

INCORPORATE **NON-FORMAL**
METHODS INTO LANGUAGE
EDUCATION FOR ADULT
IMMIGRANTS



Non formal Pathways in Language Teaching

A booklet for educators active in adult immigrants' language learning

Non formal Pathways in Language Teaching

Published in 2017 in the context of the project

Incorporate non formal Methods into Language Education for Immigrants

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PREFACE

Europe is experiencing one of the most significant influxes of immigrants and refugees in its history. Pushed by civil war, violence, abuses and poverty and pulled by the promise of a better life more than a million immigrants and refugees crossed into Europe in 2015 and much more in 2016. While European countries are struggling to cope with the influx and best deal with resettling people a serious matter arises regarding their integration in the host societies and their inclusion in the economic, social, cultural and political life of the Member States.

The first asset that an immigrant needs upon his/her arrival in a new country of residence and the lack of which is a key factor that hinders his/her inclusion, is the knowledge of the spoken language in the host country. The lack of sufficient knowledge of the language makes them weak to perform any daily activity, to search, find and maintain a job, to meet the needs of their families and to integrate in the local communities, resulting in low living standards, unemployment and marginalization.

Adult education sector can respond to this need by offering effective educational opportunities based on the needs and characteristics of the target group. By incorporating in the learning process new methods and practices and continuously improving the skills of the people active in the field, better results will be achieved for both the learners and the society as a whole.



In this context a partnership of three organizations from Greece (**NGO CIVIS PLUS**), Spain (**NEO SAPIENS**) and Cyprus (**Euroculture**) with rich experience on adult education, working with immigrants/refugees, formal and non- formal education has been implementing the project “**Incorporate Non-formal Methods into language education for adult Imigrants**”. It is a strategic partnership in the field of adult education in the context of the European program “Erasmus Plus” that started in **September 2015** and will be completed in **August 2017**. Its overall aim is to improve the quality of teaching a foreign language to adult immigrants/refugees by incorporating in the teaching process non formal learning methods.

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The idea of the current project was based on two main facts:

- The first asset that an immigrant/refugee needs upon his/her arrival in a new country of residence and the lack of which is a key factor that hinders his/her inclusion, is the knowledge of the spoken language in the host country. Knowing the language of the host country is a prerequisite for survival, interaction with the local community, education, employment and integration.
- Non formal learning methods are gaining more and more recognition and are indicated as highly effective means of acquiring knowledge and skills. Their use can offer a more innovative, targeted and participatory learning process that can develop simultaneously varying learners' abilities and skills.

In this context, the current project aims to:

- 1) Promote peer learning among people offering or organizing language lessons for adult immigrants in formal and non-formal education.
- 2) Improve the skills of educators already working in the field or wishing to work, on practicing non-formal learning methods.
- 3) Create a booklet with guidelines for educators and practical activities that can be incorporated in language teaching for immigrants.
- 4) Change perceptions about the validity of non-formal learning methods.

A big process, as described below, has been followed these months in order to collect information from the educators themselves and prepare this booklet:

- **6 focus groups** were implemented with the participation of educators active or willing to work in the field both in formal and non-formal education. During the focus groups and through participatory activities the participants discussed the dynamics of using non-formal learning methods in adult training and language teaching as well as the possibility of strengthening the traditional curricula by incorporating non formal learning methods.
- **24 workshops** took place and the educators discussed about the topic and created practical learning activities that can be incorporated into

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language teaching for adult immigrants which are presented in the part 3 of this booklet.

- The participating organizations arranged **meetings with educational bodies** and relevant organizations in order to discuss about the use of non- formal methods in language teaching and especially when adult immigrants are the learners. Best practices, methodologies, opinions and concerns were shared during these meetings.
- When all these information were gathered the working groups undertook a **research** on the topic and drafted the current booklet, based on the reports of the previously mentioned activities and the new data from their research. The booklet was tested before its final publication and adjustments were made based on the opinion of the educators and the learners.

One can find in this booklet useful information about:

- ✓ **Adult education**
- ✓ **Immigrants/ refugees as learners**
- ✓ **Non formal learning methods**
- ✓ **Language teaching**
- ✓ **Practical, educational non formal learning activities**





THE ERASMUS PLUS PROGRAM

The Erasmus + is the European Commission's program for education, training, youth and sport, aiming to strengthen the skills and employability and the modernization of education, training and youth, in all sectors of Lifelong Learning (Higher Education, Vocational Education and Training, Adult Education, School Education, youth activities, etc.).

Set to last until 2020, Erasmus+ doesn't just have opportunities for students. Merging seven prior programs, it has opportunities for a wide variety of individuals and organizations.

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- Language learning.
- Recognition of skills, including those learned outside the formal education system.
- Strategic Partnerships among educational institutions and youth organizations with peers in other countries in both their own sector and other sectors, in order to foster quality improvements and innovation.
- Knowledge Alliances and Sector Skills Alliances, to address skills gaps and foster entrepreneurship by improving curricula and qualifications through cooperation between the worlds of work and education.
- A loan guarantee facility for master's degree students to finance their studies in another country.
- Teaching and research on European integration.
- Exchanges, cooperation and capacity building in higher education and the youth sector worldwide.
- Initiatives to foster innovation in pedagogy, and progressive policy reform at national level through Prospective Initiatives.
- Good governance in sport and initiatives against match-fixing, doping, violence, racism and intolerance, particularly in grassroots sport.

Why Erasmus+ ?

Europe must equip its citizens with the education, skills and creativity that they need in a knowledge society. The world is changing fast, and education systems need to modernize and adapt to new ways of teaching and learning and embrace the new opportunities that exist. Education, training and non-formal youth learning are key to creating jobs and improving Europe's competitiveness. That's why Erasmus+ will make a key contribution to addressing these challenges.

Find out more at ec.europa.eu/Erasmus-plus

- Introduction:



1. INTRODUCTION (useful information for the educators)

For an educator to effectively work with immigrants/ refugees except for the specific expertise in his/her field s/he should be familiar with the demographic data in the region and other factors that influence the learning process and are very important for choosing an educational strategy. Knowing the local demographic, the reasons that lead the target group to an educational program, their characteristics as learners, the learning opportunities offered to the target group and other related issues, that you will find in this introduction, will have a great impact on your educational program, will positively affects its success and will increase the satisfaction of your learners.

1.1 Migration to Europe

Migration to Europe has a long history, but increased significantly the last years. The number of immigrants and refugees is rising sharply across EU due to wars, terrorism, poverty, abuses and conflicts. The International Organization for Migration (IOM) estimates that 1,046,599 immigrants arrived in EU in total in 2015 while 387,739 in 2016 and 19,934 in 2017 (updates as of 5 March 2017). The bigger percentage of immigrants comes from Syria, Afghanistan, Iraq, Eritrea, Albania, Pakistan, Nigeria, Ukraine, Iran and Kosovo.

The main first arrival countries according to IOM are Greece, Bulgaria, Italy, Spain, Cyprus and Malta. But these countries do not constitute the final destination of the people on move as most of them want to reach north Europe. Although not all of

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those arriving in Europe choose to claim asylum, many do. Germany received the highest number of new asylum applications in 2015 but far more people arrived in the country while Hungary moved to the second place as a big number of immigrants made the journey overland through Greece and the Balkans. Hungary, Sweden, Germany, UK, Cyprus, Greece and Spain are the most affected countries. The disproportionate number of people on the move that some countries received, created tensions in the EU, borders were closed, measures to reduce irregular migration were set and joint actions were undertaken.

In 2016 a significant impact on flows was observed due to political factors and especially the EU – Turkey agreement. While flows were reduced in Mediterranean and Western Balkans, arrivals to Italy were increased significantly according to IOM to a level of 118%.

***T**otal arrivals to Europe (first arrival countries) according to IOM.*

Country	2015	2016
Greece	857,363	176,906
Bulgaria	31,174	15,962
Cyprus	269	189
Italy	153,842	181,436
Spain	3845	13,246

1.2 Migration to the participating countries

Greece

Greece has been traditionally one of the most important migration countries. During the 1980s, Greece became a transit country for Eastern Europeans, Middle Easterners and Africans. From the beginning of the 1990s, Greece started receiving large inflows of immigrants from Central and Eastern Europe following the collapse of the communist regimes, with a large number of immigrants from Albania. While the financial crisis in Greece led to a decrease of the number of third country nationals arriving in the country after 2011, in 2014 a progressive increase was observed due to the refugee and migrant crisis. In September 2011, as stated in a study by the National Centre for Social Research, third-country nationals with legal papers in Greece amounted to 621,178. Two years later, based on data from the Interior Ministry in April 2013, "the legal immigrant population in Greece" was about 405,306. However in 2014, the statistics of the Interior Ministry on legal migration

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totaled 461,438 foreigners from outside the EU, while in May 2015 it recorded 527,264 (Interior Ministry data on 05/31/2015) and in 2016 557,476. The biggest percentage of the above mentioned population based on the statistics comes from Albania, Ukraine, Georgia, Pakistan, India, Egypt, Philippines, Moldavia, Bangladesh, Syria, China and Serbia. Many of them (241,165) came in Greece for family reunification, 65,138 have obtained a residence and work permit, and 2,208 are studying. The influx of third country nationals had a sharp increase in 2015 when more than 800,000 people on the move passed the Greek borders. Most of them come from Syria, Afghanistan and Iraq.

But what makes Greece a “special case” is its struggle with irregular migration. From 2007, the number of irregular immigrants and asylum seekers arriving in Greece by boat (from Pakistan, Bangladesh, Iraq, Afghanistan, among others) through the Aegean Sea increased significantly. However, as from 2010, a shift from the sea to the land border has taken place, resulting in increased irregular border crossings at the Greek land border with Turkey, which constitute approximately 85 per cent of all the detections of irregular border crossing at the EU level. These large influxes of irregular immigrants/asylum seekers from Asia and Africa, who view Greece as a gateway to the European Union, end up being stranded in the country. Through these years, and in order to cope with this situation, the Greek state implemented three regularization exercises. In 2011 the European Court of Justice found that 90 per cent of all irregular entry into Europe was through the Greek borders. An estimated 8% of the arrivals applied for asylum in Greece, with others hoping to find asylum in Northern European countries. Law 3907/2011 is an attempt to establish a realistic migration management system, through the operation of an independent Asylum Service, the establishment of First Reception Centers and the adaptation of Greek legislation to Community Directive 2008/115/EC on the return of irregular immigrants. The EU- Turkey agreement reduced significantly the number of flows in Greece which amount 176,906 in 2016 compared to 857,363 in 2015.

Cyprus

Currently around 80,000 non-Cypriots are residing in Cyprus, a number that corresponds to 10% of the total population of the non-occupied areas of Cyprus.

The official migration policy of the state till 1990 was very restrictive and only allowed very few non-Cypriots to live and work in Cyprus. In 1990 when the labour shortages became obvious, some restrictions were revoked. The first group of foreigners that arrived in Cyprus, after the loosening of the restrictive measures, was domestic workers from Sri Lanka and the Philippines, to mainly look after families and seniors. Then followed nationals from other countries, which came to Cyprus to work in various fields, including the tourism industry, construction, and other areas where there was no available domestic labour.

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Generally, the applied migration policy of the Cypriot government is based on the "guest worker" model, which provides the non-national with the right to stay and work for a limited time. The objective of this policy is to address specific gaps in the domestic labour market provided that these foreigners will return back to their home countries with the termination of their employment contracts.

Along with the other groups of foreigners, people seeking international protection also fled to Cyprus. The asylum system in Cyprus is very recent. In 2000 the Law on Refugees was passed and in 2002 the Cyprus Republic begun examining asylum applications.

While the number of asylum seekers was relatively small until 2002, in 2003 a sharp increase was observed. From 1,343 applicants who applied in 2002, in 2003 the number increased to 5037 asylum seekers. The upward trend continued in 2004, were 9906 people applied. In 2005 there was a significant drop compared to 2004 (7,770 new applicants for asylum), a trend that continued in 2006 during which only 4,286 people applied for asylum.

Today there are about 12,000 asylum seekers awaiting a final decision on their application. Most asylum seekers are from Syria, Bangladesh, Sri Lanka, Pakistan, Georgia, India and Iran.

The rate of recognition of asylum seekers as refugees or as persons who need international protection is 1- 2%. Currently more than 900 refugees live in Cyprus, who are trying to rebuild their lives and integrate into the society of Cyprus. The main problems they face in this effort are finding housing and employment and discrimination in various areas of their lives.

SPAIN

Spain has always been at the crossroads of human migration due to its location in the Iberian Peninsula. In 1998 immigrants accounted for 3% of the population while by 2008 the share had jumped to 13%- one of the highest in Europe. The vast majority were Romanians and Moroccans. Between 2002- 2014 Spain received an accumulated migration inflow of 7, 3 million, making it the second largest recipient of immigrants after USA. The vast majority in this period came from Europe, Latin America and Africa (many from Morocco). After the financial crisis the inflows were decreased and the number of foreigners leaving Spain was increased. Nevertheless, the refugee and migration crisis increased the inflows again. As of 2016 there were over 4.418,898 foreign born in Spain, over 10, 2% of the total population. According to IOM 13,246 people on the move entered the country in 2016. As a first entry country Spain, just like Greece, is trying to cope with irregular migration as well. In 2014, according to figures announced by the Spanish interior ministry the number of people

detained while attempting to enter the country irregularly in 2014 was 12,549, a large increase on the 2013 figure of 7,472.

Immigrants in Spain are mostly young people aged 20 to 40 years old, with a high educational level. They prefer to settle in the metropolitan centers of the country and particularly in Barcelona and Madrid, as a result of increased demand for labour in specific cities, but also the existing migrant networks, as the existence of their compatriots in these cities favors their rapid integration into society. They work mostly in the service and construction sectors. Another characteristic of immigrants in Spain is that most of them come from Central and South America and Europe, that is countries which have cultural and language similarities with Spain. This has helped to avoid any intense social conflicts as has happened in other countries receiving immigrants.

1.3 Why immigrants/refugees enter language courses

When designing a language program for immigrants/ refugees, attention should be paid on their motives and the reasons that led the learners to the program. The adaptation of the program to their needs will improve its quality and will succeed better learning outcomes. Examining and taking into consideration the needs and the motives of the target group allow the educator, between others, to:

- Make clever selection of the topics to be taught,
- Decide the sequence the topics will be introduced,
- Determine the duration and frequency of the lessons and the methodology to be used.
- Prepare original educational materials.

As already mentioned the acquisition of the language spoken in the host country is a prerequisite for any other activity and facilitates in various ways the daily life of the target group. The reasons that an immigrant/refugee decides to enter a language program vary a lot but the most important ones are the following:

1) **Looking, finding and maintaining a job.**

Finding and maintaining a job when you don't speak the language fluently, or at all, can be incredibly difficult. This is the reason why a big number of immigrants/refugees are unemployed; work in low paid positions or temporary jobs with serious effects in their living standards and psychology. It is really common that highly educated immigrants often end up working in menial low paid jobs because they lack the needed language skills. Progressing and earning money is the most important reason for an immigrant to learn the language spoken in the host country. A better job is associated with more advanced language skills, this followed by a higher

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salary enabling the immigrant to move to live outside the original migrant sphere, thus entering into wider social contact with the host population.

2) Getting things done.

Taking into consideration the large number of affairs to be settled by immigrants upon their arrival in the host country (legal papers, finding a house, registering their children at school e.t.c.) someone understands that at least a basic knowledge of the spoken language would facilitate all these processes. Without basic knowledge of the spoken language, these processes become very difficult and time consuming and usually lead to dependence to other people for their fulfillment. There are, of course, translation and interpretation services available to newcomers in most host countries, however it is important to start learning the language for decreasing the sense of insecurity and alienation often felt by them.

3) Fulfill the daily needs.

Even the simplest daily tasks like going to the super market, using the public means of transport, visiting a doctor and others become a great burden if you are struggling to understand and be understood.

4) Socialization and participation in social life.

Usually, immigrants who haven't acquired the language spoken in the host country have to stick around people who speak the same language. Their limited language skills or total absence of such skills hampers their socialization with the local community, restrict their participation in social events and stick them in their communities, increasing their isolation. Even in the working environment, where the majority of employees are from the same linguistic background, there is the danger of apathy setting in and isolation. Being able to speak the host country's language allow them to create new friendships and deeper connections with locals as making friends with natives is likely an easier task when pursued in the local language. Moreover, when the foreigner learns to speak in the host language, the immediate reaction from the locals is one of approval and encouragement and racism against them is minimized. This is because by learning the language of the locals the immigrant has shown his/her sincerity or willingness to engage the locals socially and culturally and the barrier between them begins to crumble, albeit slowly but surely.

5) Support their children.

The lack of the needed language skills makes immigrant parents weak to support the learning process of their children. Their communication with the school community and other environments that their children are involved is really difficult resulting in a reverse of the traditional roles. Children, through the host country education system, learn the language quicker and become the supporters of their parents instead of the parents being the supporters of their children. Moreover, the fact that most of the children speak languages at home other than the language spoken in the host country, cause delays in the learning process and create a more complex learning context for them.

6) Cross cultural exchange.

For an immigrant is really important to get familiar with the culture of the host society as much as to share his/ her culture with the host society. The linguistic knowledge is a paramount for the cross cultural exchange that promotes mutual understanding between immigrants and the host population and promotes their integration. Speaking to locals and interacting can be a quick way to gain first-hand knowledge of the host culture.

7) Psychological health.

Being unable to communicate and perform your daily tasks can knock down one's confidence. Being alone in a new country without a support network of friends and family can by itself harm one's confidence, but being unable to do normal tasks and be totally dependent to others can surely damage it, especially if the person used to be totally independent. Insecurity, disconnection, isolation, uncomfortable, shame, disappointment are all feelings that the limited language skills can bring to the surface with negative effects on the immigrants' psychology. It is generally accepted that most economically and emotionally well-adjusted immigrants are the ones who learn the language of their chosen country. Learning the language of the host country makes them feel more powerful and protects them from victimization by others.

8) Further education.

Acquiring the host country's language facilitates immigrants' further education. Attending the majority of the host country's educational programs requires basic or/and advanced language skills. Language skills open new educational pathways for the immigrants and it is usually a major factor that leads them to a language program.

1.4 Main characteristics of adult immigrants as learners

The characteristics of our learners play a major role when planning an educational program. The adult immigrants have specific characteristics derived both from their identity as adults and as immigrants. Both should be taken into consideration by the educator in order to plan a successful program. While a whole book could be written describing the above mentioned characteristics this booklet is not limited to this purpose so just the most important of them will be described succinctly in order to offer a basic idea.

- ✓ Adults see themselves as self-directing and autonomous. They are used to have control of their learning.
- ✓ Adults draw on life experiences as they learn.
- ✓ Adults are doers, producers and problem solvers. Their orientation to learning is task- related or/and problem – centered.

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- ✓ Adults have many roles and responsibilities. They are conscious of the many demands made upon their time and often work with conflicting priorities.
- ✓ Adults are ready to learn those things they need to know in order to cope effectively with life situations.
- ✓ They come to training with specific objectives and formed learning experiences.
- ✓ Adults have busy lives, often combining learning with work and with other commitments, including caring and family responsibilities. Learning for adults needs to be responsive to this. For example, by being flexible and fitting in with everyday life, available at times and in places that are accessible to adult learners.
- ✓ People's linguistic competences differ considerably, depending on the contexts in which they live and work, their learning experiences etc. Linguistic heterogeneity is much stronger among immigrants – because they have extremely different linguistic biographies, depending on their first language(s) in the country of origin, other languages they have used and the language level in the host society.
- ✓ Many immigrants are usually emotionally tired. They come from war-affected countries and they have often experienced trauma, tragedy, persecution and prolonged stays in transitional camps. Some have been forced to serve as soldiers and many have witnessed acts of violence, torture and crime, sometimes against their own family members. These experiences have influenced their psychological status.
- ✓ Immigrant learners want to learn fast and specific things that will facilitate their daily life.
- ✓ They require to practice inside the classroom and they are not very willing to have a lot of homework.
- ✓ Immigrant learners are more conscious for the reasons they enter a learning process but this doesn't mean they really want to learn. It's a choice based on the needs and not the free will.
- ✓ Most immigrants are very used to the formal learning methods and they may be suspicious when they first experience non formal learning methods.
- ✓ Immigrant adult learners are usually less patient and get easier disappointed if they don't see immediate results.

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- ✓ While immigrants sometimes have the opportunity to prepare themselves regarding the language in the host country, the refugees do not usually have this opportunity and they start from the scratch.
- ✓ Some immigrant learners are illiterate also in their own languages.

1.5 Variations observed usually in a group of immigrant learners

The groups of immigrant learners present a range of heterogeneity which makes the task of the educator even more demanding. This heterogeneity has to do mainly with the following aspects:

Age: In most cases the classes are shaped based on the level of the learners and not the age. Learners of a big variety of ages are included in a class with different needs based on the stage of their life, motives and learning requirements. This aspect should not be ignored while planning an educational program as the whole program should be appropriate for all the age levels.

Linguistic background: As the learners come from a variety of countries their linguistic background differs a lot. The structure of their mother language influences the reception and understanding of the new language and comparisons will be made. Similarities or not between the mother and the new language will influence the learning process and should be recognized early enough from the educator.

Level of knowledge of the language taught: It is a really common phenomenon that learners with different levels of knowledge on the target language coexist in the same class. This is very often in non- governmental organizations and voluntary organizations which lack the resources and capacity to have many classes. The topics taught and the methodologies used should be carefully chosen in order to cover the educational needs of all the levels. The cooperation of more than one educator in the same time is a good response as far as the creation of original materials and the use of non- formal methods.

Cultural background: classmates come from different cultural background while many of them come from cultures much different from the European one. This aspect should be taken into consideration as the roles of women and men may be different,

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the family responsibilities, the interaction between the two genders and others. Cultural exchanges should form a basis for learning.

Educational background: People with different educational levels may be included in the same class (from total illiterate to university graduated and higher). This heterogeneity will play a major role on the time that will take for each learner to learn a new educational input and on the methodology that should be chosen in order to facilitate learning by all, putting aside their educational background.

It is really important for the educator to be prepared for this heterogeneity, to detect all these aspects in the first sessions, to adapt the learning program based on the detection results in order to prevent any problems and drop outs during the learning process.

1.6 Adult education providers for immigrants

Immigrants and especially refugees became a key participant group for education providers. The needs of these groups differ from the needs of the “traditional” key groups, which causes providers to take great effort in re-structuring measures, educational programs and learning organization.

Non formal adult education providers are traditionally entities that do not only have the knowledge and experience needed to promote the learning of their users, but that also have the capacity of being self-governed to offer a freedom on the teaching approaches that they use (even if some of them are placed inside bigger networks or school systems with structured or centralized committees). Among these entities we can mainly highlight or identify:

- **Public administrations (lifelong learning centers, second chance education centers, municipal centers e.t.c.):** in general terms, public administrations and adult centers are those responsible of the formal and academic training of adults. However, they use sometimes non formal approaches as a complement to some of their programs, but not as the base of their learning methodologies. They design most of the public adult education programs and policies and provide official learning and language accreditations. Their systems are not really flexible and have sometimes

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difficulties on offering tailor made learning opportunities for adults and especially for immigrants.

- **Nonprofit organizations and associations:** they are the main providers of non-formal education for adults and especially immigrants. The target of their training programs can differ depending on the philosophy of each organization but as actors involved on the third sector, most of them run activities focused on the social development of their communities and supporting those at risk of exclusion due to economic, social or cultural reasons. They offer quite flexible systems and accessible learning opportunities. Besides training adults and immigrants, they also tend to assume the role of guides for them and act as intermediary between their users and other social actors and stakeholders.

- **Self organized groups of peers:** they are groups of people with similar characteristics (in terms of age, cultural background, nationality, etc.) who arrange self-organized systems of training and education among them. In these cases, the educators usually are previous learners who have already completed their education and take then the role of guiding others who are on the same situation that they were. As the sides of a coin, this kind of organizations and their staff have two very different main points to take into account. On the one side, their educators sometimes lack advanced pedagogical or teaching skills, techniques and methodologies as they do not have an appropriate preparation. However, on the other side, as they have been in the same situation of their learners and understand deeply their cultural values or situation, they can develop a very emphatic relation with them, that helps educators to identify better the needs of their learners and establish a relation of trust. According to this, even if they are extremely effective on the recruitment of learners and promotion of their motivation, these groups face sometimes a lack of professionalization that can also affect the inclusion or education of their beneficiaries.

