



Newsletter 3



I02 - THE DEVELOPMENT OF THE MANUAL “DIDAGLO: innovative teaching modules for adult L2 learning”



DIDAGLO: innovative teaching modules for adult L2 learning

In line with European documents and theoretical background related to teaching foreign languages to adult migrants, based on the linguistic needs of informants and considering the challenges and peculiarities of the four countries involved in the project, the manual entitled **DIDAGLO: innovative teaching modules for adult L2 learning** has been implemented.

[Download it here!](#)

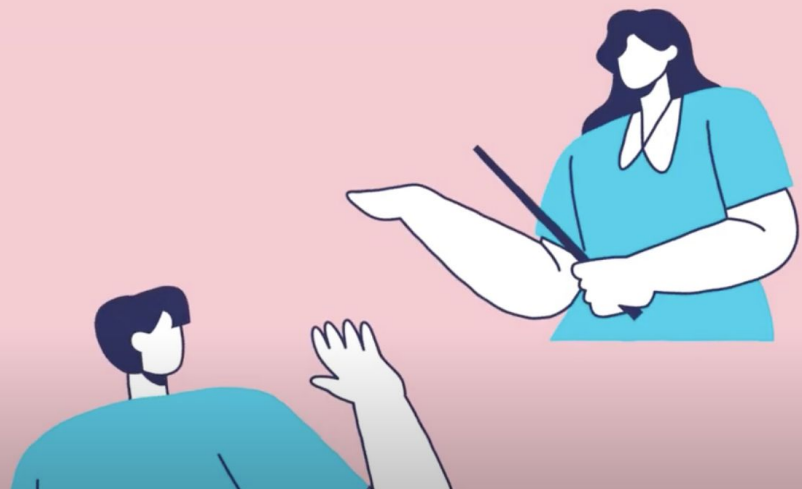




Modules of the Manual

The manual is divided into different modules and each module is divided into different teaching activities. The modules are:

1. Theatre – Guarani;
2. ICT – VHS;
3. Game - Inter Orthodox Church;
4. TV Series – COSPE.



Modules of the Manual

Actually, an innovative aspect of the manual is that each topic is illustrated through specific teaching tools and contexts:

1. the topic of healthcare “Language for Wellness: Integrating Health and Learning” is illustrated through theatre;
2. the topic of the housing “Home Talk: Language Learning through Housing” is illustrated with the use of new digital technologies;
3. Free time topic entitled “Leisure Lingua: Exploring Language Through Games” is presented through gaming activities;
4. the educational topic entitled “Series Speak: Mastering Language Through TV and Film” is illustrated through television series.





Piloting Sessions on the Manual

After its design and implementation, the piloting activities have been carried out in the regular teaching activities of each partner.

Each partner involved in the project piloted at least its own module and then, optionally, piloted other modules (which would have to be adapted before piloting). The duration of the piloting is supposed to last around 10 hours.

The modules have been used in the 4 countries involved in the project with very interesting results.



PILOTING SESSIONS in the partner countries



Piloting sessions in Athens

The pilot sessions were conducted at the NGO of the Archdiocese of Athens, “Apostoli”, with participants comprising immigrants with varying language abilities, including those at the A2-B1 level of CERF.

A selection of playful activities was chosen from the “free time” module, which was the deliverable of the scientific team of the Interorthodox Centre. These included for example instructions for the use of household appliances, telephone call interviews and relationships with mass media and social networks.





Piloting sessions in Athens



The intention was to demonstrate that the acquisition of the necessary language knowledge and competence can be achieved through activities that resemble, if not completely, to a large extent, games. The students were encouraged to utilise various digital applications and platforms, including Quizzes, Learning Apps and Mentimeter, which could be accessed via mobile devices. Furthermore, supervisory materials such as flashcards (for role-playing games or for describing leisure activities through gestures) and bingo cards (for corresponding activities) were employed. The tasks were designed to cultivate not only the perception of Greek as a foreign language, but also all language skills, both in the written and spoken parts. The students derived benefit from the activities, leaving with positive impressions, and their learning outcomes were considerable.

