

# **METHODOLOGY FOR INFORMAL LABOUR MARKET LANGUAGE LEARNING FOR IMMIGRANTS & LOW SKILLED CITIZENS, INCLUDING 50+ ADULTS**



STRATEGIC PARTNERSHIP FOR ADULT EDUCATION  
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## **METHODOLOGY** **for informal labor** **market language** **learning for immigrants** **and low-skilled citizens** **including 50+ adults**

### **GUIDE FOR MODERATORS** **AND SESSION FACILITATORS**



***METIKOS is the Greek word for a person that leaves his city (or country) in order to go to another. It has been selected as the acronym of the project in order to give emphasis to the life of the immigrants that are obliged to leave their country and move to another and all the difficulties that they face in that process.***

## Introduction

This document was inspired by the Lifelong Learning Programme project number 517555-LLP-1-2011-1-GR-GRUNDTVIG-GMP: "Methodology for informal language learning for immigrants. Guide for the facilitators and organizers of the sessions".

This document was funded by the Erasmus+ KA-2 PROJECT NUMBER 2014-1-PL01-KA204-003519: "Methodology for informal labor market language learning for immigrants and low-skilled citizens, Including adults 50+".

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The project expands solutions and moves into a new language area and to a wider group of customers developed in the Metikos project: the methodology of learning the language of the host country for the immigrants, in a form of a language cafe, cyber cafe and tandem®. A new language area in this project is the language of the labor market, and an the additional target group, in addition to immigrants, are the citizens with low qualifications, including those 50+. As for the immigrants themselves, the group that will be clarified to those immigrants who are already functioning in the host community for some time.

The solutions we propose can be used simultaneously by both groups of recipients, if subject and type of activity supports it, or separately, especially in the case of aspects related to the acquisition of language skills.

Innovative solutions in informal learning, Poland and Slovakia, but also in Greece, lies in the fact that such solutions for these target groups aimed at learning this kind of language has not yet been used. In the case of Polish and Slovak we are talking about all groups of recipients, and in the case of Greece the innovation is to adapt the methodology to new audiences - indigenous people.

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### NOTE!

Before reading this document, we recommend to study another document "Methodology for informal language learning for immigrants. Guide for the facilitators and organizers of the sessions", which was the starting point for the development of these guidelines.

The source document contains all the necessary methodological guidelines to run the language cafe, work using Tandem® and start a cyber café.

This document will provide methodological guidelines to facilitate teaching the labor market language to low-skilled immigrants and residents using language café, Tandem® and cyber café.

The source and this document can be also found on the project webpage [www.ill.org.pl](http://www.ill.org.pl) and additionally on the project coordinator's website [www.meritum.com.pl](http://www.meritum.com.pl)



**CHAPTER A:**  
**Language café methodology for low  
skilled and 50+ Learners**



# 1 . INTRODUCTION

As our population continues to age, there is a growing demand for accessible and quality non formal education for 50+ and low skilled citizens who are at a high risk of losing their job. This life-changing event can severely affect an individual's confidence. Often, 50+ and low skilled jobseekers think they are no longer of use, have no skills to offer or believe their skills are industry-specific.

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Non formal , learner friendly training offered by the application of Language Cafe Method focusing on topics related to stimulate the 50+ and low skilled learners personal enrichment, self-actualization and at last but not least through expanding their learning to improve their chances of being successful on the job market.

To begin with we should keep in mind the general principles of how adults learn best:

1. Adults cannot be made to learn. They will only learn when they are internally motivated to do so.
2. Adults will only learn what they feel they need to learn.
3. Adults learn by doing. Active participation is especially important
4. Adult learning is problem-based and these problems must be realistic. Adult learners like finding solutions to problems.
5. Adult learning is affected by the experience each adult brings.
- 6. Adults learn best informally.**
7. Adults want information that will help them improve their situation .

## WHY LANGUAGE CAFÉ METHOD TO TRAIN 50+ LOW SKILLED CITIZENS?

The Language café is a sociable and friendly way which enables not only to practice foreign language skills but also provides learners with a social space for people to meet , talk , acquire useful information and encourage those who are out of work to exchange skills, share experiences thus enabling individuals to take responsibility for planning their own journey back to work with the support of others going through the same experience.

Since 50+ learners in general, tend to avoid any kind of formal training the application of Language Cafe Methodology based on the principles of free expression and exchange of ideas seem to suit best to reach our goals.

## 2. PRIORITIES

In case of 50+ and low skilled learners, sessions organised within the framework of a Language Cafe should provide future job seekers with :

### **Basic Foreign Language Skills**

To meet employers minimal job requirements job applicants should be able to communicate at least in one foreign language, usually in English, in basic real life situations as well as in job interviews, here Tandem and Cyber Cafe methods can be used very effectively. A native speaker as a tandem partner could be the best option.

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### **Basic IT skills**

to foster job search skills such as word processing, how to search the internet, how to find suitable job search sites, how to make online job applications, how to develop and send a competent well-crafted CV, how to send and respond to emails.

### **Knowledge of how to develop a competent well-crafted CV**

The development of competent well-crafted CV is an essential element in the job search tool kit and many older claimants need additional support in developing an effective CV.

### 3. APPLICATION OF LANGUAGE CAFE METHOD TO ACQUIRE BASIC IT SKILLS AND DEVELOPING A CV

#### INTRODUCTION

Due to a combination of demographic change and increases to State Pension Age there will be significant numbers of 50+ claimants seeking work. Despite the growing importance of this group, little is known about them and what additional needs they may have.

50+ job seekers are not a single homogenous group, distinct differences exist amongst this age group. Some of 50+ claimants are being highly motivated and engaged in moving into work, others are less engaged with job search.

There are a number of factors affecting the ability of 50+ job seekers to move back into employment, most significantly:

- a lack of modern job search skills,
- limited IT proficiency
- limited experience of searching and applying for jobs online.
- lack of information on how to develop an effective CV.
- low levels of confidence and a belief that they are being discriminated against because of their age.

The above mentioned skills can be effectively acquired and improved within the framework of a Language Cafe which is not only a place to practice foreign language skills but also a place to meet people exchange ideas and experience.

All cafes emphasise the informal nature of the meetings, reinforced by the fact that many meet in cafes, bars and restaurants, establishments associated with relaxation and fun. Café participants enjoyed being able to take part in discussions without feeling constrained to study a particular theme or topic.

#### FACILATOR'S INPUT

Although most cafes function well with an egalitarian atmosphere at the café itself, the cafes which had been running for a number of years had one person who had some coordination role. A facilitator would also take responsibility for ensuring that at each session at least one person was present to greet the participants of the session and introduce the subject of the session.