All the training providers mentioned can develop a suitable non formal learning for adult immigrants but the quality and effectiveness of their trainings will depend on their capacity to match their programs with the real needs of potential beneficiaries and their circumstances.

1.7 Difficulties faced by the bodies that provide language courses

As already mentioned a big percentage of language programs for immigrants is offered by non- profit organizations and voluntary groups. These bodies despite their great will to contribute to immigrants' education and integration they face a lot of problems related to the practical application of their educational programs. The most important ones are described shortly below:

- ❖ It is difficult for the entities to find suitable educators as the person assigning this role has to deal with a lot of issues beyond the language and related to the appropriate inclusion and adaptation of the beneficiaries to the local society.
- ❖ The beneficiaries come from different social, cultural and educational backgrounds and vary a lot in age and other fields. The inhomogeneity of the beneficiaries makes the formation of the groups really difficult as a lot of factors should be taken into consideration and a big number of classes should be formed.
- ❖ Following just one textbook has been proven not so effective for this target group. The bodies have to use a combination of educational resources or in the most of the cases to prepare original educational materials. The lack of financial and human resources make often this task almost impossible. Educational materials necessary to apply non formal methods and of course relative expenses to create such material is a matter of concern. This is a very difficult task for the bodies providing language courses because beyond money, they need to find specialized staff with experiences in non-formal methods.
- ❖ They lack the needed financial resources for training their human resources. Educators most of the times are volunteers and the bodies do not have sufficient resources in order to properly prepare them for their task.
- ❖ Volunteers, who are the main human resources for the lessons' implementation, are not as committed as the paid staff. Volunteers' withdrawals are frequent causing several problems in the learning process as

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the new volunteers replacing them should gain the learners' trust from the scratch and delays are caused in the learning process.

- ❖ Approaching the beneficiaries is another factor that makes the bodies' work difficult. Usually the target group is hesitant and scared and the first approach should be made by professionals such as social workers or/and psychologists. Finding volunteers of these professions is really difficult and hiring a person for this position almost impossible as their financial resources is very limited. The beneficiaries' psychological support during the lesson period is also really hard and the bodies usually depend on other actors for a holistic approach and support to the beneficiaries. Unfulfilled demands of the beneficiaries (support in other fields: financial, housing, legal papers, clothing, food e.t.c.) cause disappointment and withdrawals.
- ❖ Approaching members of the target group that do not speak any medium language create the need of interpreters, a cost that it is not affordable by the bodies.
- ❖ The bodies in order to increase participation of beneficiaries with children to take care of should find solutions regarding their children. Parents come in the training place with their children and extra staff is needed in order to take care of the children and spend creative time with them.

1.8 Formal, Non formal and Informal education

Before we proceed with the main content of this booklet that concerns the use of non-formal methodologies in adult immigrant's language learning, it is useful to give a general idea of the distinction between Formal, Non formal and Informal education.

Formal education: Organized, guided by a formal curriculum, leads to a formally recognized credential such as a high school completion diploma or a degree, and is often guided and recognized by government at some level. Teachers are usually trained as professionals in some way.

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Non-formal learning: Any organized educational activity outside the established formal system - either acting alone or as an important feature of some broader activity. Organized (even if it is only loosely organized), may or may not be guided by a formal curriculum. This type of education may be led by a qualified teacher or by a leader with more experience. Though it doesn't result in a formal degree or diploma, non-formal education is highly enriching and builds on individual's skills and capacities.

Informal education: the truly lifelong process whereby the individual acquires values, behavioral attitudes, skills and knowledge through everyday experiences and his / her environment educational influences - from family and neighbors, from work and game, from the market, the library and the media.

Basic differences between Formal and Non formal Education		
	Formal	Non- formal
Aims	Long-term and general	Short –term and specific
Duration	Longer duration	Shorter duration
Content	Specific and Academic	Personalized and Practical
Control	External, exams and certification	Self-evaluation
Roles	Teacher – student	Educator- Learner
Process	Focused on the program and the curriculum , individually competitive	Focused on the learning outcome, participative and cooperative
Emphasis	On the teacher	On the learner
Curriculum	inflexible, strict	Flexible, variety of methods, adaptability

Non Formal Education



2. NON FORMAL EDUCATION

Non formal education has a long history over 100 years. However in its non- organized form has been traced back to the beginning of written records. It became part of the international discourse on education policy in the late 1960s and early 1970s and since then a big number of definitions has been given and a lot of debates have occurred regarding its validity and appearance. In general, we could define non formal education as any organized, systematic, educational activity carried on outside the framework of the formal system to provide selected types of learning to particular subgroups of the population, adults as well as children. The debate over the relative value of formal and non-formal education has existed for a number of years and non- formal education has gained both passionate supporters and fighters. The last decades though, Non formal education has started to gain ground in education sector and its effectiveness and value are more and more recognized. Non-governmental organizations, self-organized groups and European programs in the education sector, contributed a lot to its dissemination while the importance given to lifelong learning has made it almost necessary.

Non formal education has "close ties" with the enduring and lifelong education; it is often considered an intermediary type of education as it is accessible for those who can't be involved in formal education. It is a full and independent education sector that can work both with formal and informal education. It is closely related to a new philosophy of education that is based on participatory learning and as an educational model has a given theoretical and scientific substance and ensures all elements of a full training program. It follows the theories of learning, is based on learning values and develops a learner centered - educational model based on the real needs of the learners.

As an independent education sector, it has its own structure, characteristics, principles and educational directions that will constitute the subject of the part

2 of the booklet. In this part readers will have the opportunity to gain insight on the features of non-formal education that guide its practical application.

Specifically, the readers will find in the sub units of part 2 information about:

- ✓ The basic principles of Non formal education.
- ✓ The roles, needed skills and competences of the educators in non-formal education.
- ✓ The learning environments and the learning atmosphere.
- ✓ Non formal learning methods and techniques.
- ✓ The dynamics of non-formal methods for adult learners.
- ✓ The dynamics of non-formal methods for adult immigrants.
- ✓ The dynamics of non-formal methods in language tuition.

All this information constitutes the basic knowledge that an educator should have in order to effectively apply non formal methodologies and will help them gain clear understanding of its nature, substance and practical application as well as its theoretical context.

2.1 Basic principles of non-formal education

As already mentioned, Non formal education has its own structure, substance and characteristics that should be respected during the planning, implementation and evaluation of an educational program. In this chapter the main principles on which non formal learning is based are presented in order to offer a clear picture about its character and facilitate the educators' work. Although much more principles could be referred only the most important ones were chosen and are related to the educational roles, the process, the assessment, the contents and themes, the curriculum and the decision making.

- ❖ **Learner centrality:** In non-formal education the learner is in the center of the learning process. Learners' perspective must be heard and respected and bottom up approaches must be followed. The objectives, the planned

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methodology the anticipated learning process as well as eventual assessment and evaluation procedures are explicit as well as known and agreed by the learners. The learning process should respond to the individual needs and interests of the learners and this is especially important for heterogeneous groups with different backgrounds, experiences, knowledge etc. Methods and objectives are geared to the particular participants as much as possible and adapted to their needs and interests. In this matter, modifications in the sense of setting new priorities can not only ensue in planning but in the course of learning as well. The curriculum must be designed around learners' problems and what the members of a group want to learn must be identified and respected. The initial session is very often about "what the learners want from the educational program". Learners must be supported to discover their learning goals, plan how to achieve them, monitor and assess if their objectives are being achieved.

- ❖ **Learning by doing:** In non-formal education the focus is on concrete doing and not learning theory. Learning, most of the times, comes from what the learners do and not from what the educator does or says. This form of learning –experiential learning takes place in problem solving situations where the learner draws on his/her own experience and prior knowledge and is a method of instruction through which learners interact with their environment by exploring and manipulating objects, wrestling with questions and controversies or performing experiments. Learning by doing encourages active engagement, promotes motivation, autonomy, responsibility, independence, and develops creativity and problem solving skills. The learning process should offer the opportunity to the learners, especially the adult ones, to see how the educational inputs are related to practical application and their everyday life and experiential learning is the best way to achieve this goal. Encountering new and unknown situations is a basic element of non-formal education and can create new and practical learning opportunities.
- ❖ **Learning as partners, solidary:** Non formal education relies on active methods of cooperation and on group dynamic processes. Educators and learners are partners in a learning process in which they take different roles

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and responsibilities. Together they identify learning needs and objectives, they agree on the approach and methodology which normally is proposed by the educator, they are responsible for creating adequate conditions for productive learning and the learners are responsible for making best use of them and for investing their full learning potential. An environment of collaboration is basic element of non – formal education and peer learning should be promoted as much as possible. A positive, trusting and caring relationship should be built not only between the learners and the educator but also between the peers. This implies symmetrical learning relations characterized by cooperation, respect, trust, appreciation, equity and parity among educators and learners. Educators and learners appreciate each other's qualities, expertise, and competences. Learners learn both from each other as well as with each other.

- ❖ **Process oriented learning:** Process-oriented instruction is defined as instruction aimed at teaching thinking strategies and domain-specific knowledge in coherence. In non-formal education the focus is on the process. It is through the process that the learning is derived, so the whole process should be carefully chosen and adapted to the initially agreed educational aims. Processes should be modified and adapted according to the feedback during the activity. The curricula are really flexible and in that way the acquisition and collection of experiences may be equally relevant for the acquisition of skills. A meaningful engagement such as posing and answering realistic questions and problems is necessary for deeper learning.

- ❖ **Participatory learning system:** In non-formal education the learners must be active cells of the process. They are involved in the educational activities as subjects and learning is actively created by the learners for themselves-it is not the passive absorption of someone else's learning. Their active participation is a prerequisite for the success of any educational activity in which they should be involved mentally, emotionally and physically. There is balanced co-existence and interaction between cognitive, affective and practical dimensions of learning. Passive listening is outside the context of the non-formal education and the whole process should be interactive, allowing space to the learners for active participation and contribution. Learners should

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actively participate in all the aspects of the activity, including decision making. In this context shared responsibility and self-determination are both objectives as well as being important pedagogical methods.

- ❖ **Close to real- life concerns:** Non formal educational activities should be as close as possible to the learners' real life concerns. The whole process should help the learners to clearly understand how the learning will benefit them both personally socially and professionally. Themes, contents and learning objectives need to be based on what the learners need and are interested in. Methodologies, methods and learning sites need to be adequate for the learners and locations as well as timeframes need to be organized in order to allow maximum accessibility for and participation of the target groups. All in all people only learn what they want to learn. The focus of the learning is the improvement of learners' own lives and that of their families and communities. Learning programs, therefore, should be organized around “life application” categories and sequenced according to learners readiness to learn.

- ❖ **Democratic decision making:** In non-formal education all the decisions should be made democratically with the participation of all the involved parties. The learners participate in shaping the learning activity during the process, including changes in objectives, contents and methodologies. Placing the ownership of the learning process and outcomes with the learners ensures the motivation of the learners and the sustainability of the learning outcomes. The educational approach and process needs to be compatible and coherent with democratic values and learners are active co-designers of their own development and learning processes.

- ❖ **Self- assessment:** One of the main aspects of non-formal education is that learners acquire knowledge by experimenting and self-reflection. Assessing the work of learners should be made in a fair and equitable manner. Learners should be actively involved and share responsibility in the assessment process and offer their feedback regularly. Learners' feedback is used as a tool for learning and progression. Self-assessment is promoted and supported by using different ways such as developing learners' self- reflection skills and

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providing space for self-assessment. Learners should be strongly encouraged to practice and regularly reflect on their learning and the needed tools and knowledge for this process should be provided to them. The evaluation or measure of success is not based in a competitive system and a more friendly approach is offered for those learners with low self-esteem, problems to manage failure and reduce their frustration during the monitoring of the learning process.

- ❖ **Reciprocity:** The traditional educational roles frequently change in non-formal education. The educator is not the authority that knows everything and transfers this knowledge to the learners. Educators also learn on the one hand from the respective expertise and competences of the learners, on the other hand as learners in the experiential learning process of the training activity itself.
- ❖ **Variety of learning techniques:** In non-formal education a variety of educational techniques is used in order to satisfy the needs and characteristics of all the learners and achieve learners' motivation. Non formal education is interactive, activity based and experiential, linking individual learning and learning in groups. Diverse learning styles - visual, auditory and kinesthetic- are addressed by the use of a contiguous variety of learning approaches. Moreover, equal mentally, emotionally and physically involvement of the learners should be promoted by the methods chosen. Laughter and enjoyment are number one prerequisites for a successful non formal learning as much as a relaxing and stimulating environment.
- ❖ **Learners as a resource:** Learners in non-formal education share knowledge and skills and they are respected and valued for their contribution. Learners are seen as a growing reservoir of experience that becomes an increasing resource for learning. Learning is built on previous knowledge and experience which are shared with other learner. Designing learning structures which promote such sharing is a basic element of non-formal education and educators should spend some time to get to know more about the experiences of their learners and seek to help them to link new ideas to such prior

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experiences. Learners are taught ways to bring to their current situation past knowledge, opinions and experiences. Learners' past experiences should be always respected and incorporated in the learning process.

- ❖ **Flexible curriculum:** Non formal education is not based on a curriculum that should be strictly followed. The curriculum, when there is any, is very flexible and it is being adapted to the needs and interests of the specific learners each time, before the educational activity and during the activity. Educators and learners should co-decide on the progress and the different aspects of the learning process. It is important to create flexible courses adapted to the profile of each participant that could also include exercises focused on promoting the self- esteem of the learners.

- ❖ **Learning to learn:** non formal education helps the learners develop strategies to build their own learning models. The whole process should provide learners with skills needed to self-manage those environments provided by the educator and also build their own learning spaces. Skills for self-organizing the learning should be promoted. Learners are encouraged to identify their dominant and no dominant learning styles and contexts that are easier and more difficult for them and to work with their development.

2.2 The role, needed skills and competences of the educators in non-formal education

In non-formal education the emphasis is given on the new role of the educator more as an educator and guide who fosters thinking and not as the traditional teacher who is the source of information and authority.

It is true that societies in general have been significantly altered, compared to 20 years ago. Today societies are more complex and people have more roles to perform. All these changes in the structure of social patterns require new ways of offering knowledge, skills and attitudes. This is something that the educator in a non-formal learning environment has to take into consideration. Specifically, in a language

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learning class with adult immigrants and refugees -a great part of the multicultural society nowadays- the role of the educator is even more crucial.

The structure and multidimensional character of non-formal education in combination with the special characteristics of adult immigrant learners, requires the educator to serve different roles and develop specific skills compatible with the nature and basic principles of this kind of education. Though, a lot of pages could be written for the skills, attitudes and competences of an educator this material will present only the main ones and mainly these closer to the character of the non-formal education.

The role of the educator in non-formal education

In this section, one can discover the broad description and roles of an educator in non-formal education, meaning all detail characteristics and possibilities. A non-formal educator has to perform multiple roles. This requires a very systematic, deliberate and planned process of training for adult educators, in the context of participatory learning.

Training designer and planner

Assessing learning needs and setting learning objectives.

Planning strategy of training. Working out the detailed contents, sequencing them and choosing appropriate methods.

Involving learners in the designing phase.

Identifying and preparing resource persons.

Preparing and selecting learning materials and aids.

Manager

Mobilizing financial resources.

Planning dates/venue.

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Administrative support, ensuring communication with learners, resource persons regarding the venue, travel details etc.

Co-coordinating arrangements for field trips, etc.

Educator

Facilitating group processes, to keep the group together and let it grow (participation, communication, decision-making, leadership, conflict resolution, etc.).

Summarizing, synthesizing information.

Appreciating and encouraging individuals and the group as a whole.

Initiating discussions, articulating unsolved group issues.

Creating a learning environment, pursuing, building their confidence so that participants can perform beyond their existing potential.

Managing the heterogeneity within the group.

Providing new information and concepts.

Synthesizing, consolidation and conceptualizing the new information and analysis.

Directing, managing structured learning experiences -role-plays, simulations, discussions, etc.

Using learning aids effectively, video-camera, tapes, flash cards, audio - visual aids, etc.

Friend, philosopher, Counselor and guide

Being accessible to learners, listening to them, their anxieties, thoughts, problems, joys, by being a sounding board sharing one's own life experiences with the learners.

Providing a sense of direction, by giving feedback.

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Developing a close rapport with learners and building their trust and confidence.

Being a supporter, when required, responding positively and understanding the origins of the learners' anxieties or problems.

Setting up sessions to enhance the self-confidence and self esteem of the concerned individuals in an informal manner.

Showing solidarity, being sensitive to and responding to a crisis if any.

Learner

Paying attention to what others are.

Sharing ,being open to and accepting differing frameworks of analysis and perspectives.

Seeking additional information, clarifications, asking questions acknowledging others' abilities and appreciating them.

Accepting "learning structures" set up by others during the training and supporting each learner.

Recorder and documenter

Observing the flow of content and processes taking place.

Maintaining detailed roles on a regular basis Involving learners in the recording/documenting efforts.

Exchanging roles with co-adult educators and incorporating it into further planning of sessions.

Learning more in depth about individuals, group, **learning** process, etc.

Using data for monitoring, evaluation purposes.

Addressing additional issues of individuals and groups that may arise in the process.

Evaluator

Planning evaluation/monitoring mechanisms involving learners in the evaluation process.

Matching feedback with objectives of the session and assessing if learners are learning.

Providing relevant feedback to the adult educator team and learners to facilitate the learning process.

Promoting learners' self-assessment and developing learners' relevant skills

Follow-up coordinator

Communicating at regular intervals.

Disseminating feedback from individuals and organizations to feed into the next training.

Assessing future learning needs and planning additional events.

Providing support through participation, involvement in designing, preparing strategy and materials, etc.

Reflecting and evaluating the training outcome with co-adult educators.

Important Skills, attitudes and competences

Performing non-formal education is a really challenging task and it becomes even more challenging when adult immigrants are the learners. In order for an educator in non-formal education to be able to handle the agenda in the best way possible and effectively serve the different roles assigned to him/her, it is important to have or to develop some particular competences and skills. In fact the educator becomes an intermediary, a counselor, a mobilizer. S/he is the one who reinforces the learners in order to develop their skills. This part of the booklet aims to present the core skills, competences, behaviors and attitudes that an educator of non-formal learning should have and present a general competence profile. This profile doesn't intend to take the form of a complete and detailed checklist but instead to become a keystone for self-reflection, further education, personal and professional development.

Communication skills: First of all, a basic and essential characteristic an educator should have is to be communicative and friendly. The creation of a nice and friendly atmosphere is the first step. A good communicator is a good listener, someone who pays close attention to what the learners are saying and responds appropriately. Of course, far from the language there is also non-verbal communication. A relaxed, open stance and a friendly tone help the learners to feel more comfortable, even subconsciously. In this way, the learner feels that s/he is being appreciated and is more possible to be more open and express the needs or being encouraged to participate more in the learning procedure. The educator must be able to recognize the non-verbal signals of the learners in order to better understand their feelings and detect if there is any obstacle. Of course, the efficient communication means that the educator is a good speaker and the way s/he transforms the information is easy and comprehensible.

- **Respect and cultural awareness:** Ability to take on intercultural discourse, to accept diversity, to critically reflect about and take distance from one's own perceptions and stereotypical views is essential for an educator in non-formal education and immigrant classes. A successful educator embodies respect for others and cultural awareness and has the capacity to manage discriminatory experiences by effectively intervening among the learners. It is essential to take into consideration the profile and the needs of the group as far as the

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appreciation of other cultures and have knowledge about them. The most of the groups are multicultural, that's why it is important for the educator to be able to recognize the different beliefs, values and customs of each learner because they heavily influence their identity and the interaction with others. Even the non-verbal communication can be misunderstood. That's why the educator must be extremely careful and cultural sensitive.

- **Competence to develop an educational approach based on the key-concepts, values and consolidated practice of non – formal education:** The educator should have an in depth knowledge and understanding of the learning theories central to non-formal education and the principles that govern its application. S/he should be able to reflect on and integrate underlying values and principles of Non – formal education into educational activities. Moreover, s/he should be familiar with a variety of non-formal techniques, able to effectively use them and choose the appropriate ones based each time on the learners and the educational aims.
- **Organizing and managing skills:** In order to use and implement the different techniques of non-formal learning, organizing and managing skills are required. Abilities to effectively assess learning needs and set learning objectives are crucial. But also, organizing each activity beforehand and be able to predict obstacles or miscomprehensions are very important as well. Additionally, capabilities of managing and coordinating a group of people are a necessary asset.
- **Creativity:** In non-formal education the materials and the activities plays a major role and in most cases original materials and activities must be scheduled and created. The educator should be creative in order to provide appealing, appropriate and effective educational materials that can attract learners' attention and at the same time achieve the educational aims. As a result, an also essential competence is to be creative and think out of the box. Every group of people has a different dynamic. So, every class is different and that's why the educator, following his/her insights, should be inventive and trying new things to new groups. Non-formal learning does not include a strict educational curriculum but at the same time provides a legion of techniques. The educator is important to acknowledge the range of techniques s/he could apply and move further.

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- **Adaptability & flexibility:** Flexibility and adaptability are fundamental equipment for the educator in a non-formal learning environment. The heterogeneity is certain, so one should be able to make changes and adjust in different situations. In every learning environment there are parts that are unpredictable. In non-formal learning there are people of different ages, cultures and educational background. So, using methods and techniques based on the reaction and interaction always gives unpredictable results. The educator should be cautious during the planning and the implementation of each activity and ready to rearrange anything that seems to be unsuitable. Every group, every person, the connection among particular people can be totally diverse each time. The educator should be able to create the ideal balance and a flexible educational program as well as to adapt any activity and methodology to the learners' feedback.
- **Facilitation skills:** The educator's toolkit is a set of techniques, knowledge and experience, which they apply to protect the process that the group is working through. The educator needs facilitation skills in order to create the process, adjust it, keep it heading in the right direction and, most importantly keep the people attached to it. S/He should be capable of keeping the course focused and moving and to ensure learners' participation.
- **Capacity for teamwork:** S/he should skillfully help the learners to understand their common objectives and that through collaboration the team will increase its performance. In order to achieve something like that, the educator should promote the idea of the acceptance and be willing to accept the fact that everyone is different and this is not an obstacle or something dreadful. So, the educator should have an in depth understanding and awareness of individual differences, personality, strengths and weaknesses and at that same time must be able to break the barriers with non-formal methods and techniques. S/He should be able to recognize and work with group dynamics and have the capacity to motivate the learners.
- **Competence to facilitate individual learning processes:** Except for group learning and teamwork, the educator should be able to support individual learning processes, to support learners in identifying and pursuing their learning needs and styles, to support learners in overcoming barriers in their learning process and to explain the different dimensions of learning.

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- **Ability to take new roles:** Being a learner is equally important for the educator in non-formal education. The educator should be open to new knowledge, able to critically distance him/her from their own role fixation and willing and ready to undertake new roles as mentioned in the previous section.
- **Ability to deal with different ways of thinking:** Non formal education is open, participative and free. The educator should be able to create space for interaction and participation and ready to accept different opinions and thoughts. Readiness to have his/her ideas challenged, to analyze, assess and improve his/ her own thinking is a prerequisite for effectively serving his/her role.
- **ICT skills:** Educators should be able to effectively use and incorporate ICT sources in the educational process. At the same time they should be able to provide the learners with online and innovative materials and resources.
- **Democratic values:** Capacity to work in a democratic and participative way and offer equal opportunities is essential for an educator in non-formal education. Being able to foster democratic and inclusive practices, build trusting relationships, create inclusive environments, identify and countering oppressive attitudes, behaviors and situations are all needed skills in order to effectively work with multicultural groups in a non-formal environment.
- **Ability to develop relevant learning opportunities:** The educator should be aware of situations which can provide learning experiences, capable to analyze the different learning needs and styles and to apply appropriate educational approaches and methods. S/He should be able to create multidimensional learning opportunities and close to the learners' life concerns.
- **Capacity to use evaluative practice:** This category includes capacities and knowledge connected to the monitoring and assessment of the educational process. The evaluation of the educational program is equally important with its planning and implementation. The educator needs the capacity to apply appropriate evaluation methods and effectively use any evaluation results for the improvement of the educational program. S/he needs also the ability to explain the intention and objectives of the planned evaluation process to the learners and support them as well as to have skills on collecting and interpreting data in order to draw conclusions and make adjustments. S/he should be adherent to ethical principles (confidentiality, transparency, respect

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for human dignity) in order to be able to apply these principles during the evaluation process.

