MigrEmpower

Module 2: Linguistic Literacy

Annexes

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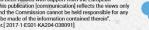
Linguistic literacy
ANNEX 2/1 Linguistic Literacy, Session 2, activity 2

Group Exercise Language Families

There are 7472 known languages in the world, which scientists have categorised in 14 to 15 different language families. The following list was published on Wikipedia and shows 14 major language families according to the number of languages contained in them:

- Niger–Congo (1,538 languages) (20.6%)

- Austronesian (1,257 languages) (16.8%)

- Trans–New Guinea (480 languages) (6.4%)

- Sino-Tibetan (457 languages) (6.1%)

- Indo-European (444 languages) (5.9%)

- Australian (378 languages) (5.1%)

- Afro-Asiatic (375 languages) (5.0%)

- Nilo-Saharan (205 languages) (2.7%)

- Oto-Manguean (177 languages) (2.4%)

- Austroasiatic (169 languages) (2.3%)

- Volta Congo (108 languages) (1.5%)

- Tai–Kadai (95 languages) (1.3%)

- Dravidian (85 languages) (1.1%)

- Tupian (76 languages) (1.0%)

Can you tell to which family your first language belongs? (If not – use the internet to find out). And the local language in your host country?

ANNEX 2/2 Linguistic Literacy, Session 3, activity 2

Pair exercise Interview Guide Language Courses

What is your current language level in German?
Are you currently taking part in any courses? (Or did you in the past?)
In which form does/did the education take place? (group/online etc.)
How much does/did it cost you? Do you think this price is appropriate?
What is/was the goal of this training? Which level do/did you want to reach?

What is/was your goal when taking part in the training?

Are /were you satisfied? (Why not?)

Have you considered other forms of training?

Do you think this is/was the best possible format for you? Why?

If you had complete freedom, which kind of training/course would you choose and why?

Do/did you consider your course/training to be complete for all aspects of language learning?

Notes

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Linguistic Literacy
ANNEX 2/3 Linguistic Literacy Session 2, activity 2: Common European Framework

Common European Framework

The Common European Framework divides learners into three broad divisions that can be divided into six levels; for each level, it describes what a learner is supposed to be able to do in reading, listening, speaking and writing. The following table indicates these levels. A more thorough description of each level, with criteria for listening, reading, speaking, and writing, is available on the Internet

Level group	Level group name	Level	Level name	Description
A	Basic user	A1	Breakthrough or beginner	• Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. • Can introduce themselves and others and can ask and answer questions about personal details such as where he/she lives, people they know and things they have. • Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
		A2	Waystage or elementary	• Can understand sentences and frequently used expressions related to areas of most immediate

				relevance (e.g. very basic personal and family information, shopping, local geography, employment). • Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. • Can describe in simple terms aspects of their background, immediate environment and matters in areas of immediate need.
B	**Independent user**	**B1**	**Threshold or intermediate**	• Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. • Can deal with most situations likely to arise while travelling in an area where the language is spoken. • Can produce simple connected text on topics that are familiar or of personal interest. • Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
		B2	**Vantage or upper intermediate**	• Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in their field of specialization. • Can interact with a degree of fluency and spontaneity that makes regular interaction with

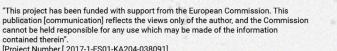|				
				native speakers quite possible without strain for either party. • Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
C	**Proficient user**	**C1**	**Effective operational proficiency or advanced**	• Can understand a wide range of demanding, longer clauses, and recognize implicit meaning. • Can express ideas fluently and spontaneously without much obvious searching for expressions. • Can use language flexibly and effectively for social, academic and professional purposes. • Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
		C2	**Mastery or proficiency**	• Can understand with ease virtually everything heard or read. • Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. • Can express themselves spontaneously, very fluently and precisely, differentiating finer shades of meaning even in the most complex situations.

Annex 2/3: Linguistic Literacy, Session 4, activity 3, Body Language

Examples

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Body language influences how others see us:

- How strong
- How competent
- How interested
- How kind
- How self-assured

This happens within seconds!

Uncertainty

Boredom

Nervousness
(Ruubbing hands)

Distance, wait and see

Distance, Anger
(Facial Expression)

Doubt, Hesitation

Positivity
(Shoetip pointing upwards:
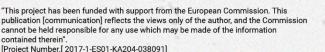(experiencing something postive)

Disinterest,
Refusal

Listening, Interested

Literature Literacy
ANNEX 2/4 Linguistic Literacy Session 3, activity 1

Exercise on language courses

Match the following advantages or disadvantages to their respective lesson forms by drawing arrows. Note that more options are possible for some of the items.