#### THEMATIC TIPS FOR SESSIONS

Session on the key basics of modern job search

These sessions should provide an explanation of why it is important to:

conduct online job search across a number of different sites,



to be proficient in submitting online applications,

understand how many employers operate online application filters and make their selection of online applicants.

Session on IT skills could be focused on :

how to deal with word processing,

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how to search the internet,

how to find suitable job search sites,

how to make online job applications

and how to send and respond to emails.

Session on developing a CV

should focus on the development of competent and contemporary CV preparation. The development of competent well-crafted CV is an essential element in the job search tool kit and that many older claimants need additional support in developing an effective CV.

## **REGULARITY OF MEETINGS**

For those people who want to make progress through participation in language cafe clubs, the groups need to meet weekly to maintain momentum. Participants may want to see the dates of all the cafes in order to commit the time and day to their diaries,

## **VALUE FOR MONEY**

Many of the cafes are advertised as an opportunity to practise a language for the cost of a drink. Generally it is valued the fact that there is no cost attached to involvement in the cafes. It should be added, however, that there are people willing to pay a small fee as they recognise that they are only paying for sessions that they can attend.

In some instances where facilitators are required, a small charge may need to be in place to cover the facilitators' costs (hire of the space, facilitator time, travel expenses, cost of printing and copying and their telephone where participants may not be on e-mail). It is recommended that such a charge is discussed in advance with prospective participants and kept as low as is possible.

## **CHAPTER B: TANDEM<sup>®</sup>**

**Application of tandem method to  
acquire basic foreign language skills  
concerning labour market**



## BASICS

As it had already been mentioned to meet employers minimal job requirements job applicants should be able to communicate at least in one foreign language, usually in English, in basic real life situations as well as in job interviews, here Tandem method can be used very effectively. A native speaker as a tandem partner could be the best option.

With Tandem ® you are alternately 'learners' and 'teachers/learning assistants. Sometimes you are the language-model for your partner, and sometimes you learn from his example and his corrections.

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If you are the 'learning assistant', be restrained. We retain knowledge best when we have discovered it for ourselves. So do not provide answers immediately, but try tips or examples.

### 1. Distinguish and alternate both languages

Speak for a certain length of time, e.g. only half an hour, in one language, then half in the other. If your partner does not understand a word immediately, explain it with another. If you translate, you end up using the language you can both speak better. So one learns more, and the other less.

### 2. Topics to talk about:

In the first place focus your attention on gaining and practising **basic vocabulary items dealing with job and employment** , e.g.

**General vocabulary:** a regular job commuter, employee, employer , He took a job as a waiter, job, occupation, profession, to earn one's living, to run a firm, trade, What do you do for a living?, worker

**Application** : application, application form, apprentice, trainee, apprenticeship ,CV (curriculum vitae), job interview, skilled worker, to apply for a job, training course, vacancy

**Unemployment:** period of notice, to be unemployed, to be out of work, to be on the dole to fire somebody, to sack somebody, to give somebody notice, to dismiss somebody , to hand in one's notice, to resign, to quit unemployment, unemployment benefit, dole money

**Working hours, Pay** : a full-time job, a part-time job, continued payment of wages, flexitime, pay slip, salary, to get a rise, to work in shifts, to work overtime, wage cut, wage demand, claim wage, group wage.

Then you can go on with discussing more general topics like:

your school/course and class-mates, work and colleagues, your residential district/your town in the country of origin and here, your spare time, parties, habits, zodiac sign etc.

common interests (sport, fashion, music, films, computers, domestic animals etc.)

things you have done (your last holidays, the first trip without parents, first love, the nicest or worst day of your life...), or fantasise about the future (what you want to be in ten years, what your biographer would write about you, what you would be if you were born again...)

discuss topical questions (climate change, youth unemployment...)

### 3. In this way you can learn a lot:

Listening: speak normally with the partner. If necessary, repeat something in other words, so he learns to guess the rest from words in a context.

Speaking: better a short sentence which is not quite correct than a silence. Don't worry, nobody is listening to you!

Reading: choose real articles or publications, even if you do not understand everything immediately. First find out what it is about in general, for whom it is written, and the central message.

Writing: it's practical to write something at home and then have a look at the results together, or read them out to each other.

### 4. There are many ways of saying the same thing

Not all words are in the textbooks. You can get to know from your partner what is 'cool' or 'up-to-date'. Or you can practise technical or business language (commercial letters...).

### 5. Your aim is mutual understanding

Speak naturally. Don't use long, involved sentences (which discourage) and no baby talk (the partner does not learn anything). Explain gradually, and make sure that he has understood. Encourage the other person and put yourself in his shoes.

### 6. Don't translate!

It is not effective if you jump from language to language (unless you are deliberately practising translation).

So it is better if you limit the number of new words and use:

- Synonyms: *stroll = walk*
- Contrasts: *bitterly <-> sweetly*
- Examples of the same category: *tangerine-> orange, lemon*
- Derivations: *fly -> flight*
- Associations: *sea and holidays*
- Word connections: *tooth(-)pick*
- Comparisons or references to the person: *'You have jet-black hair.'*

### 7. Retaining words is not difficult

- Write them down and look at them long and thoroughly
- Say them aloud, sing, shout or whisper them
- Discover similarities to other words
- Discover similarities to words from your own language

- Learn a word together with its opposite
- Express them graphically (make a flower in the 'o' of *'the flower'*)
- Form sentences with them or do a role play in which they appear
- Put in references to other words (*vacation – sea - jellyfish*)
- Order and collect them in groups or lists
- Pay attention to the feelings which the sound produces (e.g. the patter of rain).

### **8. Learn from your mistakes!**

Mistakes are in no way bad and no accident, but are part of the learning process. Arrange with your partner how you want to deal with corrections.

If your partner has only a little knowledge, focus on a few topics. If he is advanced, don't think you can't develop his language. He can still learn a lot.

However, when writing, it is best to be accurate.

### **9. How you correct mistakes:**

- during the conversation pay attention to which mistakes are made most often. Discuss them only afterwards so as not to interrupt the flow of words.
- Use the word he got wrong correctly, in the course of conversation. So your partner has a model, but is not interrupted
- Note mistakes, and then go through them together
- Highlight your explanations in writing
- Your partner can write down the word or the sentence and read it several times aloud.

### **10. Linking the cultures**

With Tandem® you have the opportunity to see another country and another culture 'from the inside'. In this way you find out how others see your country and your culture 'from the outside'. It's worth allowing yourself to be surprised, but try to listen first, before you judge. As for the rest, if something in the behaviour of your partner seems strange to you, don't think that he wants to offend you. Ask.

If you have the feeling that it's not going well, talk about it without making it personal. In every learning process there are highs and lows. Your teacher/counsellor can also give you advice. Have a good journey!