- **Conflict handling skills:** Competence to deal constructively with conflict situations: Willingness to resolve conflicts, to read and understand conflict situations, to refrain from accusations and generalizations and to view an argument from various perspectives are basic characteristics of an educator in non-formal education.
- **Competence to design efficient course planning:** The educator should have the ability to develop a methodology appropriate to the diverse profiles and needs of the learners, to integrate the physical environment of an activity meaningfully into the design of the course, to translate aims and objectives into a course plan, to design a course plan responding to various learning styles and to explain the learners the reasoning of a methodology. S/he should have the know how to plan sequences of lessons in order to ensure progression of learning.
- **Competence to motivate and empower the learners:** Ability to motivate the learners is core for an educator taken into consideration the participative character of non-formal education. S/he must be able to support learners to connect to their potential, to strengthen their self-confidence, to identify motivating factors for learners and to address them appropriately, to bring fun and joy into the learning processes. Moreover, S/he should have the ability to raise learners' self- awareness and make use of diverse ways and methods to develop an openness to change.

In conclusion, the role of the educator in non-formal learning is multiple. All these skills and competences woven together could allow more effective learning outcomes and more satisfied learners. Of course, every educator has a unique personality and the way s/he copes with and applies them during the learning procedure is a personal choice.

2.3 The learning environment in non-formal education

Learning environment refers to the diverse physical locations, contexts and cultures where teaching and learning occur. Since learners may learn in various locations (classroom, outdoor environments etc.), the term is often used as a more accurate or preferred alternative to “classroom”.

Furthermore, learning environment includes, on one hand the physical space and how it is arranged, in other words “where” the learning procedure is taking place, either in a classroom or outdoors. On the other hand, it also encompasses the ways the educator organizes the educational setting to facilitate learning, the atmosphere among learners and the educator in order to achieve specific goals. That is to say, “how” the learning procedure could be successful and effective.

Non-formal education requires a positive physical atmosphere, mutual support and collaborating trust. In non-formal education, the different ways and contexts play an important role for the learning procedure and can lead to the best possible learning results.

Influence of seating arrangements on the learning procedure

Studies have reported that seating arrangements impact the learning process. Learners seating arrangements can help or hinder their learning. Although no perfect arrangement exists for all situations a classroom layout may need to change based on what learners’ needs are and how the educational materials are being presented. Learners occupying the front rows are more active than those in the back. The learners in front are the ones who generally answer questions and participate more in the class. Actually, where learners choose to seat can be a first indication about their personality. Usually, focused, diligent and more extrovert learners occupy the front rows, while shy and frighten learners occupy the back desks to avoid being noticed and feel more safe.

In non-formal education the goal is to promote a learning environment where all the learners feel safe and equal as long as creative and motivated. Classroom arrangement affects learners even unconsciously. In a classroom where desks and chair are arranged in a circle with everyone being able to see each other, from the first moment the atmosphere is friendly and the learners have a different psychology.

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Therefore, a wrong choice in the seating arrangements may be a cause for the decline of learners' performance as attention span, concentration, comprehension and the retaining of information can be influenced by this choice while a good choice may be the reason for the development of learners' performance and the positive atmosphere, which is a prerequisite for a successful learning procedure in non-formal education.

Learning environment as physical setting

When a learning process is being held, it takes place in a particular learning space. More precisely, in formal education the learning space is the classroom. In non-formal education there is a variety of options. It can be from a traditional classroom to an outside space. Actually, in non-formal education the learning environment is an essential part of the learning procedure as it has a great impact on the learning outcomes.

A classroom is, of course, the main and more familiar space as we know it from the formal education. But, when the learning procedure of non-formal education is being held in a classroom, what is crucial is the seating arrangement. The arrangement of the classroom layout influences the learning outcomes and the learning atmosphere. Although, no perfect arrangement exists for all situations, the layout may need to change based on what are the learners' needs and the educational goals.

First of all, the **traditional classroom** with the desks facing the board and teacher's desk is not a case for non-formal education. The reason is that, this kind of arrangement is suitable for teacher centered classes. The problem is that this layout is not useful for classes designed for conversation, interaction and participative learning.

On the contrary, there are other options which are more appropriate and efficient for non-formal learning. Let's see some:

- For smaller classes that want more interaction between the learners and the educator, a **U-Shaped layout** is a better option. A U-Shaped desk arrangement encourages discussion and makes it easy for the educator to observe learners and provide one on one help. This lay out allows to see and hear everyone in the group and unity is created by putting all the tables together. Openness gives learners a sense

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of freedom and encourages participation. Works well with role-playing and other physical activities.

- **A circle or half circle arrangement** promotes community and encourage learners to cooperate. There is no table in the middle, therefore people are unobstructed and have the possibility to directly speak to each other. It creates an atmosphere of equality among the group with no designated “leader” position.

- **Groups / Teams arrangement** supports cooperative work. Learners have the ability to consist small groups where they feel comfortable, they can discuss, share experiences and ideas with each other. In small groups learners can express themselves more easily and create a friendly atmosphere. In non- formal education, team work is very significant method of learning and is ideal in groups with immigrants as in the small group they can easily express themselves. Also in small groups weak and slow or shy learners, have the opportunity to express themselves. In the small group everybody feels equal.

- **Study Circles layout:** The founder of Study circles is Grundtvig. His ideas have been developed later by Malcolm Knowles and others. Study circles are widely used in Scandinavian countries. The Study Circle method makes an assumption that everybody has some knowledge and experience, which s/he can share with others. Members of a group choose a leader from among their members who will be responsible for the group and its results. Activities of the group are supported by an educator. It is often called a self-study group. People who want to gain new knowledge/skills in a particular field or solve a particular problem meet regularly in small groups (Study Circles) in order to work together on a chosen topic. Exchange of skills and knowledge is the main characteristic. The relationship between the participants is more equal. The group is small and participants sit in a circle (Maximum 10 participants.) The educator sit also in the circle and an observer may not realize who the educator is.

Each layout has a different purpose and may require an adjustment to the teaching method and classroom atmosphere. It will be up to the educator to decide which layout works best based on the activity or the educational goal. A combination of classroom arrangements is also a possibility as it provides a choice for everyone’s needs and it is extremely flexible.

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Far from the arrangements inside the classroom, in non-formal education the out-of-classroom learning is something that is being encouraged, as it promotes the experiential learning. It is essential for the educator to keep in mind that the learning procedure should also take place outdoors. What it is being taught inside the classroom it should be practiced in real world. And, of course, in many cases one can learn by doing or being somewhere. Some of the main ways to extend learning outside the classroom in non-formal education are the following:

- **Field trips.** Field trips are not only long bus rides, lunches and museum tours. They can also take a variety of forms which could meet a variety of needs and enhance deep, active learning. First of all, learners are energized by the excitement and anticipation of visiting a new environment. They experience the knowledge and any kind of information in a more holistic, integrated way and they have the opportunity to determine what they learn and how they learn it. Moreover, learners get to know each other and have another kind of interaction among them, something that is essential for team building. Besides that, the educator has the opportunity to get to know the learners in greater depth and reach their needs in a better way.

- **Service learning and community engagement** is a way of combining learning goals and community service in ways that can enhance both learners' growth and the common good. In its simplest form, learners could have the opportunity to have a contact with community members or local experts and discuss about an issue that they are interested in. Learners are applying their knowledge in the real world, they develop their interpersonal and social skills, something that is of a great importance and they have a greater involvement with the community.

- **Technology outside the classroom** is indeed a modern learning environment. Today's smartphones and tablets, as well as the variety of social media can boost learning procedure in a creative and appealing way. All these tools can be included and engaged in the learning activities either during the actual learning procedure or through asynchronous communication with the help of technology. Technology as a learning environment is something modern with numerous possibilities and ways of interaction. In many cases, technology is a great motivation for the learning procedure and provides a range of activities such as group work, creative projects and presenting.

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- **Learning in the surrounding.** A lot of learning can take place in the wider society. Visiting the neighborhood and discuss with locals, go to a super-market or the grocery shop can enrich learning by practicing the language in authentic situations. In this way, many skills could be acquired and enriched in many ways and forms. They can practice listening and speaking, comprehend cultural issues and improve their attitude towards the target language.

- **Blended learning.** The term blended learning is generally applied to the practice of using both online and face to face learning experiences. In blended-learning learners might attend a class, while also independently completing online components of the course outside of the classroom. In this case, in-class learning may be supplemented by online learning experiences, and learners would learn about the same topics online as they do in class. Online learning may be a minor part of a classroom-based learning, or video-recorded lectures, live video and text chats. In some cases, learners may work independently on online lessons, projects, and assignments at home or elsewhere.

- **Engagement.** Under a new teaching method called “engagement” learners are urged to engage with the real world and analyze what happens in different life spheres. Learners are taken to visit real life places connected with the educational input and to be actively engaged in these environments witnessing how the knowledge that they were learning is applied to the real world. An example of this practice could be a visit in a business where the learners should be actively involved in the processes and practice what they have learned.

Learning environment as learning atmosphere

As mentioned, far from the physical space, the learning environment encompasses also the culture of a group or a class, including the characteristics, the ways individuals interact with and treat one another, as well as the ways in which educators may organize an educational setting to facilitate learning. Learning environment refers also to human behavioral and cultural dimensions, the means of teaching and modes of learning.

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In an ideal learning environment the learners feel free to make questions and interact with each other and the educator. Everyone feels equal with one another and considers that everyone is fairly important. This is, first of all, a responsibility of the educator. S/he has to take into careful consideration the people involved and their experiences and what is the best way to create a suitable learning environment which will lead to the desirable learning outcomes.

In non-formal learning, the learning environment should promote a friendly atmosphere where learners can feel comfortable to express themselves and cooperate with others. Learners should be engaged in the planning of the learning objectives and encouraged to collaborate meaningfully with their peers. In order to achieve this, the educator needs to take into consideration the needs and the learning styles of the learners.

What is mostly required is thoughtfulness about each particular group of learners, as well as the specific educational, cognitive and technological goals. Taking into consideration the above, the educator could create the most effective learning environment. Which is the best place for each goal? Which seating arrangement is best for this kind of activity? Which activity is the most preferable to shape a friendly atmosphere and promote team building? These are the questions that educator should always keep in mind and try to give the best possible answers.

In non-formal education the educator questions everything and listens to all. A look at teaching and learning with new eyes is essential for forming a creative learning environment. Implementing new ideas, take risks and push traditional boundaries are highly recommended. Of course, as new ideas are tested, a reflection and evaluation of their effectiveness are demanded, in order to end up which method is the best for each case.

Technology is in large part responsible for the new learning environments, that's why it must be taken into account. Different means of technology can be used and as the developments continue to pave the way for new chances, it is suggested for improving the learning environment. Of course, it is also significant to look beyond technology. In certain situations, a highly effective learning environment might be accomplished without anything digital or electronic.

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Effective learning environments provide learners both an opportunity to reach their potential and the chance to engage their knowledge in activities that they will encounter in real life. It seems that the final verdict on the effectiveness of a learning environment lies in learning outcomes. That's why the educator should always make an evaluation and if needed readjust the techniques, the methods and the procedure s/he follows.

Suggestions for creating an effective learning environment

- **Investing on the first session.** First impressions are frequently lasting ones. The first session should create the foundation for a healthy learning partnership and set the tone for the balance of the program. Group building activities are essential for creating bonds and make the learners feel comfortable and to pen up in the next sessions.
- **Incorporate group work.** Well-designed group work can contribute to the development of a collaborative, participatory learning environment in which the educator is perceived as a partner. Small group activities foster the development of positive peer relationships among learners, which frequently have a much greater influence on learning than teacher-learner relationships. Informal, spontaneous groups can be used for short-term activities such as brainstorming; groups can also be formed around ongoing projects.
- **Break the traditional classroom routine.** There are several ways to change the traditional classroom in both the physical and psychological environment. Using a variety of methods, changing the traditional roles, forming different groups, changing learning places and others can break the routine and offer a “fresh” perspective to the learning process.
- **Use humor.** Humor, creates a friendly and joyful atmosphere, breaks the routine and helps the learners to relax and focus again in the learning process.



3. NON FORMAL LEARNING TECHNIQUES

3.1 Introduction

As mentioned on the previous chapters of this material, education is based in a bilateral process of transmission of knowledge, values, customs or behaviors. According to this, and following the basics of non-formal education, it can not only take place by using a pen and paper, but also through the actions, feelings, reflections and acting ways that could allow individuals to acquire different attitudes, competences and skills essential for the personal and social development of a person or community.

When we speak about non formal education, the content to transfer, the context, the relation educator-learner and rest of the facts that influence on the training process must be taken into account as they produce very singular learning situations. According to this, non-formal education will have always a holistic approach that will demand more flexible methods and techniques to deal with both, pragmatic and abstract concepts or values. Despite this flexibility and adaptation to the target, context and learning environment on which they are used, non-formal approaches will also have a teaching intention focused on solving or covering the needs of a learner. According to this, even if in non-formal education the learner will have sometimes the main responsibility towards his/her knowledge acquisition, a framework of methods and techniques must be planned in advance in order to allow him/her to obtain the results expected and demanded by the learning process.

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According to this, to design a good non formal technique or choose among those detailed on these units or existing out of them, several factors must be taken into account first out of the environment, competences or background of the learners group:

• **Competition Vs cooperation: The interactive mood**

The educator must always think if the techniques to be used will have a competitive or cooperative approach. Even if researches and studies tend to show a preference towards cooperative methods and their benefits, both options can be suitable for a learning process if they are used in the appropriate way. It must be always the responsibility of the educator to choose between both depending on the target group and the objective of the learning process.

About the cooperative learning, it must be highlighted its simplicity, capacity to promote the team working, learning among peers and that they support each other (what increases their feeling of being useful and their compromise with the learning activity). However, as learners are the main characters and responsible for the quality of the knowledge acquisition, this approach demands a more active participation or interaction of those taking part in it.

On the other side, competitiveness provides learners extra motivation and becomes an incentive that encourage them to get in a faster way the learning expectations but without paying sometimes attention to those of the rest of the group. It must be used wisely as the competitive spirit can get over the real aim of an activity and alter the course of the learning process to a wrong direction (especially if learners are not good on managing success or failure).

• **Tacit Vs explicit: The knowledge transferability**

When defining types of methods or techniques, it is also important to reflect first among the differences between tacit and explicit knowledge.

On one side, explicit knowledge is defined as the one “that can be readily articulated, codified, accessed and verbalized. It can be easily transmitted to others”. It is systematic, easy to store, codified and uses a concrete formal language to be shared

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(E.g. the description of a product, instructions to use a tool, a scientific formula, a computer programme, etc.)

On the other side, we understand tacit as “the kind of knowledge that is difficult to transfer to another person by means of writing it down or verbalizing it.” It is based on the premise that “we can know more than it can be said” (1967 Michael Polanyi). Even if it can be developed by people and organizations, it is difficult to be transferred as it requires a social interaction and deals with subjective matters based on experience and the combination of non-tangible facts such as values, points of views or beliefs of each individual.

It is recommended that the educator always explores the connection and combination between both to obtain a qualitative learning process that utilize the highest potential of all the learners involved on it (basic in some contexts such as language learning on which explicit disciplines such as writing or grammar should be touched).

- **The pedagogical game**

Before starting with a classification of methods and techniques, it has been seen as needed to define a horizontal aspect of non-formal education such as the use of the game as a pedagogical tool. Among the different kind of definitions provided to “game”, Johann Huizinga defined it as “a free and meaningful activity, carried out for its own sake, spatially and temporally segregated from the requirements of practical life, and bound by a self-contained system of rules that holds absolutely.” (HUIZINGA, J (1998)).

Even if Huizinga also contends that playing is somehow an activity based on irrational actions, it has been widely proof that also the most serious exercises contain ludic features when dealing with education. The pedagogical game has been always seen from a horizontal perspective when dealing with non-formal techniques and an intrinsic value. According to this, playing is not restricted to children, but demanded as an essential tool that can provide a wide variety of benefits to learners in spite of the age of the target group.

To obtain an effective acquisition of contents, mental activity must be stimulated during the learning process as every tacit action of a game has a link with physical, mental and intellectual qualities that interact to obtain new skills and assimilate

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knowledge in a flexible way. According to this, playing will always be for learners a framework to apply what they know in a creative way while they develop their cognitive knowledge in a systematic way. This will always contribute to acquire a productive thinking and a constant mental activity that is considered as basic for active participation methods (base of non-formal education).

Thanks to the use of the game very important aspects can be promoted: affectivity, motor skills, cognitive competences, creativity or sociability among others. It is a resource easily adapted to the individual and group needs of learners and offers unlimited possibilities of interaction.

From the educational point of view, the game can be used at the beginning, during or the end of the learning process.



According to all of these, even if the content or topics to be taught are more or less complex, the educator has always the possibility to use the game as a pedagogical tool adapted to the needs, interests and age of the learners.

3.2 Non formal techniques classifications

Before starting with the content of this chapter, it has been considered as necessary to define several terms and concepts in order to understand better the information included on this chapter. Taking into account that the main aim of this booklet is to describe the use of non-formal education as a methodology to train immigrants, a set of different methods and techniques on this field will be described. At this sense, different definitions have been agreed for these two terms:

- **Learning method:** a process or way of using techniques to set a systematic plan with a general orientation to deal with different principles, concepts or values. Its main target is to make accessible for learners the theoretical approaches of a discipline.

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• **Learning technique:** it is the specific way or procedure to apply a method in an empiric way. Techniques are the sequence of actions that will promote the learning acquisition.

For all of this, the learning process must be always based in a flexible method able to figure out the conditions on which learners are. It must be chosen according to those techniques that could be better adapted to each target group but without forgetting the general aim of the method and generating the expected learning.

Out of the capacity of being adaptable to different fields, how to propose and implement a non-formal technique must be always planned in advance even if afterwards it is modified due to factors that influence the reality which we intend to use it (what implies in a long term that techniques must be always reviewed and reinvented in case of need with the pass of time).

Coming back to the idea of understanding a method as a sequence of techniques, we must ask ourselves, “What shall we do?” When designing or choosing a technique three main questions should be over the table:

1. Will it be useful to teach what we intend?
2. Will it be adapted and suitable for our target group?
3. Will the educator be able to develop it in a successful way taking into account his/her skills and competences?

The following lines will study different classifications of methods used for non-formal education that educators will need to have in mind when preparing the pedagogic route of his/her learners. As methods and techniques must be adapted to the needs of each precise situation, there are numerous classifications to be described. Some suggestions offered in this unit are:

- a) **Depending on the duration**
- b) **Depending on the space**
- c) **According to the stages of the non-formal activity**
- d) **Depending on the size of the group**
- e) **According to the implementation modality**

A) Depending on the duration

Methods and techniques may be classified depending on the time, that is, longer or shorter. There would be some techniques which would need more time than other (E.g. a Theatre of the Oppressed technique lasts around 40-60 minutes, while a clay modeling technique lasts just around 10 minutes). Time will go with the goals or objectives of the dynamics. In order to establish the duration of the activities, the age of the apprentices must be taken into account, as it is not the same to focus a dynamic for children than for adults. Another important aspect to be considered regarding time will be how concentrated the individual has to be during the activity. When talking about non-formal methodologies, estimated duration for each subject will be scheduled to combine one or more techniques. The educator must try to have all the timing under control but generally being more flexible and open to modify a program according to the group rhythm.

B) Depending on the space

Depending on the place, it is possible to distinguish between implementing the methods indoors or outdoors. To do so, it will be taken into consideration the most appropriate place for each kind of practice we would like to implement. The most convenient environment according to the objectives to be reached will be set, without forgetting that it will have a big influence on obtaining the best results and will play a key role in the learning process.

Non-formal education is also defined by not having a fixed implementation space as it happens in formal education, in which the classroom is generally used. It implies that the places where the activities are carried out could be, likewise, non-formal spaces; classrooms, picnic areas, parks, sport centers, clubs, reading circles, cultural centers, community centers, streets, the neighborhood, camps, etc.

Within this classification it could also happen that the space in which those methodologies are carried out has a pedagogical aim, that is, the place could be chosen for a specific reason related to a better assimilation of the knowledge or may have a direct connection with the information to be acquired.

C) According to the stages of the non-formal activity

Another kind of classification could be made according to the stages of the learning activity when using non-formal education methods. To better understand these stages, its sequence has been divided into four phases usually appearing during the knowledge acquisition when using those methods and techniques. Those stages are:

- Energizing the team of the learners.
- Introduction to the topic.

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- Learning through the implementation of a task.
- Reflection through the presentation of results.

Energizing the team of the learners.

Every lesson should start with some exercises or techniques which allow all the learners to be prepared, concentrated and active for the learning process. During this first phase, short duration methods should be applied to energize the learners and create favorable conditions for the learning that will come afterwards.

Icebreakers- energizers: they are group dynamics used at the beginning of a learning session to “wake up” the group and prepare them for the tasks or teaching that will come afterwards. They are normally short games based on movement or enjoyable situations that also allow learners to have a first contact and reinforce their trust among them (something essential in non-formal education as their interaction during the learning experience is needed to obtain qualitative results). They are also used on the breaks between sessions and are an excellent alternative for the educator when feeling that the group is down and to activate their motivation and participation.

Introduction to the topic.

Stage on which participants take contact with the topic to be deal with. The educator can opt to just make a short verbal introduction or an exercise to invite participants to share the knowledge that they already have about it. The introduction can be also supported by materials such as presentations, videos, case studies, etc.

Learning through the implementation of a task.

Main stage on a learning session. It is the time on which the educator provides learners a task to do or an exercise to complete. The biggest part of the learning process will take place here and it would be the time on which participants will have a higher responsibility of their learning. In non-formal education, this part of the session must provide learners an empiric experience related to the topic and objectives or goals set by the educator for the session.

Reflection through the presentation of results

This last stage is focused on making learners aware about what they have discovered during the previous part of the session (c). Some activities will just demand an individual and private reflection meanwhile others will require that learners share the outcomes of the activity in an open way. The reflection would be the evaluation of the activity too. According to this, it is essential that it is properly driven by the educator in order to make learners realize why the previous work or exercises done were useful but allowing them to point out the learning outcomes. The time for this stage can be diverse depending on the activity done before, but it must provide a free framework of

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dialogue on which all the learners could have the opportunity of talking. The reflection can be done by brainstorming, discussions, games, etc. depending on the educator objectives and competences of the learners.

D) Depending on the size of the group.

It is an important factor to have in mind when choosing or classifying methods or techniques. The number of learners of a group will determine the way of implementing an activity, its logistics, space, materials, learner's interaction, etc. According to this, techniques would be divided by:

- Individual ones: on which learners work by their own.
- Team ones: on which learners work in small groups (4 or 6 people for example).
- Group ones: on which the whole class take part together in a single exercise at the same time but not divided in teams.

This classification is important in non-formal education in order to allow the educator to arrange all the logistics of a session and increase the impact that the exercises proposed have on learners. Techniques to be used should be chosen according to these criteria or just adapted to be efficient taking into account the number of people attending the session.

E) According to the implementation modality.

Kind of classification that was chosen and built for this material and will be described on the next pages.

3.3 Proposed classification of non-formal techniques

Taking into account the purpose of this booklet, it will be developed here the last type of classification detailed on the previous section of this unit (According to the implementation modality). These techniques distribution has been made to simplify its description and the identification of the most appropriate alternatives for those educators using this booklet. The tools or means used during techniques'

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implementation: those that use similar materials, tools, interaction with the space or promote the use of concrete skills by learners will be part of the same group.

Using the mentioned criteria, the next categories of non-formal techniques will be described on this classification:

1. **Techniques based on dialogue and verbal communication.**
2. **Techniques based on drama, body language and physical expression.**
3. **Techniques based on the use of new technologies.**
4. **Techniques based on the use of handcrafts.**
5. **Techniques based on the use of board games.**
6. **Techniques based on the participation in open events.**

We just remind to the reader that non form techniques are not exclusive or limited by space, target group or learning objectives. It is a task of the educator to choose the most appropriate ones according to each scenario, to adapt them, to use them in a concrete way or to mix them to create new ones suitable for his/her objectives.

