

We Are 1 Teacher's Handbook

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Introduction to the Project

“I do not want my house to be walled in on all sides and my windows to be stuffed. I want the cultures of all lands to be blown about my house as freely as possible.”
—Mahatma Gandhi

Project Background

Through the development of tools and materials for language education providers and institutions involved in integration of migrants and refugees, the consortium aims to turn the migration influx into a positive contributor to a sustainable future economy. As an aid to the solution we advocate for a modern and pertinent approach to adult education endeavours that lead to successful integration of newly arrived people in the host society. Some 13-14 million third-country nationals live in the EU, which equates to approximately 4% of the population. Several patterns make the issue more significant than this statistic would suggest. A large part of migrants who have recently arrived in the EU, have done so as asylum seekers or refugees, some remain concentrated in certain regions and cities, and may remain excluded from the labour market even after they have become nationals.

A report from the European Centre for the Development of Vocational Training 2012, foresees that there will be a return to job growth due to an improvement in the economic outlook across Europe over the coming years. With a slightly growing population of the EU going from 510 to 517 million in 2060, the population of Europe will also be older, and entering retirement. A decline in the workforce will affect growth and per capita income, with a resulting decline in potential growth. This aging of the population, and an influx of refugees and migrants, poses significant challenges for the economy and welfare systems of EU countries.

The EU has been facing a high number of asylum seekers and refugees: In 2015, up to more than 1m asylum applications were recorded and an estimated 350.000 to 450.000 people have been granted refugee or similar status. Per results from surveys on refugees' intention to settle, most refugees will stay for a long time in EU host countries. According to Labour Market Integration of Refugees: Strategies and good practices, a study for the EMPL committee, 2016, asylum seekers arriving to Europe tend to be young and male: 74 % of first-time asylum applicants are male, 82 % below the age of 35. Data from various Member States show that a certain portion of the refugees arriving in Europe are low-skilled, although often highly motivated. The study also concludes that Member States are differently prepared to address the needs of refugees and support them adequately. This brings with it the risk of a long-term integration failure and the costs of massive political polarisation.

Refugees represent one of the most vulnerable groups of migrants on the labour market. One in five economically active refugees is unemployed, one in eight has been unemployed for 12 months or longer, and about one in fourteen has been unemployed for 2 years or longer, which suggests that once unemployed, refugees have difficulties returning to employment. (OECD 2014) A couple of small-scale impact studies reveal that although language courses are levers for integration, this process stagnates after the language course has ended. It is therefore recommended that migrants continue to receive support to help overcome integration barriers. Instead of leaving a person to fend for him/herself, one can link second language achievements with further education and job requirements, resulting in stronger impact when migrants are offered job orientation trajectories. (Language requirements for adult migrants in CE member states; 2016).

Trending in most European countries at the moment, is the idea that participation in the labour market, from very early on, is one of the most significant factors favouring long-term integration into society, as well as a faster way of acquiring the host language. However, although finding a job is a big step in the right direction, it may not be enough to ensure successful integration. The risk of the creation of parallel societies of minority groups is still high, and integration efforts need to be targeted to assist in the development of the skills needed to make integration successful.

The We Are 1 project consortium finds it extremely important to focus on ways to strengthen qualifications of teachers in language centers, trainers in companies, and to assist municipalities and labour offices in finding new strategies to integrate migrants and refugees with lower education levels. The project will focus on the production of materials and tools, to be used in the language classroom, based on CLIL (Content and Language Integrated Learning) and TBL (Task Based Learning) to teach vocational language skills, cultural understanding, and life skills to newly arrived people. The materials will be able to serve as an addition to existing resources and other integration initiatives and hereby be a positive contributor to the integration process.

The Purpose of the Handbook

This handbook is based on a holistic approach, where language teaching and integration efforts are done together. This handbook includes practical knowledge needed for teaching labour market skills through CLIL and TBL. The methods and content introduced to you therefore have a direct link to the tools and materials available to you on the WeR1 learning platform.

This holistic strategy encourages the collaboration across sectors, to best implement the methodologies in different areas of the integration process. Readers will learn about theories, in an easy to understand way, including short, clear and concise information, with direct relevance to their professional needs.

The handbook will

- Look into different approaches to dealing with culture shock and acquiring intercultural competences
- Introduce how to increase learner motivation
- Introduce how to create change with inspiration from positive psychology
- Provide language teachers, trainers in companies, social workers, NGOs and other professionals involved in integration of refugees, with insight into the CLIL and TBL method
- Introduce how the CLIL and TBL methods can be used in vocationally oriented language teaching situations
- Function as a foundation for the basis of the WeR1 toolkit
- Be a help for creating own lesson plans using the WeR1 concept

Based on successful practices from four European countries (Portugal, Ireland, Czech Republic, and Denmark), the handbook provides new knowledge for language schools, companies, labour offices and organisations active in the integration process of newly arrived people. It ties together the elements produced in the project, directed towards the development of healthy integration into society and will, as an additional advantage, also give non-teaching professionals the background knowledge essential to implementing successful strategies for the teaching of language skills in work situations to newly arrived people.

Although the main target audience for this output is language teachers in language centres, this output paves the way for in-company language training, to enable the private sector to play an active role in integration. This is made possible through the production of teaching resources, targeting adult learners with low educational backgrounds. The WeR1 project will provide trainers in companies with the resources needed to teach work related language skills in the workplace.

The outputs from this project can also be transferred to vocational education, where educators working with multilingual learners, can make use of the knowledge provided herein.

the handbook is for:



Tools for Creating Change and Promoting Integration

Thus conceived, a social system is only one of three aspects of the structuring of a completely concrete system of social action. The other two are the personality system of the individual actors and the cultural system which is built into their action.

- Talcott Parsons

In this chapter, we will investigate how we can address issues, causing the individual problems, with the aim of helping him or her conform to the host society. But before we go any further in this chapter, the WeR1 consortium wishes to underline, that the point is not changing people. We cannot stress this point enough. It is not a matter of assimilating newly arrived people and shaping them to become someone they are not. There must be room for diversity, differences, and tolerance in our societies. We would therefore like our readers to keep in mind, that our focus is on creating an awareness and understanding of culture and social norms etc. and how a lack of insight into/understanding of this in some cases can become a hindrance to the successful integration of an individual.

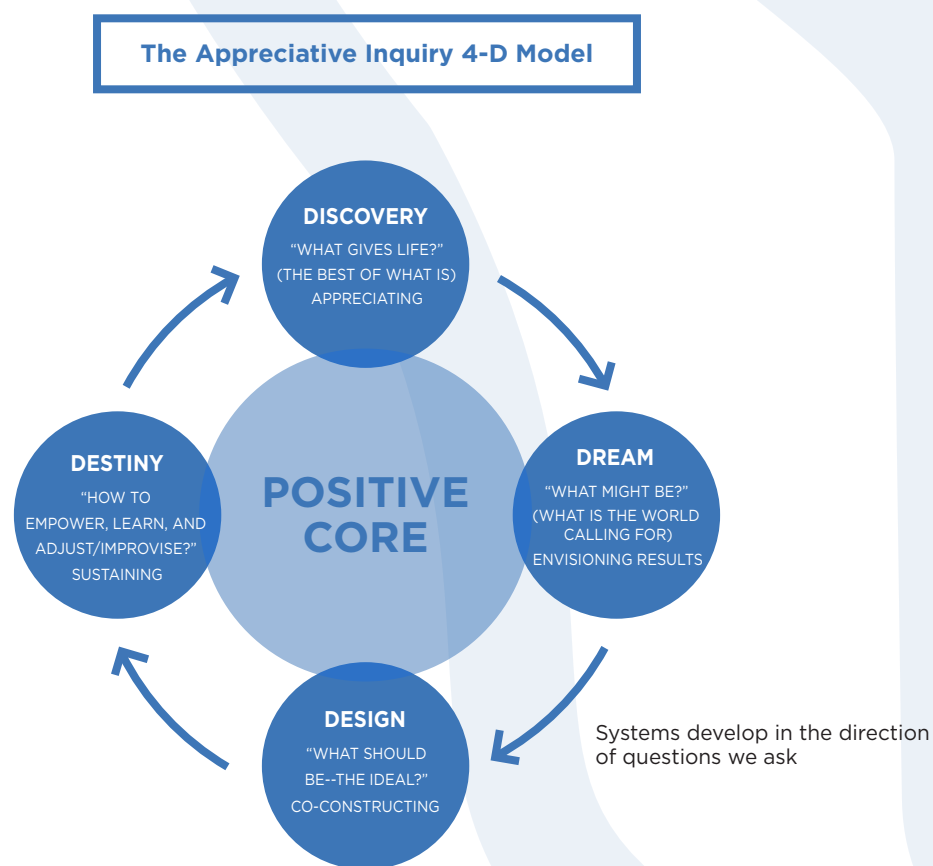
Appreciative Inquiries

If we want to work on the development of a more positive and helpful way of dealing with challenges, we can turn to positive psychology. Change management models are typically based on the belief that in order to create change, you need to create deep dissatisfaction with the way things are right now, and that this, in turn will be a motivation factor for change. In reality, and according to positive psychology, this is not necessarily the case. Creating this situation can leave the individuals in question with a feeling of fear, frustration,

¹ <http://www.davidcooperrider.com/>

or even anger. Instead, it is possible to create long lasting and positive change, by focusing on the strengths or positive aspects. In doing this, we take the approach of appreciative inquiry, or in other words, by asking the right questions.

Appreciative Inquiry is based on four distinct phases, otherwise known as the 4-D Cycle.



Discovery phase

During the discovery phase, the learners explore “the best of what is,” thereby identifying their strengths, and positive examples that they can follow.

How to use this in class

Ask the learners to complete the Via Character Strengths Survey

<http://www.viacharacter.org/www/Character-Strengths-Survey>

This survey can be completed in over 90 languages, which makes it possible for most learners to fill out and receive survey results in a language in which they are proficient. The learners will need to register and create an account, and then they will be able to access their results on the website or receive a PDF with their results by email.

Research has shown that people who learn to work with their strengths daily are:

- Three times more likely to experience a higher quality of life
- Six times more likely to be more engaged at work

Talk about the results of the survey. When have the learners used these strengths? Ask them to tell each other positive stories of when these strengths have come in handy. Focus on the sharing of positive stories and realisation that everyone has strengths, each person just uses them differently.

Tip: When working on achieving goals, later on in the process (working with stepping stones), the learners can go back and look at the strengths survey results. Here they can point out which strengths they can use to reach their goals. If they recognise that they need strengths that they use less often, then they can look at ways of how to develop these strengths. The via platform provides tips and ideas on how to work with developing the different strengths.

Dream phase

This phase involves imagining what the most important goals are and creating a detailed picture of what life will look like, once the goals have been reached.

How to use this in class

Make use of Laura King's "Best Possible Self" model. Laura King is professor at the University of Missouri, Columbia, and she has designed a systemic optimism intervention.

Learners will spend 20 minutes creating a narrative description of their best possible future selves. (This can also be done on a daily basis, as a daily warm up activity)

Learners can start by imagining their future lives in their new country, and create a visual, with cut-outs from magazines, photos and other images. The finished posters can then be hung up in the classroom, or placed in binders, so learners can return to these, if/when they lose sight of their dreams and goals.