### **IDENTIFICATION OF POSSIBLE PARTICIPANTS AND REGISTRATION**

When organising a Tandem® session for 50+ and low qualified citizens, the main issue that has to be dealt with is that there may be more 50+ and low qualified citizens that are going to be interested in learning Basic English, than native speakers of English interested in learning Slovak.

The next step after the identification of the possible participants is the registration through the use of a questionnaire. The questionnaire is needed in order to match the needs of 50+ and low qualified learners to the needs of the native speakers of English and vice versa.

## **4. STARTING A TANDEM®**

### **4.1 Matching the participants**

The intermediary person or organisation is responsible for matching the participants on the basis of the questionnaires that have been presented in the previous section. The basis for a good Tandem® is a genuine interest and mutual understanding between the partners, which prompts them to speak, making it easier for them. This is why a careful choice and a personal knowledge of the participants before an intermediation are the most important steps of the intermediation centre. This possibility of making a choice is what distinguishes Tandem® from a haphazardly made conversation.

### **4.2 Criteria for Successful Matching of the Participants**

#### Residence

Hopefully, the venue for the introductions and future meetings is not far away from prospective participants own residence or work place so that consensus can be agreed, on the time of day when the meetings are able to take place.

#### Interests

Asking about their interests rather serves the purpose of giving the intermediary (facilitator/ coordinator) an impression of the future Tandem® partners when they do not know them personally. As experience shows, it is enough to have one common interest to have something to talk about while getting to know each other. There are good Tandems® not only with identical, but also with completely different or opposite interests; mutual understanding and respect for one another is more important than concrete interests.

#### Motivation for learning

Here, some specific professional / cultural / integration interests should be identified. Otherwise, the answers may provide little meaningful information.

#### Language proficiency level

Including a learning biography of 50+ and low qualified learners is important for two reasons:

1. It is possible to tell if the learner needs organised classes outside Tandem®
2. It provides the intermediary person with information on the learners' previous learning experience which would lead to a better understanding of the learner's particular educational needs .

#### 7.

#### Duration

Tandems®, which last for less than two weeks, do not seem to make much sense, unless the meetings take place almost every day and in this way, the beginning phase is shortened.

An average duration of a Tandem® is between three and six months, but there are also some perennial ones.

### Time

Usually the 50+ learner needs significantly more hours than the native speaker of English who lives in the country of the learner. The minimum time should be 60 minutes, however is often exceeded if there is mutual liking between the partners.

### Interests and other characteristics

The answers provided in this field help the intermediary to get a more refined idea of the future partners. What is more, they may provide some clues about possible incompatibility or aversion.

### Political interests

Generally, the conservative participants have no interest in such information and want to perceive learning languages as something detached from it. Liberal participants tend to consider it as a part of a lesson. If no agreement can be achieved, the intermediary can sometimes help with hints about other information sources.

### Gender

The statements under this heading should be interpreted carefully. For instance, it can happen that somebody might find a partner of the opposite sex more interesting, but they do not indicate this for fear that the intermediary would misinterpret their intent. Also during work in a Tandem®, some difficulties resulting from the ambiguities in communication between men and women may arise. According to previous experience Tandems between two women are the most productive if those women have similar cultural backgrounds.

### Teaching experience

If the 50+ participant is a beginner, it is almost necessary that the other partner, a native English speaker, has teaching experience so that systematic and even learning is possible.

### Schedule

Referring to a schedule makes the intermediation considerably easier; availability is often named as one of more important factors for a successful Tandem®.

## **4.3 Organisation of the first meeting between the participants**

### Introduction

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As experience shows, the names are not remembered after the first introduction so they should be repeated once again, later during the conversation, or on the telephone, before the introduction takes place.

### Relaxation

The situation is sometimes embarrassing for both participants. The intermediary should absolutely avoid a situation in which the introduced partners have to wait for them or even sit together at the meeting point waiting and exchanging shy looks. It means coming on time or a bit early so that there is already somebody to talk with. Leaving both partners alone for

5 minutes after the introduction so that they can chat in private and then coming back to continue with the exact hints has also proven to be successful.

### Informal test

If the intermediary does not know the foreign language at the proficiency level of those involved or the questionnaires do not evidently state it, the conversation provides an opportunity for a better overview. That is why the intermediary moderates the conversation sometimes in one language then the other. As an exception, they begin in the language of the participant who is probably less relaxed and more inhibited. The language has to be changed inconspicuously so that the situation does not seem like an exam.

### Establishing direct communication between the partners

The aim of the introduction is to establish direct communication between the partners and to initiate the gradual withdrawal of the intermediary. That is why the partners trying to ask each other questions through the intermediary have to be gradually redirected. Good reasons for direct conversation are arranging the place, time and frequency of the meetings, etc.

### Organisational clarification

At the end of the conversation, each of the participants needs to have:

- Name, address, phone number of the partner
- Phone number of the intermediating organisation
- Time and place of, at least, the first meeting

In the beginning, there should not be more than 3 meetings a week. The intermediary provides in writing the charge fee and the name of the partner with a date, shown on the questionnaires, and gives these back to the partners. The intermediary keeps a control sheet with all the relevant data. Then they explain the procedure for getting an extra Tandem ® or a subsequent one in case any of the partners would like to do so.

### Introduction into materials

Introduction to the existing supporting materials can be given at the beginning as an ice-breaker. As experience shows, these materials are only partially used. They should be nonetheless given as placebo for fright or 'anxiety during the first meeting'.

## 9.

### Tips on implementing a Tandem®

According to their observations during the meeting and their prior knowledge, the intermediary can give hints about possible topics, peculiarities and risks of a TANDEM ®. In any case, they should emphatically point out the necessity of separating both languages and show a few examples as to how things can be explained monolingually. An intermediary should also offer help in case of any difficulties or questions that may possibly arise. If there is a feeling that either of the partners are not satisfied with the other, they can suggest that Tandem® begins less intensively and offers the partners on an individual basis, a different partner.



## 5. MONITORING OF A TANDEM ®

Basically, a Tandem® is a device for the participants and after a successful matching, the intermediary should be available in the background or disappear. However, the intermediary should ask the participants occasionally about how satisfied they are. The need for feedback is especially high in the first weeks immediately after starting; later it declines and can be obtained through group meetings where experiences are compared. .



### **List of things to consider specifically for 50+ Learners**

Tandems with 50+ Learners need considerably more monitoring than the other Tandems. The intermediary should contact the learners and the native speaker more often to discuss difficulties, problems and solutions.

At least in the first year of intermediation activity, it is strongly advised for the intermediary to organise an appraisal session with both partners together or separately at the end of each Tandem®. It broadens their experience and enables future intermediations to be improved.