3.3.1. Techniques based on dialogue and verbal communication.

This category includes samples of techniques based on the oral communication among learners to promote learning and acquire new knowledge. In most of the cases, techniques offer a double side interaction on which learners can improve different competences when acting as speaker or receiver (E.g. language fluency, exchange of points of view, expressing ideas, active listening, shifts respect, argumentation, etc.). When using dialogue and verbal communication with non-formal education, the educator must be really aware about the skills and language limits of learners as this kind of techniques requires a basic knowledge of a language or the use of complete grammar structures. According to this, before using this kind of resources it is recommended to use other kind of techniques that could reinforce before the self-confidence of the learners, their capacity of speaking in public, knowledge of

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vocabulary to express ideas or body language to support the meaning of their arguments when communicating.

a) **Roleplaying**

It is wide technique used to simulate a real situation in order to practice concrete vocabulary or grammar structures. Learners receive different roles through cards or papers that need to play in order to learn by experiencing and using the knowledge acquired before on previous parts of their learning process. As a difference to theatre, in role playing there is no need to perform what is represented and can be just done sitting learners face to face. Besides this, there is not a real script but short guidelines that learners need to follow and set by the educator in order to practice a short dialogue. According to this, role playing is a cooperative game in which all its participants are actors and spectators at any time during the process. The technique allows learners to practice real life situations in a safe environment that can help them out of the training sessions to face real problems or conflicts. Within non formal education, this is a quite useful technique to practice second languages but also an excellent tool to promote empathy among learners by providing them roles that are far of their own personality, culture, status or social behavior.

Technique video: <https://www.youtube.com/watch?v=IeOKIGsDM08>

b) **Brainstorming**

It is a technique based on sharing in an informal and freeway ideas related to a concrete topic or obstacle proposed. Its main aim is to promote learners creativity by problems solving while they train their imagination and group consciousness. One of the main aims of the process is to teach learners how to expose ideas and compare them with others' points of view in order to establish strategies to act and avoid the frustration or blocking that a creative process can produce. The system also prioritizes the use of positive comments by avoiding direct negative ones and making possible that learners discover what constructive criticism is. It can be done orally or with papers, but it is always recommended that when using this technique, the different ideas shared by learners are written down in a place that all of them can see at the same time in order to avoid repetition and inspire them (E.g. a black board or a big paper flipchart).

c) **Interviews**

An interview is a conversation that two or more people maintain in order to acquire information with a specific aim. According to this, it can be seen as a dialogue between the person(s) interviewed and the interviewer(s). It is not a casual conversation but a communication with a concrete goal, defined expectations on the interviewer and interests based on curiosity in all the parts involved on it. As a difference from role playing, most of the times there are no roles assigned to learners as they need to provide answers and make questions based on their real lives, backgrounds or interests. It is a quite useful tool when learners do not know each other as it helps to find points in common among them, reinforce their confidence and promote their better interaction. However, during its use it is recommended that the educator invites learners to switch from time to time the roles of interviewer and interviewed in order to obtain the maximum learning benefit of the activity and people involved on it.

d) **Human libraries**

It is a technique based on interviewing but with very specific characteristics. Human libraries are spaces on which people with something to tell about an issue (normally because they have a wide life experience or knowledge on it) are invited to share it with others: They are called “human books”. “Human books” can be demanded in this kind of spaces by “readers” or people who aim to know more about a concrete topic, culture, historical period, etc. The main benefit over reading books is that all the stories told have an empiric base and are transmitted with all their emotive content. Moreover, readers are also free to make questions to the “human books”, what makes the sharing of information more concise and accurate. During a non-formal learning process, this is an excellent technique to allow learners not only acquire a new knowledge, but also to invite them to act as “human books” in order to practice a new language, how to speak in public, how to organize their stories, etc.

Entity sample: <http://humanlibrary.org/>

Technique video: <https://www.youtube.com/watch?v=6nzifsl4Suo>

e) **Language/culture tandem**

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We define as tandem a dialogue between two people with a common interest and who aims to exchange points of view or information about it. According to this, language tandem is defined as a technique on which two people from different cultural backgrounds want to learn about the language and culture of the other in an empiric way. The way to do it, is by establishing an informal conversation by time shifts of concrete duration. During the first shift, learners will speak on the language of one of them. After a while, they will change and communicate on the language of the other one. Normally the meetings are done in public places that could be seen as neutral to create a safer environment to talk. Even if this technique demands that learners have linguistic competences in several languages, it is an excellent non formal and informal way to learn not only about communication and improving listening but also to discover peculiarities about a culture, its story, traditions and those living on it.

Technique video: <https://www.youtube.com/watch?v=HbQDIEMnZDI>

f) **Debate**

It is a communicative act for expressing opposed ideas that promotes a discussion about an open topic among two or more people. Its aim is to expose ideas and postures by using arguments to reason them. As it demands not only to give opinion about an issue but also to previously search acquaint for it, debates are a perfect non formal technique to acquire new knowledge and competences related to speaking and listening skills (E.g. speaking in public, sharing feelings, exchanging points of view, plan strategies, etc.).

g) **Speed dating**

It is an easy technique based on promoting the exchange of information among learners about a topic, problem to solve or just to get to know each other (it can be made in pairs or by groups). The difference with interviews or tandems is that learners are sitting face to face in a table but they only have a very short period of time to obtain the information that they need (E.g. 5 minutes). After this time, learners need to stand up and sit on another table with a different person. The process is repeated as many times as needed and depending on the objectives of the educator who is supporting the activity. Thanks to this technique, learners do not only learn about each other, but practice how to synthesize or express ideas in a direct way.

h) **Simulation**

Simulation is a technique in which the learners participate in a procedure that represents a real situation. They practice and learn many different disciplines and topics. They have to think how some particular persons they would behave or react in specific situations and be able to act like them if they had to deal with the same conditions. It looks like role-playing but the difference is that the goal in simulation is the understanding of the reactions in each case. The realistic scenarios allows for practice till one can master the procedure or skill, something greatly useful in language learning as well as the learners' integration. Moreover teamwork conducted in the simulated environment may offer an additive benefit to the didactic instruction, enhance performance and help reduce language errors.

i) **Storytelling**

It is the art of telling a story or tale by using the oral speech. What is shared can be planned but also improvised, what makes it a very good tool in terms of non-formal education as it can improve oral skills but also other ones such as improvisation or creativity. This technique also implies in most of the cases the design of characters behind the story out of nothing, what makes it an excellent channel for learners to show their feelings, expectations or transfer their emotions in order to be shared. Besides this, during this character building, learners must make an extra effort to understand how they should behave according to each character during the story. As a consequence, it allows reinforcing competences such as empathy or observation which are essential when working with non-formal education and basic for the interaction of a person within an intercultural group.

j) **j) Group exercises**

This technique can easily be implemented together with other techniques during any part of the lesson or the educational program. It is the cornerstone of adults' education and an effective tool for language learning. Through this technique the development of the communication and mutuality among the members of the team can be achieved. The one is helping the other reducing the negative competition. In a language class is very important because it ensures the active participation of all learners without

exception and promotes peer learning. Learners feel safer and express themselves more easily in a small group.

3.3.2. Techniques based on drama, body language and physical expression.

Drama, theatre, mimic and body language have become very useful techniques when dealing with non-formal education as they suppose the use of wide variety of communication channels or codes. As explained by Gabino Boquete, when using theatre the learner contributes with his/her own personality and experience to the learning process as the individual has an innate capacity to imitate, make gestures, present him/herself through other characters or express by using the body or voice (independently of the linguistic competences of the person in a concrete language).

Techniques based in drama can promote depending on their complexity very different competences or skills in terms of communication, reading comprehension, pronunciation, interaction among participants, empathy, sharing social realities, speaking in public, intercultural understanding, etc.

Some samples of techniques based on drama, body language and physical expression are:

a) Imitation or mimic

It is the most basic technique in the theatre field. The idea is to use the body and not the language skills to share or show a reality or its elements and try to transmit it to others. The ways of using it in a learning process can differ but its main use takes the form of an exercise focused on telling a story to others while the learners not performing try to guess what is performed. Besides concrete activities based on this technique, mimic or gestures are an excellent support for the verbal communication and quite useful when the educator or the learners have very different linguistic skills as it reinforces in a visual way the message that it is supposed to be transferred.

b) Theatre play or performances

They are complex activities to be shared to an audience (in a closed space or through an open event) that allow learners through the creation and play of characters and a script to discover themselves and develop their personality. From the point of view of

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a group, the creation of a theatre play supposes a constant interaction of the learners and a regular communication by speaking or using body language. The script can be based on the real needs of the learners, offering them the opportunity to exercise dialogues useful in their daily life and to improve their oral communication in the target language. Furthermore, as a project-based learning, a theatre play also implies other aspects, out of performing, that require the use of very concrete skills which learners either have and improve them or they don't have at all and develop them through the process.

c) **Shadows theatre**

It is based on the use of optical effects achieved by combining lights, shadows and shapes or silhouettes made out a malleable material (E.g. carton, cardboard, wood, etc.). It is a very useful technique as even if its implementation is quite simple, the visual results obtained are extremely rich, what helps to awake and promote the imagination, fantasy and creativity of both, performers and the audience. The benefits of this technique are quite similar to the general ones of using theatre to learn but with an added value as the use of shadow reduces the difficulty that sometimes performing has for the learners (E.g. to show their faces, to see the audience, to use their own bodies to play a role, to not have performing skills, etc.). It allows sharing stories, exercising oral communication, learning about new realities or promoting project-oriented learning processes with a common goal to encourage synergies and cooperation among the learners (to develop a shadows play).

d) **Dancing and music**

The use of music and dance is a didactic and integrative technique that promotes human capacities that cannot be developed by other learning approaches such as rhythm, coordination, body expression or movement. At this sense and taking into account the aim of this booklet, this technique will demand always the establishment of a learning objective and must not be only seen as a ludic activity (E.g. sharing an idea, improving listening skills, promote the interaction among learners, etc.). Moreover, the use of music or rhythms allows creation of dynamic and pleasant atmospheres that increase the motivation of those being part of them. Finally, it must be reminded that music or songs are also able to alter and condition human behaviors, what makes it a perfect complement in case the educator of an activity intends to increase its impact on the learners (E.g. an activity done with fast music will speed up

learners and challenging them (training their concentration and capacity of reaction), while an exercise done with very slow music will relax them and involve them in a calm mood (something very useful form example for self-reflection or activities demanding analysis).

3.3.3. Techniques based on the use of new technologies

This category contains techniques which main aspect in common is the use of new technologies to provide an added value to the non-formal learning process. According to this, it brings together ways of learning that are supported by devices that allow the learners to: 1) discover new concepts or express their ideas, 2) acquire competences related to these technologies that are also needed on learners' real life (E.g. Typing, using internet, record videos, fill in documents online, etc.).

Besides the mentioned values, the use of new technologies adapted to the learners' skills can increase the efficiency of the learning process, generates new dialogues and develop the critic thinking. It also prepares learners for the use of equipment and devices that are present in all the fields of the everyday life in the current societies (E.g. registering of documents in a municipality, booking travels, chatting online with customers, etc.). Furthermore, the use of these tools provides educators a new framework for teaching such as the online education, something essential in some cases on which learners cannot physically attend a course (E.g. when living in remote rural areas) or to open the learning process to further venues (E.g. allowing learners to connect with people from other countries or cultures to learn more about them).

However, new technologies must be used only if the educator considers that they will provide an added value to the learning process. If so, they should be always adapted to the learners' skills. According to this, the techniques included in this section are those that use new technologies as an extra support or that aim to provide learners new channels of expression. That means that in this case, learning how to use these technologies is not the main aim of the learning experience, but an extra benefit of a process. The educator must be then sure that learners will be able to use the new tools given or at least create the environment on which they could learn to use them.

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According to this, the use of new technologies or/and their combination with other techniques should be only chosen when the educator is able to adapt the learning processes to his/her learners through:

- On-site class sessions: on which technologies are a supporting material.
- Online class sessions: on which technologies are the channel to acquire the knowledge.
- Blended learning classes: process combining both, on-site class and online sessions.

Some samples of techniques based on the use of new technologies are:

a) **Movie or short movie**

Creating a movie provides learners with a new way to express ideas, stories or personal experiences in a very visual way. It requires from learners to develop a common result or product that implies an appropriate preparation and to coordinate very different logistic aspects such as equipment, scenarios, casting, edition, production, etc. Thanks to this, those participating in a video project acquire language skills and also competences related to other personal and professional fields of their life and practice how to use them (E.g. leadership, time management, team coordination, communication, speaking in public, etc.). It must be also highlighted that movies and videos demand a well prepared script to be successful, what allow participants to combine other different learning techniques in order to achieve the creativity level and cooperation framework to obtain a good product (E.g. brainstorming, debate, drawing to prepare shots, physical expression, simulations and role playing to rehearse, etc.). Another benefit of this technique is that it produces tangible results (movies) that can be easily shared and disseminated to a local community (something very important in case of target groups such as immigrants who are involved in an adaptation process to a new reality). These can be done by uploading the videos on education provider websites, social networks, organizing a movies festival etc. Moreover, by displaying movies or short videos during the learning process comprehensive skills in the target language can be improved a lot.

b) **Video clip/CD music**

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The use and benefits of recording a video clip or music CD are quite similar to those described on the previous technique of creating a movie. However, to develop a work based on music provides extra value for the learners and allow that they share or use personal skills to contribute to the creation of the project (E.g. singing, composing music, writing lyrics, playing an instrument, etc.). The use of music always increases the creativity and also makes project base activities more joyful and enjoyable. Moreover, when working with learners from different backgrounds, it gives them not only the opportunity of sharing their own cultures and folk, but also to achieve an intercultural fusion by merging rhythm, instruments or styles from different regions or countries.

c) **Digital Storytelling**

Digital storytelling is a new term and technique which describes the practice of everyday people to tell a story or present an idea by using digital tools. A digital story can combine many and different formats and moreover it can be interactive. It can be a very useful and entertaining tool to enhance learners' learning experiences. What is interesting is that either the educator can use the storytelling for particular learning goals or the learners themselves can create their own digital stories. There are numerous ways to create a digital story for free starting with just a simple script and as little as one image. The educator can use this tool for any kind of practice of the target language and the creation of a digital story far from the language practice could encourage the team building by working in groups.

d) **Radio program**

It is also a quite good technique if we aim to teach or improve learners' competences on writing, reading or speaking but in a new format out of the one using on the class and avoiding boredom. Besides learning how to use all the equipment related to a radio station, learners are provided with a new channel to share their experiences or thoughts to a community while they contribute to it by entertaining or informing its citizens. Moreover, even if a radio program can be considered as an open event due to its audience (especially if it is live), the lack of images or cameras makes it more suitable for those learners who are shy or do not want to be recognized.

e) **Blogging**

To write a blog (private or to be published online) is a technique that can be easily implemented as a complement of a learning process. Even if learners must be trained before to use a blog (there are lots of booklets online about this issue) it provides them an attractive tool that does not only allows them to write, but also to support their stories or text with images or videos. It is a technique that learners can use at home to practice and improve their writing, vocabulary, grammar and applying the knowledge regularly acquired in the class (E.g. in a language course, learners can use this system to reinforce their linguistic skills and notice the weaknesses that they can have in a language in order to solve them). The use of blogs must be always done by the educator upon the guarantee that all the learners have access to online equipments and if the technique provides and added value to his/her class (E.g. in a group with learners from different countries, inviting them to write public blogs about the main cultural facts of their countries in order to get to know each other and raising awareness on the local population about the importance of living in a multicultural society). This technique can improve learners' formal writing skills and familiarization with different kind of texts such as articles, reports, invitations or announcements.

f) **Online platforms:**

Internet is crowded of websites full of information and online platforms with exercises to practice online about different issues (especially language). According to this, to invite learners to make online researches about a topic or provide them links of specific sites to practice, can reinforce their learning process out of the class while they learn how to use new technologies. Taking into account the basic principle of non-formal education about sharing with the learner the responsibility of his/her learning process, motivating him/her to surf on internet will provide the learner the opportunity of guiding his/her learning experience on different directions and also making him/her aware about the importance of the different parts of a learning process (E.g. selecting a topic, finding suitable information about it, classifying this information, discerning useful or useless content, summarizing this content, etc

g) **Online tools for educators**

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Except for using online platforms for learners to practice on different fields, internet also offers lots of websites to help the educators to create their own materials for their non-formal teaching. They reduce considerably the time invested to prepare a class and provide lots of enjoyable and visual results that increases the motivation of those using them to learn. Thanks to these sites several products can be created such as tools to play quizzes, design games, alphabet soups, etc. Some examples are:

-Getkahoot: <https://getkahoot.com/> (to create games or quizzes by using or participating through new technologies (computes, smart phones, tablets, etc.)).

- Crosswords or word searching: <http://www.puzzle-maker.com/>

-Worksheets on different formats or subjects:

<https://worksheets.theteacherscorner.net/>

-Create board games: <http://www.timvandevall.com/templates/blank-board-game-template/>

-Bingo cards: <http://myfreebingocards.com/>

3.3.4. Techniques based on the use of board games.

Board games are those that are traditionally based on the use of counters that move through a board organized in a concrete way. Traditionally created as a leisure time entertainment, each board game has its own rules and instructions that players should follow to play it properly. Depending on the aim of each board game, it will promote the use of different skills on its players such as logical thinking, deductive capacity, memory, etc. Some of them are games of chance or use elements such as dices that although do not promote the previous mentioned competences, they promote instead the acquisition of other ones such as strategic capacity or team's cooperation. Dealing with non-formal education, several subcategories of board games will be defined on this section according to their nature:

- **Traditional games adapted to the learning process of learners:** educators tend to use normally traditional games which rules could be well known by users in order to promote among them different values. As they are popular for

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learners, the previous knowledge about their use makes them feel more confident and comfortable to learn through them. On the other side, when using traditional games from one culture but with users of another one, they also offer an added value to the learners who are able to discover other realities and folk facts by having fun or competing.

- **Modern board games with copyright to be adapted to the learning process of learners:** they are games created on the last years that have a copyright license. They can be bought in toy shops or shopping centers as leisure time hobby but can promote an indirect learning that can be very useful for an educator dealing with a non-formal process. Furthermore, as they are originally thought to be sold, their design combines attractive colors or forms that can increase the motivation of the learners to play.

Besides these two subcategories, coming back to the holistic point of view that educators must always have when dealing with non-formal methods, it must be highlighted that the techniques included on this section are samples that can be used during the learning process but also modified to be adapted to a concrete target group by changing their rules, tools, mixing them, creating handmade materials, etc. The objective of their use must always be justified and their goal must be clear for the educator.

The common materials that board games use and can be also used out of them during the designing of a learning process are:

- Dices.
- Cards (of questions or with information).
- Boards.
- Chips, tiles or tokens.
- Handouts.
- Costumes or toys, etc.

Traditional games adapted to the learning process of learners

a) **Block construction**

They are games which main goal is to build a structure or object by stacking, fitting together and combining blocks (normally made out of plastic or wood). The constructions to be done can have a concrete form and instructions to be built or being abstract concepts that players can create by combining the blocks in a free style way and according to their criteria. It is a technique that does not only develop the fine motor abilities of users, but also other cognitive ones such as creativity, imagination or physical-spatial intelligence. Depending on how the work during the construction is organized by the educator (E.g. individually, in teams, with or without instructions, etc.) learners will improve capacities more related to the team cooperation (such as communication, tasks distribution, leadership, etc.) or on the personal development (such as concentration, time management, sources distribution, etc.). As blocks normally have different colors, sizes and geometrical forms, it is an excellent tool for those language learners with a basic knowledge as they can learn those words related to these fields while using blocks to express their own ideas or show points of view about how an object can be seen.

b) **Games using a board**

To use a board (normally divided by squares or boxes) is not only one of the basic characteristics of most of the board games, but also a good alternative to focus the concentration of learners in a reduced space and increase their motivation by using it as an alternative to other recurrent methods that the educator



could regularly use. Normally these games are using chips that players use by shifts or using dices. Besides the normal rules that these games have, the educator can also create his/her own ones by applying different values to each square or including on them questions, tasks or actions to be done by players. According to this, board games

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are a very visual option to promote a wide variety of topics or goals such as learning decisions taking, conflict management or emotions control. Furthermore, when dealing with the non-formal learning of languages, they can be modified to allow learners to acquire vocabulary, practice grammatical structures or learning cultural facts about a hosting country. A clear example of how these traditional board games are can be the “Game of the goose”, with a very basic board with boxes easy to be used by an educator with different aims.

e) **Quizzes**

They are games on which players or teams have to give answer to different kind of questions with the aim of evaluation or measure the knowledge that they have about concrete topics in terms of culture, sports, personality, history, vocabulary, etc. They can offer questions with no answer options (that must be guessed by players) or multiple choice solutions among which the players must choose. The topic to ask about can be easily modified by the educators and related to their goals questions should be included (E.g. about vocabulary on a second language or how to conjugate a verb). Besides being suitable to learn about general concepts on a concrete field, they are also good to improve competences such as concentration, memory, rapidity, mental agility or just to study the role of each player within a group.

f) **Puzzles**

Their aim is to put pieces together with the objective of building an image or figure. Each piece is different and can only match with others made to fit together. They are a very good tool to promote among learners psychomotricity or reinforce their logical spatial intelligence. Pieces shapes and forms can be used to create dominos or games based on matching vocabulary (E.g. synonyms and antonyms), concepts (E.g. a word with its drawing) or languages (E.g. one word in Spanish with its equivalence in English).



g) **Bingos**

A very funny way to allow learners practicing their pronunciation and especially their listening skills. They are recommended especially for teaching languages and can be utilized by using cards composed by drawings or numbers (depending on the learning goal of the exercise and the educator).

Modern board games with copyright to be adapted to the learning process of learners

a) Story cubes



They are special dice with different drawings on their faces created by O'Connor. Their main aim is to train imagination and solve problems in a creative way. They can be used to obtain alternatives to a conflict proposed through witty solutions, or to create a story in a cooperative way by merging all the

concepts that appear on the faces of the dice when they are thrown. The game is usually played with 9 dice with 6 faces each, what offers to players 54 different possible ideas or icons to deal with. According to O'Connor, "As the brain thinks in pictures but communicates in words, having a visual aid to creative problem solving would be advantageous. Using images to trigger stories would help the brain think in new ways". It's a very good tool for exercising vocabulary and oral communication but it can also be combined with asking the learners to write the story in order to develop writing skills in the targeted language.

b) Pictionary



This game use drawings as a tool for communication. Designed by Rob Angel, the target of the players is to guess words or sentences that are given to some of them by trying to draw their content. Each card can include different categories such as action, object or others. As it can be played on small teams or groups (some players draw and the others try to guess) it is a very funny and dynamic

way to practice vocabulary and memory in a non-formal way. It helps to acquire new concepts by establishing a link between the word and the drawing and allow players to show or improve at the same time their artistic skills.

c) **Trivial**

It is a quiz game on which players aim to collect and win different color chips by answering in the appropriate way questions made by other players. Each color corresponds to one concrete field or topic such as geography, history, arts and literature, science, sport and spectacles. Even if it started as an



adults game with a considerable difficulty, different adapted versions have been developed with the time with a wide variety of difficulty levels or topics. In non-formal education, the educator can use this game to teach about new concepts and facts or even ask learners to create their own cards of questions to share what they already know. It must be also mentioned that even if it is a quite dynamic way of learning, it requires that the learners have basic linguistics skills and especially reading skills.

d) **Dixit**

It is a board and card game created by Jean-Louis Roubira on which the main goal is to guess which of the cards with images on the table corresponds to the concept or idea that a “storyteller” describes. “Dixit, the first game published by Libellud, features high-quality



components and breathtaking artwork. The game includes 84 large-format cards bearing original illustrations by Marie Cardouat”. The game is very useful to improve competences related to language, enrich vocabulary, improve memory and understand how people can see similar things with very different points of view (a basic approach to acquire the empathy needed when learners are part of a non-formal training).

e) **Bangra**

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It is a card game thought to make players feel what a cultural shock is and the difficulties that could happen when intercultural communication takes place. Its implementation is quite easy and is divided in two main parts. On the first



one, players sitting in groups and different tables must play cards without speaking and following very concrete rules provided by the educator. After a while, they will change their positions. The point is that rules change from table to table, so players appear suddenly in an unknown scenario on which they need to face the decision of adapting themselves to the new environment or convince the other players that they are wrong. The second part of the game is a group reflection on which players must share all the feelings and situations that they experienced but were not able to share as speaking was forbidden. Even if the game requires some linguistic skills of the players to run the group reflection properly, it is an excellent technique to promote empathy towards those immigrants coming from other countries and discuss about integration problems on local communities. Besides this, the game produce in players feelings that allow them to experience and learn about how to deal with emotions, frustration, social inclusion or roles in a community.

f) Scattergories



It consists on playing different rounds on which players must think and write down words that start with the same letter. To know which letter rules each round dices with a lot of faces (one per letter on the alphabet) are thrown. The words to write are divided by different categories that make the game more dynamic. It is an excellent tool and technique to reinforce the already acquired knowledge of learners about the vocabulary of a language while it reinforces competences such as creativity, fluency, originality, pressure and rapidity to overcome obstacles and writing skills.

g) Uno

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It is a card game created in the USA which main aim is to get rid of the cards that are given to each player at the beginning of the game. Cards contain colors, numbers and actions that players must respect when putting the cards on the table (always following a concrete order and direction). Its use in non-formal education is quite effective as it allows participants to train in an enjoyable way basic concepts related to numbers, colors, counting or basic actions to interact among them.



h) LEGO

It is a block game created by Kirk Kristiansen in 1932 and nowadays sold by the company with the same name and based in Billund, Denmark. The company's philosophy is that "play is a key element in a person's growth and development and stimulates the imagination and the emergence of ideas and creative expression. All LEGO products are based on this underlying philosophy of learning and development through play." In non-formal education it exists a concrete therapy that use LEGO to create multi-sensory, open-ended experiences by using blocks and based on building projects tailored to individuals with concrete needs, such as blindness, deafness, mobility impairment, autism, etc.