The activity can be used in many different areas of life: Professional, romantic, social, physical etc. First, one must choose the category, reflect about the most significant goals, and then imagine life after everything has gone as well as it possibly can.

Before asking learners to create their posters, ask them to think about where they would like to be in five years' time, and then ask them these questions:

- What would you be doing?
- Where would you be living?
- What would a typical day look like?
- How would you feel?

The finished posters can be used to discuss dreams and ideas in the class or can be used as an initial activity when starting classes.

Tip: if participants have difficulties finding their dreams, then brainstorm ideas on the board first, and spend time discussing the topic - dreams for the future. Dreams can be big and life changing, but dreams can also be smaller things, for example things that will make life easier.

Once a dream has been located, they might need to figure out which sub-goals to set, in order to reach the main dream. I.e. Get a job: Several goals will need to be reached to achieve this dream. For example: 1) learn the language 2) create a network 3) attend interviews 4) get a driver's licence 5) attend an introduction course to become qualified, etc.

Work on one goal at a time.

Design phase

The design phase is about giving the learners a direction and designing strategies for arriving at their dream destination. What steps will need to be taken to arrive there? Who can help you get there? What do you need to do to get there? Which strengths do you need to further develop? (Here we can go back to the character strengths survey results)

How to use this in class

Create a poster: Draw stepping stones on a paper/cardboard poster and place a picture of the learner on one end and an image symbolising "the dream" on the other. The stepping stones should lead in the direction of the goal. Each stepping stone needs to be filled out with a step that the learner needs to take to get closer to the goal.

E.g. (goals can be big, and small). Here is an example of a smaller sub-goal:

The goal: **learn to take the bus to a new destination**

Stepping stone 1: **find out which routes are available**

Stepping stone 2: **locate someone who can help me in the beginning**

Stepping stone 3: **practice phrases for asking for directions at home**

Stepping stone 4: **practice asking for directions with classmates of volunteers**

Tip: use cut-outs of stones or other creative alternatives to drawing.

The number of stepping stones may vary according to the dream, the learner, and what needs to be done to achieve the goals. The text can also be replaced with images that symbolise the activity. Use the posters to practice language, by talking about each poster and the dreams of each participant.

Destiny phase

This final phase is where the participants start working on making their dreams come true, and by following the plan from the dream phase. Plans may change along the way. When they do, go back to the stepping stones and adjust them. Learners can help and support each other in working on their goals, as well as volunteers and people from the local community.

Once the goal has been reached, a new one can be set. Starting the process again. If a dream is to get a good job and a happy family, there may be several steps in the dream phase. It may be necessary to split the plan into stages and to create stepping stones for each stage. In this way the goals seem more realistic and the results will be visible at an earlier stage.

Resources for working with positive psychology

When working with the change process, the **Live2Work project** toolbox, which can be found here: <https://live2work.eu/>, provides user friendly resources for professionals working directly with young adults in situations of professional vulnerability, including migrants and refugees.

The focus of these resources is on the development of the following areas:

- **Self-Knowledge**

Consists of a range of activities aimed at supporting the participants in collecting, analysing, interpreting and using personal information. This dimension will help the participant get a clear understanding of him or herself and create a stronger sense of identity. This includes working with values and character strengths.

- **World Knowledge**

Consists of activities that allow the participants to examine their relationship within communities and the wider society. Working with the activities will help the participants collect, analyse, and interpret information from the opportunities available to them in their immediate or proximate surroundings, and how this can be used to achieve goals.

- **Transversal Skills**

Refers to skills typically considered as not specifically related to a particular job, task, academic discipline or area of knowledge. These skills can be used in a wide variety of situations and work settings and are necessary for successful adaptation to change and the leading of meaningful and productive lives.

- **Decision Making**

Refers to finding the next best step and deciding on the closest milestones to regulate motivation and actions necessary to reach the overall goals.

The toolbox which has been developed by the **Live2Work** project, includes activities that are designed for group activities, but can also be applied to individual programmes (one advisor and one participant).

The **Live2Work toolbox** provides a range of activities in each dimension. Each activity being accompanied by:

- A technical sheet for the facilitator**

Activity introduction with brief information about dimension, duration of the activity, group-size, the aim of the activity, methodology, a step-by-step instruction, and suggestions and links to discover more about the theories.

- A supporting information sheet**

This sheet serves as background information, to help the facilitator learn more about the activity, and the content or the theory of the activity. Working with diversity among a group of participants, this sheet can also serve as an activity support information handout for participants that are able to work independently with the exercise. This could apply for participants **without** language barriers, or advanced learners. The supporting information sheet can be used as a tool to assist the more advanced participants in moving forward independently with a task, or for self-study.

- A handout for participants**

A brief introduction to the purpose of the activity and the exercise, and a step-by-step description on how to apply the exercise (ready to print).

Training resources

Some activities provide ready to use and printable teaching material such as printable Value image cards and Character Strengths Cards.

Keep in mind

Each dimension Self-knowledge, World knowledge and Transversal Skills and Decision making – wrap up, is followed up by a “Sum up activity” overview and a My-Global project overview, allowing the participants to summarise all activities in one poster.

All **Live2Work** materials are free to use and adapt to your individual needs.

Breaking Negative Social Norms

Social norms are inherited, and they are the basis of social interaction with other people. When we interact with others, they have certain expectations, and if we want that meeting to be positive, we need to meet these. Not meeting these expectations can create a distance between the person or group of people who does not conform to these rules. There may be variations to these expectations, depending on:

- who and where we are
- who we are with
- the context in which we are

This also becomes apparent when we look at the roles that people play in society. With each social role that one adopts, one's behaviour changes. It is therefore not a question of changing the person but creating an understanding of the social norms and rules, that lie under the surface of the new society, the different situations in which newly arrived persons may find themselves, and how they can adapt to these. The inability to conform to social norms, can hinder the individual in:

- creating a network
- learning the language
- finding a job
- host society integration

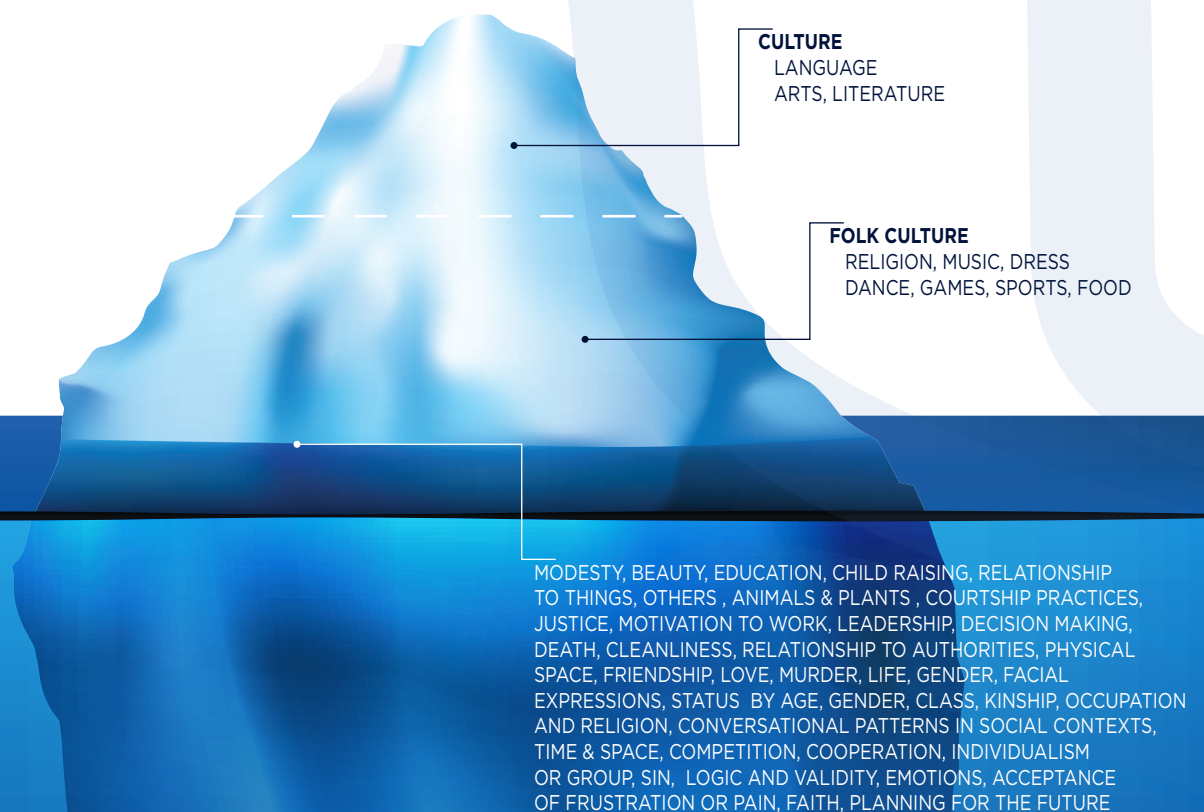
Social norms are basically unwritten rules, that most people within a society adhere to. Not following these rules can, in some cases, lead to conflict or culture clash. Some examples of such rules can be:

- Different concepts of time
- What is polite or custom in one culture, can be rude or intrusive in another
- How to deal with figures of authority (i.e. law enforcement/teachers/employers) may vary depending on the hierarchical structure of the society in question
- What men and women can/can't do

In the absence of comparative information on the cultural life of others, history has shown us that some groups of newly arrived people may become withdrawn and consequently isolate themselves from their surrounding society, and ultimately end up existing in a vacuum. A negative side effect of this; the individual continues to perpetuate the stereotypes that he or she has towards the host society and vice versa. Understanding how to navigate in the host society can therefore have a positive effect on newly arrived people, creating opportunities for lasting change.

Social norms and intercultural understanding are closely linked, because they are formed through the social norms inherited through constant interaction with the people closest to the individual, and the society in which he or she grows up. When moving from one society to another, these social norms can vary, and sometimes these variations can be considerable. Not realising that these differences exist, can have grave consequences.

Gary Weaver (1986) uses the image of an iceberg to explain different layers of culture (see figure below) which can also help us hone in on the most important areas when working with newly arrived people. The list below shows some of the cultural issues that have an impact on our interactions:



Based on Gary Weaver's (1986) Cultural Iceberg

Planning Roadmap/ Planning Checklist for the WeR1 Lesson

In summary: We are not trying to change anyone, we are trying to adjust behaviour that can come into conflict with the social norms of the new host society. For this, we need to provide our learners in the language classroom with a roadmap on how to navigate in and adapt to these new surroundings.

Promoting Intercultural Understanding

We share common experiences that shape the way we understand the world. It includes groups we are born into and groups that we join.
DuPraw and Axner

The “Culture” in Intercultural

To understand what intercultural understanding means, it is important to have a clear understanding of the term ‘culture’. Culture refers to shared beliefs, attitudes, and practices that are learnt and passed on among a population of people.

Culture is the characteristics and knowledge of a particular group of people, encompassing language, religion, cuisine, social habits, music and arts, shared patterns of behaviours and interactions, cognitive constructs and understandings that are learned by socialisation. Culture encompasses not only the extent to which shared beliefs, attitudes, and practices shape individuals but also considers ways that individuals simultaneously shape social structures, values and beliefs. In the WeR1 project, we view culture as being dynamic and continually changing. And the most important for this guide and whole idea of the WeR1 project, culture is not hereditary. It is learned and constantly changing as people enter new environments.