## **CHAPTER C: TANDEM<sup>®</sup>**

# **Labour Market Language Learning in Tandem by Low Skilled Citizens and migrants**



# 1. INTRODUCTION

## 1.1 Definition

Tandem® is a way of learning a language by exchanging with somebody who wants to learn your language. Even if the concept was developed mainly for learning foreign languages, later it was developed in order to include all learning exchange sessions when two parties mutually benefit from the knowledge of each other.

The main concept of Tandem® is the following: You divide the time into two parts. In one, your partner learns and practises your language, and you help him/her. In the other, you learn and practise her/his language, and your partner helps you.

It is an especially good way

- to learn new words
- to understand better
- to speak freely and to learn to express yourself with few words
- to get to know other cultures.

With the advancement of digital technology, Tandem is also able to be exercised through the Internet ("eTandem®") through skype, hangouts or any other technology that allows synchronous communication between two or more parties.

You can also work on the Internet ('eTandem®'). So you can practise reading and writing, and you can also talk with a Webcam.

## 1.2 Examples where Tandem ® learning has been applied

The Tandem® approach has been used widely in a great variety of languages for a great variety of exchanges. It has been used mainly in a university environment for exchange students. Particularly interesting Tandem experiences include the Tandem integrated in qualification programmes and multigenerational house, Tandem between police officers and refugees, Tandem to support women, Tandem for lesser used languages etc.

## 1.3 Specific Issues to be considered for Low Skilled Citizens and Immigrants

The paragraphs above identify a specific challenge that has to be considered in the efforts to transfer the Tandem® approach for Low Skilled Immigrants and Immigrants. Tandem® is based on mutually learning by both parties involved. It is a bilateral and not unilateral process. However, in the case of Labour Market language for low skilled citizens and immigrants, it is high probable that the one party is able to transfer knowledge regarding labour market language while the other party is not able to do so (since both immigrants and low skilled citizens have usually a low level of knowledge of the labour market language and also the interest to learn the language of the immigrants by the general population is usually low).

In that case, it is very crucial to identify a field of knowledge that the low skilled citizens or the immigrants can offer to their Tandem partners in exchange of labour market language knowledge. In that case, it is not going to be a pure language

exchange but an exchange between language and culture, between language and sports, between language and music etc.

 **List of things to consider specifically for immigrants and low skilled citizens**

In order for Tandem® to be successful it is crucial that both parties involved consider it beneficial. If only one party can offer knowledge related to labor market language, it is crucial to find a field of interest that the other party can offer in exchange.

## 2. BASICS

In this section are presented the basic tips for Tandem®. This document includes all the main information that a Tandem® participant should know in order to be engaged in a successful Tandem® adapted for labour market language learning for immigrants and low skilled citizens.

### 1: Let's start!

In the beginning it helps if you make notes about the next meeting, like this:

- What is the subject we are going to talk about?
- What materials do I need? (pictures, comics, articles, songs, short films etc.)
- Where do we meet?

### 2: Exchange roles

With Tandem® you are alternately 'learners' and 'teachers/learning assistants'. Sometimes you are the language-model for your partner, and sometimes you learn from his example and his corrections.

If you are the 'learning assistant', be restrained. We retain knowledge best when we have discovered it for ourselves. So do not provide answers immediately, but try tips or examples. Try to identify what is really interesting for your partner and try to focus on this. Do not insist on a topic in which your partner is not interested.

### 3: Distinguish and alternate the roles

Divide equally the time in which you speak for one topic (e.g. labour market language in a specific field) and for the other (e.g. culture of the immigrant country, music, sports etc). For example use half an hour for one topic and half an hour for the other. When you are speaking about labour market language, if your partner does not understand a word immediately, explain it with another. If your language partner is an immigrant, do not translate in another language (English or another lingua franca).

### 4: Speak about what you like, for example:

- work and colleagues, your residential district/your town in the country of origin and here, your spare time, parties, habits, zodiac sign etc.
- common interests (sport, fashion, music, films, computers, domestic animals etc.)
- discuss topical questions (climate change, youth unemployment...).

Try to use labour market language included in a wider framework. Do not isolate phrases, terms or concepts. Try to include them in the framework of a wider discussion.

## 5. In this way you can learn a lot:

Listening: speak normally with the partner. If necessary, repeat something in other words, so he learns to guess the rest from words in a context.

Speaking: better a short sentence which is not quite correct than a silence. Don't worry, nobody is listening to you!

Reading: choose real articles or publications related to labour market (in general) or related to a specific field, even if you do not understand everything immediately. First find out what it is about in general, for whom it is written, and the central message.

Writing: it's practical to write something at home and then have a look at the results together, or read them out to each other.

## 6: There are many ways of saying the same thing

Not all words are in the textbooks. You can get to know from your partner what is 'cool' or 'up-to-date'. Or you can practise technical or business language (commercial letters...). Role playing game is particularly important when it comes to labour market language. Play the role of the employer, of a client, of the head of HR department and invite your partner to use the knowledge s/he has acquired!

## 7: Your aim is mutual understanding

Speak naturally. Don't use long, involved sentences (which discourage) and no baby talk (the partner does not learn anything). Explain gradually, and make sure that s/he has understood. Encourage the other person and put yourself in his shoes.

## 8: Don't translate!

When you practice labour market language with an immigrant, it is not effective if you jump from language to language (unless you are deliberately practising translation).

So it is better if you limit the number of new words and use:

- Synonyms: *stroll = walk*
- Contrasts: *bitterly <-> sweetly*
- Examples of the same category: *tangerine-> orange, lemon*
- Derivations: *fly -> flight*
- Associations: *sea and holidays*
- Word connections: *tooth(-)pick*
- Comparisons or references to the person: *'You have jet-black hair.'*

When you practice labour market language with a low skilled citizen, try to explain words with a vocabulary that s/he is able to understand.

### **9: Retaining words and terms is not difficult**

- Write them down and look at them long and thoroughly
- Say them aloud, sing, shout or whisper them
- Discover similarities to other words
- Discover similarities to words from your own language (in the case of immigrants)
- Learn a word together with its opposite
- Express them graphically
- Form sentences with them or do a role play in which they appear
- Use the words in a context/ in a phrase/ in a simulation
- Put in references to other words
- Order and collect them in groups or lists
- Make associations with other words that look similar or have the same route

### **10: Learn from your mistakes!**

Mistakes are in no way bad and no accident, but are part of the learning process. Arrange with your partner how you want to deal with corrections.

If your partner has only a little knowledge, focus on a few topics. If he is advanced, don't think you can't develop his language. He can still learn a lot.

However, when writing, it is best to be accurate.

