



Module 1: How a language is learned

September 2018

Title	Module 1 – How a language is learned
Time load	3 hours including 15”break
Target groups	Volunteers starting as language assistant Volunteers starting as language coach Volunteers starting as a language buddy
Aim of the module	<p>The volunteer</p> <ul style="list-style-type: none"> - is aware of factors that may contribute to successful second language acquisition - has basic knowledge of how a second language is learned - has knowledge about how to support participants in developing communicative strategies in interactions inside and outside the classroom - has knowledge of different learner profiles and individual preferences including initial literacy - can adapt her/his language to the level of language learner - has basic knowledge of the significance of body language and gestures as part of communication - has basic knowledge of CEFR-levels and national standards of language levels
Group size	5-15
Required competences of the trainer	<ul style="list-style-type: none"> - field competence - trainers certificate (L2/FL) - positive attitude towards involvement of volunteers in L2
Content of module	The module consists of theoretical and practical subjects. It is up to the trainer to decide which subjects are suitable for the group of volunteers, depending on their roles and competences.
Background information for trainer	<p>LIAM Toolkit</p> <ul style="list-style-type: none"> - 9 - 10 - 12 - 13 - 16 - 38 - 54 - 57

Content module 1

		time
A	Welcome and acquaintance	10
	<p><i>Main goal of the activity</i> Introduction and welcoming</p>	
B	Programme of the meeting and introducing learning goals	10
	<p><i>Main goal of the activity</i> Informing participants about the program and learning goals of the module.</p>	
C	The nature of language and language teaching and learning	
	<p><i>Main goal of the activity</i> Participants are aware of the nature of language(s):</p> <ul style="list-style-type: none"> - Languages are systematic (grammar) - Languages are symbolic (meanings behind words) - Languages are social (communicative function) <p>Monolingual vs. multilingual societies (L1, L2, regional languages) Personal monolingualism vs plurilingualism (L1, L2, FL)</p> <p><i>Content</i> Reflect on/Discuss</p> <ul style="list-style-type: none"> - what do people do with L2, what do they need it for, what are their personal essential goals with this language (language tasks; language functions) - communicative competence (language repertoire consists of many languages and pieces of languages; translanguaging, non-verbal “language” as a strategies) – dynamic nature of language competence - standard language and language varieties (dialect) and implications for language learning - how (learner’s) mother tongues and other languages learned may influence learning the target language - different roles of language teacher and volunteer <p><i>Suggestion</i> Participants should reflect on</p> <ul style="list-style-type: none"> - their own experiences with learning mother tongue and FLs/L2s (motivation, obstacles, reflections on successes and failures). - How they can contribute to the teaching and learning of L2 	

D	Factors contributing to successful second language acquisition	
	<p><i>Main goal of activity</i> Participants are aware of factors contributing to successful second language acquisition</p> <p><i>Content</i> Participants will be introduced to and discuss</p> <ul style="list-style-type: none"> - the difference between learning from the environment (non-systematic) and systematic learning - factors influencing learning; e.g.: differences in age, sex, aptitude, motivation, personality, learning styles and strategies <p><i>Suggestions</i> The participants reflect on factors having influenced their own language learning (L1 and other languages).</p>	
E	Knowledge of second language acquisition theories and perspectives	
	<p><i>Main goal of activity</i> Participants are introduced to main theories and perspectives on second language acquisition.</p> <p><i>Content</i></p> <ul style="list-style-type: none"> - Introduction to the behaviourist theory, the cognitive perspective, the sociocultural perspective, and the communicative perspective on second language acquisition. - A discussion of differences in learning L1 and L2 (i.e. social context, motivation etc.) 	
F	CEFR-levels and national standards of language levels	
	<p><i>Main goal of the activity</i> Participants have very basic knowledge of the CEFR-levels (global scale A1–C2); <u>can-do</u> statements, language profiling</p> <p>They know the national standards of language levels (country specific).</p> <p><i>Content</i> Introduction of the CEFR-levels and the national standards of language levels.</p> <p>Participants self-evaluate their L2/LF competence according to the self-assessment grid in the CEFR.</p>	

