

# QuaMMELOT



## Module 4 “Learning Language”

### Phase 1 – Activity 1

**Timing:** 20 h

Activity for teachers. Reading the texts provided and summarised in this short presentation

**1. Teaching L2 according to the language acquisition levels and the “Can-do” statements, by Stelios Markantonakis, teacher of French language**

The aim of this module is to become familiar with the standards of Common European Framework of languages (CEF) and the ways that the language acquisition levels are defined. After the presentation of the general benchmarks of language acquisition and also of some examples of analytical “can-do” statements, it is hoped that the teacher will be able to:

- recognize the language acquisition levels and spot their differences, define the language acquisition level according to the “can-do” statements,
- analyse the “can-do” statements into smaller lesson targets, use the “can-do” statements in order to choose learning material and design activities,
- use the “can-do” statements as assessment criteria for his/her students.

**2. Producing educational material with the “Easy-to-read” method, by Katerina Arambatzi, philologist**

Access to knowledge is the inalienable right of every child. Students who are refugees or immigrants in their early years of residence in our country find themselves in a disadvantaged position linguistically. They need to learn the Greek language so they can integrate smoothly into the school and the wider community. “Easy-to-read” is a tool that can help in this direction. This is a method that allows teachers to simplify and transcribe text using the appropriate vocabulary, simple grammatical structures, illustration, and so on,

in order to facilitate understanding. With this method, the aim is not only to **compose a text accessible to all students, but also to adapt it to the needs of** a specific target group. The basic principles of the easy-to-read method and examples are presented below.

**3. Cooperative Learning Groupwork, by Katerina Bazigou, philologist  
Groupwork has multiple learning and social benefits for pupils**

Development of positive interdependence empowers pupils with different level of language readiness. Moreover, collaborative learning allows the differentiation of learning goals in order to correspond to pupils' needs. The examples of collaborative learning techniques could be used either to groups of refugee pupils or to mixed groups of pupils. In the case of mixed groups collaborative activities help pupils – refugees to be integrated into the class by carrying out differentiated learning tasks. Collaborative learning techniques facilitates pupils' integration through active and participatory learning activities that strength communication and establish relations among them.

**4. Language learning through drama and role play, by Afrodite Peveretoy,  
Teacher of English language**

Drama and role play is a dynamic experiential activity in classroom that enhances language learning through game procedures and entertainment leading to social inclusion. Language learning is accomplished in an easy, unconscious way. The student is not any more stable doing exercises or writing. Movement and body language liberate the students and enrich their speech. Moreover drama exercises create an atmosphere of relaxation and familiarity. This is the reason why the speech flows liberated and targeted. Students feel free to express themselves which gives a boost to communication.

**5. Digital means and language teaching, by Stelios Markantonakis, Teacher of  
French**

In this module, there is the attempt to familiarize students with the use of Digital Means and to use them effectively, according to modern teaching methods of L2. The aim is the students:

- to be able to use with ease the technological tools and the digital applications which are useful to language learning,
- to understand the additive value of Digital Means and to be able to take advantage of the possibilities they offer educationally,

- to be able to design learning activities by using effectively the digital tools, according to the modern methods of language teaching and learning.

## **6. Teaching examples focusing on language teaching to refugees and immigrant students**

In this module, there will be examples of teaching language which can be exploited in classrooms of refugees and immigrant students. What is taken for granted for these examples is that teaching language to students with the particular learning profile can be achieved:

In a supportive to language learning classroom, where the language lesson is addressed to students of similar level of language acquisition and of similar needs for linguistic enhancement in L2 (example 1),

In a general education classroom (i.e., simultaneously as L1 and L2 language lesson), where the aims must be suitable for students with different levels of language acquisition and must focus on the development of linguistic and communicative competence and on general education targets (example 2),

In a technical – vocational classroom where language teaching for specific purposes (LSP) aims at the development of linguistic competences connected to the content of studies of the particular professional domain and the specific thematic field (example 3).

### **6.1 Up the first teaching hours of the language course in the host country by Katerina Michalopoulou, Philologist**

Preparation and steps for setting up the first teaching hours in the language course of the host country (features of the teaching material, topics, teaching methods, visual material, activities) that could facilitate the philologists in mixed or refugees-only classes, are presented in this module. Also, a language teaching scenario (level A1-) of one teaching hour (45 minutes) in a refugees-only class is included.

### **6.2 Adaptation of a literature text – the last chapter of the novel “Aioliki Gi” of Ilias Venezis, by Maria Tzardi, philologist**

This novel refers to the deportation of 1.200.000 refugees from Minor Asia to Greece in 1922 and to the deep sorrow of a family who were forced to leave their house and find shelter in the neighbour country. Considering that literature is a suitable means to handle trauma, are presented a teaching scenario and an activity with double targets; on the one hand, the knowledge

of a new language and on the other, the confrontation of sadness caused by the recent experience of refugees.

### **6.3 Designing and implementing on a cross-curricular educational activity: Language Teaching and Mechanics, by Panagiota Amanatidou, Philologist**

The aim of the activity is to help VET students both in their specialty lessons and in language, through an interesting and attractive cross-curricular lesson using ICT as well. These students have a particular difficulty in understanding and using language terms, which also belong to the specific vocabulary of their specialty, causing feelings of indifference or even leading to abandoning their efforts. The activity includes web-based exercises for the language lesson, with engineering terms that are necessary for the understanding and learning of Mechanics. In addition, it helps them practice the use of information and communication technologies, especially Web 2.0, which as learning tools are also suitable for distance learning, while, at the same time, increasing levels of communication, interaction, socialization and lead to a new way of teaching and learning.

## **Phase 1 – Activity 2**

**Timing:** 10 h

In this Activity, the teachers are expected to design a Learning Scenario or a Lesson Plan for:

- either inclusion classrooms with Refugee Students who are at A1-(A1 minus) proficiency level in the second language
- either general education classrooms with mixed-ability students.

The learning scenario:

1. should be based on a 'text' – preferably, multimodal – and should contain at least 4 communicative language activities (e.g. reading and listening comprehension, writing and speaking production, mediation (written/oral), vocabulary, grammar etc.) as well as transversal competences (attitudes, values, critical thinking, learning to learn, life skills etc.)
2. should emphasize on features mentioned in the study material: - Text simplification - Differentiated and cooperative learning and instruction - Use of digital tools and environments - Use of drama techniques - Cross curricular / cross disciplinary approach

3. should be accompanied by student worksheets.

NOTE: If the learning scenario / lesson plan refers to the teaching of another subject (e.g. maths, history, geography, technology, engineering etc.), the aim may be differentiated, focusing not only on foreign language communication skills but also on content language integration skills (CLIL).