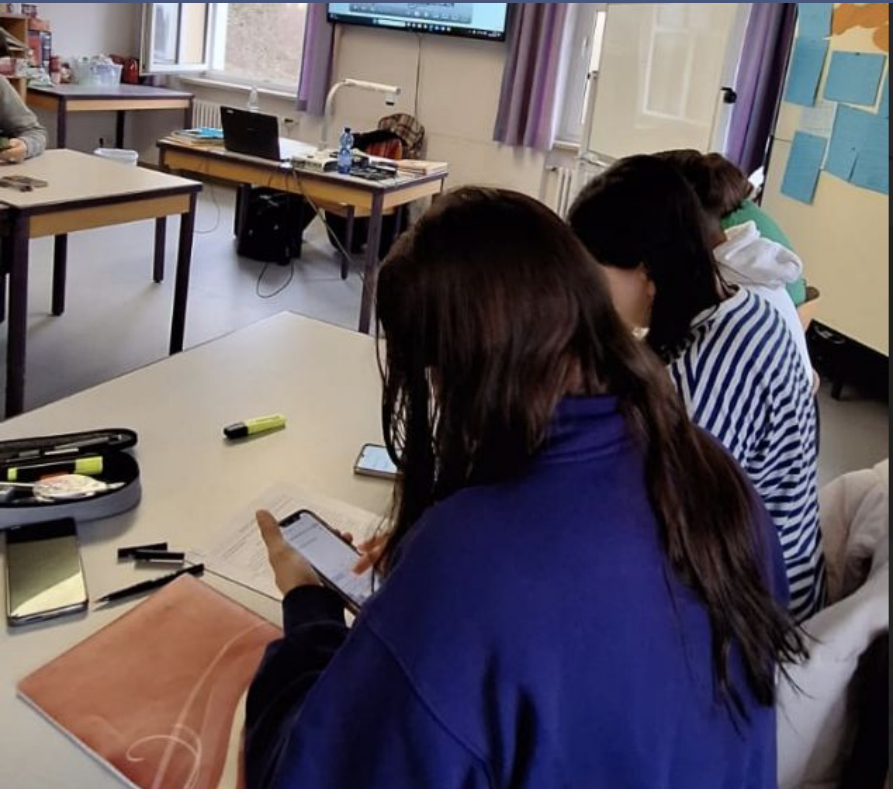
Piloting sessions in Cham

In Germany, the "Home Talk: Language Learning through Housing" and "Leisure Lingua: Exploring Language through Games" modules of the manual were trialed in two integration courses as part of the pilot project. The language levels of the learners were different - while the first group was in the preparatory phase for the German test for immigrants (A2 - B1 of the CEFR), the language skills of the second group were at language level A1 - A2 of the CEFR.





Piloting sessions in Cham



The specific activities for piloting were also chosen according to the learners' language skills: In the advanced group, the topic was "Problems around the apartment", which was primarily intended to prepare the learners for the oral part of the German test. The second group focussed on the activities "House rules" and "Basic phone conversations". The learning materials were rated as very positive and varied by both the learners and the teachers. The alternation between reading, writing, speaking, internet research, individual, partner and group work made the lessons lively and entertaining. The ability to set differentiated tasks was also found to be very helpful, especially with the learning apps, where participants were able to decide for themselves exactly what they wanted to practise. All learning materials were also reviewed for their relevance to everyday life and were rated as helpful and supportive, as they were given numerous practical tips or references to relevant websites that are rarely found in traditional textbooks.

Piloting sessions in Madrid

During the piloting of the didactic manual for migrants at A1 and A2 levels, a series of activities focused on theater and vocabulary related to medical situations were carried out. Participants showed great interest and enthusiasm towards the theatrical activities, which allowed them to practice Spanish in a playful and dynamic way.

In the theater activities, migrants had the opportunity to perform scenes, such as going to a doctor's appointment or going to the pharmacy. This provided them with practical experience to navigate real-life situations.





Piloting sessions in Madrid



Regarding the vocabulary of medical situations, role-playing exercises were conducted where participants assumed roles of patients and doctors, practicing oral expression and listening comprehension in health-related contexts.

Additionally, visits to the pharmacy and the doctor's office were conducted, where migrants were able to apply the vocabulary learned in real-life situations. This provided them with an immersive experience and helped them gain confidence in their ability to communicate in Spanish in medical situations.

The piloting demonstrated the effectiveness of the didactic manual in teaching Spanish to migrants at A1 and A2 levels, especially regarding the acquisition of specific vocabulary and the practice of communicative skills in contexts relevant to their daily lives. Participants expressed satisfaction with the participatory and playful approach to learning, which motivated them to continue advancing in their mastery of Spanish.