In this handbook, culture and the diversity that affects culture, refers to the groups and communities that share experiences (within classroom and workplace) and shape the way people see and make sense of the world. These groups may be defined by gender, race, sexual orientation, ideology, nationality, religion, occupation, language etc. Furthermore, cultural differences are generally manifested in how we;

- Communicate
- Approach learning
- Deal with conflicts
- Make decisions

- Complete tasks

Intercultural understanding refers to the profound sociocultural difference understood by individuals or by groups. That would reflect:

- 1) Social positions and statuses (including, but not limited to, ethnicity, race, religion, age, gender identity and expression, physical or mental disability, sexual orientation, socio-economic class, immigration, as well as academic, employment or professional status)
- 2) Cultural histories, creative practices and beliefs of various social groups, and
- 3) The dynamic power relations that shape the interactions between “dominant” and “non-dominant” cultures, including the undercurrents of difference found within these interrelations

As summarised in following: An understanding of the social positions, practices and power relations of sociocultural difference understood by individuals or groups within society.

Having intercultural understanding implies having the appropriate aptitudes needed to appreciate and be open and flexible to various forms of social and cultural diversity. This includes an acute sense of self-awareness, or the ability to be aware of those values, attitudes, and assumptions that inform one’s perspectives and behaviours, some degree of cultural knowledge in a variety of cultural environments, the capacity to communicate across cultural difference, and the ability to cultivate meaningful social relationships across culturally different groups. The combination of awareness, attitudes and ²interpersonal capacity (cultural knowledge, intercultural communication skills and relationship building skills) is what we refer to as having, intercultural fluency.

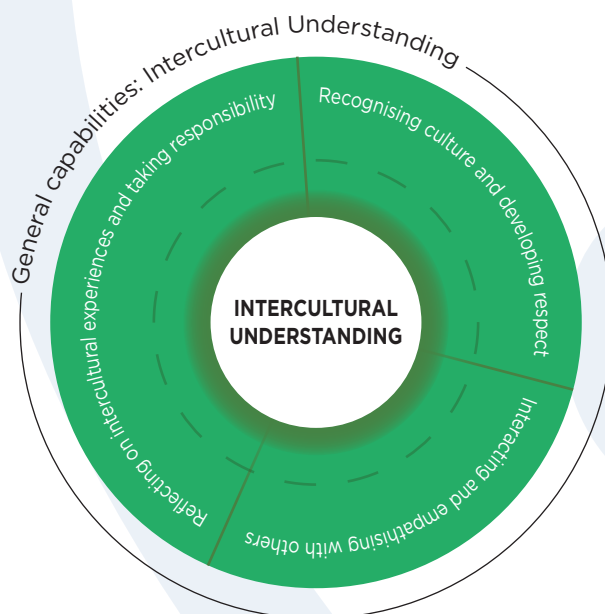
Intercultural Understanding in the Classroom

The intercultural understanding capability within the classroom focuses on helping learners to develop knowledge, skills, behaviours and attitudes that enable the individual to appreciate and respect others from different communities and cultures. The development of this ability has three parts:

- 1) Recognising culture (values, beliefs, customs, ways of thinking and behaving) and developing respect for cultural diversity in school and the community
- 2) Interacting and empathising with others from different cultures
- 3) Learning from intercultural experiences, challenging stereotyping of cultural groups and taking responsibility for understanding why choices of other people can be different from their own due to cultural perspectives

For intercultural understanding to be fully developed, learners need to explore a range of underlying concepts (see diagram below):

² Adapted from the definition used by Penn State, University Faculty Senate Curriculum Resources, Glossary: http://www.psu.edu/ufs/curriculum_resources/guide/glossary.html (Dec 2011).
Pope, R. L., Reynolds, A. L., & Mueller, J. A. (2004). Multicultural competence in student affairs. (pp. 15).
San Francisco: Jossey- Bass.



Organising Elements of Intercultural Understanding³

Recognising culture and developing respect involves the ability to identify, observe, describe and analyse increasingly sophisticated characteristics of own cultural identities and those of others.

Learners move from their known worlds to explore new ideas and experiences related to specific cultural groups through opportunities provided in the learning areas. They compare their own knowledge and experiences with those of others, learning to recognise commonalities, acknowledging differences between their lives and recognising the need to engage in critical reflection about such differences, seeking to understand them. Learners recognise and appreciate differences between people and respect another person's point of view and their human rights. In developing and acting with intercultural understanding, learners:

- Investigate culture and cultural identity
- Explore and compare cultural knowledge, beliefs and practices
- Develop respect for cultural diversity

Interacting and empathising with others involves the development of skills such as relating to and moving between cultures by engaging with different cultural groups, giving an experiential dimension to intercultural learning in contexts that may be face-to-face, virtual, or vicarious.

Learners think about familiar concepts in new ways. This encourages flexibility, adaptability and a willingness to try new cultural experiences. Empathy assists learners to develop a sense of solidarity with others through imagining the perspectives and experiences of others as if they were their own. Empathy involves imagining what it might be like to 'walk in another's shoes' and identifying with others' feelings, situations and motivations. In developing and acting with intercultural understanding, learners:

- Communicate across cultures
- Consider and develop multiple perspectives
- Empathise with others

³ <https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/intercultural-understanding/>

Reflecting on intercultural experiences and taking responsibility involves students developing the capacity to process or reflect on the meaning of experience as an essential element in intercultural learning.

Learners use reflection to better understand the actions of individuals and groups in specific situations and how these are shaped by culture. They are encouraged to reflect on their own behaviours and responses to intercultural encounters and to identify cultural influences that may have contributed to these. Learners learn to ‘stand between cultures’, reconcile differing cultural values and perspectives and take responsibility for their own behaviours and their interactions with others within and across cultures. In developing and acting with intercultural understanding, learners:⁴

- reflect on intercultural experiences
- challenge stereotypes and prejudices
- mediate cultural difference

Learners develop intercultural understanding as they learn to value their own cultures, languages and beliefs, and those of others. They can then come to understand how personal, group and national identities are shaped, and the variable and changing nature of culture. Intercultural understanding involves learners learning about and engaging with diverse cultures in ways that recognise commonalities and differences, create connections with others and cultivate mutual respect.

Intercultural understanding;

- Is an essential part of living with others in the diverse world of the 21st Century. It assists people in becoming responsible local and global citizens, equipped through their education for living and working together in an interconnected world.
- Combines personal, interpersonal and social knowledge and skills. It involves students learning to value and critically view their own cultural perspectives and practices and those of others, through their interactions with people, texts, and contexts.
- Encourages people to make connections between their own worlds and the worlds of others, to build on shared interests and commonalities, and to negotiate or mediate differences. It develops learners’ abilities to communicate and empathise with others and to analyse intercultural experiences critically. It offers opportunities for them to consider their own beliefs and attitudes in a new light, and so gain insight into themselves and others.
- Stimulates learners’ interest in the lives of others. It cultivates values and dispositions such as curiosity, care, empathy, reciprocity, respect, responsibility, open-mindedness, critical awareness, and supports new and positive intercultural behaviours. Though all are significant in learning to live together, the key ideas for Intercultural Understanding are organised into three interrelated elements in the learning continuum, as shown below.

⁴ <https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/intercultural-understanding/>

Any given society is made up of people from different social backgrounds. These differences are most often due to globalisation and migration or based on the resources accessible to them and the social status that they have inherited or created for themselves. Intercultural competences are therefore relevant for all members of society, and especially for those learning to integrate into a new country. It's important to keep in mind, that teaching intercultural competences, is not about changing who the learner is, but about creating awareness, understanding, and tolerance to the similarities and differences that exist between people, and how their own deeply rooted values, norms, and attitudes may affect them and others in different social, vocational, and life contexts. Understanding these mechanisms can be beneficial to a smoother transition to becoming accepted in the new society.

With the above-mentioned knowledge of what culture and intercultural understanding is, it's important to focus on how to then go about actually teaching this. Before we can teach people to recognise and develop respect for the culture of others, interact and empathise with others, reflect on intercultural experiences, and take responsibility for their roles in the intercultural meeting, we need to identify, what intercultural competences are.

According to PhD Tove Heidemann, intercultural competency is more than just having knowledge about other countries' culture, language, history and so on. It is also the ability to act and take action. Intercultural competences in an educational context can, according to her, be broken down into the following five dimensions:

- The ability to communicate
- The ability to use ICT interactively
- The ability to put oneself in the shoes of others
- The ability to become a part of new groups and cooperate with people from backgrounds that are different from one's own
- The ability to act independently and reflexively in complex and unpredictable situations

A sixth dimension has been⁵ added by Vibeke Vedsted Andersen;

- The ability to understand the influence and effect that people and their cultures have on each other, when they meet.

Avoiding Negative Stereotyping

Cultural similarity should be at the forefront when discussing cultures, values, and attitudes. To avoid negative stereotyping, the teacher or trainer needs to realise, and underline for the learners, that generalisation is a way of helping to recognise patterns that can help understand the world we are seeing. When trying to find patterns in cultures, attitudes and beliefs, it is difficult to avoid generalisations and stereotyping. Therefore, it is crucial to always emphasise that these are generalisations and that we are merely locating patterns, which can help us understand unfamiliar phenomena.

The teacher or trainer must always keep in mind that over-generalising can

⁵ <http://u-web.dk/da/grundskolen/temaer/interkulturelle-kompetencer/>

affect the learners' attitudes towards others. The trainer therefore needs to take care not to cross the line between generalising to create understanding, and over-generalising and consequently impeding the development of intercultural competences.

The minds of learners, just like all members of society, very easily make assumptions based on experiences and surrounding realities. Sometimes it happens that, instead of taking a critical perspective, people make broad conclusions based on little relevant experience. This is particularly the case, when facing a strong negative emotion or experience. Because of this, the learner risks making poor and ineffective choices later down the line, based on a faulty, albeit irrational, idea.

For example, Firas has recently arrived in Denmark. He is from Syria, and every day he commutes to and from his home to the language school, where he is learning the Danish language. One afternoon, as he is seated in a bus during rush hour, a young woman gets on, looking very tired. As there are no vacant seats, and she is standing close to where Firas is sitting, Firas immediately gets up, and offers the young woman his seat. The woman declines his offer. But to Firas, it is normal to refuse at first, and to only accept after declining at least once. So Firas does not take no for an answer and insists that she takes his seat. This causes the woman to become annoyed and she snaps back, that she does not want his seat. Firas is surprised and hurt by the woman's reaction. Speaking about the episode with a group of classmates, who are all from Syria, he concludes that Danish women are rude and unpredictable and that this would be the last time that he would be nice to a Danish woman. Unfortunately, Firas did not realise that it is a little bit unusual for men in Denmark to offer a woman a seat, and he did not wonder why none of the other men on the bus got up to offer her a seat. Moreover, he did not consider, that the woman may have just had a very bad day, which could have been the reason for the outburst, or that perhaps his actions could have been interpreted in a different way.

One of the biggest pitfalls with over-generalisations, is that they can result in the limiting of beliefs. Thereby, the learner risks basing conclusions of what can and cannot be done, on misinformation and isolated experiences. These barriers may not really exist, and the learner misses out on opportunities and eventually, in a worst-case scenario, isolates him or herself from the host society. To help the learner avoid these pitfalls, we need to introduce critical thinking processes, ensure that the learner understands that not all situations can be generalised, and that the learner needs to ascertain how to abstract from the generalisation. Generalisations are statements that can help emphasise a point but cannot be used alone. The educator always needs to take great care in the choice of words presented to the learners and the learner must learn how to analyse and deconstruct his/her experiences and observations. To help the learner achieve these abilities, the teacher or trainer can make use of the Taxonomy of Intercultural Competences.