Highest flexibility	
Mostly incomplete curricula	
Personalised training	**Courses in group**
Participants with different levels together	
Certification/ testing included	
Direct contact with trainers	
Costly	
Need computer and internet access	**Individual lessons**
Immediate feedback from trainer	
Need to check trainer credentials	
Fixed and quality controlled curriculum	
Excellent extra help for exam preparation	
Often free	
Lots of freedom when to start or stop	**Online education**
Immediate feedback on tests and exercises	
Possibly need to travel far	
Harder to motivate yourself and keep going	

Linguistic Literacy
Annex 2/5 Linguistic Literacy, Session 3, activity 1

Learning style questionnaire

This questionnaire will help you find your learning style and the activities that are most effective for you in language learning. Check what applies to you and then read the description that corresponds to your learning style.

For each of the statements please enter the corresponding score:

YES = 3   MOSTLY = 2   SOMETIMES = 1   NO = 0

TYPE 1	Y
I like to learn by watching and listening to native speakers	
I like to learn by talking to friends in a foreign language	
I like to learn by watching TV, watching films or videos in a foreign language	
I like to learn by using the foreign language outside of the classroom	
I like learning words by listening	
I like to learn by taking part in a conversation in a foreign language	
TOTAL………………….	

TYPE 2	
I like it when the teacher explains everything to us	
I write everything down in my notebook	
I like it when we work in class with a textbook	
In class I like to learn by reading	
I like learning grammar	
I like learning new words by looking at them	
TOTAL……………….	

TYPE 3	
In class I like to learn using games	
In class I like to learn by watching films and videos	
I like to learn a foreign language by speaking to a partner	
At home, I like to learn with the help of listening material (podcasts, CDs…)	
In class I like to learn and work with listening material	
I like to use the foreign language outside the classroom	
TOTAL………………….	

TYPE 4	
I like learning grammar	
At home I like to learn by learning from books in the foreign language	
I like to learn by myself	

I like it when the teacher encourages me to find my own mistakes	
I like it when the teacher gives me problems to solve	
At home I like to learn by reading newspapers	
TOTAL………………	

Add up the points of each section and write down the result. The type with the highest score probably corresponds to your current learning style. Get the assessment from the trainer and read it carefully.

ASSESSMENT

TYPE 1: If you have a high score in this section, you are probably a strong communicator. You like to interact with people and use a foreign language in a natural way.

TIPS FOR BETTER LEARNING

Use your strengths!
You probably enjoy learning by communicating with people:

- ✓ In a conversation, set yourself a learning goal. For example, try to direct the conversation topic to use the vocabulary you have just learned; or first define a conversation topic and prepare for the conversation.
- ✓ Don't just speak. You can write to people too!

Challenge yourself: try something new!
If you find the explanations in grammar books too abstract or difficult:

- ✓ Don't worry: You can also learn to speak or write grammatically correct by trusting your feeling with the language.

- ✓ Try to catch and repeat certain grammatical forms in conversation (e.g. past forms: listen to what native speakers or competent speakers use and try the forms when you speak).

TYPE 2: If you have a high score in this section, you probably prefer to learn the foreign language in class. You like it when the teacher guides you through foreign language learning.

TIPS FOR BETTER LEARNING

Use your strengths!
You probably want to understand how the language works before you use it:

- ✓ Consider this a strength!
- ✓ Use a dictionary or app and look up the words you might need before a conversation.

Challenge yourself: try something new!
You probably work well with grammar explanations and tables:

- ✓ This is an excellent starting point, but don't forget to put your knowledge into practice.
- ✓ Read grammar explanations and tables later, when you have some experience. Learning will then become easier for you.

TYPE 3: If you have a high score in this section, you probably prefer to learn a foreign language through examples and practical implementation. You enjoy learning with others and consider language learning fun.

TIPS FOR BETTER LEARNING

Use your strengths!
You enjoy learning by doing something exciting:

- ✓ After watching a film, note down some learning suggestions: e.g. work up vocabulary on a specific topic, or write something about the film (a short summary, or a film review).
- ✓ Ask for feedback on your work: e.g. after an interview ask your interviewer to correct you or evaluate your own strengths in the interview. Write down what you did well and what you did less well.

Challenge: try something new!

- ✓ Try to find more time to study. For example, make a schedule for a week where you set regular dates for learning.
- ✓ After watching a film clip or listening to a podcast, design some learning tasks (e.g. questions about content, a vocabulary exercise). Try this together with a fellow student.

TYPE 4: If you have a high score in this section, you probably prefer to learn the foreign language by paying attention to every detail. You like to find out for yourself how the language works and how to use it.

TIPS FOR BETTER LEARNING:

Use your strengths!
You probably prefer to a more independent approach to the language in order to understand how it works:

- ✓ Think of this as a strength

✓ Prepare for speaking by recalling what you have learned (e.g. vocabulary, forms, sentences).