	<p>Suggestion</p> <p>Participants look at learner produced materials (audio/video recorded or written) and try to assess it according to the can dos (positive feedback).</p>	
G	Significance of body language and gestures	55
	<p>Main goal of the activity</p> <p>Participants are aware of the importance of body language and gestures and different ways of using it.</p> <p>Content</p> <p>Discussing different situations where body language is involved e.g. shaking hands, kissing on the cheek or looking direct in the eyes. Body language is many times related to cultural background and during this part of the meeting participants need to learn how linguistic awareness and cultural awareness are intertwined.</p> <p>Suggestion</p> <p>Participants make role plays with use of gestures and body language and discuss how it influences the communicative outcome. Use for instance examples of ways of greeting.</p> <p>You can discuss different experiences participants had during holidays, at work or daily life abroad.</p>	
H	Knowledge of participants	75
	<p>Main goal of activity</p> <p>Participants are aware of different backgrounds in education, life experience and language level and skills of language learners.</p> <p>Content</p> <p>Participants need to be aware of the background and life experience of the language learners, their educational background and different levels of literacy. They should be aware of different levels in skills (reading, writing, listening, speaking) within a language and between different languages someone uses. In order to grade your own language, you need to be aware of the way you speak to language learners. Participants need to be aware of the specific difficulties certain language groups can have in learning L2 (e.g. pronunciation of certain sounds or syllables).</p> <p>Suggestions</p> <p>Give the participants the possibility to talk about the above in relation to examples of language learners' profiles. Use written profiles or make use of video (YouTube</p>	

	<p>or self-made) for example. For the subject of difficulty in pronunciation: show for example a Chinese person speaking a sentence in Chinese and ask the participants to repeat after him/her.</p> <p>Give the participants the possibility to discuss grading of language by giving them sentences or texts and let them discuss how to adjust the language level (simplify sentences or making them more challenging).</p>	
I	Knowledge of didactics in second language teaching	
	<p><i>Main goal of the activity</i> The participants are aware of the existence of different methods of language learning (e.g.: The Grammar-Translation Method, The Audiolingual Method, The Communicative Language Teaching)</p> <p><i>Content</i> Participants will be introduced to different methods of language learning (the names of different theories or methods are not important, focus on their main ideas). The main focus will be on The Communicative Language Teaching approach.</p> <p><i>Suggestion</i> Participants are introduced to different teaching methods by using concrete examples (e.g. use one of the above mentioned methods and simulate a very short language course). Based on participants' personal language learning experiences, participants reflect on advantages and disadvantages of different language learning methods.</p>	
J	Supporting participants in developing communicative strategies	
	<p><i>Main goal of the activity</i> The participants are aware of how to support learners in using communicative strategies in interactions, inside and outside the classroom.</p> <p><i>Content</i> The participants are introduced to</p> <ul style="list-style-type: none"> - methods to make the target language 'authentic language' a vehicle for classroom communication, not just the object for study. The emphasis is on the process of communication rather than just mastery of language forms (depending on specific need of certain learner). - task and learning activities that give learners opportunity to express their ideas and opinion and to work on negotiating meaning. The participants will be prepared to act not as an expert but as a facilitator in setting up communicative activities - The participants will learn how to find out and make language learners reflect on L2 learning goals: language domains (shopping, housing, work etc.), language tasks (speech acts) etc. 	

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| | <ul style="list-style-type: none">- The participants have a basic knowledge of strategies to help language learners achieve individual learning goals (eg. Listening to the radio, watching TV, using tandem language learning, speaking to the locals, use what you learn in class/ outside class, use Google Translate, prepare word lists etc.) | |
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The VIME Toolkit contains:

- Model for roles of volunteers in migrant language learning
- Selection tools for volunteers and learners
- Training modules for volunteers
- Leaflet for professional teachers
- Guide for Policy makers

The VIME Toolkit can be found at: www.languagevolunteers.com

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