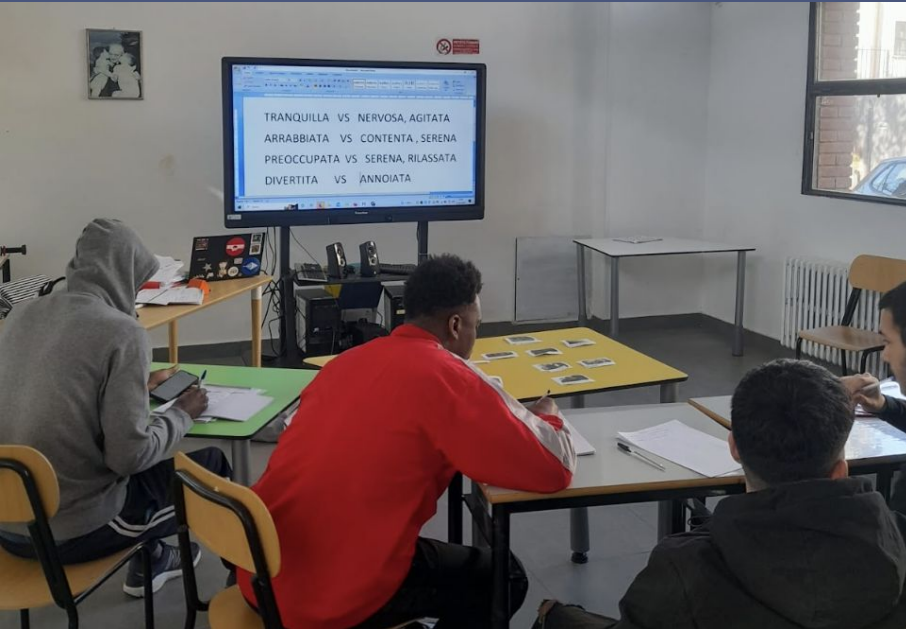
Piloting sessions in Florence

COSPE, in partnership with Li.Mo. (Linguaggi in Movimento) tested the activities concerning TV Series: Mastering Language Through TV and Film with 2 groups of L2 students over 10 hours (5 classes) during the month of February. The TV series chosen has been Skam Italia, about the daily life of a group of students at a high school in Rome, dealing with typical social issues of adolescence. The series is part of the Skam franchise, which grew out of the 2015 Norwegian series of the same name.





Piloting sessions in Florence



L2 students dealt with a wide range of activities that were inspired by the A2 Skam unit. Facilitators had to facilitate activities a little bit more to make them more understandable for the group class. For instance, the matching activity preceding the video was anticipated by a brainstorming related to the protagonists of Skam Italia, so that the students could review personal information and also to raise their motivation and interest towards the activities proposed. The exercises were well organized though; they only needed to be adjusted to the students who had a lower level of Italian (A1 / pre A1) and tailored to their language needs. Images helped significantly to grasp the atmosphere and the dynamics shown in the tv series; despite this, a further explanation of the plot was required to give birth to a few considerations on the issues presented in Skam IT. The experience was very nice and captivating especially for young students. The types of exercises proposed were various to involve all the abilities as well as to create a stimulating and engaging environment.



TRANSNATIONAL PARTNER MEETING (TPM) in Palermo





The 1st day of the TPM

The Transnational Partner Meeting has been organised on June 20th and 21st, 2024 in Palermo, where the local partner - Per Esempio Onlus - has welcomed all partner representatives.

Guaranì and Per Esempio presented the Agenda and the timetable of the meeting.

Together with the Coordinator Guarani, the partners were then invited to share their experiences on Piloting sessions and the participants' feedback.

Per Esempio showed the introductory videos produced for the Manual' modules and explained how they have been conceptualised.

The final version of the Manual, after the checking and updating of the modules - thanks to the piloting sessions' feedback - has been presented by Guarani.





The 2nd day of the TPM

On 21st June, Guarani and all partners shared the guidelines for developing the final report and all deliverables needed.

Guarani coordinate the session and then answered to the specific questions born from the final report implementation.

Then, all partners went to a cultural visit of Ballarò neighborhood where Per Esemplio is based, for knowing better the social and cultural context of its activities, among many different other good practices.

This was the final meeting of partners of the ALL IN project, and it has been a great opportunity for sharing also the will of continuing working together in the future, as the L2 learning is a fundamental key to promote the social integration of people with a migration background in Europe.



