



Development of European Languages for Immigrants, DELFI

Final report version 1

Public Part

Project information

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Executive Summary

The main target group for the project are migrants who have come to a new country in Europe. At first it addresses those with literacies needs or a low-level of education. The secondary target group are teachers and tutors who work with language learning for migrants.

The project is aimed at developing new methods for language learning for low-educated migrants with literacies needs or low levels of education. Traditional language courses in a classroom do not work very well for this group. With new methods the time it takes to learn new languages can be condensed. Learning a new language is a very important part of the integration process of migrants.

The consortium consists of both public authorities and non-governmental organizations. Some are local and some are regional. The partners come from Sweden, Norway, the UK, France and Italy. The Norwegian partner left the project after one year. As the organizations come from different countries with different legislation and traditions they can complement one another. The fact that the consortium consists of both a small municipality in the north of Europe to big cities in the south means it is possible to share a lot of different experiences.

The sample group is small, consisting of 5-10 people. There has been a variation in the composition of the groups. Some groups have been multicultural and multilingual; some have consisted of just women and others of just men. In total there have been 189 learners and 23 teachers/tutors in the project.

A variety of teaching materials have been produced. Participants have made films, which show how they learn a new language. There are also short instructions and handbooks that can be used for the teachers or tutors.

A common observation is that most of the participants say that they are feeling very good about the learning and really appreciate that they are active in their learning rather than passive.

The website for the project consists of a public part and a restricted area.

<http://delfiproject.wordpress.com/>

During The second phase of the project the teaching material developed was tested in another country.

Our shared philosophy is that we learn by doing. We aim to create task-based, interactive teaching and learning resources that are learner-centered.

“Give a man a fish and you feed him for a day. Teach a man to fish and you feed him for a lifetime”. (Chinese proverb)

Let's talk, learn and integrate is the final product.

It is divided in 3 sections

1. Explore
2. Everyday life
3. Employment

The final products have been put together with all the teaching materials on a web site where they can be downloaded.

The web site where the end products can be found is www.pitea.se/lts

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1. Project Objectives

Development of European Languages for Immigrants (DELFI) is a project Co-financed by the EU Lifelong Learning Programme (LLP). The project is aimed at developing new methods for language learning for migrants who have come to a new country in Europe. The main target group that the project aims at is migrants with literacies needs or low-levels of education. In all the participating countries it takes long time for many migrants to learn a new language. Today most of the methods for language learning are based on traditional learning methods in the classroom. To learn the new language of the host country is a very important part of the integration process for migrants.

In the project new learning material has been developed and produced. It shows how to use the new methods. This material will be distributed to those who work with language learning for migrants in the participants' network, both regionally, in their countries and in Europe.

2. Project Approach

As the main target group for the project were migrants with literacies needs or low levels of education they needed to find the methods suitable. The methods aimed to inspire participants to use their creativity and curiosity. These needed to be multi-sensory methods. The way to learn the new language was through talking, listening and acting. Empowerment for the participant was another important objective. The plan was to divide the development work in three different modules. They were called Diversity-based Learning; Community-based learning and Workplace-based Learning.

The creation of the modules was based on ideas from the different partners and linked to their regular activities. The development of the modules continued with two or more partners in each module.

To measure the results we have used the Common European Framework of References (CEFR) as the tool.

Common European Framework of Reference for Languages is valid throughout Europe and is a basis for the development of syllabi, curricula, examinations and teaching materials for language learning. In this frame of reference, one finds a sizable production of knowledge and skills required to be able to communicate in a successful manner. It also specifies levels of skills to be able to follow the progress of learning throughout the development. The framework exists for the convenience of people who work with languages in Europe by facilitating the communication barriers that arise. Managers in the education sector, course developers, teachers, teacher educators, etc. can use the framework to be sure that they meet the real needs of students they are responsible for.

The framework was new to some of the partners but during the project they learnt how to use it in a flexible way.