The Taxonomy of Intercultural Competences

As with any other competences, it is important to know what we are trying to teach, to plan on how we are going to achieve this and evaluate the outcomes of these learnings. Vibeke Vedsted Andersen's Taxonomy of Intercultural Competences (2015), which is based on Bloom's revised taxonomy, and Tove Heidemann's definition of intercultural competences, can be a helpful guide for educators who want to include an intercultural dimension in their classes.

Just as people are different, come from different backgrounds, have different experiences and knowledge, they also have different levels of intercultural competences. According to the taxonomy, the learner is unable to acquire the highest level of intercultural competency, to create, until he or she has moved up through the five other levels; Remember, Understand, Use, Analyse and Assess. It is therefore the role of the educator to assist the learner in reaching the highest level of learning in the pyramid. The taxonomy enables the trainer to create flexible, differentiated, and learner centred lessons based on each learner's specific needs. The taxonomy can also be used to help the learner evaluate his or her own progress or needs.

Bloom's revised taxonomy is based on a progressive approach to learning. This means that learners need to pass from a lower level of thinking and slowly move forward to a higher level of thinking. This progression provides the teacher or trainer with a useful hierarchical framework, which can be helpful in the delivering of lessons, and can assist the educator in the development of performance tasks, in the phrasing of questions and activities, as well as constructing problems to be solved.

The progression through the six levels of learning, takes the learner from a lower order of thinking (LOT):

- **(remember)** Being presented with information and assessing whether the information has been retained, to;
- **(understand)** Being able to explain the concepts that have been presented to him or her, and;
- **(use)** Using this information in a new way.

... and slowly moves the learner higher in the thinking process towards a higher order of thinking (HOT). In higher order thinking, the learner will be able to:

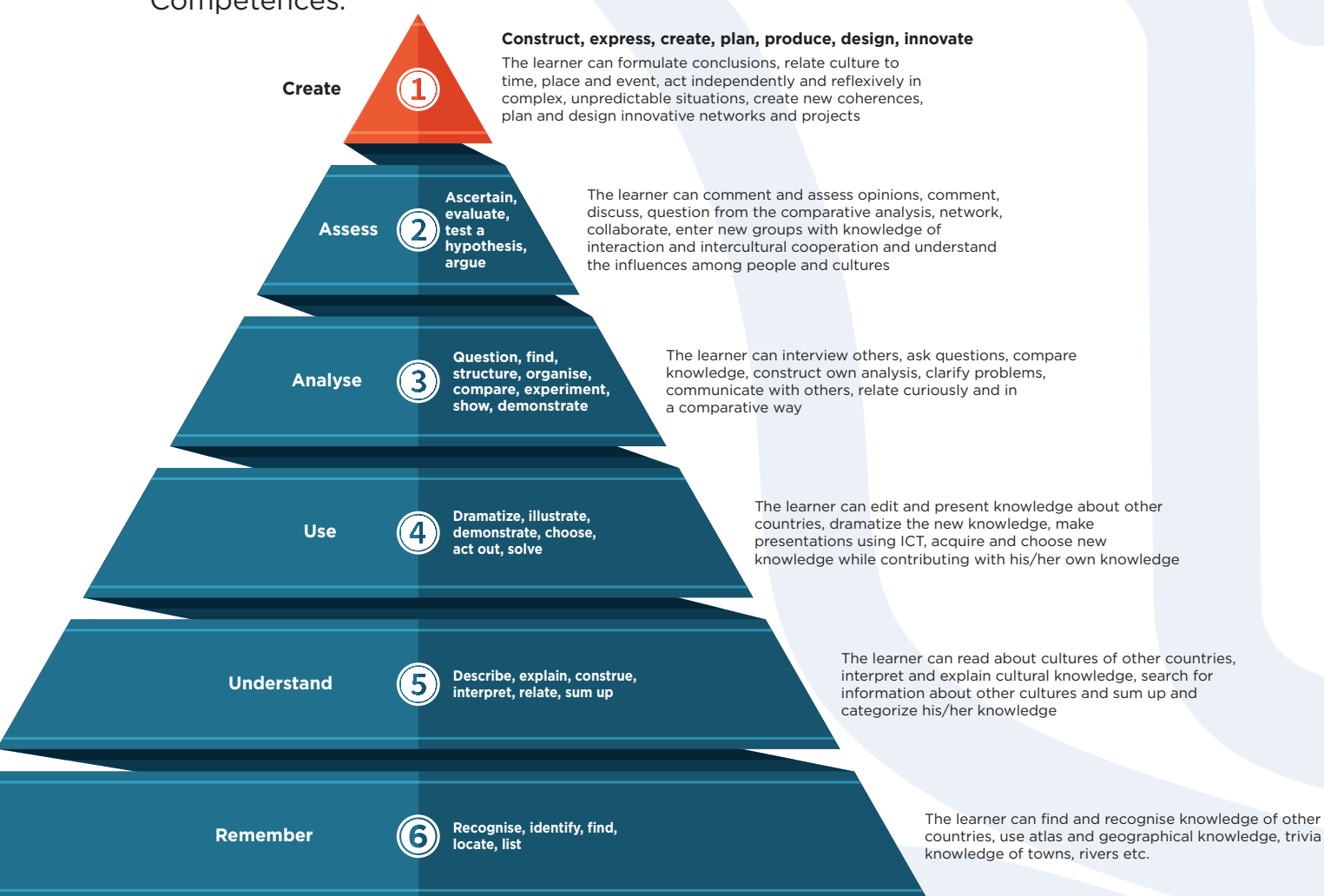
- **(analyse)** Differentiate between the various parts or components of the acquired knowledge;
- **(assess)** Show that he or she is able to take a stance, consider different solutions, or make an informed decision on how to solve a task or a problem, and;

The progression for intercultural learning could therefore look like this:

- **(create)** Generate a new idea or create a new thought process based on what he or she has previously learned.

Not only does Bloom's revised taxonomy framework assist the teacher or trainer in planning lesson content and ensuring the progression of learning, it is also a helpful tool in the assessment of learning outcomes. By using the framework, it is possible to ascertain the level of mastery of each learner, at each level, when working with the development of intercultural competences.

Examples of this can be seen in Andersen's Taxonomy of Intercultural Competences.



A translation of Vibeke Vedsted Andersen's Taxonomy of Intercultural Competences (2015)

Furthermore, the example below shows how the taxonomy can be used to evaluate learning outcomes. This can also illustrate to which degree the learner has moved from the lower levels of the taxonomy to the higher levels, as the educator teaches a topic.

Remembering

- Locate the main rivers/mountains/or other geographical features in your host country.
- Name the three largest cities in your host country.
- List the traditions and customs that exist in your local (host) community. (i.e. factual knowledge of when, where, and what in relation to holidays, celebrations, festivals, etc.)

Understanding

- Find information about your host country's social etiquette.
- Describe the etiquette rules for attending a job interview/meeting a co-worker for the first time/socialising with locals.
- Explain what you know about gender roles in your host country.
- Sum up what is important to keep in mind, when working/socialising with people from your host country.

Using

- Do a Role Play showing do's and don'ts for a job interview/first meeting with co-workers/going to dinner with a local.
- Describe how you would interact with locals to create a network.
- Solve the problem using the concepts given.

Analysing

- Compare the traditions and customs of your host country with your own.
- Explain where these traditions and customs come from and what they mean to the people in your host country.
- Determine how these traditions can be meaningful to you and your family.
- Research the best ways of becoming involved in activities in your local community.

Assessing

- If some traditions and customs of your country conflict with your own values or beliefs, explain how you can overcome this, in a respectful way.
- Determine how becoming involved in your local community can help you find a job/new friends.
- Decide which activities are most valuable for creating a network.
- Assess the value of becoming involved in your local community.

Creating

- Create ideas for a collaborative project with a group of people/volunteers from your host country that can help create new networks.
- Discuss the results from collaboration with people from your local community and conclude which positive results came out of this experience and how it can be helpful to you in real life situations.
- Based on your experiences with your projects, create a guide for newly arrived people, with tips and ideas on how to become integrated in your host country.

OR. Prepare an introduction session for a new group of newly arrived people at your language school/company

When teaching a foreign language, the teacher or trainer should also remember to incorporate the teaching of intercultural skills. The reason being, that speaking a language is not enough, if one wishes to communicate and interact appropriately and effectively with people from the host country. Cultural norms and values are acquired through social interaction. When moving to a new country, it is imperative that the individual can recognise these variations and easily adapt to the new environment. The educator therefore needs to craft learning opportunities that guide learners in seeing the connections between their own and the host culture and embed the notion of critical cultural awareness into his or her lessons.

Critical Cultural Awareness in the Classroom

As mentioned earlier, the development of critical cultural awareness is essential to avoid getting stuck in negative stereotypes, over-generalisations, and limiting beliefs. Michael Byram (1997, 2012) has demonstrated the importance of critical cultural awareness. His perspective on intercultural competencies in language teaching, which is based on five dimensions, can help us achieve this;

6

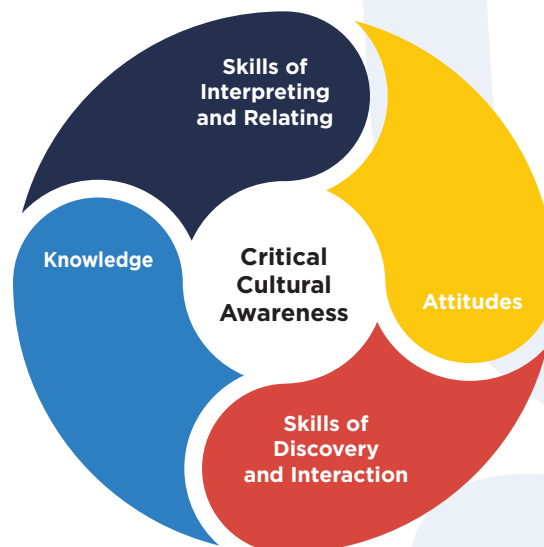


Diagram of Michael Byram's (1997) Model of Intercultural Communicative Competence (ICC)
Müller- Hartmann, Andreas / Schocker-von Dittfurth; Marita (2007).
Introduction to English Language Teaching. Stuttgart: Klett.
But what does this mean, and how can these dimensions be implemented in the classroom?

⁶Michael Byram: Assessing Intercultural Competence in Language Teaching, Sprogforum, no.18, vol.6, 2000.

Attitudes

Attitudes and values are learned from a very early age. Every person is influenced by the people in their immediate surroundings, i.e. parents, teachers, and friends, but this can also include media and other influences. Attitudes are the unwritten rules, by which we live our lives and make our choices. It cannot be taken for granted that the learner is aware of these attitudes and beliefs, and it is imperative that the educator has the ability to reflect curiosity about, and is open to, other cultures and beliefs. It is also important that the educator is willing to relativize his or her own values, beliefs, behaviours, and understand where differences come from and also have the ability to see how these might look from the perspective of an outsider.

- How can this be implemented in the classroom?

