present some suggestions about how the language teaching-learning process should be in this context. Subsequently, we will provide information about different initiatives that are being carried out in Europe.

First, teachers have to ensure that their students, the immigrants, develop their communicative competence. This term, according to the *Common European Framework of Reference for Languages*, refers to an ability that involves mastery of the linguistic, sociolinguistic, and pragmatic levels. The linguistic level involves mastery of lexis, grammar, meanings, phonology, orthography, and orthoepic. The sociolinguistic level refers to cultural aspects, social conventions, and the inner functioning of a community. Finally, the pragmatic level focuses on the functional use of linguistic resources in and for communicative exchanges. This includes the mastery of discourse, functional, and organizational aspects.

In addition, language users need to develop other general competencies:

- declarative knowledge: knowledge of the world, sociocultural knowledge, and intercultural awareness.
- skills and abilities: practical skills and abilities; and cultural skills and abilities.
- existential competence: attitudes, motivations, values, beliefs, cognitive styles, and personality factors.
- the ability to learn: reflection on the language and communication system, study skills, and heuristic (discovery and analysis) skills.

In this sense, the teachers will aim to identify the **communicative situations** to which the students will be exposed and to recognize the actions that, as speakers of a new community, they will have to develop at each moment. Students are already familiar with these situations because they are speakers of one or more languages, but now they have to learn to cope with the resources of a new language. In this sense, it is also important to establish a **correlation** between the designed educational program and students' educational needs.

When it comes to the educational context of immigrants, another challenge arises in the teaching context that has to do with culture shock. Students have to establish their identity in the new language and there comes into play a conflict between their current situations, their motivations, or



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their objectives. All of these elements will determine how successfully they will integrate into the culture and learn the language. Therefore, teachers in these contexts have to focus on this cultural dimension to facilitate a better acculturation process and help to develop their intercultural competence. In this sense, it is necessary to design learning situations in which, instead of focusing on linguistic correctness, sociocultural orientation is prioritized.

In the same way, teachers must abandon their ethnocentric views. Teachers sometimes show little sensitivity to the traditions, values, customs, etc. of immigrants and judge them negatively. The same happens with their ways of learning. Students come from different educational traditions and their expectations may vary even among students of the same background. In this sense, it is also a mistake not to understand that the language and culture of the students are also important and can function as a bridge to the new reality. It is possible to transfer knowledge of all kinds between the source language and the target language. In other words, it is essential to build new knowledge from pre-existing one and to take advantage of the cognitive and strategic potential of the learners.

As a consequence of all of the above, the activities proposed in the classroom must be **meaningful**. That is to say, tasks should be **connected to reality** and respond to their concerns and interests. In addition, they must provide information about the target culture and encourage integration. During the process, the teacher will also have to record the learning achievements that are taking place; this will have a direct impact on students' motivation.

Finally, we should not forget the importance that the materials used in the classroom with immigrant students must take into consideration the emotional dimension. Emotions and positive experiences are determinant to guarantee the above mentioned practices. Students may lose interest in learning because they do not see any sense in the lessons, or because they have no previous educational experiences, or because they simply do not have their minds on the lessons but on the multitude of problems they are facing. The aim of the strategies presented in this manual is to reach students in this situation as well. The idea is to offer stimuli in the classroom that arouse positive emotions so that they can link the lessons to good experiences and get them interested.

As a result, practices presents below are **flexible, adaptable, and with many possibilities of use**. The language curriculum has to adjust to a very varied target group whose needs are constantly changing.

Here is a video explaining the main points of the theory.

<https://www.youtube.com/watch?v=xRkk7LgREjU>

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"Emotionally Inclusive Language Teaching: Strategies for Cultivating Positive Learning Environments"

We present below some educational strategies that take into account the work on emotions and positive experiences in language teaching.

Activities outside the teaching centre

Description and key elements of the pedagogical proposal

Field trips and activities outside the classroom are motivating for students and a very useful way for them to interact with the environment: whether it is to get to know the society they are living in, to interact with the locals, or to directly practise the everyday situations in which they need to use the language they are learning. About all, the teacher must plan the activity very well so that it does not lose its didactic aim.