### **11: How you correct mistakes:**

- during the conversation pay attention to which mistakes are made most often. Discuss them only afterwards so as not to interrupt the flow of words.
- Use the word s/he got wrong correctly, in the course of conversation. So your partner has a model, but is not interrupted
- Note mistakes, and then go through them together
- Highlight your explanations in writing
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### **12: Linking the cultures**

With Tandem® you have the opportunity to see another country, another culture or another lifestyle 'from the inside'. In this way you find out how others see your

country, your culture or your lifestyle 'from the outside'. It's worth allowing yourself to be surprised, but try to listen first, before you judge. As for the rest, if something in the behaviour of your partner seems strange to you, don't think that he wants to offend you. Ask.

If you have the feeling that it's not going well, talk about it without making it personal. In every learning process there are highs and lows. Your teacher/counsellor can also give you advice. Have a good journey!

These tips have been adapted from the materials owned and copyrighted by the Tandem Foundation ([www.tandemcity.info](http://www.tandemcity.info)) and alphabeta ([www.alphabeta.it](http://www.alphabeta.it)) which are provided to its members and licence holders and cannot be published separately from this methodology guide. Information about membership and licences can be requested from [network@tandem-f.org](mailto:network@tandem-f.org)



### 3. IDENTIFICATION OF POSSIBLE PARTICIPANTS AND REGISTRATION

When organising a Tandem® session for low skilled citizens and immigrants related with labour market language, the main issue that has to be dealt with is that there may be on the one hand people willing to learn labor market language and on the other hand people that know labor market language and are willing to transfer this knowledge. Since Tandem® is a mutually learning experience there could not be established a Tandem® with this category of people purely in terms of labour market language. For this reason it is crucial to identify from the very first stages and the selection process the knowledge that the immigrants and low skilled citizens can transfer to their Tandem® partners. This can be the culture of a foreign country or a specific common field of interest (sports, music, dance etc).

#### **List of things to consider specifically for immigrants and low skilled citizens**

When searching for Tandem ® partners for immigrants and low skilled citizens it is very important to focus both on the immigrant/ low skilled population and the mainstream population and search for representatives of the 2<sup>nd</sup> category that could have an interest to learn something that the immigrants/ low skilled citizens can offer.

The next step after the identification of the possible participants is the registration through the use of a questionnaire. The questionnaire is needed in order to match the needs of the immigrants/ low skilled citizens to the needs of the mainstream population and vice versa.

#### **List of things to consider specifically for immigrants and low skilled citizens**

Often immigrants and low skilled citizens need more help when completing a questionnaire and therefore there should be someone capable of helping them with this process.

For more information regarding the questionnaire, you can contact [tandem@tandem-f.org](mailto:tandem@tandem-f.org)

## 4. STARTING A TANDEM®

### 4.1 Matching the participants

The intermediary person or organisation is responsible for matching the participants on the basis of the questionnaires that have been presented in the previous section. The basis for a good Tandem® is a genuine interest and mutual understanding between the partners, which prompts them to speak and discuss, making it easier for them. This is why a careful choice and a personal knowledge of the participants before an intermediation are the most important steps of the intermediation centre. This possibility of making a choice is what distinguishes Tandem® from a haphazardly made conversation.

### 4.2 Criteria for Successful Matching of the Participants

#### Residence/workplace

Hopefully, the venue for the introductions and future meetings is not far away from prospective participants own residence or work place so that consensus can be agreed, on the time of day when the meetings are able to take place.



#### **List of things to consider specifically for immigrants**

Attention should be paid to the fact that many immigrants change places of residence often as a result of their work. E-Tandem® should be always offered to them as a possibility, provided that they have the related skills and access to the relative equipment. Usually, this is not a problem for low skilled citizens.

In rural areas distance may also be an issue so E-Tandem may also be an option but only after the participants have first met and got to know each other enough to be able to maintain a TANDEM through e mail, skype etc.

#### Studies/profession

When it comes to labour market language for a specific field, it is important that one language partner has experience in this specific field.

#### Age

Normally, the difference of 5 years is acceptable, but 10 years may be too much. However, the meaning of age loses its importance from a certain point; a difference between a 40 and a 50-year old is not as significant as between a 16 and a 26-year old.

#### Interests

Asking about their interests rather serves the purpose of giving the intermediary (facilitator/ coordinator) an impression of the future Tandem® partners when they do not know them personally. As experience shows, it is enough to have one common interest to have something to talk about while getting to know each other.

This is specifically important in order to identify the knowledge/ skills that the immigrants and low skilled citizens will be able to offer to their Tandem® partners.

### Motivation for learning

Here, some specific professional/ cultural / integration interests should be identified. Why the immigrants/ low skilled citizens are willing to learn labour market language, what the representatives of the mainstream population are expecting from the immigrants/ low skilled citizens.

### Language proficiency level

Including a learning biography is important for two reasons:

1. It is possible to tell if a participant needs organised classes outside Tandem®
2. It is necessary that the level of the labour market language is known from the beginning to all the participants in order not to develop expectations that are too high or too low.



### **List of things to consider specifically for immigrants**

For some immigrants that speak Arab or other similar languages, the identification of the language is not enough. Also the dialect of the participant should be asked because many immigrants do not speak the standard version of the language.

### Duration

Tandems®, which last for less than two weeks, do not seem to make much sense, unless the meetings take place almost every day and in this way, the beginning phase is shortened.

An average duration of a Tandem® is between three and six months, but there are also some perennial ones.

### Time

According to the level of the participants, it will be established how much time is needed in order to reach the learning objectives set. Usually, at the beginning more time is needed while this time can be reduced as the time passes by.

### Additional learning

The knowledge of where the participants learn labour market language and what contact they have with it helps to determine which proficiency areas Tandem® can include or exclude, while appropriate hints are given during the interview.

### Interests and other characteristics


The answers provided in this field help the intermediary to get a more refined idea of the future partners. What is more, they may provide some clues about possible incompatibility or aversion.

### Political interests

Generally, the conservative participants have no interest in such information and want to perceive learning languages as something detached from it. Liberal participants tend to consider it as a part of a lesson. If no agreement can be achieved, the intermediary can sometimes help with hints about other information sources.

### Gender

The statements under this heading should be interpreted carefully. For instance, it can happen that somebody might find a partner of the opposite sex more interesting, but they do not indicate this for fear that the intermediary would misinterpret their intent. Also during work in a Tandem®, some difficulties resulting from the ambiguities in communication between men and women may arise.

 **List of things to consider specifically for immigrants**

Gender is surprising often a blocking factor. Both native women as migrant women prefer sometimes to meet only with women, but the number of participating migrant women is in some nations very low, which leads to difficulties for building tandems. The country of origin of the immigrant is usually a very important factor in this framework.

### Teaching experience


If one of the participants is a complete beginner in labour market language, it is almost necessary that the other has teaching experience so that systematic and even learning is possible.