3.3.5. Techniques based on the use of handcrafts.

Handcrafts are activities combining physical and mental exercises that stimulate abilities related to cognitive, socio-affective or psychomotor facets of the individual. Within the field of non-formal education, their use facilitates and reinforces the learning process while learners reinforce their visual memory, concentration, reasoning or creativity.

Having as an objective to create or build an object or product, learners have traditionally learn handcrafts by a process of observing, imitation and practising from masters. However, when dealing with non-formal education, the educator must tend to

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present different basic guidelines to work with the raw materials that the learners should use to develop in an autonomous way and according to his/her creativity or skills the result expected.

If we focus on the field of language learning by non-formal approaches, handcrafts can be considered as good alternative at the first stages of the linguistic knowledge acquisition as they provide a channel and a way to express and share feelings or ideas in an efficient way. Taking into account that all the processes including handcrafts involve a physical action, they prepare learners, through very concrete tasks, for future more complex activities or techniques. Besides this, handcrafts allow the learners to build their own objects or forms, something quite useful when dealing with non-formal education (especially with adults) as it tends to encourage learning by connecting already known concepts, objects or ideas to new ones that need to be acquired by the learners.

According to all of this, handcrafts are an excellent tool for issues such as:

- Work in teams and learning how to follow instructions (or structure and give them).
- Expressing ideas from a visual way and avoid abstraction.
- Being a channel for self-reflection and sharing feelings or moods.
- Promote different skills on each learner as the importance is on how the learner build or understand the result obtained, not on its artistic quality beauty or dexterity.

Some samples of non-formal techniques based on the use of handcrafts are:

a) **Puppets**

Its use as a non-formal learning technique is based on two main aspects. On the one side, their creation by the learners provide them a common task to learn in a joyful way multidisciplinary fine motor skills (E.g. cutting, painting, designing, sewing, etc.) and at the same time a framework to interact as a group. On the other side, performing with puppets help learners to externalise feelings, share experiences or propose unsettled situations. For new learners of a language, these cooperative tasks help them to develop skills in speaking, listening, reading and writing. It allows them to express their ideas creatively, imaginatively and to communicate with others effectively. The puppets can help to teach and also to

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learn in literacy engaging. They also help to show society roles and behaviours to be learnt when arriving to a new cultural community (something essential when dealing with immigrants). According to this, puppets help the learners to express and see roles or behaviours from an external point of view. This can help in both ways: 1) allows learners to share their feelings, 2) allows learners to plan strategies to face personal or professional obstacles, as using the puppets they disassociate these characters with themselves and make easier to take logical or needed decisions.

b) **Drawing**

Painting or drawing is one of the main techniques in non-formal education and is normally used with several aims. For learners with a limited use of a language or non-literate, it offers a channel of communication to express themselves while they use their creativity (reinforcing at the same time their motivation and amusement). The results obtained are also easier to be shared with other learners as drawings can be understood in a very fast way. However, drawings can also offer sometimes ambiguous meanings depending on their interpretation (an aspect that can be used by the educator to learn by creating, for example, games on which learners must guess what the others are drawing).

c) **Modeling**

It is a very good technique to practice the fine motor and allows using different kinds of raw materials to express ideas, feelings or share something in a creative way. We can use elements such as plasticise, wax, clay, gypsum, plaster, etc. Learners



will be invited either to express the same idea by using their creativity (what allows them to see how different a concept can be depending on the point of view of a person), or expressing each one a concrete “feedback” (E.g. when doing a self-reflection, to express how a person feels by showing it shaped from plasticise figure or composition). It is believed that when the learners of a language have not a good level on it or enough skills, they learn by imitating the educator.

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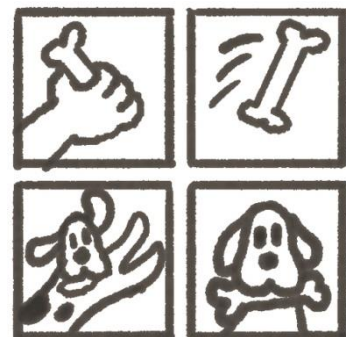
According to this, this technique helps the learners by observing the educator's modelling process, listening his/her instructions and improving their competences to reproduce images or concepts. By copying and applying these guidelines they can learn new vocabulary such as materials, tools, actions, ideas, etc. They can explain after their own modelling process and objects to the rest of the participants in order to practice different communication skills. Connecting vocabulary with the models assists the acquisition of the language especially if some of the models are funny. Associating new vocabulary with funny or not models will help the learners to rekindle it in their memory.

d) Collage

It consists of making an artistic composition by mixing different techniques such as cutting pieces of papers from magazines or newspapers, drawing, using natural elements (E.g. grass, rocks, sticks, etc.) and pasting all in a framework or paper. It is a very creative tool and it allows working also in groups or through a task division within the members of a team (E.g. some can search images in a newspaper, others can cut, others can paste, others can distribute the elements on the paper, etc.). As the results of this technique can be very abstract, depending on the aim of the activity the educator would need to create a time frame on which learners can explain to the group the meaning of their outputs. This technique can be very useful for learning a new language and has similar effects as the modelling. Learners improve their language and communication skills by using newspapers, magazines, etc. They can start to read, to recognise words and make connections with the image in order to embrace new aspects of the language. It is also very useful to understand grammatical structures by inviting them to create sentences based on words cut from magazines or to learn everyday life vocabulary using other paper sources (Ex. Using paper ads from supermarkets and inviting them to create and name their shopping basket).



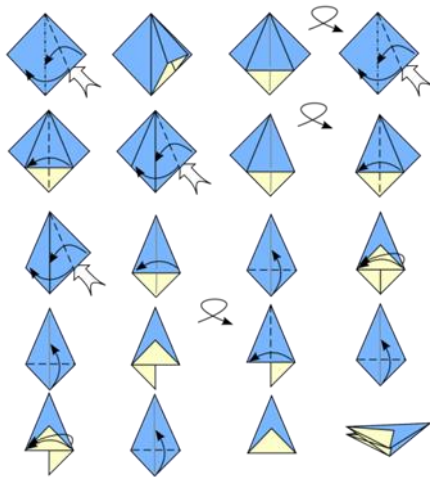
e) Comic or cartoons



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The use of comics or comic strips is quite well known to tell a concatenation of facts, episodes or actions linked within the same story or time line. For learners who aim to share their background or life experience and do not have the linguistic competences to do it or are not good at speaking in public, it is an excellent tool. With comic, it is not meant that the learner must previously have some artistic competences as the drawings can be made with very basic figures. Another benefit of this technique is that besides a story, learners must also create characters, what allows them to draw inanimate figures to show or transfer their own personalities in order to be shared to others without mentioning learners' personal profile.

f) Origami



It is an ancient Japanese art of centuries old that consists on building and creating geometrical figures by folding a piece of paper. Even if there is a free style version, most of the figures to be done follow a concrete list of instructions in order to achieve the result expected. The free style version of this art is commonly used in non-formal

education for the reflection stage of the learning process as it does not only allow the learners to express by using paper, but also provides the learners an quiet framework for the reflection that helps to clarify and concentrate his/her mind on periods of high stress. On the other side, to provide learners concrete instructions to follow but obtaining an immediate result (a paper figure) contributes to their attention (something very important when working with learners who have difficulties of concentration, illiterate or too energetic). Origami can be made by a single person or can be used as a group technique on which all the learners must build something together by distributing the tasks among them. According to this it can be also seen as a team building activity or to reinforce among learners values such as leadership, active listening, delegate tasks, etc. Origami can be used for learning languages as it is a technique that in a calm and easy way, promotes acquiring of new

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vocabulary about different themes and body actions (colours, animals, tools, actions, hands movements, etc.). Thanks to it, learners can improve the communicative process when they ask, look into, offer any kind of explanations and express their stories or experiences done during all the Origami construction.

3.3.6. Techniques based on the participation in open activities

Except for all the non-formal techniques included on the previous categories, it has also been considered important, for those educators reading this booklet, to include information about the importance of involving learners in activities that allow them to interact with real world (especially if we are dealing with target groups such as immigrants who are still working on their adaptation to a new community or aim to be understood by those living in it).

In terms of language learning, such activities can create a safe and secure environment in which the learners can apply and practice the developed linguistic skills and interact with native speakers. Moreover the preparation, design and implementation of these activities contribute to the visibility of foreigners in local societies and make them face real language and cultural challenges out of the classroom. Even if this kind of activities cannot be considered as the only tool to teach a language, they offer a wide variety of dynamic activities that can complement the regular language courses offered to a group. They are also very useful for those educators aiming to implement on their language courses a “flipped classroom” model on which the learning experience must take place at both, inside and outside the classroom and far from the traditional pedagogical models.

Besides that, the participation in open air activities (especially in groups) promotes a peer learning model on which learners learn from each other. This is especially important when dealing with languages and immigrants as this model puts them on real life scenarios and make possible at the same time that they share they experiences or methods of adaptation to the new hosting community, its culture and society.

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Last but not least, as most of these activities promote the realization of activities that could be related to learners' hobbies or interests (they should be explored and detected previously by the educator), they reinforce the learners' motivation, decrease drop outs and promote the use of learners' other skills than the linguistic ones.

According to this, two subcategories or potential activities have been proposed to provide samples of this kind of activities:

a) **Active open activities**

They are those on which learners are involved in all their processes: preparation, design, implementation and performing. Learners can acquire during these stages very different competences while creating a final result which does not only display their knowledge or skills but it also impacts the local community. (By entertaining its members or raising their awareness about concrete issues). Some examples of active open activities that can be proposed to a group of learners can be:

- **Film competitions:** It is a contest on which participants should get the triumph using their own recorded films. The films are judged by other people and the main goal is the learning process of the learners during the preparation and recording of their films. The learners of a new language can use this activity for discovering new vocabulary although they can also improve team work, communication, expressing ideas or personal experiences through the characters of a film.

- **Photovoice:** It is a method to show a social action or cultural difficulty in order to be aware of a problem or situation by using photography. Participants should prepare and share a group of photos which represent a concrete theme. This group of pictures can include also a narrative part. The most interesting benefit of using photovoice is the wide variety of points of view that can be showed. It can be used with the purpose of learning languages in the first stages of the process, when the users have not enough level to reproduce a speech but they can use the photovoice to transmit some problems through images.

- **Music events:** It is a live performance where participants play different compositions. The learning process is appreciated in the entire musical process such as how to use different instruments, how to compose a score, the interaction with the rest of the members of a band, repeating new vocabulary, etc. When coming from

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different cultural backgrounds, music also help the learners to understand each other's backgrounds and allows them to discover how to detect and reproduce patterns (that are also used on grammatical expressions, phonology or oral expression).

- **Sport tournaments:** It is a competition through different kind of physical activities. The participants learn and/or improve during the preparation about how to play, its rules, and they interact with the rest of their colleagues or competitors. This kind of activities can help to learn a new language through the communication with the colleagues. Sports are also basic expressions of a culture that could help them to be integrated in a local community and interact among it. Moreover, sports promote other values that can be very useful inside the language class (Ex. Respect, work in teams, entrepreneurship, tolerance, etc.).

- **Cooking or food festivals:** it is an entertaining event centered in the different ways to cook, on which participants elaborate different recipes in order to let people know aspects or characteristics of a concrete theme or culture. As a language learning tool, this kind of activities are an excellent way to learn all the vocabulary about food, cooking and shopping, etc. while at the same time the participants acquire cultural facts related to the hosting country or are able to express those related to their countries.

b) **Passive open activities**

As a difference with the previous subcategory, this one includes activities on which learners do not have a very active role. However, they open them to new realities, environments and make them interact with other target groups. They are excellent to create informal learning experiences and open learners to real life. Some examples of activities in which learners could be included to reinforce their motivation or knowledge acquisition about different topics could be:

- **Study visits:** It is an instrument for getting information about some practices among peers, organizations or people. It consists of visiting and watching the place where a practice is developed and learn how they are doing it. Both, the visitor and the host should be involved in the visit in order to make better the interaction between them and to take advantage for the leaning process. It can help the language learners

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to discover new job positions, industrial processes, public services, etc. and all the vocabulary or processes related to them.

- **Job shadowing:** It is a way of training that consists of going to the place of the hosting entity or body for a while and seeing what the people there are doing in order to learn how to do or develop a task in a real way. After all the time “in the shadow”, participants will be ready to imitate and develop by themselves what they have learnt but on a different context or space. During the job shadowing the learners can learn and practice job related vocabulary.

- **Cultural trips:** to make a trip to a cultural place can also help language learning by promoting their interaction, learning about a concrete theme and better understanding the culture of a host country in order to interact afterwards better with its community. It could be a great opportunity for the educator to introduce vocabulary related to history and culture.

- **Lectures, conferences or roundtables:** they are events on which participants listen, debate and/or discuss about a concrete topic. It consists of a speech of someone with knowledge in front of an audience who asks afterwards to interact with him/her.

- **Attend exhibitions of photo or video** (also going to the cinema or theatre): when learners visit an exhibition about a topic or watch an audiovisual material, they learn by watching what is showed. As it offers a visual support, it helps the learners to understand new concepts or terms by linking them to images, movements or episodes seen without having a previous linguistic knowledge about the name of the things that they are interacting with.

Dynamics



4. THE DYNAMICS OF NON FORMAL METHODS IN ADULT EDUCATION

4.1 Introduction: origins of adult non formal education

The base of the modern concept and approach related to adult education was coined by the Danish writer, philosopher, religious man, teacher and politician Nikolaj Frederik Severin Grundtvig in the 19th century (Whose name would be used dozens of years after to give name to the European program for adult education that was replaced in 2014 by Erasmus+).

Formal and methodological father of the folk high school model used in Denmark and replicated afterwards in other European countries, his main concern was to promote education among students in order to achieve their active participation in society, politics and community life: to ensure the potential of every man as the citizen that s/he should be and wish for his/her neighbors. The objective was to open educational systems to those who traditionally could have not participated on the democratic life of their society and offer them free education opportunities.

Opposed to exams, academically competitive grades or any kind of compulsory teaching methods limiting the potential of students, Grundtvig believed that the acquisition of knowledge should be always based on a freedom on the learning process and a disciplined creativity that could be transferred to any aspect or level of the life of an individual. This should not only provide new theoretical knowledge to students, but also promote human values needed to develop their role as citizens and balanced human beings on the appropriate way (E.g. equality, wisdom, compassion, solidarity, etc.). Achieving this learning and education on individuals should at the same time promote a development of society as a whole. Following these ideas, Grundtvig's model was based in several main guidelines that would afterwards be the starting point of different adult education models based on non-formal approaches:

- There should be a peer education not only among learners as a source of knowledge, but also based on a fellowship relation with the educators. Both, educators and learners must always work together and learn in a mutual respect atmosphere.

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- Education must be a preparation for the real life interaction and human relations in society rather than a formal instruction. It must be based in a combination of methods opposed to conservative ideals of book-learning literacy and exams models.
- Humanity has to be considered as a common and horizontal characteristic for all. However, it is important to understand first one's culture, language and history in order to be ready to assume and respect the values represented or offered by others.

Using these points and Grundtvig's heritage as milestones, adult non formal education has been developed during the last decades as a platform to promote individuals' ability and motivation to take responsibility of his/her own learning. On this approach, the use of non-formal education and techniques has become essential in order to provide adult learners a framework of cooperation and learning that could allow them to exchange experiences and use their own ones for the acquisition of new competences that could be also applicable for their everyday life.

4.2 Non formal adult learners

The criteria set to be considered as an adult change on each culture or society depending on aspects based on citizenship (E.g. age to vote), duties and responsibilities (E.g. age to drive or work) or cultural ceremonies (E.g. to become a hunter in a tribal society). UNESCO (1976) provided a short definition of who could be seen as an adult: "it is a person regarded as such by the society to which s/he belongs".

For some authors such as Nzeneri (2006) "an adult is one who is physically and psychologically matured and is socially, economically and politically responsible". For other such as Houle (1972) and Bown (1979) an adult is "a person who has achieved full physical development and is expected to have the right to participate as a responsible home maker, worker and member of a society."

Taking into account these board definitions and using them as departure point, when dealing with non-formal education of adults, we should also pay attention to the profile of each learner but having an holistic approach of his/her situation. For this reason, several classifications of learners can be proposed.

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Considering the current non formal education systems on each country, adults can be divided depending on their inclusion to several main target groups:

a) Those early school leavers who dropped out of school due to their lack of capacity to adapt themselves to the teaching methods used on it. This lack of adaptation could be based on personal or even family reasons. According to this, the challenge when dealing with this kind of adults is not only to recover their motivation to learn again, but also to give them effective strategies that could help them to face those problems that caused their separation from the educational systems. Some of the main concrete causes of the early school leaving could be:

- Boredom and lack of motivation for learning.
- Lack of parental support and engagement.
- Family economic needs or lack of money incomes.
- No individualized attention or support inside the class.
- Incompatibility or problems to balance studies with work or family life (including pregnancy and parenthood).
- No relation or link between studies and the labor market or skills needed to enter in it.

In this case, the educator of those adults (normally in their early adulthood) must manage the motivation of the learners on the appropriate way and show them the importance of their self-education and management. They must understand that they need much more than a diploma to work; they also need to learn how to manage all the situations, challenges and feelings that will come after their arrival to the labor market or middle adulthood.

b) Those who due to different obstacles were never able to go through the formal educational systems of their communities, labeled as “fewer opportunities learners”. They are “at a disadvantage compared to their peers because they face one or more exclusion factors and obstacles” such as health problems, disabilities, learning difficulties, cultural differences, lack of economic resources, social discrimination or they are just located on geographical areas with a lack of educational opportunities.

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On these cases, non-formal education must be a tool to both, make their education possible and promote their social integration. To achieve an effective education for these adults, the educator should also help them to overcome the different obstacles they face and to develop their self-esteem and confidence. Some learners have already completed this process before coming to a class, but some of them would still need to work on these issues during the first stages of their learning process. As they had never had a contact with the formal education system before, the educator must always promote an approach that could allow learners to use the skills acquired in a normal life experience and limit the use of abstraction. They are more malleable to practice new methodologies and open to learn in more flexible ways but these methodologies should always be based on their capacities.

c) Those who, even if they have successfully finished all the formal education stages available in their communities, aim to acquire further knowledge and lifelong learning opportunities. They have a constant motivation to learn and are always open to acquire totally new skills even if they had never had a contact with them before or are not directly linked with their labor profile. This kind of adults also join sometimes non formal activities in order to fulfill their agenda and enjoy by interacting with other peers during their leisure time or once they are retired, being motivated mainly by the social experiences and interactions with others that these programs offer.

Besides this classification made, taking into account the motivation or aims for learning on adults, other types of categories of learners such as the ones offered by Erik Erikson can be applied. For Erikson, there is a constant psychosocial development since a person is born till s/he dies. According to this, each life stage would have different priorities. This model would be not only based on age or physiological aspects, but also on facts related to culture or society.

Taking as reference this approach and omitting those stages related to childhood (that is out of the topic of this booklet) we can also classified adult learners by:

a) **Learners on early adulthood:** Close relationships and intimacy are formed with others at this stage. Here the person reinforces the concepts of family and peers developed during the adolescence. It is also the time to define what the person wants to do in life and as a consequence start to build long term strategies to obtain it. In terms of education, the person must not only be able to create his/her own learning

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spaces, setting objectives or choosing the appropriate subject to learn according to his/her wishes or needs, but also to develop the capacity of planning and doing it alone. According to this, when dealing with non-formal education and adults on this stage, their engagement and motivation to learn by themselves must be deeply promoted and reinforced. Sometimes, that means that the educator must promote even more his/her role as guide and partner as learners on early adulthood develop a high respect for those educators who offer them an active listening and dialogue.

b) **Learners on middle adulthood:** The adult's existence spins mainly around his/her family life and work. On this stage the person begins to evaluate if his/her life objectives will be potentially fulfilled by going through the experiences already lived. According to this, the learner will be more effective on self-fulfillment and able to establish in an easier way his/her learning priorities. For some authors this is the period on which a person can achieve the highest intellectual and artistic productivity. According to all of this, this is the period on which a person is able to realize better if his/her personal plans will be achieved and, if not, how s/he should rearrange his/her life to get them. Due to these facts, learners tend to be generous at this stage and give their best to others in terms of values, social relations and work or education. If this generosity is not properly addressed (at personal level or by adult learners inside the class), the person can fall in a state of frustration or stagnation that can not only block the learning process, but also affect his/her physical condition. According to this, it is important that during a non-formal learning process with adults on this stage, educators pay special attention on promoting and highlighting the learners' importance as useful members of the group and empower even more the activities related to peer learning.

c) **Learners on later adulthood:** This stage normally coincides with the retirement and end of the labor life of a person (if any). It is the time to think if one is satisfied with the life that s/he had or concerned about the low results obtained. It is a period on which the person acquires his/her highest wisdom and assumes his/her role of reference and leadership. Concerning adult non formal education, the educator must especially try to promote on this stage the use of methodologies that could allow learners to express their "ego integrity": to comment personal life experiences, to compare what they are learning with other knowledge acquired in the past or to link it

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with facts and people from the learners' life. Techniques adapted to the slow and meticulous rhythms that learners in later adulthood tend to use should be promoted.

About this classification, it must be highlighted that every generation seems to manifest different behaviors, tendencies or characteristics that seems to be different from the previous ones. According to this, researchers or studies can become useless if they are not practically compared with reality or applied on a concrete context or target group at a specific time.

In all the cases and both systems of classification, when adult learners arrive for the first time to a non-formal learning environment and are asked to use their own skills and experiences as base to manage the learning of new concepts, the educator has to face one potential obstacle: learning new things after a more or less long life can sometimes be perceived by the adults as an indication that there is something wrong or mistaken on their current situation. That could mean that the adult feel learning as a threat to his/her current values, personal situation, social statuses, etc. It could produce a feeling of inappropriate behavior that can psychologically affect the learner in a negative way and must be properly managed with the support of the educator during the learning experience.