Regarding the use of CEFR - We can certainly talk about increased confidence in oral communication skills and acquisition of new vocabulary and phrases- we can't anticipate a change of level with this limited amount of learning hours.

You can read more about CEFR on http://www.coe.int/t/dg4/linguistic/Cadre1_en.asp

3. Project Outcomes & Results

During the first phase of the project many different teaching materials have been developed. There are different approaches which have been tried and tested and developed further during the second phase.

Module 1, Diversity-based learning.

The module has been divided into two separate parts.

The first part, which has been developed in Norway, consists of many different work papers. These have been used in different groups altogether or separately. All the groups in Norway have consisted of women.

The following resources have been produced:

- Conversation guide
- Tutor's Handbook Values
- Teacher's Guide Health Education
- Teacher's Guide Healthcare – Aerobic
- Teacher's Guide Images for Dialogue
- Teacher's Guide Photos for Dialogue

There are lots of good results from using the teaching materials that have been developed and tested. The new teaching material gives better conditions and variations in the linguistic learning. The way of using practice and theory together is new to some of the teachers, and it is great to be told that they have had successful experiences. The results show that it is easier to remember new words when the participants meet and can practice language in many different situations and environments. If the atmosphere is secure and the words are needed in the situation, they start communicating. The participants feel more comfortable in the learning area. It has been a bit scary for some teachers but they all say that the dialogues have been useful for the students' learning situations. It is also possible to measure if the students think they become better at speaking, writing or reading the new language, and to recognize changes in the student's quality of life. The results illustrate that the students are very satisfied, concentrating more on learning in the classroom.

The second part developed in Sweden, is a handbook with many different chapters on how to cook.

This course is set up with both theoretical and practical work. The students take part in all processes; planning what to cook, what to buy, how to coordinate the work and to serve. Teachers and students write a log after every lesson about what the students learn, and how the process runs.

The course has been tested twice and has been very successful in groups, one for women and one for men. Multislide presentation has been created about the experiences from the course.

The following resources have been produced:

- Teacher's Guide- Food Culture and Comfort

The results showed that from being uncertain about their knowledge in the Swedish language they all thought they had progressed in speaking and some of the participants also thought that their understanding had improved. The participants were expected to master explaining their food culture in Swedish which they couldn't do before the beginning of the course.

The participants could read, understand recipes and name kitchenware more than before and that the group was very important for the participants.

All participants considered this course to be a good way to learn the Swedish language.

They enjoyed working in a small group.

The cooperation in the group was not visible in the classroom as it was in the kitchen and neither was the personal responsibility of their own learning shown in the classroom as it was in the kitchen.

The Swedish language was used in a meaningful way because the course had a determined purpose and was part of a context based on their own interests. Here there was the difference in the conversations in the kitchen compared to those in the classroom where the conversations were almost non-existent.

The verbal achievements of all participants were significantly higher during the course compared to ordinary school. The participants' self-confidence was noticeably higher in the kitchen environment compared to the classroom environment. Both the homogeneous group and the kitchen environment have contributed to the positive language progress, which took place during the kitchen course.

Module 2, Community-based learning is developed in Scotland.

There is photo and film used as a tool for language learning. It has been tested in three different groups at three different levels of language ability. One group has been monolingual and two have been multilingual.

The following resources have been produced:

- Teaching Philosophy
- Photo exhibition Kit
- Resource Handbook 1 Basic User
- Resource Handbook 2 Independent User
- Resource Handbook Proficient User

There are different approaches which have been tried and tested and developed further during the second phase, filmmaking as a medium to language development. There are three different levels and groups. The learners chose the subject and they were working with cameras and voice recorders. They had a competition because the students liked this. They were describing what they saw and what they did in the voice recorders.

In the first group Chinese women were often isolated. The second group team was a photo story. Learners identified a project theme. They used camera, music, and moviemaker.

The third group was a multilingual isolated learners and young native speakers; to provide extracurricular summer activity.