When discussing topics, make sure to include all perspectives and suggestions. You can use brainstorming to engage learners in bringing their own views to the discussions. Include opportunities to meet people from a workplace, or from the local community, to have discussions and get to know their attitudes and beliefs and create opportunities to learn about each other. The teacher or trainer can introduce topics based on values and attitudes and help learners create questions to ask the guest. Make sure the learners have been prepared for the guest and emphasise the importance of keeping an open mind and respecting the views of others. The educator can ask learners to reflect on their beliefs about their host culture in conjunction with visits or encounters with locals regarding products, practices, and perspectives.

Skills of interpreting and relating

This describes an individual's ability to interpret, explain, and relate events and documents from another culture to one's own culture.

- How can this be implemented in the classroom?

Once learners have spent time examining their attitudes and beliefs, they can start to engage in tasks that encourage thoughtful and rational evaluation of perspectives, products, and practices related to the host culture.

This will enable learners to draw from knowledge acquired during earlier phases to defend, with proof of rigorous inquiry and thoughtful reasoning, their beliefs about the host culture. Once the learner has acquired a deeper understanding of the target culture, their beliefs and attitudes will change, resulting in a more profound understanding of the host culture.

This can be achieved by working with tasks that involve taking the time to read, analyse or interpret texts or scenarios presented in oral or visual form. (e.g. videos, role plays, narratives, podcasts). It is possible to, for example, discuss examples where conflicts arise due to misunderstandings. Set a scenario for your learners and ask them to analyse the situation. What has happened, why, and

what do your learners suggest could be done differently to circumvent the conflict? The class could be presented with a task of changing the ending of a story, where the conflict is solved.

Skills of discovery and interaction

The ability to acquire new knowledge of a culture/cultural practices and to operate knowledge, attitudes, skills in real-time communication and interaction.

- How can this be implemented in the classroom?

Educators should create activities that encourage learners to consider new values and beliefs based on their own discoveries during situations of cooperative investigation. This means working together to control the direction of own learning while the role of the educator is that of a guide throughout the process of discovery. It is not the educator's role to push a personal viewpoint on the learners. The educator should instead create an open environment of inquiry so that learners discover the origins of judgments or stereotypes independently.

Knowledge

This is not only related to knowledge on one specific culture, rather:

- Understanding how social groups and identities function
- Knowledge about social processes and the results of these
- Understanding other people and oneself
- Understanding individual and societal interaction
- Knowing and remembering facts about other countries
- Awareness and knowledge about auto stereotypes (on own culture)
- Awareness and knowledge about hetero-stereotypes (culture of others)

- How can this be implemented in the classroom?

Brainstorm the social groups that exist in the host society, as well as the learners' countries of origins. Look for similarities between these societies. In this situation the learners can consider the information from the other class members and learn about their backgrounds.

Use the Cultural Iceberg on page 13 to illustrate social norms and discuss how this can be useful when interacting with others. Start by using a blank version of the Iceberg or draw an ice berg on the board. Place words in the iceberg, where the learners help find nouns and/or verbs to write in the three levels. Have the learners work on and do presentations about their home countries and invite guests from the local community for question and answer sessions about living in the host society.

Critical cultural awareness

The ability to evaluate critically based on explicit criteria, perspectives, practices, products in one's own culture and the culture of others. Dealing with

people from another culture always involves the task of evaluating the culture. This evaluation often leads to some sort of generalisation or stereotyping. When aiming for a critical evaluation of another culture, the learner must have acquired the other four levels of competences (Attitudes, Skills of Interpreting and Relating, Skills of Discovery and Interaction, and Knowledge), including a critical perspective on one's own culture.

- How can this be implemented in the classroom?

Learners must be presented with opportunities to practice the skill of critical evaluation. For this to be done effectively, the educator needs to find appropriate ways of scaffolding learning (providing support). In this way learners will learn how to evaluate the practices, products, and perspectives of the host culture. Learners need to be given time to identify and reflect upon preconceived ideas, judgments, and stereotypes toward individuals from the host culture. It is inevitable that a certain amount of predetermined ideas will be introduced to intercultural conversations. Therefore, it is the role of the educator to guide learners in considering the origins of these preconceived notions, provide assistance in questioning the validity of these, and determining whether these judgments are rational or unsound.

Teaching Life Skills

“Life skills are defined as psychosocial abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life. They are loosely grouped into three broad categories of skills: cognitive skills for analysing and using information, personal skills for developing personal agency and managing oneself, and inter-personal skills for communicating and interacting effectively with others.”

- UNICEF

What are 21st Century Skills

It is important to teach Life Skills because this can help prepare newly arrived people to the society in which they are now living and trying to become integrated. The learners' participation in language classes and work experience is a gateway to becoming engaged members of society, effective learners, effective professionals and new citizens.

This chapter aims at presenting educators with a conceptual framework for teaching life skills to refugees and migrants. The challenge in doing this is, that there are many definitions of what this entails. The WeR1 project chooses to base the framework on the demands of working life in Europe.

The 4 Cs in 21st Century Skills⁷

With the emergence of new technologies, automated work, more efficient processes, globalisation and much more, a majority of companies in Europe have changed what they do, and therefore what they look for in employees. Employers of the 21st century now look for more than just vocational skills. They need workers who can:

- Think critically
- Be creative
- Communicate successfully with peers and people who are different from them
- Collaborate with peers and people who are different from them



Study, digital and numeracy skills are also necessary in order to exist in Western society, and it is therefore essential for easier integration, to include activities that involve the development of these skills.

When working with migrants and refugees with lower literacy levels or people who have had limited access to school/education in the home country, the educator cannot assume that the learner has the necessary learning skills to excel through standard procedures. We take such things as sitting still, following instructions, not interrupting in class, searching for information on the internet, writing a simple email, or making quick calculations for granted. Keep in mind that the educator, when planning a lesson, needs to decide which skills sets need to be developed to best support the learners, and then structure the content and activities to fit in with these. Educators should expose learners to a mix of learning experiences, deciding at planning stage which of the 4 Cs will be suitable to couple with the activity/content.

⁷ <http://www.tonywagner.com/rigor-redefined/>

Critical Thinking

To compete in the new global economy, companies need to consider how to continuously improve products, processes, or services. They therefore look for employees with critical thinking and problem-solving abilities, or in other words; the ability to ask the right questions.

The worker of today needs to solve problems, and this means that he or she needs to rethink and see things from different perspectives. This also means that learners from cultures with a tendency to dictate tasks, need to adapt to become more resourceful, be able to feel confident that he or she can make independent decisions, and know when it is ok to make them.

Critical thinking can be taught in the language classroom, by:

- Letting learners find the answers to their own questions.
- Encouraging research and curiosity, and let learners work in groups to discover together
- Using open-ended questions as much as possible
- Encouraging learners to come up with their own ideas in the class
- Providing learners with the scaffolding (support) they need to ensure a sense of achievement when working with new tasks
- Encouraging understanding and respect. Intellectual empathy is an important aspect in critical thinking
- Planning lesson content based on Bloom's revised taxonomy
- Developing the learners' intrapersonal skills

Creativity

Being inquisitive is also an asset that can be helpful to workers of the 21st Century. Creativity is what gives a company the competitive advantage, and it is therefore important to develop these capacities.

Being good at your job doesn't necessarily mean to be perfect at it, being good at your job in the 21st Century also means taking some chances and seeing mistakes and failure as a part of the learning curve. This may also be reflected in "blue collar" jobs, as the qualities of an employee who can take initiative and have the ideas to solve a problem him or herself, is seen as an asset. Creativity also involves being flexible, being able to change, and use a variety of tools to solve new problems. The jobs we hold today are constantly changing and adapting to the fast-moving pace of society. The jobs that learners get today, could possibly be non-existent in the future, this means flexibility and creativity skills are equally as important (if not more) as vocational/technical skills.

You can work with development of creativity by:

- Ensuring your learners have opportunities to speak about, write about, draw about or mime what they think
- Having your learners think about rules, problems or how things and the target language works

- Not giving the learners the answers, but letting them find them (also critical thinking)
- Planning tasks with more than one possible answer or answers that vary from one learner to another
- Encouraging and rewarding the smallest steps taken, don't expect giant leaps from the beginning

Communication

Although it has not received quite as much attention as the other three Cs, communication is one of the key components of 21st century skills. Communication includes:

- Digital
- Interpersonal
- Written
- Oral

Migrants and refugees will work in companies that need and expect that workers are able to communicate. Therefore, focus needs to be on developing, as much as possible:

- Speech language development
- Positive communication in the classroom
- Work related communication
- Digital and media literacy

Teachers can help their learners become successful in their jobs, by teaching them how to communicate clearly and concisely, as well as creating focus, energy and passion when presenting an idea to a co-worker or employer. Clear communication does not necessarily mean good vocabulary, punctuation or grammar, it means that the thoughts around the idea are clear and easy to see.

Communication skills can be taught by:

- Working on developing interpersonal skills
- Working on developing language skills for communicative purposes
- Doing work related role-plays with different types of scenarios and different types of outcomes
- Understanding that ideas can be communicated in many ways, and that what is said and how it is said, can provoke many different types of reactions.

Collaboration (herein also intercultural collaboration)

Even though it isn't always obvious, most jobs involve some sort of teamwork. This doesn't only mean working with the people in the same building as you. It can also mean having to work with people from other fields, cultures and employment levels. The workers of the 21st Century therefore need leadership and collaborative skills, and the ability to influence others.

In most cases, collaboration takes place in organisations with a flat leadership style, meaning that leadership is entrusted to groups within an organisation, and management dictates less how a task needs to be solved. Teams need to work together to complete a task, and when completing these tasks, they must work together to:

- Find solutions to problems
- Communicate with each other and distribute tasks between them
- Assist each other to get the best results
- Encourage learners to let others take ownership of their ideas, to build support and team-work
- Making use of the other three Cs

For learners to be equipped to meet the demands of the labour market, it is important to work on the development of the skills needed. It is clearly not enough to assume that once the language has been acquired to a satisfactory level, that the rest will follow. There is no one recipe for success in today's rapidly changing and developing world, and for this reason, the people who live and work in it need to be able to adapt to new situations very quickly and feel comfortable doing so. Not being able to meet the demands of the labour market, will be a hindrance to gaining financial independence and becoming integrated in society.

Classroom Management

“You can motivate by fear and you can motivate by reward.
But both those methods are only temporary.
The only lasting thing is self-motivation.”
- Homer Rice

How to Motivate Learners

Research suggests that all students are motivated to learn, as long as there are clear expectations, the tasks and activities have value, and the learning environment promotes intrinsic motivation. When the motivation of learners' development is not based on grading, the teacher or trainer needs to understand what motivates learners to acquire new competences. One factor can be, that they already are motivated by the fact that they are now living in the host country, and as a result might already be interested and motivated to learn the host language. Although we cannot assume that this is always the case. Learning a new language and competences can be a challenging task. Some people may give up at the first sign of difficulties. Therefore it is important for educators to plan engaging and motivating lessons. The first important step to creating motivational and engaging lessons, is to ensure that the content can be seen as relevant to the learner. The learner needs to recognise, that this lesson can be useful to him or her and have a direct positive effect on his or her life. Explaining that learning the language will help the learner to fit in, may not

⁸ Wlodkowski & Ginsberg, 1995; Eccles & Wigfield, 1985; Feather, 1982; Kovalik & Olsen, 2005.”

always be enough. The learner needs to see a direct link between the content or theme of the lesson and its relevance to his or her life.