These are some of the key elements to be taken into account:

- Seek interactions with local people that allow the student to work on practical communicative aspects of the language. In this way we create real situations that students can use in their everyday lives, giving greater meaning to the experience and increasing motivation.
- Students should be active agents: they should choose the activity according to their preferences and communicative needs. For example, at a low level, situations that the student will encounter in everyday life and where the lack of knowledge of the language is a major obstacle (administrative bureaucracy, supermarkets, shops...).
- Language level is a condition but not a restriction. In A1 or A2 groups, apps that allow instant translation can be used to facilitate the first step of communication. In B1-B2 groups, the teacher can create guides to help students feel more confident when interacting with local people. In any case, this adaptation to the learners' communicative needs should be worked on in the first preparatory session.



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Proposal sequence:	<p>PRE: Before the excursion, a lesson is held to explain the activity, its objectives and how it will be carried out. It's also necessary to work on what we will need for the activity (materials, communicative needs such as vocabulary, communicative situations, etc.).</p> <p>DURING: the student needs to have a clear step-by-step guide, which will give them security and ensure that the activity is carried out according to the design.</p> <p>POST: students use what they learnt on the field trip for the final product or activity.</p>
Timing	Depending on the activity, the timing can vary considerably. In any case, it is recommended to have a long session before the excursion in order to explain and reinforce the communicative tools that will be needed on the excursion and to build the students' self-confidence so that they feel comfortable on the excursion.
Groups	Working in pairs or small groups is encouraged, especially during the excursion, so that students always feel accompanied by another peer. In this way, peer interaction is encouraged, which promotes communicative tools, and trust between peers is increased, which allows for a better development of the activity and a better acquisition of knowledge and involvement in the activity.
Materials	It depends on the activity. If it is a visit to a museum and you want to promote the artistic field, you will need artistic materials; if you want to use gamification apps, you will need mobile phones.
Participants	It is usually recommended that the maximum group size for activities is 10/15 pax per teacher, but it depends on the needs of the students.
Key elements to promote teaching from positive emotions	
Communication needs	



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- The communicative aspects necessary to carry out the activity are worked on in the days before the activity. These aspects should be useful for the activity and also for the students' daily life, in order to meet their communicative needs in the host country. For example, useful vocabulary for their daily administrative needs.
- As mentioned before, these field activities give us the opportunity to work on the students' everyday communicative needs in the actual field where they need it. For example, use the trip to go to the market, the social centre or the museum that explains the local culture.

Meaningful situations and positive experiences

- The aim is to make the activity motivating and attractive for the students. To achieve this, we should take into account their interests and needs in order to increase interaction and participation. That means to, for example, choosing and designing the development of the activity with our students. This will encourage participation and a positive response to the activity.
- Encourage reciprocal interactions with the community to increase the sense of belonging to the new host community. For example, create activities that require interaction with people in the community to complete the tasks.
- We should leave room for discussion of emotions and personal experiences in the planning or activity, trying to make the experience positive and strengthen the human factor. For example, try to find something in common between our students that allows people to get to know each other.
- Interacting with the community gives us the opportunity to work not only on communicative aspects, but also on other important aspects that could enhance the inclusion process and make the activity more attractive and meaningful. For example, these activities can be useful to learn more about the host culture and society. In such cases, it is recommended to emphasise the links between the home and host cultures. By creating links with their own culture or with aspects that are familiar to them, the newcomer will feel less lost and the sense of alienation will be reduced. Heritage could be a good practice for this, as it allows us to make links between cultures, arts... that are hidden at first sight. For example, the Muslim heritage in European countries like Spain.



AAC Methodology

Description and key elements of the pedagogical proposal

AAC stands for Augmentative and Alternative Communication. AAC describes methods of communication which can be used by children, or adults, who find communication difficult because they have little or no clear speech. It adds to or replaces spoken communication. AAC can also help the user's understanding, as well as provide a means of expression.

