



Lingua+ Online Teacher Training Course

UNIT 1 - Introduction

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[UNIT 1 Introduction](#)

[UNIT 2 Adult Learning Principles in Language Teaching](#)

[UNIT 3 Motivating Migrants into Language Learning](#)

[UNIT 4 Promoting Cultural Awareness in the Classroom](#)

[UNIT 5 Promoting Civic Competences to migrants](#)

[UNIT 6 Conclusions](#)

UNIT 1

UNIT 2

UNIT 3

UNIT 4

UNIT 5

UNIT 6

UNIT 1 Introduction

- [VIDEO – ‘INTRODUCTION’ presentation](#)
- [RESOURCES](#)
- [ASSIGNMENTS](#)
- [SELF-ASSESSMENT QUIZZES](#)

UNIT 1

UNIT 2

UNIT 3

UNIT 4

UNIT 5

UNIT 6

UNIT 1 Introduction

- [VIDEO – 'INTRODUCTION' presentation](#)



Innovative Language Learning within the framework of practices for socio-cultural inclusion and empathy in adult education.

UNIT 1

UNIT 2

UNIT 3

UNIT 4

UNIT 5

UNIT 6

- 'INTRODUCTION' CONTENT
- Repository of innovations in teaching host country language to migrants and refugees
- Study on existing practices for social inclusion of migrants and refugees and empathy enhancement in adult interactions.
- Handbook for language teachers, trainers, volunteers
- Learning Paths Multimedia presentation

In foreign language teaching, just as in many areas of education, it is clearly emerging the need for a multi-disciplinary approach performed by multicompetent educators.

The more so when learners are migrants who need the host country language knowledge to activate their life dreams and to respond to necessities and planning, in a society they don't belong to, yet.

It goes without saying that languages are undoubtedly vitally connected to life, and convey the opportunities to live life in all its aspects. How, then, can language teaching be disconnected from life? Isn't life 'multi-disciplinary'?

Hence, the importance of the host country language teacher/trainer, a professional going through a meaningful redefinition of its role that is becoming increasingly complex and complete.

Within this role redefinition period, assessments (and self-assessments), evaluation practices and feedback are essential, as much as deep insights that shed light upon the core subjects arisen from a series of questions that a host country language teacher/trainer may pose: 'How much am I open to other cultures? What does it mean to be open? Am I really able to be curious, to relate to, to tolerate and to gain from diversities? Am I able to build genuine bridges between different cultures? Am I able to co-create meanings with the adult learners in my classroom? Am I able to recognize my own cultural stereotypes? Can I change my viewpoint and see realities from a learner's perspective? Am I creative enough? Can I connect teaching to the real life of learners? Can I really listen to them? Can I experience empathy in my classroom?' Surely, we, host country language teachers/trainers, need some help!

The Lingua+ project has built resources to delve into these matters and to offer practical tools which can be seen as a springboard for your own experimentation and expansion of concepts and practices:

The [Repository of innovations in teaching host country language to migrants and refugees](#) gives you an update on valid and relevant methods and practices to inspire daily teaching.

The [Study on existing practices for social inclusion of migrants and refugees and empathy enhancement in adult interactions](#) This is to inspire new practices. The project partners created Lingua+ Learning Paths inspired by some of these experiences.

[Lingua+ Handbook for language teachers, trainers, volunteers](#) with theoretical clues and analysis of adult language learning for migrants and refugees (challenges and needs). It explains the Lingua+ methodological approaches and provides for an in-depth introduction to the practices, lesson plan templates and assessment tools.

[Lingua+ Learning Paths Multimedia presentation](#) where you'll find the practical activities that Lingua+ suggests.

Lingua+ Mobile App, ready by the end of the project (March 2020), as a practical tool for you to use the Learning Paths and create your own ones.

This Lingua+ Teacher Training Course Guide goes a little step forward. It uses all the previous resources and has been designed for all those host language teachers and trainers who want to spread the innovative Lingua+ concepts / practices and share them with other trainers.

It's a train-the-trainer Guide that will benefit other teachers, trainers, social workers and volunteers in the field of language training to migrants. You can even use it with a group of your colleagues for autonomous learning and complement it with the online Course based on the Guide.

The Guide is in fact complemented by the related free access online Course, available on the project website.

The Lingua+ project trainers use the Guide for their own F2F courses to accelerate a multiplying effect and to mainstream Lingua+, the 'Innovative Language Learning within the framework of practices for socio-cultural inclusion and empathy enhancement in adult education'.

In the following chapters, you may find sometimes mention to similar concepts, as if one concept overlaps another, but they are always seen from the different perspectives of the authors and present different teaching tips.

After studying this Guide and the previous resources, and after experiencing the Learning Paths in your classroom (or outdoors), we hope you will have clearer ideas on your role as host country language teacher/trainer; have a better understanding of the Lingua+ Learning Paths and their application; feel empowered in sharing your experiences of embedding language teaching into social-inclusion practices; be a bit more multiskilled as a teacher and have an increased multi-disciplinary, holistic approach to host country language teaching. Enjoy!