4.3 Benefits of non-formal education for adults

If we consider the basic approach of non-formal education of sharing the learning responsibility with the learners, an appropriate environment for the learning process should be created. It must be interactive, attractive and accessible but always taking into account the limitations of the learners. When dealing with adults, this aspect is even more important. If this is achieved and the educator knows and serves its role well and is prepared on the appropriate way, non-formal approaches could have a lot of potential benefits combining knowledge acquisition with learners' personal and professional development (going even further than the impact that formal approaches could have on learners). The main benefits that can be highlighted are the following:

- **Self -motivation.** As mentioned on the description of the adult learners' profiles, the lack of motivation is one of the main characteristics of those entering in adult education systems. Adult learners need to regain motivation as they could have left these training structures time ago or even have never

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been part of it. The flexibility of non-formal methodologies and adaptation on the profile of each learner can increase learners' motivation to learn and self-esteem. The strong connection of non-formal learning with learners' real life and the practical exercise of knowledge and skills provide motives to learners as they can easily and immediately see the impact of the learning process on their lives and problems faced by them. In this way learners are more involved in the learning process and commit with their full potential. According to this, the evolution of a learner is not only based on specific objectives set by an educator, but on personal goals (making easier to focus the training of a person through pathways that can motivate more him/her and fix short term objectives based on concrete interests of the learner).

- **Self-evaluation.** One of the main aspects of non-formal education on adults is that learners acquire knowledge by experimenting and self-reflection. This makes the learning process much more effective and allows adapting its evaluation to the abilities and capacities of the adult. The learners can keep track of their progress and notice immediately the results, increasing their motivation to continue on the one hand or changing their stance towards the learning process on the other hand. As adults need to be independent and be seen as capable of managing their own stuff, self-evaluation and reflection offers them this opportunity and creates more positive stances towards the learning process.
- **Non formal education promotes adults active participation.** In order to acquire the deepest benefit and impact of the use of non-formal education in adults, Freire and Knowles agree on that adult learners cannot be seen as empty containers waiting to be filled by the knowledge of a teacher; they must have an active role on the knowledge acquisition. Non formal methodologies totally respect this fact increasing the quantity and quality of the learning results and the learners' satisfaction from the process. According to Horton (1990) *“Providing adult learners with opportunities to learn for themselves by making decisions will also help teach them the concepts of social equality and freedom of speech”*. Taking into account this, it can be seen how non formal education is not only a tool to increase motivation to learn, but also a way to provide skills and attitudes

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that can also contribute to their participation on the democratic and social life of their communities.

- **Non formal methodologies respect adults' background.** Non formal adult education, takes into account not only the learning needs of learners, but also their current skills, competences, previous experiences and the context on which they live in order to provide them an optimal educational approach. Taking into consideration that adults use memories, life experiences and competences that they already have to understand new ideas and tend to associate them with their personal or professional background, this characteristic of non-formal learning improves learning performance and creates the sense of respect for each learners' background, a needed element for adults learning. This way of acquiring a new knowledge is not successfully faced by formal education that normally fails when trying to use methods with adults as these are based on learning by heart or on theoretical approaches when dealing with new subjects.
- **Learning to learn.** When working with adult learners, it could happen that due to their personal background they have never taken part on any educational system or training. The use of non-formal education in these cases does not only provide the educator a wide variety of techniques to be adapted to any kind of learner, but also helps to provide learners strategies to build their own learning models. Taking into account that the learner has a big responsibility on his/her learning the learners also gain skills needed to self-manage their learning and knowledge acquisition and create their own learning models. According to this, to teach an adult how to learn will potentially provide him/her more training opportunities as this will provide him/her tools to be used in any field of life and even when the educator or peers are not there.
- **Non formal methods can create a comfortable environment that increases learning.** Of course, the learners need to feel comfortable in order to collaborate. Creating a positive classroom atmosphere is one of the most significant advantages of non-formal methods. Creating a nice atmosphere where communication and mutual respect is the base of every action, takes effort on the part of the educator and the learners. Non-formal methods reinforce the active role of everyone equally through creative cooperation. Providing learners with a learner-centered, low-anxiety classroom environment has a great impact on their

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learning process. It can relax the learners and enhance a friendly atmosphere, which will increase their desire and attitude to learn and develop skills. The supportive learning environment and the continuous encouragement in a non-formal frame, creates an ambience where the learners can feel safe and comfortable to take chances.

- **Non formal methods allow practice in the educational environment.** Adults have many worries and obligations and they are very preoccupied with serving their different family and social roles. Time is extremely valuable for them. The opportunities they offer to practice the educational inputs during the lesson reduces the need for homework and make the whole process more appealing to adults as they are relieved from the extra burden to study between their other responsibilities.
- **Multitasking skills:** One more advantage of non-formal learning is the fact that learners develop their ability to multi-tasking. All these various techniques which are being applied and the way the learners are interacting with them give the opportunity to come in touch and practice many tasks. Being able to change projects and at the same time learning a new language system is a very distracting and demanding work for the brain. Nowadays, it is almost mandatory to be a multi-tasker in order to find a job, to use technology and to be a part of the global community.

4.4. Benefits of non-formal education for adult immigrants

Taking into account the aim of this booklet and the concrete feedback obtained from educators and training providers during its preparation, it must be considered that all the general aspects related to the non-formal education of adults and their benefits should be also applied in general terms to the work with adult immigrants. However, considering non formal education as a holistic approach, we should also have into account the general social and personal situation of this target group when preparing or managing learning sessions for them.

It must be also highlighted that non formal education aims to cover real, daily and priority needs that appear in a concrete group. According to this, it is a perfect tool for immigrant communities that do not only demand regular improvements and short

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term results, but that are also self-organized. Non-formal methods help them to open their communities to the society they live in.

In any case, when working with immigrants their education may last longer than the other adults as it must provide them the skills demanded for the rest of their lives in a foreign society. According to this, when teaching immigrants it is important to get to know them first in order to develop a long term strategy of learning that could be sustainable for them in terms of time, space and costs.

As mentioned on previous sections of this booklet, non-formal education for adults must be adapted as much as possible to their life experiences, learning expectations and personal circumstances. Beside this, several extra variables should be taken into account during the design of educational and pedagogical activities if we aim to work with immigrants and newcomers:

- **Individual factors:** age, gender, belonging to a minority, time already spent in the hosting country, religion, etc. Must be seriously taken into account as they influence different aspects of the course organization and the learning process. (E.g. some cultures do not tolerate that women and men study together while for others it is totally accepted). These factors will also condition the way on which the educator should choose the tools to teach (E.g. some cultures are not so open to physical contact than others, so theatre or improvisation should be avoided till a relation of trust is built among the members of the class).
- **Status related factors:** employment (if any), social or legal status, economic incomes, previous work experience, etc. can influence the self-esteem of immigrants when interacting with peers in the class or change their level of motivation to take part in a training activity (E.g. an immigrant with no legal status will try to acquire new language skills in the fastest and most efficient way to obtain a residence permission, while a person who has a full citizenship and employment will just aim to perfect its knowledge on a language).
- **Migration factors:** out of the formal life of newcomers in their countries and their actual situation in the host country, there are other issues that can be seen as society factors and are directly connected with their new condition as immigrants. The circumstances of the migration or how those people arrive to a new country can also influence their learning priorities, interaction with

peers or capacity to enter in learning programmes. We could also include here the cultural differences faced upon arrival.

According to all of this, except for the general benefits that non formal education could have for adults, when talking about immigrants there are some extra issues that should be mentioned:

- **Development of concrete communities.** Non formal education offers a system that can allow implementing activities oriented to the development of a concrete community and empowerment of its members. According to this, it can promote the inclusion of those cultural groups on risk of exclusion and help their members not only to improve their own living areas or neighbourhoods, but also to increase their sense of belonging to a broader community and their spirit as citizens of their host country.
- **The role of the educator offers support in multiple areas.** Taking into account the social obstacles and adaptation challenges that immigrants have to face on their everyday life, their learning goals will be based on very concrete needs linked to their legal situation, family, language skills and labour life. According to this, the figure of a traditional teacher seems to be insufficient when educating them. However, the role of the educator offered by non-formal education provides a much more complete variety of competences and sub roles that allow the educator to offer a stronger support to the learners besides the one related to the acquisition of new concepts. The educator acts as a counsellor or guide on issues inside and out of the class without of course crossing the red lines by undertaking responsibilities of other professionals such as social workers, lawyers, psychologists and others.
- **Increasing adult citizenship.** As new comers in a country, immigrants face difficulties not only to understand the legal or bureaucratic procedures of the hosting societies, but also to feel part of them. In this case, non-formal education becomes an essential tool to provide immigrants knowledge on their duties and responsibilities as citizens, while they acquire other basic values that are needed to ensure a peaceful coexistence among the members of a society (E.g. solidarity, human rights, respect, etc.). The capacity of non-formal education to transfer democratic and social values can also bring social

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changes in local societies and the cognitive development of its beneficiaries (especially on those coming from other cultural or ethnic backgrounds).

- **Poverty reduction.** Different studies made on development countries have shown the efficiency of non-formal education on reducing poverty and promoting the improvement of the local societies. Non formal approaches help the learners obtain skills and attitudes needed for the labour. It must be also highlighted that non formal education provide adult immigrants constant problem solving exercises that can help them to face real life situations on their communities and improving their own living conditions.
- **Fighting against homesickness.** One of the main challenges that an educator has to face when working with adult immigrants is to reduce their homesickness and avoid that it affects their learning process. This aspect is one of the main obstacles to overcome in order to achieve his/her integration and, as consequence, happiness on his/her new country. When dealing with groups of immigrants coming from the same country and culture or in a similar personal situation, the participative methods offered by non-formal education can make possible a regular interaction with their peers. This is not only a good antidote against this nostalgia, but also a motivation for participation in the courses and a reduction factor of drop outs.
- **Improving immigrants' self-esteem.** As it has been already explained, active participation methodologies and non-formal techniques increase and reinforce the self-esteem of adult learners. This competence is being improved, between others, as the immigrant in non-formal education becomes a support or reference to his/her peers. In the case of adult immigrants, this fact is one of the most important goals that must be achieved during their first learning sessions in order to feel comfortable and confident in the learning environment. It is something especially important when working with immigrants who have passed and are passing hard and difficult life experiences.
- **Readiness to changes and new obstacles.** It must be highlighted that, especially during their first years in a new country, immigrants need to face a lot of changes in their way of life and interaction with others. Besides this, the political tendencies, economic aspects or social reality may be totally different

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in the host country. On this aspect, non-formal education is also an added value for immigrants, as thanks to its techniques, they regularly develop new skills and competences for managing and overcoming obstacles. They learn about improvisation and how to react in a fast way in different and new situations (E.g. when doing a role play). All this knowledge prepares them for a quick adaptation to new environments and contexts and also improves their understanding and acceptance to the different.

- **Families and children.** Non formal education is normally provided by entities that do their best to adapt the educational programs as much as possible to its learners in order to increase their motivation and participation. When working with immigrants, this flexibility is very important as they normally do not belong to the group of adults who demand a lifelong learning education, but a basic one to survive or maintain a family. This can have different consequences that must be taken into account when implementing a non-formal educational process and their provision can make easier the work to be done by the educator or the provider:
 - a) **Family balance:** immigrants with children do not have most of the times the support of their family or friends when they arrive to the host country. According to this, when they have children under their responsibility (especially women as in a lot of cultures they are seen as the responsible of the children caring) it is difficult for them to attend a language course even if it could bring in a long term a job and a source of income. In this scenario, non-formal education of immigrants becomes an alternative. On the one hand, the flexibility of the training providers and their staff allow them to create training courses adapted to the needs of the target group (in terms of time and regularity), what helps immigrants to participate.
 - b) **Children interaction:** as mentioned on the previous point, the children or family caring is a fact that must be taken into account when teaching immigrants. In this context, non-formal education offers also new possibilities in terms of methodologies that can be adapted to their needs. Moreover, it can involve interactive techniques and tasks that the learners can develop together with their children (especially with the youngest ones). Here, the use of non-formal education could have two main benefits. On the one side, it promotes the language and cultural learning of parents and

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children at the same time while reinforcing family bonds. On the other side, it allows that those adults who have to take care of their children and do not have the capacity to have a person to do that, can attend the courses freely. In these cases, the educator must understand that the learning process can be slower and that all the learners must be somehow in the same position (all must be parents bringing children so all can develop the tasks to complete at a similar rhythm). Even if these two facts seems to be obstacles for the learning process at a first sight, they can become an excellent way to open education and learning to those adult immigrants that could never take part in a training process if these kind of measures would not be taken.

- c) **Family and children as a motivation and support:** Non formal methodologies offers to adult immigrants activities, exercises or targets related to their everyday as a family member (E.g. to use role plays about shopping on which the learner must simulate to buy clothes for his/her child and chat with the shop assistant).

- **Interaction outside the class and intercultural opening:** the use of non-formal techniques provide also important possibilities towards the integration of adult immigrants in the local community as it promotes learning outside the class (E.g. a cooking fair to offer food from different countries during a public event made by the learners representing several nationalities). These kinds of methods have a double benefit on adult immigrants. On the one side, they learn and interact with the local community while they reinforce their self-esteem and show their pride about their culture and origins (what influences afterwards their active participation during a course). On the other side, these activities give them the possibility to open their folklore, gastronomy and traditions to the members of a local community, making them aware about the importance of a multicultural understanding, removing potential prejudices and allowing new comers to show their interest to contribute to the development of a neighbourhood or community (what could facilitate their acceptance by locals).



5. THE DYNAMICS OF NON FORMAL METHODS INTO LANGUAGE LEARNING

Learning a foreign language is an actual demanding task for both the educator and the learner. Nevertheless, it is true that the process through which the learner will achieve this challenging but yet not impossible goal, depends on the educator and the parameters that s/he requires to take into account emerging from the target group. Of course, there is a great responsibility on behalf of the learner also for the successful learning.

Non-formal methods can surely take the role of complementary educational and teaching option in language learning. In this stage we would like to clarify that this booklet doesn't aim to persuade educators to abandon traditional teaching techniques but instead to inspire them to incorporate non formal methods and flourish their educational activities.

This chapter will shortly describe the dynamics of non-formal methodologies in language learning offering an insight on the main aspects of a language learning process that incorporation of non-formal methodologies could have an added value for the learning process in general and the learning outcomes.

- **Non formal learning methods facilitate the development and practice of different language skills.** The main competences of a language is speaking, listening, writing and reading. These four abilities are widely accepted as indicators of learner's capacity to successfully use the target language. The different kind of exercises that can be developed through non formal methodologies and techniques allows the practice of all or some of these skills in one single lesson through a combination of techniques but at the same time allow the educator to focus in just one skill based on the needs of the learners. All the necessary language skills are being practiced and consequently the learners are being taught extensive vocabulary, pronunciation, grammar and syntax through a communicative approach, but also socio-linguistic and cultural aspects which are emerged through language. There is a variety of possibilities and tools that could be applied during the lesson in order to practice all four of them with a creative and playful way.

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- **Non formal methodologies promote learning by practically using the language.** In formal education, people learn through listening or reading, avoiding mistakes and following rules. But not everything can be taught by following rules. In many cases, you learn by doing, even if that means that you will fail. And this is how someone learns the target language in a non-formal way. By speaking, interacting, taking initiatives and making mistakes. Actually, the mistakes themselves become highly beneficial. Learners find with the help of the educator, what is wrong or right by actually using the language in simulated environments. In other words, they find that some approaches work better than others. They discard what it does not work, especially when they realize that they are not being understood, but the act of trying something and then abandoning it –which traditionally is considered to be a mistake- actually becomes a valuable part of the learning process of the target language. In conclusion, they learn not to fear mistakes, but to value them.
- **Non-formal learning is encouraging learners to relate their language learning to outside interests and activities.** In today's high-tech learning environment, in which everyone has access, it is fair enough to use technology in the lesson. An important means of non-formal methods is the technology applied in many ways and different styles. Listening songs, watching videos, films or series or reading language web sites leads learners to broaden their perspective on their language acquisition process. These learning strategies increase positive attitude and language learner's motivation levels. Learning activities can be organized around different areas based on the learners' interests and hobbies which are easily transformed to ways of language acquisition and causes for further learning. Combining learners' interests with language learning is a very effective method to attract learners' attention and commitment and to succeed a joyful learning atmosphere.
- **Non formal learning methods have the flexibility to be adjusted to the learners' language needs.** Undoubtedly, adult immigrants may request practicing and learning some specific skills or contents more than others. Non-formal learning has the flexibility to adjust the procedure of learning to the learners' language needs. One of the basic principles is to take into

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consideration the motivations and the wishes of the learners. The absence of a strict curriculum allows the educator to adjust the methodologies and the contents taught to the real needs of the learners, serving effectively their daily life. If the main need of everyone is how to make a small talk in everyday life, then the priority should be to practice speaking, for example. In conclusion, all the language skills are being practiced but, the educator should always have as a basic direction the needs of the adult immigrants and the mentality of adjusting them into the language agenda without following a strict curriculum. It is the receptive and on time character as well as the structure of non-formal techniques that consists a valuable tool for the lesson. Of course, it is important for the educator to get to know the interests and the aspirations of the learners, in order to include them in the learning procedure. Through the possibility offered by non-formal techniques for prioritizing specific skills and contents, learning is facilitated, learners are more satisfied, learning outcomes are better and drop outs are reduced.

- **Non formal methods provide techniques for all kinds of learning styles.** Non-formal methods take into consideration all kind of learning styles and through effective combination of techniques all of them can be served. Each person is different and has different learning style and different ways to get involved in the language learning more effectively. The main categories are visual learners, the ones who prefer to see the material in order to learn it, auditory who have to hear information to truly absorb it and kinesthetic who tend to move while learning. The thing is that people learn far better if the learning activities are close to their style and non-formal methods provide this opportunity. The variation of techniques existing in non-formal education can satisfy all the styles increasing the learning outcomes and satisfaction. As mentioned in previous units of this booklet, the educator can use videos, audio material, and activities that require moving while learning either in the class or outdoors. The variety of non-formal techniques is a way to satisfy all the learning styles by practicing different tasks. In this way, they conceive and assimilate the language more quickly and more effectively, and also in a way that suits all kinds of personalities.

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- **Non formal methods can become a response to the language heterogeneity observed in a class of immigrants.** Non-formal learning promotes the knowledge in a way that different people, with different backgrounds and language levels have the chance to co-exist without feeling superior or inferior comparing with others. The knowledge is not being transferred but it is being discovered with the contribution of all. Specifically, heterogeneity related to the level of acquisition of the target language, is very common and usually causes headache to the educators. In the same class, there may be learners who do not speak the target language at all and who are acknowledged as beginners. At the same time there may be learners who are also considered beginners because they cannot write, but they are able to communicate orally using basic vocabulary for example. Hence, the educator, in order to correspond successfully to all different levels at the same time, has to use particular approaches, tools or techniques, available in non-formal methodology, which lead in an effective teaching. What is offered through non-formal methods can be decisively valuable, as they provide a great amount of graded activities which can be applied for learners of all levels. A particular exercise can refer to different levels at the same time, or the same material can be used in different ways at the same class. Additionally, the fact that non-formal methods reinforce the co-operation among the members, which is unquestionable necessary in these multilevel environments, allows learners to learn from each other. This is efficient for the advanced learners – by consolidating the knowledge and feeling useful- and for the learners who are being helped –by learning through a classmate in a safe environment. Moreover techniques such as games, handcrafts etc., that language is not the main means of communication, is extremely useful in the first stages and when we have in the class learners that they do not speak a common language that can be used as medium and instruction language.
- **Non formal methods can transform language learning to a “social school”.** After all, non-formal method is a kind of education that encourages the values which are essential for life in general. It is a way to contribute to social change and build a democratic world where citizens can cooperate and work with each other as equal. Non-formal techniques give emphasis mostly

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to intrinsic motivation of the learner, voluntary participation, critical thinking and energetic role through democratic procedures. All these competences are being developed and practiced applying non-formal methods through language learning. It is a language class of course, but learning a language does not only mean grammar, syntax and vocabulary. Especially when non-formal methods are being used, learners far from the ability to write and speak the language they also gain social and political skills. So, language learning allows the learners to become participative citizens, create a new dimension of active citizenship and last but not least encourages integration.

- **Non formal methods reduce language performance anxiety:** Furthermore, it is important to keep always in mind that adult immigrants are a vulnerable group. They have left their home country for serious reasons, a lot of them are unemployed or they are separated from their families. They suffer from stress and agony about their lives and their families and they feel insecurity in a new environment with an unknown language and different culture. Non-formal methods have the advantage to decrease anxiety and pressure that a formal method with strict tests and evaluation may cause. The reward and the rating come through applying the language they learn in everyday life. The feedback they get from their experiences out of the class is stronger and has greater results than a test in the class. Also, in the classroom there are equivalent situations where learners can check themselves in a safer situation.
- **Non formal methods allow language practice in the educational environment.** Non-formal learning not necessary includes homework or extra work, if it is impossible for learners to respond. The practicing and progressing of the language is a procedure that is being achieved during the lessons and in real life. In this way there is no pressure which is helpful and relieving for the learners, as pressure many times works adversely.
- **Non formal methods increase confidence to use the target language.** Using a new language is like being someone else, getting a new identity, having a new role in the world or to yourself. This is because of the different cultural associations tied up with each language and the different aspect of the world that a language expresses. Non-formal activities can enforce self-confidence as they associate learners with communicative competences in the target

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language. Learning something as difficult as a language through a playful and an enlightening approach helps learners to feel satisfied with themselves and the progress they make during the whole process. As a result, self-confidence brings better learning outcomes which by the way build a stronger self-esteem and so on. Creating communication circumstances close to the real ones through simulations, role playing and other techniques prepare the learners for the actual use of the language and decrease their anxiety to do so with native speakers.

- **Non formal education connects language learning with real daily situations.** Learners need language to talk and to communicate with others, to read and understand, to express their thoughts and feelings and to be able to do that both orally and written. That is to say, they need to use the target language in the “real world”, to search for a job, go to a doctor, visit the market etc. Non-formal method is using very often simulations of real situations and real problems. A technique such as the role-playing could really help the learners to adjust real life conditions. Moreover, in real life problems simulations more than one solution is provided and cooperation is more effective. Through participative methods and group working, learners learn to work together, listen to others and try to do their best to communicate and comprehend each condition. So, they are learning real-life language skills and how to adapt to changing circumstances.
- **Non formal methodologies allow language practice in real environments.** Additionally, non-formal methods provide a variety of environments where language learning can take place. Going outdoors, for example, learners are being more active during the learning process, questions are emerging and especially vocabulary connected with the real object or concept is usually better consolidated. Furthermore, they have the chance to interact with native speakers of the target language, practice speaking and listening and evaluate themselves by noticing the difficulties they may face during their contact.
- **Non formal methodologies encourage intercultural comprehension.** Learning just a language, basic concepts, grammar rules, vocabulary, pronunciation etc., is not enough for an effective communication. Communication requires skills like intervention and intercultural

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comprehension. The activities used in non-formal learning promote the interaction and the respect among people with different cultures. More clearly, learning the target language in a non-formal environment encourages intercultural comprehension and dialogue which is the base for building a positive attitude towards the target language and the heterogeneous group of the learners. Actually, systematic application of attitude issues in language learning is very important, can make the course more interesting and have better learning outcomes.

In conclusion, using non-formal methods in language learning for adult immigrants is considered to be a great complementary power for achieving immense outcomes. As mentioned, non-formal learning has a playful and communicative character and that's why there is misconception about its effectiveness. The truth is that because of this interactive and lively structure of the activities, a lesson plan must be carefully planned and organized.



Activities

6. NON FORMAL LANGUAGE LEARNING ACTIVITIES

In this part one can find a number of original teaching activities based on the principles of non-formal education for language teaching.

All the activities described came as a result of the workshops held in the context of the project **“Incorporate Non- formal Methods into language education for adult Immigrants”**. In these workshops people who already teach a language to adult immigrants or people who are interested in this field participated and they had very creative discussions, exchanged opinions and points of views about teaching a language to adult immigrants. Furthermore, they proposed and designed different activities taking into account the frame of non-formal education and the needs of the learners. The activities were revised by experienced staff in the next stages of the project, tested with real learners in the learning environment and their final format is presented below.

It is important to mention that these activities are indicative in order to offer the readers a practical insight on the theory presented in the previous chapters of the current material. They can be used as they are or modified according to the needs and skills of the learners, the educational aim and the wishes of the educator. Each educator depending where s/he works, his/her experience, the learning styles of the group can apply some or all of the activities in a way that is more suitable. Moreover, s/he can be inspired and create more activities for each group of learners.

The main goal is the qualitative improvement of teaching the language in a way that teaching and learning will be more interesting and appealing and thus more effective.

It is being recommended before reading the following activities, to first have a look to the booklet in general. It is not necessary to read it all, you could choose parts which one could find more appropriate for his/her work.