AAC systems may involve combinations of the following methods:

- PECS (Picture Exchange Communication Systems)
- Photos
- Objects of reference
- Symbol systems such as Widgit /Communicate in Print
- Signing and gesture, including use of Signalong
- Communication books and Charts

The theory of Augmentative and Alternative Communication (AAC) is indeed particularly relevant for migrants and refugees who find themselves in new host countries where they do not know the language.

AAC refers to a set of methods and tools that support or replace speech for individuals with communication difficulties. These methods can include the use of symbols, photos, gestures, sign language, and technology-based systems.

AAC systems can be customized to match the individual's needs, preferences, and abilities.

Proposal sequence:

- Identify the audience: First we must determine who will be the participants, understand their background and their needs.
- Identify the objectives you want to achieve through AAC method, the objectives need to be tailored around the needs of the participants.
- Gather AAC resources which may include communication boards, picture cards, digital AAC devices, or software applications. Ensure that these resources are culturally relevant and appropriate for your audience.
- Develop or adapt training materials: Create or customize training materials to suit the specific goals of your training program.
- Create a welcoming and safe space for your group that accommodates their needs: Use gender-inclusive pictures symbols etc. and foster empathy.



	<ul style="list-style-type: none"> - Engage participants with practical exercises, role-playing, hands-on activities. - Gather feedback from participants and refine the process if needed.
Timing	The duration of the session depends on the group but maximum one hour for one person or a small group would be enough.
Groups	The activity can be implemented with only one person or a small group of 4-5 people who have the same language level.
Materials	The printed photos or pictures
Participants	This method can be used with participants of any language level. However, it makes more sense for the participants of A level that do not speak the language at all, or they have a very basic knowledge. Also, it can be used with the participants that do not feel comfortable to talk or they have some kind of disability.

Key elements to promote teaching from positive emotions

Communication needs

This activity is designed to address the first communication needs when a trainer/educator/social worker etc. meets other people and they don't speak the same language. The method of communicating through pictures can be proved useful in cases like:

- A refugee/migrant that just arrived in the country and we need to learn some basic information about them. For example:
 - Where are they coming from?
 - If they are here alone or with their family
 - If they have identity papers etc
 - The trip and the difficulties they faced
- To get to know a person or a group and make them feel comfortable.
- Express everyday needs and give them the chance to express them self when they want/need.

Remember, the specific symbols and images used should be culturally appropriate and reflect the needs and preferences of the specific immigrant or refugee population.



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Meaningful situations and positive experiences

- (AAC) method for refugees and immigrants can lead to meaningful situations and positive experiences that empower individuals to communicate effectively and integrate into their new communities.

- AAC method helps them convey essential information such as requests for food, water, medical assistance, daily routine or directions to important places.

-The participants will have the chance to express themselves freely and being understood. They will feel that their opinion and what they have to say matters and that the person/people on the other side care about them.

It's important though to recognize that AAC is not a replacement for comprehensive language acquisition or learning. It serves as an initial communication bridge, helping refugees express their immediate needs and facilitating basic interactions. It is crucial to provide additional language learning opportunities and cultural orientation to support refugees in acquiring the local language and adapting to their new surroundings.



Using H5P activities for language learning

Description and key elements of the pedagogical proposal

Using digital tools in language learning is advantageous for students of all language levels but in the case of using H5P, it is recommended to use with students who have an intermediate level. ‘

These tools are adaptable to different individual learning styles and can be tailored to learner’s interests and needs. Moreover, the learner is an active participant in the learning environment given the interaction that digital tools provides. Finally, the target language input can be more authentic by choosing digital tools that highlight the host country’s culture and students can choose material based on their interests, which creates increased motivation.

Proposal sequence:

Familiarise students with the digital platform, for example Moodle or WordPress by showing the platform on a large screen and allowing for students to work with their own computers or smartphones to navigate the platform and localise its important functions. This is important especially if the students are coming from countries where they do not use digital programs. The students need to understand how to log in (if relevant), navigate the platform and carry out the exercises.

In the classroom, with one student per computer or smartphone, the students carry out the H5P exercises. They can choose the ones they find most interesting or relevant to their situations. Students use what they have learned in the classroom setting to have a face-to-face conversation or role play activity to implement what they have learned through the digital tools.