### Schedule

Referring to a schedule makes the intermediation considerably easier; availability is often named as one of more important factors for a successful Tandem®.

### Miscellaneous

A concern about the possibility of breaking off an inappropriate partnership and finding a new partner is often expressed here. According to the surveys, the mutual liking or openness comes before the common interests. The relationship between the future partners is difficult to foresee having only a questionnaire, but this question can provide useful hints.

 **Tips for Matching the Pairs correctly**

When intermediating, it is easier not to compare all the answers one by one, but to analyse them in this order:

- 1) Schedule
- 2) Knowledge

3) Age

4) Interests.

The questionnaires of the interim pairs matched in that way are put together and checked according to the following factors: gender, other characteristics, and political interests. At the end the 'blocking factors' like smoking and other particulars are checked.

At this point, the pre-selection is completed, but there can be other possible combinations. Now one of the candidates is called and a meeting is arranged to shortly describe to them their possible partner/s (without showing them their questionnaires). Line them up according to their wishes. Two or three proposals of appointments are made. Then the intermediary calls the other partner/s, lets them chose a final meeting date and informs the other person about it. Then the actual introduction follows.

### **4.3 Organisation of the first meeting between the participants**

#### Introduction

As experience shows, the names are not remembered after the first introduction so they should be repeated once again, later during the conversation, or on the telephone, before the introduction takes place.

#### Relaxation

The situation is sometimes embarrassing for both participants. The intermediary should absolutely avoid a situation in which the introduced partners have to wait for them or even sit together at the meeting point waiting and exchanging shy looks. It means coming on time or a bit early so that there is already somebody to talk with. Leaving both partners alone for 5 minutes after the introduction so that they can chat in private and then coming back to continue with the exact hints has also proven to be successful.

#### Informal test

If the intermediary does not know the labour market language at the proficiency level of those involved or the questionnaires do not evidently state it, the conversation provides an opportunity for a better overview.

#### Establishing direct communication between the partners

The aim of the introduction is to establish direct communication between the partners and to initiate the gradual withdrawal of the intermediary. That is why the partners trying to ask each other questions through the intermediary have to be gradually redirected. Good reasons for direct conversation are arranging the place, time and frequency of the meetings, etc.

### Organisational clarification


At the end of the conversation, each of the participants needs to have:

- Name, address, phone number of the partner
- Phone number of the intermediating organisation
- Time and place of, at least, the first meeting

Attention should be given to try to ensure that the partners have the same travel distance to their meeting point. This is particularly important in a rural area where distances may be an issue. In the beginning, there should not be more than 3 meetings a week. The intermediary provides in writing the charge fee and the name of the partner with a date, shown on the questionnaires, and gives these back to the partners. The intermediary keeps a control sheet with all the relevant data. Then they explain the procedure for getting an extra Tandem® or a subsequent one in case any of the partners would like to do so.

### Introduction into materials

Introduction to the existing supporting materials can be given at the beginning as an ice-breaker. As experience shows, these materials are only partially used. They should be nonetheless given as placebo for fright or 'anxiety during the first meeting'.

 **List of things to consider specifically for immigrants**

Due to the forced mobility of migrants, all couples should be introduced in the introductory meeting in the use of skype and language exchange platforms, so they can maintain the contact by internet even if one has to change residence.

Also, it might be useful to give some web references about free language learning courses, both for the migrant wishing to take additional structured classes at his/her convenience, as for the local wishing to improve his/her level in the migrants language or to resolve grammar questions.

### Tips on implementing a Tandem®

According to their observations during the meeting and their prior knowledge, the intermediary can give hints about possible topics, peculiarities and risks of a TANDEM®. In any case, they should emphatically point out the necessity of separating the sessions and show a few examples as to how things can be explained monolingually. An intermediary should also offer help in case of any difficulties or questions that may possibly arise. If there is a feeling that either of the partners are not satisfied with the other, they can suggest that Tandem® begins less intensively and offers the partners on an individual basis, a different partner.

**! List of things to consider specifically for immigrants and low skilled citizens**

Experience shows that tandem exchange in couples is less suitable for persons with short school careers which need more structure, orientation and feedback. In that case, we recommend to combine a bilingual language café, also called in literature [http://www.tandemcity.info/general/en\\_reference.htm](http://www.tandemcity.info/general/en_reference.htm) 'tandem course' with tandem exchange in couple. So, the moderators of the group meetings can guarantee a regular follow-up to the couples every week."

**5. MONITORING OF A TANDEM ®**

Basically, a Tandem® is a device for the participants and after a successful matching, the intermediary should be available in the background or disappear. However, the intermediary should ask the participants occasionally about how satisfied they are. The need for feedback is especially high in the first weeks immediately after starting; later it declines and can be obtained through group meetings where experiences are compared. In rural areas this may be by e mail or skype.

**! List of things to consider specifically for immigrants/ low skilled citizens**

Tandems with immigrants/ low skilled citizens need considerably more monitoring than the other Tandems. The intermediary should contact the immigrant, the low skilled citizen and the representative of the mainstream population more often to discuss difficulties, problems and solutions.

At least in the first year of intermediation activity, it is strongly advised for the intermediary to organise an appraisal session with both partners together or separately at the end of each Tandem®. It broadens their experience and enables future intermediations to be improved.

# **CHAPTER C: CYBER CAFÉ**

## **for informal labour market language learning for immigrants and low-skilled citizens**





## 1. Introduction

Internet Language Cafe for the labor market language learning for immigrants and low-skilled residents of a country is a website on which language learners:

- can learn a foreign language in practice by exchanging tandem or in a virtual room, with the help of audio-visual tools (chat, video chat, teleconference);
- may download materials for individual and tandem language learning;
- language cafes' moderators may download materials for teaching;
- can find each other and meet online, make new friends based on common language which they are learning or their mother tongue;
- may support and answer each other's questions, together solve problems relating to the language they are learning with the help of other learners, teachers and/or virtual tools (e.g. on-line vocabulary);

## 2. USING DIFFERENT TYPES OF INTERNET CAFE FOR THE LABOUR MARKET LANGUAGE LEARNING FOR MIGRANTS AND LOW-SKILLED RESIDENTS OF A COUNTRY

The specificity of the cyber cafe, or accessibility for users with different linguistic, cultural and mental background, allows the assumption that both immigrants and the native citizens of the country, needing to increase their language skills in the field of mobility in the labor market will find here the needed tools: text materials, videos, possibility of a conversation in the forums, opportunity to ask questions and to receive instructions for individual work. Immigrants who can effectively use language cyber cafe should reside in the host country for some time, and they should already know the language of the country at least at a basic level, which enables simple communication in their daily affairs.