At first the participants acquired the vocabulary and phrases so they could practice the language they needed to know to complete the project. They used story boarding as a technique. They learned so much from each other, which was good for integration. They went on to do all the filming and photographing and lastly the editing. The film was very well received.

Module 3, Workplace-based learning, developed at first in France but in cooperation with Scotland and Italy. A lot of material was produced, but during the first phase of the project and just a few modules have been tested. There are materials that France and Italy have created but some of them are hard to translate because they are specific for these countries and their contexts, but the ideas can be used.

Four separate teaching materials have been developed all related to work situations. The following resources have been produced:

- Elderly care
- Communication
- Finance
- Job search/Stay in a job

The only teaching material that was tested during the first phase was Elderly care. The other material was produced later on so it was tested during the next phase of the project.

The second phase in the project was designed to test the modules developed during the first year of the project in another country. In the original plan three different modules were planned. In reality there have been nine modules that have been tested separately.

The Norwegian partner withdrew from the project at the end of 2012 because of a reorganisation of their department. One of the teaching resources they developed in their textile workshop was not tested in any other country.

Every partner chose two or three teaching materials that they tested during the following months. To start with the partners translated the material they should test, from English to their own language. After that the testing period started. Each teaching material was tested for approximately two months. The test results were collected and evaluated. The level of the teaching material is shown by the CEFR levels.

The test was carried out as follows:

Sweden tested Photo/film from Module 2 and Health Care from Module 1.

The first material that was tested was photo and film with a group of students at level A1. There were 6 learners, with low levels of literacy. 4 of them participated

through all testing. After the testing period the results showed that the learners increased their Swedish during this time both in expressions and their vocabulary. Their knowledge of how to use a camera and a computer as tools for language learning increased. Their knowledge of Piteå as a city increased too.

The second material that was tested was physical training. There were 7 lessons (4 yoga and 3 zumba) with only women at Level A1-A2. Though there were just 7 lessons you could see a positive result. The learners appreciated the lessons very much. They learned new words during the exercises and they had a chance to try something else and listen to a Swedish instructor. It is anticipated that some of them will continue their training and have a chance to meet other Swedish people.

The material from Norway was only brief teaching notes that described what to do. So therefore Sweden developed a wordlist for all the participants with body words and short phrases the same as the instructor used. These were repeated and used during this period. Sweden chose only to test one part of the material from physical training because the other material was too difficult to understand how to proceed.

Italy

CFIQ's Testing of Delfi's resources focused on the following items: Job Search (Units 1-2 and 3 levels A2-B1) – Communication Health & Care (Units 1-2-3 and 4 levels A2-B1) – Financial Literacy (Units 2 and 3 levels A2-B1).

In the testing of material CFIQ has involved a class of 25 people engaged on a course dedicated to Carers. This group was made of students from 10 different nations.

This piloting has been carried out during the 32 hours dedicated to the teaching of the Italian language foreseen by the course.

CFIQ also managed to involve 4 other training organization's in the piloting. These organizations have tested parts of CFIQ's resources within different kind of courses that involved migrant students from 10 different countries.

As a result of the testing of the units the students got

- Greater confidence in using the language generally
- Better oral communication skills
- Improved listening
- More accurate grammar
- More accurate vocabulary
- A wider range of vocabulary

As a result of the evaluation we revised the units as follows:

- Timing
- Simplified exercises (Communication health and care, Unit 2 – Oral handovers)
- Additional notes for the teacher

Italy ENGIM tested Job search from module 3 and Photo/film from module 2.

For Engim there was a special challenge to find trainers as there at that moment were no participants in their courses that could join the project. The trainees were recruited through several channels (former students, through associations, with advertising). In the end the testing was carried out with 25 learners.

: The trainees were divided into 3 groups according to their level. For each group the “lesson” lasted 3 hours.

: The trainer evaluated the training unit which he tested. The evaluation was done in order to give feed back to the partners who developed it and also made the necessary adjustments to edit a final version.