Timing

The preparation session will last about 1 hour, or 1,5-2 hours if the learners are very inexperienced with digital programs.

For the learners to carry out the exercises using the digital tools, they will need 1 hour in total. The follow up activities can last 45 minutes - 1 hour.

In total, this activity will take on average 3 hours.

Groups

The preparatory session will be held in plenary. The digital exercises will be carried out individually, or in pairs if the students feel more comfortable working with another learner. The follow up activities will be carried out in groups, with 3-4 persons per group.



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Materials	Laptops or computers, alternatively smart phones for each student
Participants	20-25 learners, A2-B2 levels
Key elements to promote teaching from positive emotions	
Communication needs	
<p>The communicative needs of the students are addressed through the teacher’s design of the digital activity or exercise. For example, the teachers are recommended to select H5P activities that can be designed in a way that students imagine to be in situations that they would face in daily life in their host countries.</p> <p>One example of a H5P activity that responds to the communicative needs of the students is “Fill the blanks” or “Drag the words”. The exercises can be designed to teach the student about technical terms/ key words that they need to communicate with official institutions in various situations, as well as which institution they need to contact in various situations they face.</p>	
Meaningful situations and positive experiences	
<p>To increase motivation among learners, the digital activities should correspond to real needs that the students have in their daily life, for example, communicating with the school of their children. The H5P activities can be designed in a way where the student can choose which situational exercise most corresponds to their needs and carry out the exercise on the digital platform. This also means that the participants are active agents of their own learning and are included in the learning experience.</p> <p>Carrying out the digital exercise increases students’ vocabulary as they learn the key words to use, for example, when communicating with official institutions. This then can increase their confidence in the classroom, when interacting with the teacher and their peers, thus creating a more positive experience for the students.</p> <p>The follow-up activities can then address other aspects of learning how to communicate with official institutions, for example, how to deal with the pressure and emotions in these situations by sharing this personal experience with their peers in a face-to-face setting. A concluding discussion in plenary may then address how communicating with institutions is done in their own countries and compare.</p>	



Card Game - scene from a real life scenario.

Description and key elements of the pedagogical proposal

The participants will learn how to have a conversation in the new language they're learning. Depending on their level of knowledge they might learn a couple of new words, add some grammar or earn a new conversational skill.

Features:

- To positively improve the knowledge of the language;
- To feel more confident in having a conversation in the language you're learning;
- To learn to control the pressure of speaking a new language;
- To improve your social skills.

Proposal sequence:

The following informal methodology can be used at any level of knowledge of the language and can be adapted depending on the classes' abilities.

The game consists in giving to each student in the class a card, each card shows a different person on them, with different features, such as: name, age, nationality and so on.

After that the teacher and/or trainer will split the class into different groups and give the class a real life scenario, followed by some sentences and way of saying related to that specific situation. The scenario can be for example: "introduce yourself to a new friend" or "register for a language class" or "have a conversation with your boss" etc. In this way the class will learn a new sequence of sentences and grammar rules.

Timing

The session can last anytime between 10 minutes to 20 depending on the group's size and level of knowledge.

Groups

Each group should be of 2, 3 or 4 people. If it's an heterogeneous class always put someone with a higher level in the same group of someone with a lower one)

Materials

The teacher will prepare *cards* for each student and think ahead real life scenarios and the sentences needed.

Participants

The class can be an average class of any number between 5 and 20. The level can vary but the game is mainly thought for heterogeneous groups.



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Key elements to promote teaching from positive emotions

Communication needs

The communicative needs of each group can vary. But if we focus on a typical integration class in Germany, with students mainly from Ukraine, we have to consider that the level of alphabetization of the students is very high and in the same way they're culturally and socially very educated. However, they find it difficult to adapt to the German society for 2 reasons:

1. Most of the time they are not in Germany by choice
2. The German society has very strict social rules that differ from Ukraine.

Therefore the communicative needs they have are to survive in Germany long enough to see the war end and to go back home. They want to learn as much as they can how to deal with a conversation in Germany in a daily life situation.