To help the educator create a motivational atmosphere, the following examples can be followed:

- link the language learning with the broader context of integration. This can be achieved by aligning it with the job seeking process on one hand, and with the social inclusion on the other
- emphasise the practical side of language learning and focus on language skills necessary for daily life communication
- create classes based on language capacities, and if possible further division according to professional areas would be recommended, as different areas imply varying needs and priorities
- carry out extracurricular activities designed to encourage learning in the field vis-à-vis the formal classroom framework. These activities are intended to equip the learners with the necessary abilities to cope with real situations. This can be done for example by organising trips or visits to events, exhibitions, etc.
- shift from the traditional learning process into a more interactive and engaging experience, in which group activities are implemented to create empathy and enhance intragroup dynamism
- include learner centred methodologies. These methods include an active learning approach to teaching. Active learning methodologies stand out from traditional teaching methods by shifting focus of the activity from the teacher or trainer to the learner. These approaches basically include activities that involve the learner in the process of learning, encouraging them to for example, solve problems, answer and formulate questions, discuss, debate, explain, and brainstorm.

Presenting Expectations from Teacher to Learner

It is very important that the teacher knows the background of the students, how far they are motivated to learn the language, and how important it is for them to learn the local language.

When working with learners whose priority is to find a job in a society that is completely new to them, the biggest challenge is to know how to use the language to make their integration possible. In some cases, we are not only faced with learners who have attended school or completed an education before. Therefore, we must also assume that some of the learners may not always have the experience and skills needed to acquire new knowledge in a traditional classroom setting. Therefore, the teacher needs to create a dynamic and inclusive environment to engage the learners and keep motivation levels up.

Expectations must be envisaged both for educators and learners. The educator must have in depth knowledge of how demotivation and lack of interest of

learning the language may occur during the lessons. Demotivation and lack of interest in the topics/lessons may lead learners to become distracted or cause them to lose interest. The topics to be taught in classes must be carefully planned, facilitating the cultural and social adaptation to the learners.

It is also important that the educator carefully observes and analyses the attitudes that the learners may have towards the classes. The analysis must lead to finding ways to create interest for the content;

- Motivation to learn more and better
- Openness to new knowledge that will help to integrate into society.

A Common Understanding - What is Good Performance?

Studies have shown that becoming literate in a second language depends on:

- Teacher preparation
- The quality of teaching
- The intensity/thoroughness of instruction
- The methods used to support the special language needs of second language learners
- How well learning is monitored

Dreshler (2001) suggests that teachers need to be able to present information in a way that is comprehensible for students;

- By actively engaging them in the learning process
- By transforming abstract content into concrete forms
- By tying new information to prior knowledge (also see the Zone of Proximal Development)
- By distinguishing critical information from less critical information, among many other teaching strategies.

According to the same author, these practices support the development of vocabulary and conceptual knowledge and lead to enhanced literacy outcomes.

According to Walsh (1999), the features of a well-designed second language learning program for people with interrupted formal education (SIFE) are presented as:

- Literacy and content courses that are thematically coordinated and encourage transfer of learning across content areas
- Follow-up on thematic content and skill development provided by doubleperiod classes,
- Small classes that allow for individualised attention from teachers
- Course structure that allow students to learn at their own pace

To set realistic learning performances, it is crucial that the educator is fully aware of the education background and previously acquired knowledge of the learners.

Profiling the student in the WeR1 classroom

The target group of the WeR1 project are refugees and migrants with limited

literacy and numeracy skills. This group of people may find it difficult to adjust to a classroom environment, for reasons such as:

- Lack in experience with attending school
- Lack of learning skills
- Illiteracy/low literacy levels

These factors may slow down learning of the second language

The way we present content and structure activities must always be based on the learners. For this to be done, we need to consider:

- Which skills do my learners have? (What can my learners already do?)
- What knowledge do my learners have? (What have my learners already learnt?)
- What is the group dynamic in the classroom? (Do they work well together? Is there a risk of conflict between certain learners? etc.)

It is crucial that the language trainer is aware of his/ her audience in order to be able to facilitate learning sessions that are tailor-made for this specific group of learners. To cater for learners with lower literacy levels, it is important to use materials that are suitable for the target group. This includes using bigger letters, identical clear fonts, and many visual illustrations (symbols, images and/or videos).

Gombert (1994) reasoned that the more education one has, the easier it is to learn all aspects of a new language. The less education one has, the more difficult it is to profit from formal education, where organisation and thinking skills as well as school-based skills are needed to succeed.

Florez and Terrill's (2003) report on The Mainstream English Language Training (MELT) Australian project for Southeast Asian refugees in the early 80s, concluded that it takes from 500-1,000 hours of instruction for adults who are literate in their mother tongue, but have no prior English instruction to reach a level where they can function satisfactorily with limited social interaction in English. A TEC report on ESOL gaps and priorities (TEC, 2008, p. 6) acknowledged in particular that 'learning progress for pre-literate learners is extremely slow. The report recognises that these learners' needs are complex and require specialist resources and teaching approaches that are culturally and socially appropriate.

An ESOL teacher of refugees (Kaur, 2011) also confirms the slow rate of progress with non-literate learners when first starting their courses. She suggests that the slower rates of learning can be due to poor concentration and short-term memory. To best meet the learning needs of these individuals, she recommends that there are no more than 10 learners in one class. Once the program beneficiaries have been profiled, it is important for language trainers to be fully aware of the learners' needs and adjust performance expectations accordingly.

Consensus - From Class Rules to Appropriate Behaviour

The classroom behaviour of refugee learners has pedagogical implications regarding learning processes, from managing the classroom to selecting learning content. Refugees come from various cultures and thus have varying perspectives as to their learning strategies. In addition to the cultural differences, there are also other factors which may affect their behaviour; such as the psychological factors which is discussed later in this chapter. The main assumption here is that “international students bring culturally determined attitudes and values towards education”. Research by Brooks (1966) and Kaplan (1966) finds that the importance of the cultural component of language must not be overlooked.

The socialisation process described by Castaneda, is that values of a cultural group (ways of perceiving and thinking) influence styles of teaching and child-rearing (relational and motivational factors) which influence children’s communication styles and finally has a profound influence on their cognitive learning styles.

The cultural values and the philosophy of life plays a significant role in the learning process. The eastern cultures stress the importance of society and cooperation between its members and reject individuality and the values of competition. This cultural dimension has an evident implication on the way learners are expected to behave in a classroom environment. On the one hand, the educator is considered an authoritative personality, who has to be obeyed and respected, and on the other, the teaching style is more of a transmission of information which the students are expected to memorise. The role of the learner is therefore a negative receptive role where conformity to rules is valued above all.

In contrast, the western culture values individuality and independence, and thus encourages learners to demonstrate their abilities and skills more openly. The objective of the pedagogical process is to stimulate critical thinking, creativity and problem solving. Moreover, these western cultures reward students who take initiative, engage in class discussions and activities, and actively compete against their classmates and against their own past performance.

Educators should therefore consider the cultural differences and their implications on the behaviour of their learners. Educators working with refugees must be highly resilient and be able to adapt new methods and strategies to teach this group of learners. Studies show that successful educators are those who are able to build on their students’ previous experience to introduce new linguistic and academic concepts. In other words, teachers who approach their refugee students as bringing knowledge and life experience to the learning context are found to be more successful than those

⁹ Boss, Roberta S., The influence of cultural values on classroom behaviours of adult Vietnamese refugees. 1982

with an attitude that their students are ‘missing’ knowledge. They also must keep in mind that students should not be forced into a new mould, but rather given the time and opportunity to assimilate the values of the new culture.

Importance of Motivation - Adult Learners

The motivation of refugees is a comprehensive process that should be undertaken by various stakeholders. This is divided into two main categories:

- External factors which are related to the economic, social, legal and political circumstances affecting the refugees in the host country.
 - **Economic incentive:** the language acquisition is a decisive factor in the process of integration and in gaining access to the job market. Obviously, employment opportunities increase for those who can communicate in the language of the host country. Moreover, they will be rewarded by better paid jobs¹⁰ and have higher probability of being promoted later on.
 - **Social integration:** In addition to helping immigrants integrate into the labour market, language skills also crucially affect such non-market outcomes as education, health, marriage, social integration, and political participation. A study on a group of immigrants in the United States identified language acquisition as important to achieve a sense of belongingness and adaption (Keyes & Kane, 2004)
- Internal factors related to the educational process
 - **Goal-setting:** a study conducted by Carson (2006) on adult refugees learning English in Ireland, sought to determine the motivational role of goal-setting in adult learners. the study concluded that setting and working towards personal goals contributes positively towards learning motivation. Other studies suggest that the process of selecting and achieving optimally challenging goals, that help us learn new things, contributes to our drive, sense of ability and our levels of achievement (Young, 2005) The goal-setting process should be based on analysis of learners’ needs according to several factors including their educational and professional backgrounds.
 - **Learner autonomy:** Studies have stressed the benefits of helping individuals achieve their full potential by taking responsibility for their own learning. Ushioda (1996), for instance, asserts that “autonomous learners are by definition motivated learners”. Therefore, teachers are responsible for engaging their students and giving them the ownership of the learning process and objectives.
 - **Learning through language use:** one important element in “Integrate Ireland Language and Training” (IILT) is a strong emphasis on language learning through language use. This emphasis coincides with the reality of the teaching/learning situation. “On the one hand, IILT provides its students with an immersion environment... On the other hand,

¹⁰ Ingo E. Isphording, What drives the language proficiency of immigrants?, IZA World of labor, August 2015

¹¹ David Little, Responding to the language needs of adult refugees in Ireland: an alternative approach to teaching and assessment, Trinity College Dublin and Integrate Ireland Language and Training

students' motivation is likely to remain positive so long as what they learn in the classroom has an immediate impact on the ease with which they can lead their lives in the English-speaking world outside"

- **Relevance of learning content:** the language learning process should be made relevant to the refugees' lives in order to aid the learning process (Dooley & Thangaperumal, 2011). To do this, Bigelow (2010) suggests they should be provided with opportunities to find ways of contributing their knowledge and skills to the classroom environment.

12

Considering Potential Trauma

Although many refugees may present symptoms of post-traumatic stress, this does not necessarily reduce their ability to function. In general, present stressors - basic personal or family needs, racism, discrimination - cause more distress to refugees than the traumas of the past. We might also add, that on top of potential trauma, there is the possibility of learners developing culture shock, from sudden immersion into a new culture, without little preparation or help to deal with the challenges¹³ involved in moving to a new culture.

Psychopathology in refugees is not inevitably a consequence of post-traumatic stress disorder related to war situations; instead, it often reflects contextual factors (economic, social, cultural, legal) that can be alleviated through support mechanisms in the host country.

Even when there is a history of trauma, refugees hardly accept to speak about past suffering:

"I want to forget the past, everything that happened, I just want to think about the future. In the field I felt like an animal, I did not feel like a person. Now I have returned to feel human, I want to lead a normal life..."

"Language is overwhelmed by violence, in a way¹⁴ that what was lived can no longer be brought to the field of speech; because memory implies pain. To not remember is a way of avoiding the pain that memory brings."

"I do not want to remember... too much suffering!"

"When I left (refugee camp in Jordan) and got on the plane, I decided to lock the door and leave everything behind. I decided to forget, I do not want to remember."