Before we present the activities we consider as very important to clarify the following points related to them:

- ✓ The time suggested in each activity should not be considered as something extremely strict. Depending on the size and the dynamics of each group the time of implementation could change.

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- ✓ There are 30 activities addressed to different language levels. There are some for the beginners, but also for more high leveled learners. There are even some which can be adjusted to different levels. Each educator has the possibility to choose depending on the level of his/her group or even make some mixtures.
- ✓ When an educator chooses to follow one of the activities, is essential to be well organized and take into consideration all the parts. One should keep in mind that every person and every group reacts in varied ways. During the implementation of each activity, flexibility should be one of the priorities. Maybe more instructions will be needed in a group and less in another, or some changes may be considered necessary for retaining the flow and the balance of the learning procedure.
- ✓ The proposed activities do not form a sequence of lessons. Each one is a unique activity with a different topic and educational aim.
- ✓ Some of the proposed activities' implementation presupposes that some other elements of the language have been taught in previous lessons. The educator should effectively choose the right time for their incorporation in the courses.
- ✓ Most of the activities can form a complete lesson but they can also be combined with more traditional teaching techniques. In this way they can serve the role of the practical exercise of knowledge gained before.
- ✓ The aims of each activity are multidimensional and cover also areas other than the language acquisition and related to the personal and social development of the learners. Nevertheless, in their presentation only the most important ones are presented and the ones mainly related with the language learning.

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LANGUAGE LEARNING ACTIVITIES

1. MONDAY TO FRIDAY

LEVEL	Beginners
TIME	60 minutes
MATERIALS	<ul style="list-style-type: none"> • Hats / cups • Cut papers with sentences describing a weekly program
LEARNING TECHNIQUES	<ul style="list-style-type: none"> • Pedagogical game • Speed dating
OBJECTIVES	<ul style="list-style-type: none"> • Practice the days of the week • Practice verbs in simple present • Be able to talk about the weekly program and know each other better • Learn new verbs/practice known ones • Practice reading, listening and speaking
IMPLEMENTATION OF ACTIVITY	<p><i>Before the activity</i></p> <ul style="list-style-type: none"> • Write down 2-3 different weekly programs (depending on the number of the learners) using sentences with the days of the week (e.g. On Monday I work, On Tuesday I clean my house, On Wednesday I go to the super-market, On Saturday I go out etc.). Daily activities chosen should be as close as possible to the reality. • Cut the sentences and put them in the hats or cups. Each hat/cup must have 7 different sentences with all the days of the week. <p><i>During the activity</i></p> <ul style="list-style-type: none"> • Divide the class into 2-3 groups and give each a hat/cup with the sentences. Explain them that there are some sentences with daily tasks in the hat/cup and they have to put them in the correct order to form the whole week. • Give the learners some time to read the sentences and to cooperate to put the daily tasks in order. • When they finish ask the groups one by one to present their weekly program reading it loud and make any corrections. • Sum up the vocabulary by writing on the board the days of the week. • Speed dating: Divide learners in pairs and let them for a few minutes to share with each other one daily task by using the format “On..... (day) I do (task)” • Shift the pairs as many times as you wish.

2. MY FEELINGS

LEVEL	Beginners
TIME	40 minutes
MATERIALS	<ul style="list-style-type: none"> • Cards with faces having different expressions • Vocabulary Cards expressing feelings (happy, sad, angry etc.)
OBJECTIVES	<ul style="list-style-type: none"> • Learn vocabulary related to feelings • Connect expressions with words. • Enhance learners' creativity. • Promote communication through body language
LEARNING TECHNIQUES	<ul style="list-style-type: none"> • Pedagogical game • Use of photos • Mimic
IMPLEMENTATION OF ACTIVITY	<ul style="list-style-type: none"> • Stick the cards with the faces on the wall. Below each one stick the word card that matches with the feeling expressed in the relevant face card. • Let the learners observe for some minutes the cards and then take the face cards and put them on a table. • Ask the learners to stand up one by one and take by luck one face card. • After examining the card, s/he has 5 minutes maximum to do a pantomime describing that feeling. Speaking is totally forbidden. • When the audience guesses correctly the feeling the learner sticks the face above the right word card on the wall and the next one stands up. • Continue till all the face cards have been played. • Sum up the daily vocabulary.

3. GROCERY SHOPPING

LEVEL	Beginners
TIME	2 hours
MATERIALS	<ul style="list-style-type: none"> • Photos of vegetables and fruits and word cards • A quiz on fruits and vegetables (for the educator) • Color cards (color-word) • Video with dialogue for grocery shopping
LEARNING TECHNIQUES	<ul style="list-style-type: none"> • Interactive quiz • Audiovisual material • Simulation • Experiential learning
OBJECTIVES	<ul style="list-style-type: none"> • Learn vocabulary related to fruits & vegetables and colors • Practice basic phrases related to grocery shopping • Practice listening and communicative skills • Prepare the learners to do their shopping in the grocery and prepare the shopping list. • Improve writing skills
IMPLEMENTATION OF ACTIVITY	<p><i>Before the activity</i></p> <ul style="list-style-type: none"> • Stick on the walls the fruits and vegetable photos and the color ones accompanied by the related word cards. <p>1st stage: Interactive quiz</p> <ul style="list-style-type: none"> • Let the learners observe the images and the words on the walls for a few minutes. • Ask the learners questions like “it is red and we use it for salads” and let them find the correct fruit or vegetable. • Each learner that guesses correct takes the picture. • Continue till all the pictures have been taken. <p>2nd stage: matching colors</p> <ul style="list-style-type: none"> • Give one color card to everyone randomly. By making questions to each other they have to find and take the equivalent color card with their fruit or vegetable. For example if someone has a tomato but has a green color card s/he could say: “I have a tomato, I want the red card” or “I have the green color card, who wants it?” • When everyone has the correct color card let them speak. Each one has to say the fruit/vegetable and its color that holds. “I have a red tomato” etc. <p>3rd stage: grocery shopping</p> <ul style="list-style-type: none"> • Play a short video in the fruit & vegetable market with a dialogue of a grocery man and a customer. Write the important phrases on the board (how much is it? I would like some tomatoes etc.) and explain if there are any unknown words. • Make groups of 2 and give each a role. The one is

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	<p>the customer and the other is the grocery man. Let them practice the dialogues. Circulate and help them. They can use the phrases from the board.</p> <ul style="list-style-type: none">• Tell the learners to write a shopping list with fruits & vegetables that they need to buy.• Go altogether to a nearby grocery store to practice the dialogues.
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4. LOST IN THE STREETS OF A CITY...

LEVEL	Beginners
TIME	1 hour
MATERIALS	<ul style="list-style-type: none"> • Pictures of road signs or direction signs • Papers with instructions equivalent to the road/ direction pictures • Papers with names of buildings in the target language • LEGO Blocks • A pawn
LEARNING TECHNIQUES	<ul style="list-style-type: none"> • Block construction • Team learning
OBJECTIVES	<ul style="list-style-type: none"> • Increase learners' ability to ask and give information about directions • Learn and practice basic words and phrases on the topic. • Improve their pronunciation and speaking in the target language. • Increase learners' confidence to ask direction instructions in real life. • Improve learners' cooperative and creative skills
IMPLEMENTATION OF ACTIVITY	<ul style="list-style-type: none"> • Give the set of the blocks to the learners and help them to create a model of a neighborhood with streets and buildings. • Make groups of two. The one should have the direction pictures and the other the instruction papers. They have to collaborate in order to match each picture with the correct instruction (e.g. arrow showing on the right – Turn right). Check the correct answers. • In between the educator sets a starting point in the model and puts a name paper on the buildings. You let the learners some time to examine the buildings in the model. • Now the learners divided in pairs should move the pawn to a chosen building. One learner is the guide that gives directions (e.g. go forward, and then turn right”) and the other moves the pawn based on the directions given. If there is time the roles can change between the pairs. The learner that gives directions selects the destination building without informing the one moving the pawn.

5. PLAYING WITH LETTERS

LEVEL	Beginners
TIME	50 minutes
MATERIALS	<ul style="list-style-type: none"> • Plastic capital and small letters of the alphabet
LEARNING TECHNIQUES	<ul style="list-style-type: none"> • Pedagogical game • Group exercise
OBJECTIVES	<ul style="list-style-type: none"> • To learn or practice the alphabet (capital & small letters) • To promote team building • To increase learners' ability to introduce and write their names • To get to know each other better • To be able to distinguish capital and small letters.
IMPLEMENTATION OF ACTIVITY	<ul style="list-style-type: none"> • Divide the learners in groups of 4 and give to each group the plastic letters (capital and small ones). Explain them that they have to put the capital letters of the alphabet in the correct order and then match them with the small ones. It's not necessary all the groups to have all the letters (one group can have from A-K, another one from L-T etc.) • Check all together the alphabets and make any needed corrections. Help the learners to choose the right letters in order to write their names in the target language. • Then collect all the letters and distribute them equally but randomly to each learner. (based on the names of your learners be sure that all the needed letters to form their names are included). • Scatter the learners in the class randomly. • Explain the learners that they will have around 10 minutes to go around the class, meet as many people as possible and ask letters in order to write their name in the target language. The dialogue should be like this: My name is Mohammed and I need an "a". (You can make it more difficult by asking the learners to write their names with a capital letter in the beginning or easier by asking them to write it only in capital or small letters). • After the time indicated the learners should form their names by putting in the correct order the

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	letters they will have collected during the activity and ask aloud any missing ones (eg. I need “M”)
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6. The orchestra director

LEVEL	Beginners
TIME	60 minutes
MATERIALS	None
LEARNING TECHNIQUES	<ul style="list-style-type: none"> • Pedagogical game • Imitation
OBJECTIVES	<ul style="list-style-type: none"> • To practice fast questions and answers, positive and negative. • To learn the verb “to be”. • To create a teambuilding spirit on the group and have fun.
IMPLEMENTATION OF ACTIVITY	<ul style="list-style-type: none"> • Before starting the activity, the educator writes and explains on the board the verb “to be” and how to ask and answer direct questions. e.g. “Are you John? No, I am not”. • Once these questions have been practiced with all the persons (I, you, s/he, we, they), the learners will sit down in a circle. • Explain that you are going to play a game using the verb “to be”. One learner should go out of the room and the rest should form an orchestra and select a director. The director should choose an instrument to start with. The learners imitate playing this instrument when the volunteer is asked to return to the classroom. The director should carefully change instruments and the rest of the learners should quickly imitate playing the new instruments. The volunteer should ask different learners the following question: “Are you the director?” Each learner based on his her identity should reply either “Yes, I am” or “No, I am not” • Now select a volunteer who must go out of the room. During the time that s/he is out, the group will choose an “Orchestra director”. • Ask the volunteer to enter in the room and stand in the center of the circle.

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	<ul style="list-style-type: none"> • Let the learners imitate the orchestra till the volunteer finds the director. • Repeat the activity with different volunteers and directors.
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7. UNO, DUO, TRES

LEVEL	Beginner
TIME	40 minutes
MATERIALS	<ul style="list-style-type: none"> • A block of UNO cards
LEARNING TECHNIQUES	<ul style="list-style-type: none"> • Game
OBJECTIVES	<ul style="list-style-type: none"> • Learn the numbers and the colors • Enjoy while learning • Create bonds between the learners
IMPLEMENTATION OF ACTIVITY	<p>Note: <i>this activity is very simple and intends to help the learners to learn the numbers and the colors in an enjoyable way and in the first stages of the learning process that their language skills are very low.</i></p> <ul style="list-style-type: none"> • Explain the rules of the UNO game in a medium language. • Let the learners play the game some rounds and you should indicate the numbers and the colors in the target language. • After some rounds let the learners to say loud both the numbers and the colors. • Sum up in the board the vocabulary of the day.

8. Place the block in the right place

LEVEL	Beginners
TIME	50 minutes
MATERIALS	<ul style="list-style-type: none"> • A paper with written instructions on how to build a simple shape with Lego. • LEGO sets
LEARNING TECHNIQUES	<ul style="list-style-type: none"> • LEGO construction • Experiential learning • Group exercise
OBJECTIVES	<ul style="list-style-type: none"> • Learn and practice location words vocabulary • Improve learners perceptual and writing skills • Improve learners creativity and fine skills
IMPLEMENTATION OF ACTIVITY	<p><i>Before the activity:</i></p> <ul style="list-style-type: none"> • Prepare a paper with simple instructions on how to form a simple design with Lego. e.g. put a block on the one you already have, place the next block next to the previous one e.t.c. (Emphasis should be given on the location words). <p><i>During the activity:</i></p> <ul style="list-style-type: none"> • Give the learners the instructions and some time to read them. • Start forming by following one by one the instructions. Make sure that learners carefully watch your moves and do not forget to say aloud each step in order to connect the move with the location word. • Now ask the learners to form on their own by following the instructions, circulate and facilitate them if needed. • When all the learners have finished their designs check if the instructions have been followed and clarify any misunderstandings. • Divide the learners in groups and ask them to prepare a very simple design of their favor and write down the instructions for forming it.

9. BE A MIME

LEVEL	Beginner - Pre-intermediate
TIME	45 minutes
MATERIALS	<ul style="list-style-type: none"> • Videos with daily activities and hobbies
LEARNING TECHNIQUES	<ul style="list-style-type: none"> • use of audiovisual materials • Pantomime
OBJECTIVES	<ul style="list-style-type: none"> • Practice present tense • Learn hobby and daily activities vocabulary • Enhance learner' creativity • Promote body language expression
IMPLEMENTATION OF ACTIVITY	<ul style="list-style-type: none"> • Show the video with daily activities and hobbies. In each pause ask them what the people are doing. If there are any unknown words write them on the board and explain. • Then you can tell your daily activities and hobbies using the present tense and ask them to tell their own. • All of them have to stand up in a circle. Explain them that each, one by one has to mime an activity or hobby. You start miming an activity (brushing your teeth). The person on your right has to find and shout the activity/hobby in the target language. The one on the right, who found it, is the one who must mime another activity/hobby and the one besides him/her has to do the same. This goes on until all the learners participate. It is better not to repeat the same activities.

10. TREASURE HUNTING

LEVEL	Beginner-Intermediate
TIME	<i>Before the activity:</i> 1 hour <i>During the activity:</i> 45 minutes (or more depending the number of the clues)
MATERIALS	<ul style="list-style-type: none"> • Piece of papers with written clues • A “treasure” (chocolate, book etc.)
LEARNING TECHNIQUES	<ul style="list-style-type: none"> • Experiential learning • Pedagogical game • Group exercise
OBJECTIVES	<ul style="list-style-type: none"> • Practice instructions and reading comprehension • Increase collaboration between the learners • Enhance their vocabulary • Increase their communicating skills
IMPLEMENTATION OF ACTIVITY	<p><i>Before the activity:</i></p> <ul style="list-style-type: none"> • The educator must find some hiding places in and outside of the classroom (a corridor, a yard or even shops you can find around the neighborhood). • Write on pieces of papers clues that will help the learners to find the hiding places in order to find the treasure in the end. For example: <u>“Outside of the class there is a poster with a bus”</u> behind the poster with the bus you will stick another piece of paper: <u>“Go to the place where a tomato could find a potato”</u> meaning the grocery store. In this case the grocer man should be informed in order to give them the next clue. • Choose what the treasure would be. Chocolate/ a meal / a book in the target language / a fancy notebook etc. <p><i>During the activity:</i></p> <ul style="list-style-type: none"> • Separate the learners into groups of 3-4. Explain them that they have to find a treasure by reading and following instructions from one place to another even outside of the class. To avoid all groups starting at the same time following each other, give each a different clue in the beginning so they will go around in a different order. <p>You explain that after 30 minutes (or more) they have to be back even if they did not find the treasure.</p> <ul style="list-style-type: none"> • When all are back you discuss about the experience and ask if there were any unknown words or any kind of difficulties.

11. MY FAMILY TREE

LEVEL	Beginner - Pre-intermediate
TIME	1 hour
MATERIALS	<ul style="list-style-type: none"> • A short video related to family in the target language • Educator and learners' family photos (they have been asked from the previous lesson) • Colorful papers and markers • Glue
LEARNING TECHNIQUES	<ul style="list-style-type: none"> • Use of audiovisual materials • Use of personal photos • Interviews • Drawing
OBJECTIVES	<ul style="list-style-type: none"> • Learn vocabulary related to family members and relationships. • Exchange information about their families and create bonds between the team members. • Increase learners' listening and speaking ability in the target language. • Create their own family tree
IMPLEMENTATION OF THE ACTIVITY	<ul style="list-style-type: none"> • Play the video related to family. • Ask the learners to say the words related to family relations that they understood from the video and write them on the board. • Show them your family photo and describe your relations with the members. (He is my father. His name is... etc.). • Divide the learners in pairs and ask them to interview their pair, asking questions about their photo and the people displayed on them. • Write down any new words related to the topic expressed by the learners. • Explain them that they are going to make their own family tree. Give them colorful papers and markers. • First of all they can write down a list with the family members they want to include. By being an example you start drawing your family tree on the board. Write down your name on the base and then draw a line to the name of your mother and another line to the name of your father. Draw a horizontal line connecting your parents. They can even glue a photo for each member. You continue with siblings, grandparents etc. depending the needs of the learners.

12. CHINESE WHISPERS

LEVEL	Beginners - Intermediate
TIME	50 minutes
MATERIALS	<ul style="list-style-type: none"> • Pictures of people
LEARNING TECHNIQUES	<ul style="list-style-type: none"> • pedagogical game (adapted Chinese Whispers) • Group exercise
OBJECTIVES	<ul style="list-style-type: none"> • Learn adjectives and vocabulary related to the appearance. • Learn to describe a person's appearance in the target language • Improve writing, listening and speaking skills
IMPLEMENTATION OF ACTIVITY	<p><i>Preparation before the activity</i></p> <ul style="list-style-type: none"> • Put the pictures with people on the wall. Each picture has a name and a characteristic figure (e.g. a very tall person) • Write the adjectives and some vocabulary of description on the board (e.g. tall-short, handsome-ugly, long-short hair etc.) <p><i>During the activity:</i></p> <ul style="list-style-type: none"> • You show the pictures to the learners and you ask them to describe them by collecting the right words from the ones written on the board. (e.g. His name is John, he is tall, thin and he has short hair). • After some practice, you tell the learners to choose a picture without saying which and write down a description of the person in the particular picture (minimum 3 characteristics). Circulate and help them if they need it. • When they finish ask them to give you the description. • Separate the learners in groups and ask them to stand one next to the other. • Give to each learner in each group a paper with a description from the ones the learners wrote in the previous stage. • Ask the first learner to read the description on the paper and then say the description to the learner on his/her right secretly (in the ear) without being heard. • The second one should do the same and so on. • The last one should say out loud what s/he heard and show the picture that s/he believes matches the description. • Read and compare the written description by reading it out loud. Repeat the game with different descriptions.

13. LOOKING FOR WORDS...

LEVEL	Beginners - Advanced
TIME	50 minutes
MATERIALS	<ul style="list-style-type: none"> • Papers with word categories • Scattergories game (if the letters are not given by the educator) • Pens
LEARNING TECHNIQUES	<ul style="list-style-type: none"> • Pedagogical game • Group exercise
OBJECTIVES	<ul style="list-style-type: none"> • To enhance vocabulary • To recall words • To list words by theme • To cooperate
IMPLEMENTATION OF ACTIVITY	<p>Before the activity:</p> <ul style="list-style-type: none"> • Divide the board in categories based on the educational aims of your course. An example could be fruits, colors, countries, clothes etc. • Prepare papers with the same categories for the learners. <p>During:</p> <ul style="list-style-type: none"> • Divide the learners in groups of 2-3 and give each group a paper with the categories. • Play the game scattergories/ give randomly letters of the alphabet to the learners. • The groups should write, each time a letter is given, a word of each category starting from this letter. Give 5 minutes for each letter. • When they finish one representative of each group should say aloud the words of each category. • Each word is one point. If more than one group has the same word none of them takes a point. • The group that will collect the more points will be the winner of the game.

14. SHOPPING TIME!

LEVEL	Pre- Intermediate
TIME	1 hour
MATERIALS	<ul style="list-style-type: none"> • PowerPoint with shopping vocabulary • Pictures of different shops and buildings (post office, bakery, pharmacy etc.) • Shopping lists • Real or fake shopping products or toys (plastic bread, aspirins, a piece of cloth etc.) based on the shopping lists
LEARNING TECHNIQUES	<ul style="list-style-type: none"> • Team learning • Role playing • Simulation
OBJECTIVES	<ul style="list-style-type: none"> • Practice and increase communicative skills • Learn and practice vocabulary about shopping • Promote interaction and team building • Simulate an everyday situation • Be able to ask and give information about products
IMPLEMENTATIONS OF ACTIVITY	<ul style="list-style-type: none"> • Show the power point of shopping vocabulary. Ask them if they know the words and write them on the board and practice. • Distribute the tables in the class. Each table is a different shop (bakery, pharmacy, etc.). Put on the tables the pictures (of the bakery, pharmacy etc.) and the different products or toys to make the simulation more real. • Nominate some of the learners to run each shop and give to the rest a shopping list with things they have to buy from different shops. Each learner should visit the different shops and ask for the items on their list. Let them interact and speak to each other. • After a while, ask the learners to change the roles (shopkeepers will be customers and customers shopkeepers) and repeat the activity.

15. LEARNING ABOUT JOBS

LEVEL	Pre-intermediate
TIME	40 minutes
MATERIALS	<ul style="list-style-type: none"> • Job flash cards • Tools/objects flash cards (related to the jobs)
LEARNING TECHNIQUES	<ul style="list-style-type: none"> • Visual learning • Group exercise
OBJECTIVES	<ul style="list-style-type: none"> • Learn job vocabulary • Improve reading and speaking • Exercise yes/no questions • Encourage group cooperation
IMPLEMENTATION OF ACTIVITY	<p><i>Note: It would be better if the jobs presented are based on the learners' profession and interests.</i></p> <ul style="list-style-type: none"> • Show the flash-cards in pairs (job-tool/object) to the learners and ask them if they know the vocabulary. Either the job (e.g. taxi-driver) or the object. Write the words on the board. • Ask them again. Now it will be easier and they will find the correct word on the board. • Put the flash-cards with the jobs on the wall or on the board the one below the other and give the learners the flash-cards with the tools/objects. Ask them to stand up and match the object with the related job on the board (e.g. chef – food). When they match it, they must say out loud the job and the object. If they do not remember it, the others can help them. • Take all the flash-cards and give one to each learner. The others mustn't see. Some of them have the job flash-cards some of them the object flash-cards. They have to find their pair by asking yes/no questions. They can circulate around the class and ask everyone (e.g. are you working outdoors? do you cook? etc.)

16. MULTICOLOR SALAD

LEVEL	Pre intermediate - Intermediate
TIME	<i>Preparation time:</i> 1 hour <i>Activity time:</i> 2 hours
MATERIALS	<ul style="list-style-type: none"> • Cooked food (from the learners and the educator) • Spoons, forks, knives, dishes and napkins • Pictures of food and cookware materials with the words in the target language • Menus • Worksheet with a dialogue • Audio with the dialogue of the worksheet
LEARNING TECHNIQUES	<ul style="list-style-type: none"> • Experiential method – cooking and eating • use of audiovisual materials • Simulation • Role playing • Group Discussion
OBJECTIVES	<ul style="list-style-type: none"> • Increase learners’ familiarity with vocabulary related to food and cookware. • Prepare the learners to perform dialogues in a restaurant. • Improve learners’ communicative and comprehensible skills through reading, listening and speaking. • Improve their skills on asking and answering questions about recipes, traditional foods, culture and customs related to food. • Practice the Imperative form. • Feel more comfortable to go to a real restaurant and speak the target language.
IMPLEMENTATION OF ACTIVITY	<p><i>Preparation before the activity:</i></p> <ul style="list-style-type: none"> • Ask the learners, in a previous lesson, to cook a traditional or their favorite dish and bring it in the classroom. • Arrange the classroom like in a restaurant and decorate the walls with the pictures of food and cookware materials accompanied by the word in the target language. • Prepare menus based on the cooked foods and leave them in each table as in a restaurant. • Prepare a table where they can place their foods. <p><i>During the activity:</i></p> <ul style="list-style-type: none"> • Guide the learners to leave the foods in a particular table.