The main real life scenarios are:

- Bureaucratic duties (e.g. registration in Germany, Job Center, Integration classes etc.)
- Shopping (e.g. grocery shopping, pharmacy, clothes etc.)
- Health (e.g. hospital, doctors, insurances companies etc.)
- Emergencies (e.g. firefighters, police etc.)
- Social communication (e.g. introduce yourself, ask few questions etc.)

Meaningful situations and positive experiences

This card game has as main objective to help the participants in integrating better in the new society they live in. Through mimicking real life scenarios the participants will create positive experiences in class in that specific situation and therefore feel more confident when finding themselves in a similar scenario on their daily life. While learning some specific sentences as well as common way of saying they can integrate better in the new society and feel less as outsiders. In the same way they will be freer to speak with one another and build new friendships in the process. It is important to create within the class a sense of community and support so that they will be one another's help in case of need.



MAPPING THE JOURNEY OF LIFE: Storytelling

Description and key elements of the pedagogical proposal

The participant will be able to reflect on their life journey and aspirations for the future. Also, she/he will be able to represent them life moments through the artistic expression.

Objectives:

- To promote deeper self-awareness and self-reflection of participants.
- To increase the knowledge of experiences that informs different perspectives.
- To create visual personal story lines.

Proposal sequence:

Introduction

Give each participant large sheet of paper and ask them to draw a winding pathway. At the middle of the path ask them to draw a circle. To the left of the pathway, ask them to write “road already traveled” and to the right – “the path yet to come”.

Step 1 “Looking back” (10 min)

Ask participants to:

1. reflect and include elements of where they come from: places, culture, language, and/or spirituality.
2. reflect on their companions throughout this journey: friends, families, spiritual leaders, and pets.
3. draw or list some of their favorite places along the road they have been on this journey so far.
4. identify two milestones of their journey. Ask them what key things they have already accomplished and represent them on their pathway.
5. draw the survival kit at the top of the page. Within it they have to write down what helped them during difficult times. These could be not only people but also values.

Step 2 “Looking forward” (10 min)

Ask participants to:



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1. write their hopes and wishes toward the end of the path. These might be for themselves, their family members, friends etc.
2. identify some places they wish to see on the rest of their journeys and ask them to mark it on the pathway.
3. look at the milestones they have already achieved and then ask them to mark three future milestones.
4. draw a mountain to symbolize one obstacle they can face. How they overcome it?
5. to mark the songs they will take with them in their future life journey. Ask them to reflect on why those particular songs, what do they mean to them and sign it along their path.

Step 3: "Looking Down at Your Journey" (10 min)

1. Give participants some time to reflect on their Journey.
2. Ask them what are some good memories that they will take with them to the future and let them draw these as stars along their Journey.
3. Ask them to give names to their paths to symbolize what this Journey of Life means to them.
4. Ask them to look back over everything they have spoken about. What is the lesson they learned during their life journey? Would they like to share it with others?

Step 4: "Sharing the journey" (15 min)

1. When all "Journeys of Life" are finished give time to participants to walk around and look at the stories of other participants.
2. Gather participants in the circle and ask for volunteers to share hers/his story.
3. Finish the activity with a reflection on how participants felt, what were the most difficult aspects to identify, if they have discovered something new or forgotten some key elements.
4. Ask the group: What is the lesson they learned during their life journey? Would they like to share it with others? What was it like for you to tell your story to this group? What was it for you to hear