¹² (Tempny, M., 2009). What research tells us about the mental health and psychosocial wellbeing of Sudanese refugees: a literature review. *Transcultural Psychiatry*, 46(2), 300-315.

¹³ (Porter, M., & Haslam, N., 2005). Predisplacement and postdisplacement factors Associated with mental health of refugees and internally displaced persons: a meta-analysis. *JAMA*, 294(5), 602-612

¹⁴ (Prates, D. R., 2014). "Não quero lembrar... muito sofrimento": percursos da memória entre os refugiados palestinos no Brasil. *Horizontes Antropológicos*, 42, p. 133-152. Retrieved from <http://www.scielo.br/pdf/ha/v20n42/06.pdf>

These, and many other sources in literature challenge the medical or psychopathological approach to refugees' experience. For a language educator for refugees, therefore, it is CRUCIAL:

- To be aware that he/she is “trainer and trainee” at the same time, since those refugees who come to the language training sessions, often have a life experience much wider than that of the educator. Therefore, the language educator needs to be genuinely convinced that he/she is on a common journey, that both include being learner and educator at the same time.
- To work towards acquiring as much knowledge as possible about the world situation regarding the massive displacements of people, whether it is due to war, climate change, poverty, exclusion, etc.
- To develop awareness of how his/her culture impacts on the way he/she sees and relates to people from other cultures and religions; therefore, develop a capacity to be empathic and non-judgmental towards those who have different cultures and past experiences.
- To see the learners (refugees or migrants) as resilient beings, rather than traumatised people;
- To be aware that the priority of any adult person is to meet basic needs (food, shelter, safety, etc.), personal or of their families; this is even stronger for refugees because they have left everything behind and have no other way of meeting those needs than through charity or small informal jobs. Language training, therefore, could (easily) become second priority for these persons;
- To be included in a (formal or informal) network of professionals who can provide support to the learners when a specialised intervention is required. For example, in case their fundamental rights are threatened or violated; when there is a risk of social exclusion; when the refugees' physical or mental health is at risk and, clinical intervention is required.

Language Learning as a Goal-directed Activity

“Positive attitude changes in learners towards learning a language, and towards themselves as language learners. This is a profound advantage. Then there is the question – why? Why are the results so good? We are now thinking that this relates mainly to the emotional dimension of learners; the ways in which CLIL connects them to their own ‘worlds’ using multi-mode technology; and the impact on the brain when language learning becomes ‘acquisitional’, and not just ‘intentional’.”

David Marsh

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The process of lesson planning and the resulting learning outcomes in the WeR1 project should be based on well-established CLIL (Content and Language Integrated Learning) and TBL (Task Based Learning) methods. The main emphasis should be on creating a platform for learners to study and acquire the host language through a relevant and contemporary context related to the country in which they are living.

The overall goal of the lessons and learning outcomes should be to assist the learners in:

- Improving knowledge of the host country language
- Helping to integrate them with the needs and demands of the employment market of modern society
- Helping them gain access to the linguistic skills required to communicate effectively and efficiently in modern civic society

Planning Lessons with CLIL to create effective outcomes

The CLIL Method of Teaching is an effective way to empower learners of a language at various ages, and to different levels of fluency. Using CLIL, learners are facilitated in learning, cultivating, and activating cross-disciplinary skills in the target language. It is important that the lessons and the learning outcomes reflect this goal, as well as supporting the development of critical thinking and collaboration skills. The lessons should encourage observation and learning of the language by learning about other subjects through that language. The lessons should allow the students to learn a wide range of subjects, and in this case, work-related language in particular. Rather than being the focus for teaching, the language should be a tool for communication. The lesson planning and learning outcomes should balance bilingual education and language learning, with repeated exposure to the language and stimulation being a key.

To plan for an effective CLIL lesson with successful learning outcomes, the educator needs to include a specific concept, topic, skill or theory to be covered – not a specific linguistic aspect of the language. This should be complemented with follow-up work and linked lessons, so the students can undertake their own research and consolidate what they have learned.

Before planning a lesson, the following steps should be followed:

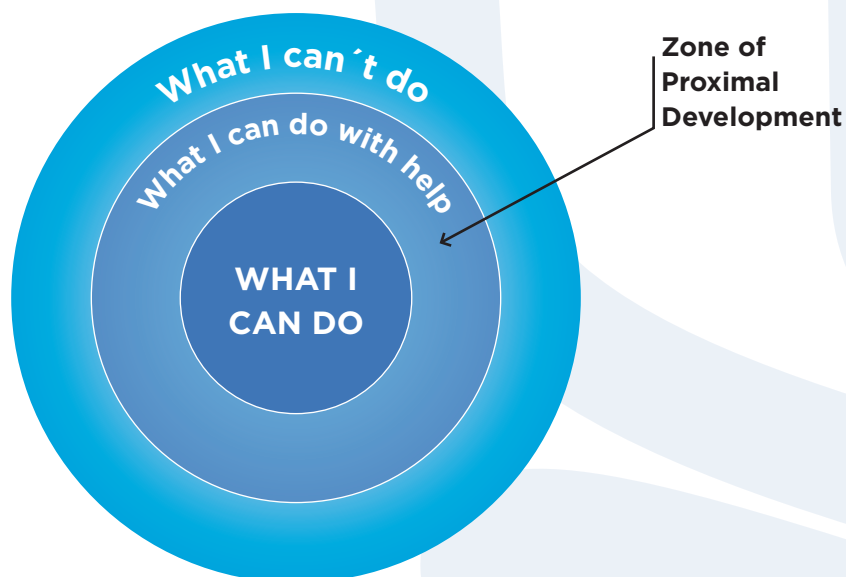
- Research subject matter ahead of time
- Highlight key concepts and proper terminology

The end goal should be to de-compartmentalise knowledge, so that learners' knowledge can be applied to their entire lives. Learning is improved through increased motivation and the study of natural language seen in context. When learners are interested in a topic, they are motivated to acquire the language to communicate. Language is seen in real-life situations in which students can acquire the language.

Scaffolding and ZPD

As we are interested in honing in on the content that will be most efficient, and will enable the fastest possible route to learning, we need to challenge the learners without aiming too high or too low. According to Vygotsky, and his theory on the Zone of Proximal Development, learners have a “safe zone”, consisting of the things that he or she is already able to do. Tasks and activities within this zone are easy to complete and the learners can do this with little effort or assistance. The “danger zone” consists of tasks and activities that the learner is not yet able to, and being faced with these tasks, will most likely bring about a feeling of failure and frustration. The “learning zone” (or ZPD) is where the tasks and activities are based on what the learner can do without assistance, but also contains some new information that needs to be learned. These are the tasks that the learner needs guidance from a teacher, peers or scaffolding to complete, and this is where learning takes place.

Scaffolding is the support that the teacher provides for the learners, when they are in the Zone of Proximal Development. The amount of scaffolding can vary depending on the language proficiency of the learners, and may be deconstructed, bit by bit, as the learner progresses. When introducing new knowledge or tasks, scaffolding can once again be reinforced. For example, if the goal for the lesson is to be able to attend a job interview, then the scaffolding needs to show them how that works. The key is to construct and deconstruct scaffolding, as the learners progress.

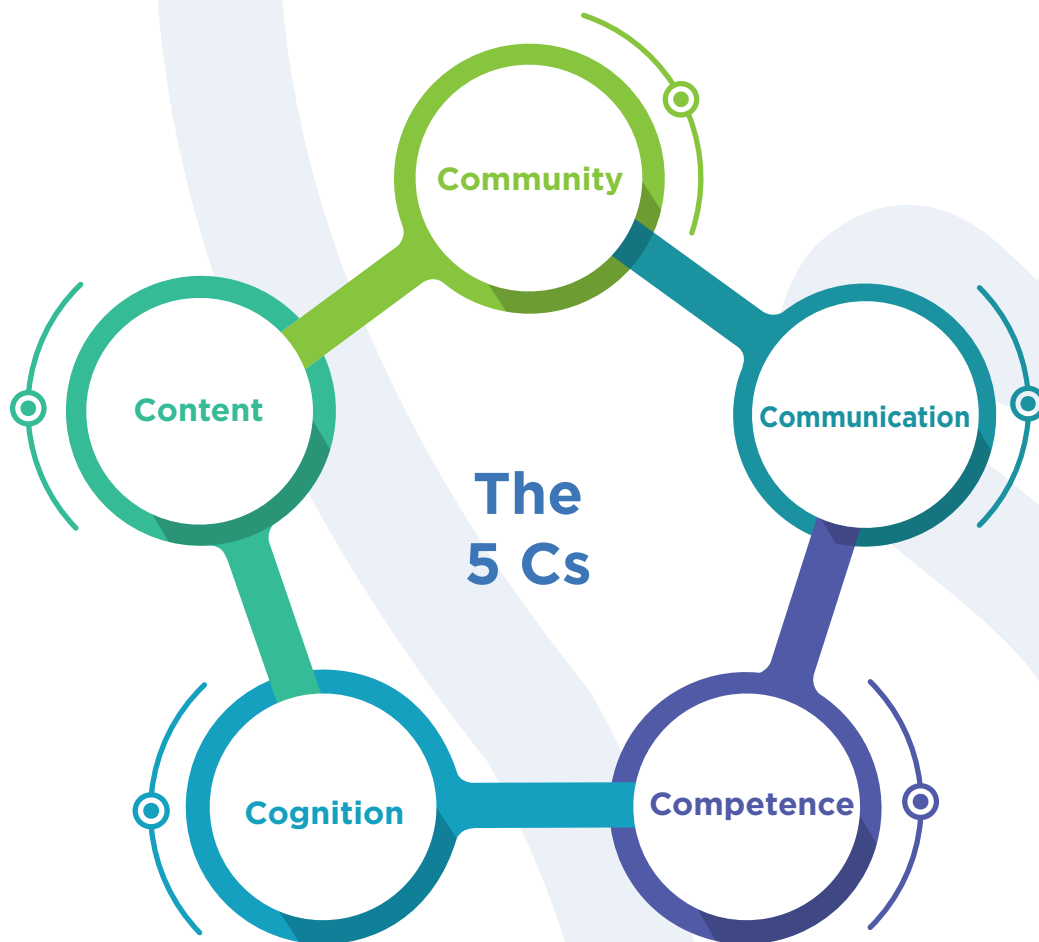


The 5 Cs of CLIL

The CLIL Guidebook contains practical advice on what should be considered when planning a CLIL¹⁵ lesson and states the following:

“When planning a CLIL lesson, there are five main areas to consider: Content, Communication, Competences, Community and Cognition”.

¹⁵ <http://languages.dk/archive/clil4u/book/CLIL%20Book%20En.pdf>



Content

The teacher should develop lessons around what the students already know. Students will develop and build their content knowledge gradually, in stages.

Communication

When preparing a lesson, the following questions must be addressed:

- What sort of communication will the learners be involved in?
- What language will be useful for that communication?
- What key content words will they need?
- What scaffolding can I provide?

Competences

CLIL teachers think about the can-do statements regarding positive learning outcomes. They need to clearly state what the students should target at the end of the lesson.

Community

In particular with migrant learners, they see that what they learn is not just learning a language, but something that relates to integration in work and society, therefore the relevance of the lesson content is paramount.

Cognition

Interrogatives are vital in the lesson outcomes: 'when?', 'where?', 'which?', 'how many?' and 'who?'