### 1. Synchronized Language Internet Cafes:

Moderator of a language cyber cafe sets the topic and allows registration of participants to the Internet meeting at the same time using teleconferencing tools such as Skype, Google Hangouts and so on.

Simultaneity of the online meeting enforces the use of specific methods and topics, since moderator support and provided knowledge is essential here, because he will set the discussion in the right direction associated with the established topic.

An exemplary method of conducting the meeting:

- The moderator's introduction to the topic,
- Presentation of the topic's introductory materials,
- Allowing each participant to express themselves,
- Set the topics for discussion,
- Another instance of participant's discussion,
- Summary, referral to the support materials on the platform.

An exemplary topics of the meeting:

- Holidays, traditions and customs in the employee and employer calendars,
- Business culture: what can harm us when looking for a job?
- How to talk about salary during an interview?

The natural consequence of working within the language cyber cafe should be ability to work online one-to-one: moderator – participant, when the moderator changes its role to the participant in the Tandem®.

The aim is to develop speaking skills of the participants, enabling them to communicate with other participants living in the same country in a more "lively" way. Both in the case of internet cafe and Tandem® sessions, the emphasis is more on efficiency than on speaking and writing skills. The ability to write may, however, be developed during additional exercises and tasks, for example through the use of the cyber café's library resources.

### 2. Unsynchronized Language Internet Cafes:

In this case the participants themselves initiate the use of the platform. The platform may be similar to that created in the Metoikos draft and extended in the Metoikos 2 draft: <http://cybercafe.metoikos.eu>

The basic tools that you can use on the platform are: the Forums, Chat and a library of learning materials. The purpose of the platform is, above all, to connect people in a community of learners, giving them thus the chances for interaction even at the basic level of proficiency.

The specificity of individual use of the platform by users implies a development of writing skills. For this reason moderators initiating the threads on the forums should create topics which will help to develop these skills, for example:

- How to write a good curriculum vitae?
- How to e-mail your future employers

At the same time we must remember that the development of writing skills is carried out without strict requirements for written statements. The consequence of mutual understanding in the learning environment can be work in tandem, participation in a synchronized cyber cafe, as well as participation in the real language cafe.

### 3. Mixed Language Internet Cafes:

It is a combination of language cafe conducted in real conditions, with usage of the electronic resources and capabilities of the e-platforms. The moderator of the language cafe can use the electronic materials placed on the platform during the course and initiate online connections with users of cyber cafe. First of all this solution gives the participants the opportunity to solve problems associated with the main stress factors such as lack of ICT skills, the lack of ICT tools at home, the stress in connection with the use of ICT, lack of time or motivation to be involved in the online classes.

Such a solution is important in particular for immigrants and low-skilled learners, because it stimulates self-improvement, under the supervision of a moderator, in: ICT skills, and therefore the acquisition of competencies needed in the labor market. The moderators should use the e-platform to initiate and assist in reviewing the necessary ICT tools, so that learners will be able to explore the resources of e-platforms, create a communication network and support each other in the event that a student will not be able to participate in "live" sessions of the Language Cafe.

Exploration of the Language Internet Cafes' features (resources, materials and interaction within the virtual community) can lead the students initially with a negative attitudes to change, which significantly increases the possibility of such a person in the labor market.

Careful and patience from the involved moderators in this case is very important, because learning via teleconference and discovering ICT tools together with people who cannot speak very well in a foreign language and don't have developed ICT skills is a very difficult task, which requires support and a large knowledge on basic ICT tools and how to guide students in such a way that they can be discovered.

The combination of a group having "live" meetings with other groups working in other places give you another benefit - this way your students can find the necessary information on other topics related to their common interests, as well as to develop new relationships with people living in different cities of the country in which they currently live. It is without a doubt the most interesting and the most difficult task to achieve, because it is opening the door to cultural adaptation of migrants.

### **3. TECHNOLOGIES IN TEACHING THE LABOUR MARKET LANGUAGE TO MIGRANTS AND LOW-SKILLED LEARNERS**

#### **3.1 Difficulties in learning the labor market language during the joint classes of immigrants and those with low skills and the role of ICT**

Such learning is full of challenges associated with a number of organizational, educational, technical and financial aspects, some of these may be related to the implementation of ICT.

What are the difficulties:

- diversified education and literacy levels of participants,
- immigrant status and period of his stay in the country,
- employment and living conditions,
- short-term goals and life plans of each participant.

All this variety means that the learners have to work at different pace and over a variety of different materials. One should keep in mind that our participants face the problems of personal and work-related restrictions due to regular attendance at courses and trainings on a fixed day of the week and time, in a specific place and within a specific unit of time.

A significant element that allows you to overcome these limitations is the flexibility of the organization of the activities.

It is also important that we provide to the immigrants the opportunity to practice the language with native inhabitants of the countries, which poses a challenge, given the possibility of a low level of awareness of cultural differences between groups.

ICT - the so-called information technologies - can be useful in achieving many of the objectives set out above, provided that they are applied in an organized manner. Below we compiled a list of useful technologies to give the session organizers clues to where to find appropriate resources:

- full L2 courses on CD-ROM and DVD, increasingly available on the websites and on numerous platforms and ICT devices;
- platforms for e-learning and self-learning with L2 teacher supervision;
- rich Internet sources to supporting L2 education (e.g. exercises) and tools (e.g. dictionaries and Internet translators);
- short videos and series related to the L2 courses (available on television, online, on DVD, CD-ROM);
- mobile L2 courses for cell phones, podcasts, electronic diaries (PDAs) and mobile devices;
- virtual environments and computer games helpful in L2 learning;
- digital tools for storytelling or other content created by learners (blogs, wikis);
- linguistic exchange platforms (learning platforms) and communities.

### **3.2 Benefits and limitations of ICT implementation for labor market language learning**

Theoretically, the implementation of ICT for learning brings a lot of benefits, but in practice we encounter many limitations.

A significant gain is the acquisition or improvement of competence in digital technology. These skills are highly appreciated among employers, which gives tangible results for less educated people.

From the moderators' point of view the ICT can be used to manage differentiation and personalization by creating more flexible courses, which can be more understandable to learners and the teachers will be able to direct the course not only in classrooms, but at a distance. Moreover, teaching institutions can reduce costs, provided that they will change the organization of the course by implementing technological concepts while not compromising the learning conditions.

However we recognize important limitations in connection with the use of ICT:

- inadequate feedback on mistakes, poor language support;
- lack of awareness of the possibilities ICT provides;
- insufficient investment on the national level;

- no access to ICT by immigrant learners, especially if they live in poor districts and do not have computers or Internet access;
- lack of moderator's ICT skills, lack of learning opportunities for this competences and no support;
- difficulty in finding and selecting appropriate ICT material sources, particularly in the less widely spoken languages.