UNIT 1

UNIT 2

UNIT 3

UNIT 4

UNIT 5

UNIT 6

Go through the Learning Paths multimedia presentation and select one Learning Path that you would like to perform with your learners. Write down notes on how you would deliver it.

Try to deliver it and write down your feedback.

Is there any part that you changed? Which one and why?

Write down hints for next time you'll deliver the same Learning Path.

UNIT 1

UNIT 2

UNIT 3

UNIT 4

UNIT 5

UNIT 6

Few questions related to the Unit resources to reflect on key contents.

[Go to the questions](#)

1

Has a more holistic approach the intention to leave aside syntax and grammar when teaching to migrants and refugees?

YES

NO

MAYBE

2

Has the Lingua+ approach on embedding host country language teaching into practices for social inclusion been validated (at different levels but related) through research and various applications across Europe and beyond?

YES

NO

MAYBE

3

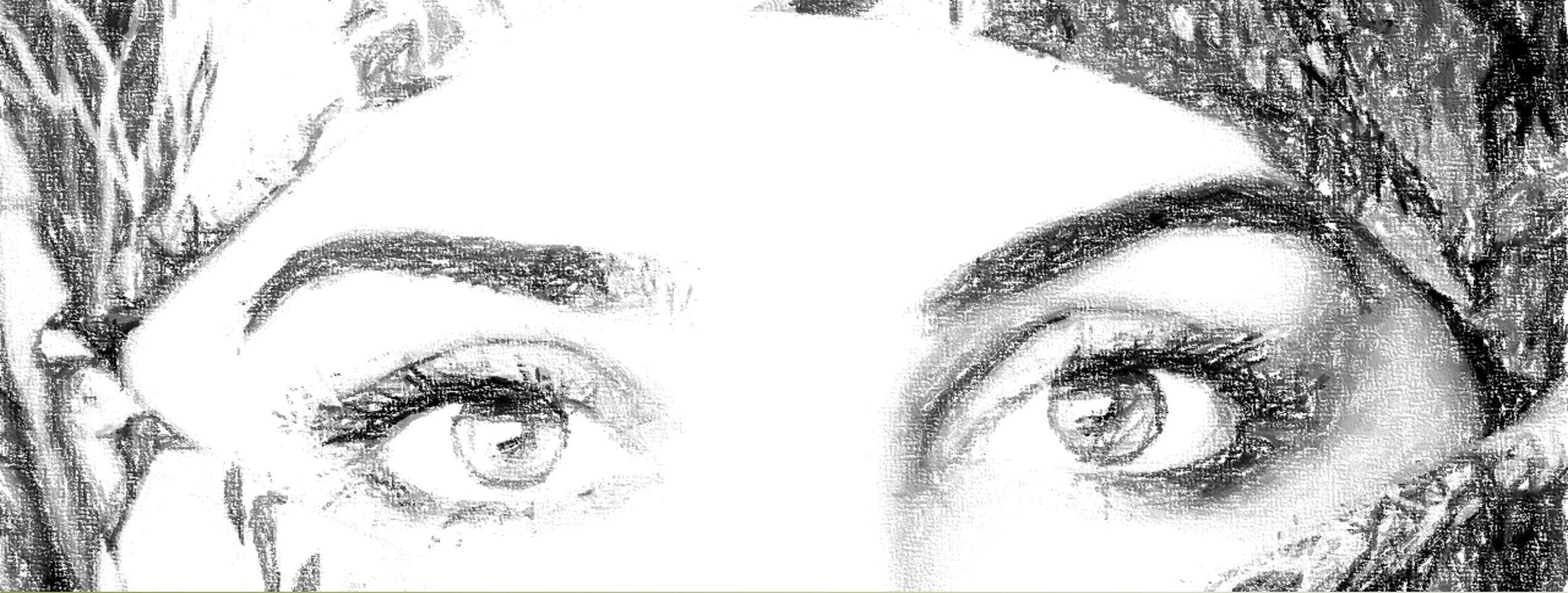
In host country language teaching, positive psychology is founded on:

- The belief that individuals need to focus on their existing strengths (rather than their weaknesses) to create long-lasting and positive change.
- The believe that it is ingredient that will ensure learners' motivation

Critical cultural awareness in the classroom is:

4

- Selecting the culture that most represent the group and focus the lesson on that.
- A way to avoid getting stuck in negative stereotypes, over-generalizations and limiting beliefs.
- Judging elements of learners' culture to find the most valuable for the host country



Thank you!



The project has been funded with support from the European Commission.
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That's the correct answer
Well Done!

[Go to the next question](#)

Sorry

Wrong Answer!

[Please try again](#)

That's the correct answer
Well Done!
See 'Repository' resource

[Go to the next question](#)

Sorry

Wrong Answer!

[Please try again](#)

That's the correct answer
Well Done!
See Handbook resource

[Go to the next question](#)

Sorry
Wrong Answer!

[Please try again](#)

That's the correct answer
Well Done!
See Handbook resource

[Come back to the UNIT 1](#)

Sorry

Wrong Answer!

[Please try again](#)