The Benefits of Task-Based Learning

“Teachers and learners cannot simply choose what is to be learned.”
Halliwell, 2007

In language teaching and learning, many teachers take the traditional approach of the “PPP” paradigm, in which they develop and progress their lessons in the following manner:

- **Presentation:** The teacher presents an aspect of the language in a context which makes its meaning clear via a sample dialogue like role-play, or through a text, etc.
- **Practice:** The learners then repeat the aspect of the language through drilling, or text based exercise, such as matching or gap filling.
- **Production:** Learners are given a task such as a role-play with the expectation that they will produce the aspect of the target language, plus previously learned areas of the language suitable for the task at hand.

Whilst this approach has been popular, and seemingly logical, it is problematic as learners can often:

- Appear to be comfortable with the aspect of the language as they are producing it accurately within a classroom situation, but struggle later when having to apply the language in real-life situations.
- Tend to overuse the new aspect of the language.
- When they reach the production stage, they can fall-back to earlier learned aspects of the language if they are sufficient to complete the task.

Task Based Learning, however, differs from the traditional approach and provides, in linguistic terms, a more natural approach to the acquisition of language than the traditional PPP paradigm. This, in turn, is more appropriate for adult learners of language, as they tend to see the benefits in a more holistic way and as being more relevant to their everyday lives. With TBL, the teacher does not set out to teach a particular ‘aspect’ of the language, but rather bases the lesson around completing a task whereby the language required for the completion of this task forms the ‘knowledge gap’ which learners must fill by constructing meaning based on existing knowledge and new knowledge sourced from reference materials or supplied by peers or the instructor.

The TBL approach changes the focus of the lesson from teacher-centred to learner-centred. Teachers who are used to the teacher-centred approach, will need to adjust to a change in their role. In a teacher-centred classroom, the teacher is at the front of the class, and feeds the information to the students, who more or less passively take in the information. Activities are controlled by the teacher, and learners will wait for further instructions once a task has been completed.

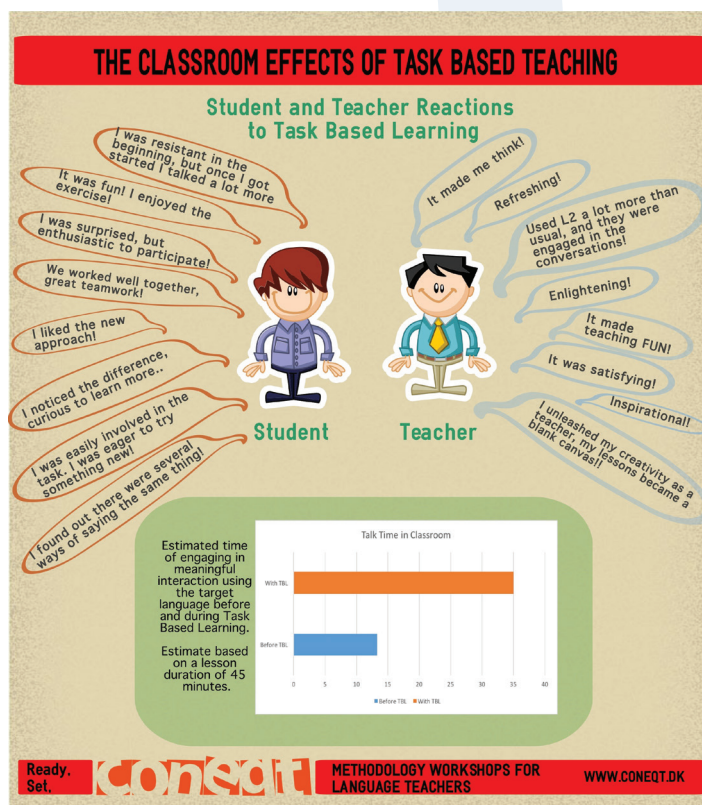
With learner-centred learning, the teacher’s role is to act as a facilitator or a guide, and not to sit behind a desk while the learners work. The teacher

monitors work progress, circulates amongst the groups and provides assistance as required. This is also the time for the teacher to make observations about learner progress and address any issues that may arise. The teacher should not distance him or herself from the learners, but rather be open to providing individual support in response to the learners' needs.

There are significant benefits to the TBL approach as opposed to the PPP approach:

- Learners are not restricted to one 'aspect' of the language and can bring in areas of the language they have already learned in order to complete a task.
- The students will have a much more varied exposure to language with TBL and the language explored arises from the students' needs.
- Students will typically communicate much more during a TBL lesson.

Generally, when working with the TBL approach, the teacher must place an onus on the learners to take an active role in their own learning. The classroom becomes a secure environment, in which making mistakes and learning through trial and error is encouraged. Needless to say, the learners must respect each other and understand that not everyone will have the same competence or skill level. The teacher should seek to establish groups of mixed ability in order to facilitate peer to peer learning.



Planning a Task Based Learning Lesson

Example 1

Learner: "there is two cars in the car park".

Teacher: "No, there are. Repeat after me - there are two cars..."

Learner:

In this situation, the strict focus on form distracts attention from meaning, and the learner has been stopped in his or her tracks in their attempt to communicate meaning. We should avoid bad habits being formed, by allowing mistakes be repeated over and over again. However, this need not be done in the middle of a conversation. In TBL the post task review allows the teacher to highlight problem areas in a general way. Interventions are still possible during the task phase, however, this is less intrusive if it is framed as the teacher providing helpful hints or suggestions rather than corrections.

Example 2

Learner: there is two cars in the parking lot.

Teacher: Yes, that's right, there are two cars in the parking lot. I can see that.

Learner: I like the red car very much.

Teacher: Yes, that's a very nice car.

In this situation, the issue is addressed discreetly, and the learner gets a chance to make use of his or her language skills and communicate with the teacher. TBL lessons are typically planned as follows:

Pre-Task Stage (Baseline)

The teacher describes what the learner will be expected to do during the task phase. This may be comprised of a simple directive in which the learners are expected to achieve a clearly defined goal. The task should facilitate communicative practice with target language structures and vocabulary. The teacher may also wish to give a demonstration of the task to be completed in order to clarify what the learners will be expected to do.

Task Cycle

The initial part of the Task Cycle is where the learners are exposed to the task and spend appropriate time exploring and engaging with the content they feel is necessary to complete the task. It is important that learners spend the appropriate time engaging with this in order to begin to understand the knowledge gap and how to acquire the relevant vocabulary and phrases required to complete the task.

Following this, the learners work independently to complete the task. The teacher should provide success criteria for more complex tasks, so that students can tick off steps as they complete them. During this phase the teacher will circulate and observe progress, providing assistance where learners are struggling and responding to direct requests for assistance.

Finally, once the learners have had adequate time to work on the task, they will demonstrate what they have accomplished. This can take the form of presenting in turn to the rest of the class or even individual to individual or group to group presentation. During this phase, the teacher will again observe closely and take note of any common problems arising in relation to the use of the target language or indeed note any examples of exemplary use of the target language by learners.

Post task

The last part of the lesson is dedicated to summarising the strengths and weaknesses of the class. Here the teacher addresses some of the major issues that have been observed during the lesson. Issues are resolved by providing explanations and highlighting systematic language errors. It is important to add, that language correction and perfect language usage during the tasks is not the focus. The focus during the task phase is on the construction of meaning and experimentation with language usage.

Planning Roadmap / Planning Checklist for the WeR1 Lesson

Pre-task

- What do your learners already know?
- What do you need to recall from the last lesson?
- How can you make your learners curious about the topic?
- How is the topic relevant to the labour market/to your learners?
- Presentation of task - how will you present the task? I.e: will you show a video of someone doing the task? or show an example of an artefact that may be the outcome of a task e.g. a recording, a plan, a video a guide etc.
- How will you provide support/scaffolding for your learners to complete the task successfully.
- What language/vocabulary will be necessary to complete the task?

Task cycle

- Is the goal of the task best achieved by the students working individually, in pairs or larger groups?
- Do the learners have access to all of the required resources e.g. access to reference materials (print or online), computers with particular software (video editing, game creation software, word processing and printing equipment).
- Is sufficient time available to complete the task - should it be planned to be completed over 2 lessons perhaps.
- How will the groups present their results?
- To whom will they present their results?
- How much time will they need to present?

Post task

- Did the task go well?
- Were there any aspects of the task design or the instruction that were provided that need improvement?
- Can learners give feedback to each other?
- Language focus - are there any language issues that need attention?
- Sum up with: What did we learn today? New words? New grammatical structures? etc.

LESSON EXAMPLE:

Cycling

Topic: Getting Around

Learner level: B1

Cycling is a popular leisure activity and in some countries it is the dominant form of personal transport. Cycling is an affordable way of achieving transport independence and also of getting to know and enjoy the local area.

Intended learning outcomes

At the end of this lesson learners will have:

- (1) Explored language relating to cycling
- (2) Practiced discussing various aspects of cycling

During the lesson the class will participate in a series of activities that are designed to facilitate the learning process. These activities will be supported by the following materials:

- (1) Access to online or print dictionaries
- (2) 1 recording device (e.g. smartphone with recording app and ample storage capacity for short audio files) per group

Pre-task:

The teacher will begin the lesson by facilitating a short discussion on the advantages and disadvantages of cycling. The learners will be encouraged to share their views on cycling and talk about their previous experience of using or owning a bicycle.

The teacher will then introduce the task. Working in pairs, learners will compile a short audio presentation (2-3 mins) on the benefits of cycling. The learners will be asked to imagine that the audio presentation will be broadcast during a morning radio show listened to by commuters.

Task:**Preparation: (25 mins)**

The groups will have freedom to choose which area of cycling they wish to focus on in their audio presentations, however, the teacher may wish to provide some ideas e.g.

- Bicycle maintenance i.e. keeping brakes, gears, chain, tyres etc. in good working order, where is the best place to buy parts or get a bicycle service.
- Accessories - what are the current must have accessories and why should you want them e.g. bike computer, clothing, helmets, security equipment etc.
- Commuting by bicycle and its advantages and disadvantages e.g. does it save time or take more time? What are the long term health implications? What do you do with your bicycle once you get there? The ways in which employers can support/promote cycling e.g. providing storage and lockers or showers, assisting with purchasing a bicycle.
- Cycling as a leisure activity: What are the physical and mental health benefits? How cycling can be a social activity e.g. by cycling with family or a club? How can holidays be planned around cycling?

The groups will be encouraged to write a script as they go, however, more confident users may wish to rely on a set of points as they record their presentation. During this phase, the teacher will circulate amongst the groups offering support as required. The groups will utilise dictionaries (online/print) as necessary and can ask the teacher to check their work as they go.

Practice: (15 mins)

The groups will use their practice time to test their script and get used to speaking it aloud.

Recording: (10 mins)

Ideally at least one member of each group will have a phone with recording capability. The learners should be encouraged to make the recording within one or two takes, everything does not have to be perfect, the process is the most important thing.

Sharing: (20 mins)

The teacher will now ask the groups to play back their recordings in turn. The teacher will make note of any issues relating to language use and pronunciation.

The Task - Exposure

The teacher will facilitate a short discussion about the audio presentations and encourage the groups to provide feedback to each other and tell each other what they liked about each other's recordings. The teacher will then provide group feedback on how language was used during the task and focus any basic errors that need immediate attention.

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