What Engim basically tried to do in this piloting session was to apply a teaching method instead of single exercises which were actually conceived in a different language and a different context. This teaching method which was based on oral recordings and video showed a greater learners' engagement in the learning process compared to the common frontal language classes.

Lessons were prepared combining DELFI materials and learners' needs. Some classes followed a path based on the job area thus piloting units. Materials at times were combined when topics were the same: activities on CV writing or some grammar structures for instance. One group followed the structure proposed by WEA combining - when necessary - some additional grammar activities. For instance: describing differences between countries requires some specific grammar structure that learners have to acquire.

Testing sessions involved materials and often the use of a recorder and a camera. Learners followed teacher's instructions and personally filmed and recorded each other. As for Engim and CFIQ units, the testing session involved the use of all materials produced as well as some adjustments based on the learners' requests: for instance the Cover Letter writing activity required a greater number of grammar activities since many formal structures are quite difficult to acquire.

Scotland tested Food from module 1 and Health care from module 1.

Scotland undertook the testing of Sweden's work package “Food, Comfort and Culture” as well as Norway's work package “Health/Education and sports.” The challenge in using Norway's materials was that the teacher's guide was far too short, with no instruction at all as how to use the materials. This having been said the topic was of great interest and there was a good use of photos. In Norway this work package had been developed out of a real need- in Scotland the context was different and so ESOL and Fitness was the way it was broached and the tutor developed learner worksheets as well as tutor notes during the 6 week testing period.

The “Food, comfort and culture” work package was called ESOL and Cookery and worked very successfully in the Scottish context. New learner worksheets were developed for both packages as well as teacher notes. The ESOL and cookery proved to be very popular. Learners produced a cookery book of the recipes they had tried and tested and the learners' confidence and sense of pride in their own culture and achievements was striking. The focus was on cooking vocabulary, given that this was the activity carried out and the tutor's role changed to be more of a facilitator. This work package also provides a different dimension to the traditional ESOL classes as well as being a good model for integrated learning with a practical focus in everyday life. The main development was writing teacher notes and learner worksheets to support the work packages.

France tested Photo/Film from module 2 and Healthcare/Communication from module3.

One result was a production of a 15 minutes movie, realized by10 learners. Alpes did more than originally planned during the testing of the material from module 2. To fit

the regional learning program the learners were involved in. Additional learning material was produced that have been added to module 2 in the DELFI website. There were 10 learners and 2 teachers involved in the material testing from module 2 and 16 learners and 1 teacher involved in the material from module 3 testing.

Totally there have been 189 learners and 23 teachers/tutors involved in the project. Due to Norway leaving the partnership an additional cultural dimension was lost- as well as a dialogue during the testing phase.

Enough teaching materials have been generated by the whole partnership to compensate for Norway's absence in the second phase of the project.

During the testing period there was a lot of cooperation between the partners. There were Skype meetings each second week and two live meetings.

During the second phase an important element was to disseminate and exploit the results and material. Information materials have been produced. That is newsletters, articles in magazines and newspapers. Social media have been used and all information has been shown on the project website. All partners have also arranged workshops with relevant stakeholders?

The website for the project consists of a public part and a restricted area.
<http://delfiproject.wordpress.com/>

There have been more than 3500 visitors from more than 40 countries to the project website.

Let's talk, learn and integrate is the final product. Language resources for teachers Here you can find teaching resources for adult migrants or new citizens learning a second language in Europe.

Our shared philosophy is that we learn by doing. We aim to create task-based, interactive teaching and learning resources that are learner-centered.

The themes are

Explore

These resources use photo and film to help learners find out more about the new place they are living.

Everyday life

Here you can find some important things learners may have to do in their everyday lives: handling money; taking part in physical exercise and preparing meals.

Employment

Here you can find resources that are useful for learners looking for a job or for learners employed in the care sector.