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	<ul style="list-style-type: none">• They should seat as in a restaurant forming groups of 2-3 people (or more) in each table with a menu.• Demonstrate the pictures on the wall and discuss about the topic. Make sure they understand and write some words on the board.• Give them a worksheet with an authentic dialogue of ordering in a restaurant. Give them 5 minutes to have a look and then play the audio with this exact dialogue. Ask if they understand or they have any unknown words.• Explain them that now they will have a role. In each group one is the waiter and the other (or others) is the customer.• For 15 minutes they have to act like they are in a restaurant, check the menu, ask questions to the waiters about the dishes and order the one they like. (By that time you are moving and checking each group, helping them and correcting them when it is necessary).• Now everyone can serve him/herself with the food and enjoy the meal for half an hour, discussing about food, culture and customs.• While eating the educator asks them to tell the recipes. S/he could begin by his/ her own using the Imperative form.• Encourage the learners to do the same (again using the Imperative form).
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17. A DAY IN THE LIFE

LEVEL	Pre-Intermediate - Intermediate
TIME	2 hours
MATERIALS	<ul style="list-style-type: none"> • A carton- board where a circle is drawn with some spots on it with pictures or drawings of the main services, shops that an immigrant access in his/her everyday life (e.g. super market, banks, transportation, school. employment agency, migration office, hospital, post office, restaurant etc.). The first spot is the house, where all the learners begin. (a board of another game may also be properly adapted) • Pawns with different colors depending on the number of learners (one pawn for a group of two/three learners) • Task cards related to each place on the board.
LEARNING TECHNIQUES	<ul style="list-style-type: none"> • Board game • Simulation • Group exercise
OBJECTIVES	<ul style="list-style-type: none"> • Practice basic dialogues that learners use in their daily life. • Reinforce learners' communication skills • Promote learners' familiarity with the local context in the host country (shops, public services etc.) • Increase learners' confidence to conduct everyday conversations and consolidate their knowledge • Enable learners to manage everyday tasks more easily
IMPLEMENTATION OF ACTIVITY	<ul style="list-style-type: none"> • Put the board in a place where is approachable for everyone (e.g. in the center of a big table) and place all the pawns in the "house" (the first spot). • Let the learners have some time to observe and read the board. On the board each spot has a picture/drawing and a word. (Super-market, post office, restaurant, transportation, fruit and vegetable market, bank etc.). • Divide the learners into groups of two/three, give each a pawn and explain them that the goal is to visit all the places and be able to fulfill the task that it is written on the equivalent card. In the end they can return back home. The learners of each group will have to co-operate. • Begin to play. When the first group visits a place give them a task card, let them read it out loud and then exercise the dialogue. In this stage the educator is their communication couple.

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	<ul style="list-style-type: none">• After all the groups have played once, continue playing till all the places have been visited but after the first round the communication couples should be consisted of two learners and the educator should only facilitate the process.• If the goal is not completed then they will have to repeat it, but in the next round.• Each group has the right to visit one place at a time.• Every time a group visits a place and completes the task, then the next one continues. <p><i>If the group is consisted of 3, then they should change roles in every round. In this way all of them will practice.</i></p>
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Ideas/examples for the task cards:

Super-market

You want to buy 500 gr of cheese (choose a kind you prefer). Make a dialogue with the other learner of your team.

Post office

You want to send a package of 3, 5 kg in a foreign country. Make a dialogue with the other learner of your team.

Transportation

You want to buy a ticket in the metro. Make a dialogue with the other learner of your team.

Or

You want to go to your house by taxi. Make a dialogue with the other learner of your team (one of them is the taxi driver.)

Fruits and vegetables market

You want to know the price and buy some potatoes and some onions. Make a dialogue with the other learner of your team.

Bank

You want to deposit 352 euros to another account and to withdraw 500 euro. Make a dialogue with the other learner of your team.

18. CULTURAL ASPECTS

LEVEL	Pre intermediate- Advanced
TIME	40 - 50 minutes
MATERIALS	<ul style="list-style-type: none"> • Small blank papers • A small box
LEARNING METHODS	<ul style="list-style-type: none"> • Team learning • Performing sketches • Group discussion
OBJECTIVES	<ul style="list-style-type: none"> • Increase learner's ability to make a performance • Consolidate the knowledge of words/phrases already known • Reinforce improvisation and body language of learners by performing • Promote the team building. • Increase learners' knowledge on the host country's culture.
IMPLEMENTATION OF ACTIVITY	<ul style="list-style-type: none"> • Divide the learners in groups of 2-3. • Give each group a small blank paper and explain them that they have to write a word/phrase in the target language related to a host country's traditional event (e.g. Easter, Christmas, national holidays etc.) • Then they have to fold the papers and put them all in a box. • Each group should select one paper from the box and read it without showing to the others. • Give each group 15 minutes to prepare a small scene related to the phrase/word written in the paper they chose. • Let each group perform the scene in front of the others. • When all the groups have finished have a short group discussion about the experience and the cultural aspects referred.

19. EMPLOYMENT AGENCY

LEVEL	Intermediate
TIME	60 minutes
MATERIALS	<ul style="list-style-type: none"> • Job announcements • A simple CV model
LEARNING TECHNIQUES	<ul style="list-style-type: none"> • Use of visual materials • Simulation
OBJECTIVES	<ul style="list-style-type: none"> • Learn vocabulary related to the labor market • Familiarize the learners with job announcements. • Increase learners knowledge and skills related to drafting a CV. • Facilitate the learners' job searching process • Increase learners' comprehensible and writing skills • Increase learners' ability to write a formal e-mail in the target language.
IMPLEMENTATION OF ACTIVITY	<ul style="list-style-type: none"> • Stick all the job announcements on the wall. • Let the learners go around, read the announcements and select the one closer to their profile. • Shortly discuss the choice of each announcement. • Give the learners a simple CV in the target language and explain the structure and any unknown words. • Ask them to prepare their own CV. • When they finish they will have to send an e-mail to one of their peers with their CV and a small introductory text. • Write on the board an example of such a text and then ask them to write their own and send the e-mail.

20. Following their footsteps

LEVEL	Intermediate
TIME	60 minutes
MATERIALS	<ul style="list-style-type: none"> • Photos of different means of transport • laptops/pc/mobile phones/internet • A blog created by the educator
LEARNING TECHNIQUES	<ul style="list-style-type: none"> • Human Libraries • Blogging
OBJECTIVES	<ul style="list-style-type: none"> • Learn new vocabulary about the main means of transportation. • Improve learners’ speaking, listening and writing skills • Promote the sharing of personal experiences and empathy between the learners • Learn the past tense
IMPLEMENTATION OF ACTIVITY	<ul style="list-style-type: none"> • Show the learners pictures of different means of transport. • Stick the pictures on the board and write the names of each mean of transport beside the picture. • Give the learners some time to examine the words. • Now you have to implement the Human library technique. Ask the learners who would like to be the “human books” and select some of them to undertake this role. Spread the “human books” in the room. • Now the rest of the learners with the educator have to visit the human library and learn how the “human books” have travelled to the host country. Learners should ask each human book which means of transport used to come to the host country. The educator should support both the human books and the other learners during the process. • When all the “human books” have been “read” grab the opportunity to teach/revise the basic grammar on the past tense. • In the last stage the learners will be asked to write a short paragraph in a blog about their travel experience to the host country using the grammar and vocabulary taught in the previous stages.

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21. RENTING AN APARTMENT

LEVEL	Intermediate
TIME	45 minutes
MATERIALS	<ul style="list-style-type: none"> • Original announcements for renting a house cut from a newspaper or printed from the internet • Numbered pictures with apartments which are equivalent to the announcements • A worksheet with small stories of people who wants to rent a house (only for the educator!) • Phones (if you want to make it more realistic)
LEARNING TECHNIQUES	<ul style="list-style-type: none"> • Learning with original materials • Use of visual materials • Group exercise • Simulation
OBJECTIVES	<ul style="list-style-type: none"> • Learn vocabulary about renting an apartment • Feel confident to search for an apartment • Recognize what is an announcement and where they can look for it • Practice listening and speaking • Increase their ability to collaborate
IMPLEMENTATION OF ACTIVITY	<ul style="list-style-type: none"> • Give the learners original announcements for renting a house from a newspaper or the internet. Each has a different one. Give them some time to read and underline the unknown words. Explain the words and shortly discuss about the sources where the learners can find such announcements. • Put the numbered apartment pictures on the wall. Separate the learners in groups of 2 and tell them to try to match each apartment (number of the picture) with the correct announcement. Go around the class to help. • Each team must stick the announcement to the correct apartment. • Now tell/read different stories about a person that wants to rent an apartment, like: "Mary wants to rent a house with her husband in the center of the city because all their friends are living there. They do not mind if it is small, but it is important to be cheap." • Ask which is the best for them and give some time to think about it. Each learner who answers should explain why s/he chose the particular apartment. • Choose some learners and ask them to make a simulated call in order to close an appointment for visiting the apartment. Another learner should respond the call.

22. THE GREAT RESOLVERS

LEVEL	Intermediate - Advanced
TIME	2 hours
MATERIALS	<ul style="list-style-type: none"> • Mobile phones/ cameras/notebooks • A blog created by the educator • Laptops/PCs/internet
LEARNING TECHNIQUES	<ul style="list-style-type: none"> • Brainstorming • Presentation • Blogging • Group exercise
OBJECTIVES	<ul style="list-style-type: none"> • Familiarize learners with the local area • Find possible solutions to problems and difficulties they face in the host country. • Learn new vocabulary and improve their speaking skills in the target language. • Learn how to write an article • Improve learners' problem solving skills • Increase learners' confidence to use the language and express their thoughts
IMPLEMENTATION OF ACTIVITY	<ul style="list-style-type: none"> • Explain to the learners that you are going for a short walk around the neighborhood. They should take photos/ keep notes of something that they consider as a problem or difficulty in the city (e.g. homeless people, a lot of garbage, broken traffic lights, traffic jam etc.). Take the group and go for a walk around the area. • Return to the classroom and ask each learner to show the photo/ present the problem. • Write on the board "Problems or difficulties in the city I live" and during the learners' presentations write key words on the board around the problems being presented. • When all the learners have finished start a brainstorming activity on solutions in some of the problems. (Let the learners express themselves freely and interact with each other). • Ask the learners to write a short article in a blog, (the most two paragraphs long) which is going to be published on the internet. They should write about a problem and suggest solutions.

23. A NEW LIFE....

LEVEL	Intermediate - Advanced
TIME	1 hour
MATERIALS	<ul style="list-style-type: none"> • Blank pages • Pens
LEARNING TECHNIQUES	<ul style="list-style-type: none"> • Creative writing • Cooperative stories
OBJECTIVES	<ul style="list-style-type: none"> • Increase learners' ability to write, read and comprehend a story • Promote creativity and improvisation skills • Practice future tense • Learn and practice new vocabulary • Enhance team spirit
IMPLEMENTATION OF ACTIVITY	<ul style="list-style-type: none"> • Write a title on the board "My new life" and explain to the learners that they are going to write a story about a new life in the future. • Sit down in a circle. • Give to each learner a piece of paper and a pen. On the top of the papers should be written by the educator the beginning of the story using future tense. • Ask each learner to continue the story with one sentence. • When they finish ask them to fold the paper in a way that the first sentence is covered and cannot be read by the next learner. • Then, ask each to pass the paper to the next person on his/her left (clockwise). S/he should continue the story with a new sentence. This learner should again fold the paper in a way that only the last sentence is apparent to the next learner on his/her left. • Continue in this way till each learner has written one sentence in each paper. (do not forget that as the papers are passed from one learner to another only the last sentence written should be apparent) • The last learner writing a sentence in each paper must write an end of the story. S/he should unfold the paper and read the story to the rest of the group. • Discuss the stories and any unknown vocabulary.

24. FAMILY ROLES

LEVEL	Intermediate - Advanced
TIME	1 hour
MATERIALS	<ul style="list-style-type: none"> • A video with a family scene • Role-cards with family roles
LEARNING TECHNIQUES	<ul style="list-style-type: none"> • Audio-visual method • Role playing • Culture tandem • Group exercise
OBJECTIVES	<ul style="list-style-type: none"> • To increase learners empathy and assertive communication skills (to put ourselves in the shoes of another person). • To promote or explore different cultural or social values of the learners involved and their cultural and social/family roles. • To reinforce learners' creativity, body and pronunciation skills. • To improve learners' communication and speaking abilities. • To improve learners' skills to express their opinions and points of views.
IMPLEMENTATION OF ACTIVITY	<p>IMPORTANT: <i>this exercise will explore different roles within the family, society, etc. According to this, this can be a very sensitive exercise, so it can be used to promote other values such as gender equality or intergenerational relations. In order to avoid risks during its implementation, it is recommended that the educator is aware about the cultural background of the learners and tries to avoid hard conflicts or situations if the confidence among the group members is not very deep. The priority is to make learners feel safe, not ashamed or embarrassed.</i></p> <ul style="list-style-type: none"> • Show a video about a family situation a bit excessive, like a quarrel. (e.g. a son/daughter who wants to return home late at night or to go on holidays by himself/herself and fights with a parent because they do not agree) • Separate the learners in small groups (3-5 people each) and give each learner a role-card based on the video they watched. (For example if the video is about a son and a mother then the role-cards would be a son and a mother although more roles can be shared). • Give them 10 minutes to think about it and in small groups ask them to play the roles. Circulate, listen and help.

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	<ul style="list-style-type: none"> • Repeat the activity by changing roles within the same group. • Organize a culture tandem. Separate the learners in pairs and give them a few minutes to have a small dialogue about the traditional roles in their culture. Change the pairs as many times as you want.
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25. CREATING A STORY

LEVEL	Intermediate - Advanced
TIME	45 minutes
MATERIALS	<ul style="list-style-type: none"> • Different kind of objects like a key, an identity card (a fake one), a bottle of water, a doll, a watch etc. or the story cubes game • Pictures of people • Pictures of places
LEARNING TECHNIQUES	<ul style="list-style-type: none"> • Story telling/ Story cubes game
OBJECTIVES	<ul style="list-style-type: none"> • Increase learners' speaking skills • Increase learners' capacity to reproduce a story and improve their memory • Promote a team spirit. • Enhance learners' creativity • Flourish vocabulary in the target language and practice the already known one.
IMPLEMENTATION OF ACTIVITY	<ul style="list-style-type: none"> • Give each learner at least, one picture of a person and one of a place and at least 2 objects. They have to make a story with all these included. Give some time to think. They shouldn't write the whole story but if they want they can keep some notes. • You can write on the board some words which they can use in order to help them. Try to include a mixture of words like adjectives, verbs, nouns etc. • Divide the learners into pairs. Each one in the pair has to tell his/her story to the other and give him/her the objects and the pictures. The listener must be very careful because afterwards s/he should tell the story to somebody else. • Change the pairs. Now each learner has to tell the story s/he heard to someone else. The objects and the pictures related to the story will help him /her remember it. Go around, check and help.

26. EMPLOYMENT AGENCY, volume 2

LEVEL	Intermediate - Advanced
TIME	50 minutes
MATERIALS	<ul style="list-style-type: none"> • Job announcements • Question cards for the interviewer- employer
LEARNING TECHNIQUES	<ul style="list-style-type: none"> • Simulation • Experiential learning
OBJECTIVES	<ul style="list-style-type: none"> • Learn vocabulary related to the labor market • Familiarize the learners with job announcements and job interviews. • Facilitate the learners' job searching process • Increase learners' comprehensible and speaking skills • Increase learners' ability to effectively present themselves in a job interview
IMPLEMENTATION OF ACTIVITY	<ul style="list-style-type: none"> • Stick all the job announcements on the wall. • Let the learners go around, read the announcements and select the one closer to their profile. • Shortly discuss the choice of each announcement. • Choose some learners that they will have a job interview for the announcement they have chosen and some learners that will be the employers. • Simulate the situation. The employers will have a question card which they should follow but the employees should freely respond. • The rest of the learners will observe and keep notes. • Have a short group discussion about the experience and how they felt in each role.

27. THE STORY BEHIND THE PORTRAITS

LEVEL	Upper-Intermediate - Advanced
TIME	2 hours
MATERIALS	<ul style="list-style-type: none"> • A notebook and a pencil/pen for each
LEARNING TECHNIQUES	<ul style="list-style-type: none"> • Outdoor activity • Cultural visit • Group exercise • Story telling
OBJECTIVES	<ul style="list-style-type: none"> • Feel creative using the target language • Increase learners ability to express their feelings and thoughts in the target language • Increase learners' comprehensive and speaking skills • Raise learners' cultural awareness
IMPLEMENTAITON OF ACTIVITY	<p>You have organized a visit in An exhibition/museum of the city where you can find portraits (photos or paintings)</p> <ul style="list-style-type: none"> • Before entering the museum you explain that they have to observe the works of art and write down notes on what they see and how they feel during their visit. Encourage them to choose portraits. If it is allowed they could even take some photos. Give them some time to go around the exhibits. • Gather all the learners in a place inside or outside the building where you can discuss. Each one must describe a portrait that s/he saw in the museum and express how s/he felt. If there is a photo s/he can show it to all. • Now they must imagine a story hiding behind the portrait. The story can be anything (a simple daily story, a crime or anything else). The person in the portrait is the main character. Give them some time to think about it and make notes if they need to. • Make groups of two. Each one has to narrate the story to the other. Circulate, listen and help.

28. INTERVIEWING A FAMOUS PERSON

LEVEL	Intermediate – Advanced
TIME	1,5 hour
MATERIALS	<ul style="list-style-type: none"> • An interview video • Notebooks • Laptops/PCs/mobile phones/internet • A facebook group
LEARNING TECHNIQUES	<ul style="list-style-type: none"> • Video • Role playing • Simulation • peer learning
OBJECTIVES	<ul style="list-style-type: none"> • Practice indirect speech • Improve the pronunciation and intonation while speaking • Increase learners ability to orally express themselves • Enhance team building • Familiarize the learners with social media
IMPLEMENTATION OF ACTIVITY	<ul style="list-style-type: none"> • Show a video with an interview of a person in the target language. It is recommended to choose a person that your class is interested in or they have heard about. • Ask them questions in order to answer with indirect speech (e.g. what did s/he say about her/his children? What did the journalist ask her/him about traveling? etc.). • Divide the learners into two big groups. One person of each group must be a famous person whom they would like to interview. These two famous people should decide their identity (e.g. I am the famous painter Van Gogh, the famous footballer Lionel Messi, or a total fake identity). They should inform the rest of the group about their identity and discuss what they could say in an interview. The rest learners are journalists. Give them some time to think what kind of questions they want to ask. • The famous people should seat either in the center and the journalists should form a circle around them or in front of the board like a press conference. The journalists can start asking questions. When they finish everyone can sit in their seats. • Now they have to create with the help of the educator a facebook group and write a report for the interview using indirect speech.

29. ALL WE NEED IS MUSIC

LEVEL	Intermediate-Proficiency
TIME	40 minutes
MATERIALS	<ul style="list-style-type: none"> • A song / a video clip of the song • Lyrics of the song with some gaps to fill in
LEARNING TECHNIQUES	<ul style="list-style-type: none"> • Audiovisual learning • Using music
OBJECTIVES	<ul style="list-style-type: none"> • Increase learners listening ability • Practice a particular grammar category (past tense, prepositions etc.) • Learn new vocabulary • Enjoy music
IMPLEMENTATION OF ACTIVITY	<p><i>Before the activity:</i></p> <ul style="list-style-type: none"> • Select a song carefully thinking about the interests of the learners, their level, cultural backgrounds and the activity's learning objective <p><i>During the activity:</i></p> <ul style="list-style-type: none"> • You can have some music while the learners enter the class in order to settle a relaxed and nice atmosphere. • Ask them if they listen to the music in the target language and what kind they prefer. • Listen to the song / watch the video clip and enjoy. • The second time they will listen, give them the lyrics and tell them that they have to fill in the words that are missing, they shouldn't be more than 8. It is better to choose a word category (e.g. all the words missing will be verbs in past tense, or prepositions etc.) and inform the learners for this. Check the correct words. • In the end each one can try to write a new verse which could fit in the song. These lyrics can be presented in the class and vote for the best. • Listen the song again and sing all together.

30. FIND THE WORD!

LEVEL	All levels
TIME	40 minutes
MATERIALS	<ul style="list-style-type: none"> • Timer • Power point presentation with words
LEARNING TECHNIQUES	<ul style="list-style-type: none"> • Pedagogical game • Group exercise
OBJECTIVES	<ul style="list-style-type: none"> • Practice vocabulary • Be able to describe, relate things or give a definition of a word • Improve speaking, listening and comprehensive abilities • Promote team building
IMPLEMENTATION OF ACTIVITY	<p><i>Before the activity:</i></p> <ul style="list-style-type: none"> • You make a power point presentation with each slide containing a word <p><i>During the activity:</i></p> <ul style="list-style-type: none"> • Divide learners into two groups. A learner from the first team stands with his/her back to the Power Point in a way that s/he cannot see it. The rest learners of his/her team must say sentences in order to describe the word. When s/he guesses correctly the educator has to change the slide. This goes on until the timer stops (for example 1 or 2 minutes). • The other team does the same and the learners guessing the words are changing in each round. The game is over when all the words have been guessed.



TEAM
WORK

PRESENTATION OF THE PARTICIPATING ORGANIZATIONS

NGO CIVIS PLUS

NGO CIVISplus was founded in 2011 and it was established in January 2012 with the aim of fighting against social exclusion, poverty, social inequality, as well as protecting the natural and social environment, thus contributing to the endeavours of Civil Society towards social prosperity and sustainability.

Purpose of M.K.O. CIVIS PLUS is the implementation of programs of humanitarian and public benefit having as their object the defence of human rights regardless of race, nationality, gender, creed and cultural background as described by the Universal Declaration of Human Rights.

- The supply of urgent humanitarian, food and development aids to the population of developing countries through actions contributing to their economical and social growth, particularly in the fields of health, education, basic social infrastructures, as well as to the strengthening of their institutions and to the promotion of the respect of human rights.
- The creation of programs to promote equality between the two genders according to the International Convention on the Elimination of all Forms of Discriminations against Women of the UN.
- The creation of programs for the enhancement of quality of life and for the protection of social and natural environment.

NGO CIVIS PLUS has implemented the last years a lot of project on migration issues and runs an educational structure for immigrant children and their parents. More than 40 volunteers are actively contributing in this structure which offers, between others, support lessons for immigrant/refugee children, language courses for adults and unaccompanied minors, art lessons for the children, social services and outdoor activities. More information about our projects and activities at www.civisplus.gr

EUROCULTURE

EUROCULTURE/ EVROPOLITISMOS was founded in 2009. In the past few years, EURO CULTURE has participated in 3 EU Grundtvig projects gaining very important experiences in the areas of intergenerational gap, project management, social and cultural differences among nations, labor and training (strong and weak areas), prospects and possibilities of the EU labor market, VET, etc. EURO CULTURE is in close cooperation with public offices like the Ministry of Education, the Ministry of Labor and Social Insurance, the Ministry of Agriculture, municipalities, unemployment offices, agriculture unions, VET promoters and Trainers and Trainees. The EURO CULTURE Board consists of professionals, such as Economists, Lawyers, IT experts and Qualified Trainers, with interests in Educational and Cultural matters. The EURO CULTURE office harmonizes and enhances the implementation of broad tasks and aims, according to the rules of law and government decisions.

More information about our projects and activities at www.euroculture.com.cy

NEO SAPIENS

NEO SAPIENS is a European mobility and training company which main aim is the design, management and implementation of educational, training, entertainment, culture and transnational mobility projects. With its main office in the city of Logroño (La Rioja), the company also offers consulting services focused on implementing this kind of activities and the development of pedagogic and learning materials related to them. With a social approach, Neo Sapiens provides to public entities, private companies, non-profit organizations and individuals of any age or background, services to carry out projects for education, social development or/and transnational mobility, and facilitates the staff and sources needed for their implementation. To develop these services, the entity counts on the support of a professional team with a wide experience in the field of training, European programs, management, working with fewer opportunities users, intercultural values, translation, communication and development of formal and non-formal teaching methodologies.

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The members of the organization also have a wide experience on the development of visibility events and dissemination of results systems for transnational projects and are experts on the management of intercultural groups.

More information about our projects and activities at www.neo-sapiens.com



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