	all of these stories? What insights have you gained about yourself and your group friends?
Timing	The sessions last 120 minutes
Groups	5 – 10 people. No age requirements. No background requirements
Materials	Paper, pencils, colours
Participants	A1,A2,B1,B2 language level
Key elements to promote teaching from positive emotions	
Communication needs	
<p>This intervention could be useful to allow student to know each other better and improve their self-awareness. It could be the starting point of an intervention, because personal issues and conflict could emerge.</p> <p>Storytelling is a useful tool to help youngsters to share experiences and explain events and phenomena while stimulating their communication skills and emotions to reflect, organize and memorize information about their own life story including some details about their past, cultural heritage and social-cultural background to give continuity and be aware of that.</p>	
Meaningful situations and positive experiences	
<p>Storytelling is a useful tool to helps youngsters to share experience, explain events and phenomena, while stimulating their communication skills and emotions. Moreover, this methodology helps them to reflect, organize and memorize information about their own life story including some details about their past, their cultural heritage and social-cultural background in order to give continuity and be aware of that.</p> <p>For Eu+Map can be an important tool, in order to have some information to for the digital map. Storytelling has some key elements:</p> <ul style="list-style-type: none"> – The stories are generally written in the first person, but in some cases, there is a facilitator who presents a story. – The storytelling process involves exploring and collecting “data”, making a story through establishing logical connection, in order to develop the flow, the narration itself; – The setting or the way the story is presented, and the material used (videos, images, text, narration) influence a lot the way the listener is struck by our history. <p>Using this tool can be helpful to find common cultural elements between students and local cultures, to enhance the process of inclusion</p>	



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Routine activities in a fun way

Description and key elements of the pedagogical proposal

This activity is designed to teach people to name routine activities in a fun way, We will therefore use everyday situations to improve the vocabulary and conversational skills of migrant learners.

The workshop will take place in several stages, with everyone gathering their knowledge, sharing what they know, and finally memorising what they have seen during the workshop.

The aim is for them to leave the workshop having memorised new words and expressions in the host language.

Proposal sequence:	<p>The activity will take place in several stages</p> <ol style="list-style-type: none"> 1- collect words from daily life and make a word cloud with them 2. create pairs (preferably with different language level to be able to help each others) 3. provide each pair with cards (in no particular order) representing an action and a sentence that describes it. 4. the learners have to associate each image with the sentence and present their routine 5. Then person.1 in the pair must present their daily life activity and person.2 shows the cards in order (to see if they have understood their partner), 6. Finally, to close the workshop, you can use the cards to make a memory game. When two actions are found, the cards are won only if the learner knows what they represent. <p>To take the learning further, the learner can take an online quiz.</p>
Timing	The activity will last approximately 2 hours.
Groups	The groups will be made up of pairs, try to set them up with people who don't speak the same language and have different level of local language level.
Materials	Tables, chairs, computer / telephone / tablet, card/picture with everyday situations and cart/picture with the sentences that describe them.
Participants	8 to 10 people so that pairs can be made. The activity can be used



	with all language levels learners.
Key elements to promote teaching from positive emotions	
Communication needs	
<p>When we work on Daily life situations in a learning environment with adult migrants, we need to take into consideration the needs of the learners and how the content will help them to be able to use this knowledge as quickly as possible to fulfil their needs.</p> <p>We thought about some fields and domains that the educator can develop within this activity and are in common among the adult migrant learners in the different hosting countries:</p> <ul style="list-style-type: none">● Survival Vocabulary: Begin with basic survival vocabulary and phrases that migrants need to navigate daily life, such as greetings, common questions, and essential vocabulary related to food, transportation, and healthcare.● Social Interactions: Teach them how to engage in social interactions, including making small talk, introducing themselves, and responding to basic questions about their background and interests.● Shopping and Commerce: Cover vocabulary and phrases related to shopping, including asking for prices, negotiating, and making purchases. This also includes understanding currency and payment methods.● Transportation: Help them understand transportation-related terms and phrases, like asking for directions, buying tickets, and navigating public transportation.● Healthcare: Teach basic healthcare vocabulary, including how to describe symptoms, book appointments, and communicate with medical professionals.● Housing and Accommodation: Provide vocabulary and phrases related to finding housing, dealing with landlords, and reporting maintenance issues.● Work and Employment: Help migrants with language related to job searching, interviews, and workplace communication. Cover basic employment-related vocabulary and customs.● Cultural Norms and Etiquette: introduce them to cultural norms, customs, and etiquette in the host country to avoid misunderstandings and potential cultural clashes.● Emergency Situations: Teach them how to ask for help in emergencies and describe situations that require immediate attention. <p>Many other situations can be also tackled later and it will depend on the advance level of the learners.</p>	
Meaningful situations and positive experiences	



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The primary aim of this daily life situation exercise is to facilitate the integration of participants into their new society and to help them acquire the quickest possible basics of the national language to be autonomous in their daily life communication.