As a challenge: try something new! You probably work well alone and systematically:

✓ This is an excellent starting-point, but don't forget to get involved in situations where you use language spontaneously. Don't always look out for mistakes, and you'll be amazed at how much you learn!

✓ Set different learning goals for a task. For example, try to read through a text without looking it up in the dictionary to understand it globally. Revise some other time using a dictionary.

Maybe you don't fit in any of these categories. If this is the case, write down the statements that apply to you and then try to write a short description of you as a learner.

Reflection

✓ Take another look at the statements that you have rated as 0. Can you explain why you don't like using these tasks?
✓ What do you do instead of these tasks? Talk to a fellow student, a language consultant or your teacher about it.

Linguistic Literacy
Annex 2/6 Linguistic Literacy, Session 3, activity 2

Different types of language courses

1. Group training

Most of your participants will have experience with this form of education. In an organised group training, participants come together in small or larger groups and follow a predefined curriculum. Often, the learning programme has been defined by a governmental administration and the institute needs to keep to the plan. Course works can be developed by the institute, but often publishers have provided these in accordance with government rules. Payment is made to the institute, or if the programme is government funded, participants can take part for free.

Advantages:

- Official institutes have to adhere to certain standards of quality. When they offer funded courses, the government will check and ensure they can provide the necessary standards and equipment for their participants.
- In an institute or school, there will often be a library available and a computer room.
- A good way of making new contacts and friends, to support each other during the learning process.
- The ability to speak and practice (writing, grammar, pronunciation).
- In a fixed curriculum, you are expected to show up and there is an extra motivation to attend.
- Direct contact with trainers means you can ask specific questions directly and immediately receive help when it is needed.
- Receiving feedback from trainers on your progress.
- A good trainer is an extra motivation to attend and follow the programme all the way through!
- Mostly, recognised testing and certification is included at official schools.
- End result / level to reach in clear

Disadvantages

- In groups, especially larger groups, there can be a mix of different levels, with some participants able to progress a lot faster than others. They might feel slowed down by those with less previous knowledge or different educational backgrounds. On the other hand, slower participants might feel overwhelmed when things move forward to fast for them and they may not feel as if they have enough opportunity to learn.
- Some participants might disturb an not behave appropriately

- You may not like the trainer or the method/handbook used.
- When a course starts depends on the planning/programming of the school. Schools may not start the programme before they have enough participants, so you may end up having to wait a while before you can start
- You might have to travel/commute far away from home to reach your school.
- Sometimes there are more trainers for one course. Frequent changes are possible.

2. Individual lessons

Individual or private lessons can take place in institutes or with private teachers. When they are offered by institutes, they will mostly be quite costly and there might not be that many offers around. Private teachers may also be expensive and not that easy to find. Obvious advantages are the one-to-one process and the opportunity to progress quite fast if you are looking to improve certain areas. On the private market, individual lessons mostly do not lead to official certification or follow a specific programme. They can however be of great help if you need personalised support in preparing for an exam.

Advantages

- Personalised training in accordance with your need and level
- One-to-one contact means you always receive immediate feedback.
- Able to progress at a pace that suits your abilities
- Possibility to explore and improve specific areas and devote more time to them
- Personalised help and support in preparing for exams
- More freedom when to start and how much training you want to take
- If you are not satisfied, you can stop and look for other options

Disadvantages

- Lack of fixed curriculum
- No quality control when teachers on private market
- On private market, you need to check credentials of trainer yourself
- Might be expensive
- No opportunity to meet or exchange with other participants
- No input from other participants during lessons

3. Online courses

Online courses are a mixed bunch. Some courses are part of official training programmes while others might consist more randomly chosen exercises and information. Online programmes offer the highest possible flexibility but you have to motivate yourself to keep going and finish a course. For official certification, you still have to look for a testing institute outside of the training. Online courses can often be

attended free of charge and can be a great learning tool, but not a replacement for proper education.

Advantages

- High flexibility: choose when and where to learn
- Look for and choose the lessons that suit your level, skipping material that is too easy or that you don´t need.
- Many different providers and languages to choose from
- Excellent as ´bonus material´ and advancing in specific areas (e.g. exercises that deal with one specific theme, such as adjectives or verb declination).
- Immediate feedback on tests and exercises

Disadvantages

- Mostly incomplete curricula, no full programmes including all aspects of language learning
- Need computer and internet access
- Lack of motivating incentives that are available in classes
- With private offers on the internet, it is often not clear who developed the material or what their credentials are – best to stick to official or certified providers.
- No linked options for official testing or certification
- No or limited ability to practice speech and pronunciation.
- No opportunity to meet other participants face-to-face although forums can be very helpful for specific questions.