The material can be downloaded from the website in English, Swedish, French and Italian at www.pitea.se/lets

The website can also be reached by a link from the official DELFI website.

4. Partnership

The consortium consisted of six partners from five countries. All the partners has earlier participated in another European project and it was during this project the idea to develop a new project was launched. The partners represent both public authorities as well as non-governmental organizations. Some of the partners are acting locally and some on regional level.

From Sweden the partner is Piteå Municipality, from the north of the country. Piteå has 41.000 inhabitants and has only a few migrants mostly from Eastern Europe and Asia. There are also a few refugees that have come to Piteå. All migrants in Sweden have the right to participate in Swedish for Immigrants (SFI). Most of the education in Sweden is in traditional classrooms.

The partner from Norway that had to withdraw after half of the project was a district from Oslo Municipality. In that district the population is 47 000, of which 45 % are migrants and most of them are from Iraqi, Afghanistan and Somalia. The department is working mostly with women.

From Scotland the partner is the Workers' Education Association (WEA) from Inverness. It is a voluntary organization working with education in many fields. One group they are working with is language learning for migrants. Most of the immigrants in the region are from Eastern Europe and many of them have come to Scotland to work. The migrant population is quite small in Inverness.

A.L.P.E.S is a non-governmental organization (NGO) from Lyon in France and they are working with the education of migrants in the region. The region has a high percentage of the population from other countries. Most of the migrants come from northern Africa. In France you must write an agreement with the government that you shall learn the new language. In general migrants in France are treated differently from the native population.

From Italy the partners are two NGO's. They are from the region Piemonte. Both organizations are working in the region with training for unemployed. They have together six training centres. One group they are working with are migrants. In the region there are about 10 % migrants of the total population of four million. Most of the migrants come from northern Africa and Eastern Europe. Many are searching for a job in the elderly care sector.

As the consortium consists of such different organizations from different cultures we are confident that the results demonstrate a European dimension

5. Plans for the Future

We are proud to present our work and our end product. We hope that people working with our target group will have a chance to meet and use our resources. The resources are adjustable so that it can fit each specific tutor and learner. People talking English, Swedish, Italian and French have the opportunity to use materials in many different ways.

We shall continue spreading our work so that as many as possible will have a chance to see and use it.

In Piteå we have had a chance to try other ways of working with teaching the Swedish language for immigrants. All teachers are positive to try new things and we inspire each other to do that.

The management group has taken a decision that the new methods shall be implemented in the normal education.

We are applying for a Grundtvig workshop so we can spread the result to other in Europe.

The WEA has posted the new teaching resources to the Highland ESOL Providers website and is actively developing blended learning as a way of reaching both tutors and learners in remote rural locations across Scotland as well as continuing to share a dialogue with our European Partners. The online dissemination event was an indication of how effective managed exchange with support from experienced educators can be. We will look at ways of continuing our community engagement with the support of these additional resources.

In the both Italian organizations most of the training units are now part of the curriculum.

6. Contribution to EU policies

Europe 2020 is the EU's growth strategy for the coming decade. The goal is that EU shall become a smart, sustainable and inclusive economy.

These three priorities should help the EU and the Member States deliver high levels of employment, productivity and social cohesion.

In the strategy there are special priorities.

The DELFI project contributes to some of the following:

1.1 Employment

- **75% of the 20-64 year-olds to be employed**

The level of unemployment is extremely high for migrants. One important way to get a job is that you can be confident using the language in your new country. To develop new methods for language learning is an important aspect for migrants to get into in employment.

1.4 Education

- **at least 40% of 20-65-year-olds completing tertiary education**

As the project is aimed at migrants with low levels of education it can contribute to this in an extension.

1.5 Poverty/social exclusion

- **at least 20 million fewer people in or at risk of poverty and social exclusion**

The migrants in Europe are in many cases discriminated against. This means that they are living in poverty and that excludes them from society. One way to be more inclusive is through learning a new language so that migrants can participate in society.