By simulating real-life situations, the participants can generate positive classroom experiences in those specific scenarios, thereby enhancing their confidence when encountering similar situations in their daily lives.

Through the acquisition of specific phrases and common expressions, they can more effectively assimilate into the new society, reducing feelings of being outsiders. This, in turn, allows them to engage more openly with one another and cultivate new friendships. It's essential to foster a sense of community and support within the class, ensuring that they can rely on each other in times of need.

Some examples of positive experiences that were mentioned during the training for the use of daily life situation exercises in classrooms:

- One learner wanted to learn how he can make a marriage proposal to his beloved one
- One learner wanted to learn technical words to be able to communicate with the school teacher and accompany in the best way her child

Many other examples can happen in the context of this activity because the learners will always have the will to improve their language skills to be better integrated in their hosting society.



Word list

Description and key elements of the pedagogical proposal

Learning from learning book is both a good and a necessary activity in a classroom. However, the learners can from time to time feel alienated from the content as it seldom matches their life world 100%.

This activity, "Word list" creates a bridge between language, learning and work by producing word lists in both mother tongue (L1) and host language (L2).

Objectives:

- Promoting awareness of the connection between language, job and integration
- Using learners mother tongue as a positive resource instead of a barrier
- Learning essential words by both producing the word list and by repetition and practicing
- Promoting situated learning by using a concrete and relevant context and setting rather than a hypothetical and separate situation

Proposal sequence:

Introduction:

Explain the learners the different objectives in the activity:

- Learn new words
- Producing word list
- Using both mother tongue and host language

Print a picture from learners' workplace in A3 paper

Ask the learners to write the words of all elements on the picture in their own language

Ask the learners to translate the words into Danish (L2)

Practice the words with a classmate – getting feedback on pronunciation

Present your word list in first your own language and then in Danish



	# Tell a positive story about being at your workplace
Timing	<p>The session ideal needs a preparation where the learners get introduction to how to take a picture at their workplace complying with workplace guidelines and legislation.</p> <p>Otherwise, the session can be held with a more generic picture from a workplace similar.</p> <p>The session can with good effect be held multiple times with a few variations.</p>
Groups	As the migrants have internships and job testing at different workplaces it can be challenging to create groups but there can be created supportive groups among the students to exchanges challenges and not at least sharing positive experiences.
Materials	<p>Best case scenario the learner uses a smartphone at the workplace to take a picture</p> <p>At the school the teacher prints the photos in A3 format</p>
Participants	<p>The maximum participants will be 20 learners as the sessions requires tight contact and sparring with the teacher.</p> <p>The migrants need to be at CEFR level A2</p>
Key elements to promote teaching from positive emotions	
Communication needs	
<p>The primally actual communicative need for the migrant is to be able to communicate sufficient at the workplace to get paid hours there.</p> <p>This can be broken down to very basically words and sentences that are vital to perform at the lowest minimum level of communication at the workplace. Here correctness and gramma etc. are not in focus. Neither is the written language a priority. The communicative need at the most hardcore is functional language that gives the migrants tool to navigate at the workplace.</p> <p>The language learning in this activity is not an “artificial” situation with hypothetic content and situation. The setting and the situation are very real, important and meaningful for the migrant. The gap between learning and the purpose of the learning is almost eliminated as the word and sentences can be used directly and concrete in the work.</p>	



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Meaningful situations and positive experiences

The pedagogically and didactically concept is to make the learners the active and productive in the learning process by producing word list from their workplaces.

The pictures and word lists can form a background for story telling from the learner's life and more specific from the learners work life.

The involvement of the learner's mother tongue in the learning of a new language is built on the ideas in "Translanguaging". The learner's original language is a resource and not a barrier. The learner uses mother tongue in the learning process by making comparisons on similarities and differences between the two languages.

Under the presentation there will be time and room for discussion of emotions and personal experiences that can add positivity to the experience.



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