### **3.3 The practical dimensions of ICT use in the methodology of Internet cafes**

It is widely known that should provide skills and support to function in a society of men and women with immigrant backgrounds. In particular, the ICT and multimedia such as a computer, internet and mobile phones must be recognized and used. One of the first and easiest in-use tools are online platforms and free online software. Many communication platforms are effective, they allow to establish contacts with different users on the network. But in reality the majority of migrants and refugees do not have a high level of education, so the communicate with families and friends in neighbor countries using applications such as Skype, because it is the easiest and cheapest way of staying connected.

However, to be successful and gain the experience support of a counselor is necessary, a so-called mediator. It is important that the coach discussed all issues concerning the improvement of the ability to use the internet by migrants with an ICT specialist. We must also take into account gender, generation and cultural aspects of the people. In some EU countries, similar materials were already developed, and may also be useful. Activity in an Internet cafes can contribute to:

- ➔ Presenting new perspectives in enhancing the use of the Internet among men and women with a migrant background;
- ➔ Creation of favorable conditions for creative and safe online language learning, which also changes the attitudes among learners.

In order not to push wayside the people with less ICT knowledge because of those with more advanced skills, we need to create strategies to be able to deal with different ICT skill level of learners and the low level of digital competence. At this level we recommend the use of easy-to-use tools, known to learners, such as mobile phones, MP3 players, television and other online media. Using easier and familiar tools will support the idea of using ICT in teaching and a feeling of security to continue learning. Using computer applications can provide basic skills in digital literacy (if necessary together with the basic skills of reading and writing), and will provide teacher's attention and support especially during early stages of learning. At this stage the bilingual teachers will be useful, but also bilingual text materials and records.

- **! The issues that need to be taken into account when working with immigrants**
- The ICT skills in the majority of immigrants are much lower than in the rest of society. That's why,
- Tools that will be used have to be as easy as possible. Platforms / communication programs should be already known to them or used by them. Skype is a very good example of such an application, which can be used online. Skype is also useful because the majority of immigrants knows it well.
- Skype sessions should be organized at the beginning of the Cafe meetings so the coach could help the learners with insufficient ICT skills to join.
- We also have to consider the possibility to organize sessions/meetings for new participants who want to join the course.
- Support person can start from well-known and easy-to-use tools such as mobile phones, MP3 players, television, and some Internet sources. At a later stage you can slowly implement more complex computer applications.
- It would be good to write and record a short introduction for used computer applications, showing benefits of the participation in such learning and membership in the online community.
- Teacher support is very important during the early stages of learning. Bilingual teachers are most welcome.
- To encourage learners to integrate with other learners through ICT, the teacher should organize online meetings not only with students but also with employees, possibly with a group of learners. It will be a living example of a realistic situation, which will force learners to communicate with each other online.

## 4. ORGANISATION

Some basic actions to organize a Cyber Language Café based on the 3 above axons of interaction / types of Cyber cafés.

### 4.1 Organisation of a synchronous Cyber Language Café

#### **Synchronous cyber café: 13 Steps to organize!**

1. A convenient schedule is proposed for the online teleconference sessions. Moderators are advised to be available in 2 different time zones during the day, so to enable different working groups to express interest. Each country has different time schedule habits, so particularities should be considered, for example lunch breaks, working hours etc. For example, a 1<sup>st</sup> time zone could be inside the morning hours for those who work at night shifts and the 2<sup>nd</sup> time zone should necessarily be the evening hours, when most migrants might be able to have some free time for language interaction. A third option could be the weekend, where possible.
2. A clear and short email should be sent to all stake holders in the language of the hosting country and other languages (English, and if possible basic languages of migrant target groups in each country) related to migrants announcing the time zones of the Cyber Café, the purposes, the contact email and Skype name of the moderator (is the sessions are on Skype). A phone number of the moderator would also be good to be mentioned, if possible, so that interested migrants can have the possibility to express their interest by phone call, if they are shy or intimidated to write emails for some reason.
3. The communication by emails between the moderator and interested participants should be loose, friendly and encouraging from the very beginning, not at all formal. The moderator should mention to the participant the frame of the Café and its purposes, so not to disappoint one person, if they do not find what they want. (For example, Language certification preparatory lessons that many migrants are interested in). However, in case the Café is organized by an organization, a possibility for participants to get a certificate of attendance should be offered.
4. The moderator would be advised to send a Form of Interest or Registration Form for the Cyber Café (see Annex, 1) so to have some first information on the participant's needs and expectations and be able to contact the person, when necessary. The data of this form shall be maintained confidential, of course, and this should be emphasized by moderators for apparent reasons dealing with such a vulnerable social group. The form of Interest or the registration form could be filled in during the first online session too.
5. A clear and short email for the 1<sup>st</sup> meeting on Skype mentioning the date and time and again the Skype name of the moderator should be sent as a reminder to participants the day before or the morning of the

first session. In this email, it should be mentioned that the first meeting shall also help people that do not know how to use Skype or other teleconference tools to get familiar with these tools.

6. In case, the teleconference tool is a different one (e.g. Google Hangouts), the moderator should be sure that all participants have the necessary info, e.g. that they have to make a Google + account.
7. In the first meeting the moderator should be loose, pleasant, very encouraging and try to make humour exploring the needs and personalities involved. Some online icebreakers are very important to be used adapted in the needs of the specific group, regarding their level of L2 etc. For example, the role play "*You are the journalist*" when one participant has to ask 3 questions another participant could be good for A2 participants, as each one interacts with the other and the moderator can hear through the process the language used, spot the different learning needs and understand the different personalities so to be able on the way to create a good group dynamics.
8. In every Skype session there should be a presentation of everyone shortly, if new people join the Cyber café. And at the end a reminder from the moderator of the next day and time the Café shall "open" again. Also, a big help would be the use of the Chat tool, so that the moderator can write there key words or phrases and thus participants who are interested can check the spelling or can ask about words/phrases they do not understand.
9. Every Skype session could work on a different Topic of discussion either brought up by the facilitator or by the participants following also the social circumstances, the everyday life and the communication needs of the migrants. If the facilitator wants, one can also choose material from the Table of Resources on the Metikos site and provide the link of the resource in the Chat tool and organize an activity using that resource. This Resource Table could be enriched by the learners themselves, who may offer some new links for materials.
10. After every synchronous meeting the facilitator could summarise what has been said and send a post for everyone who could not attend. This is useful for the facilitator to organise the next session, and for learners who were not there to follow the process and the life of the café.
11. During the last Skype session (in case the Cyber café has a specific date to come to an end), it would be advised to organize a "goodbye" online activity (see below) like "*I send my gift*", where each person is encouraged to send something to the others as a goodbye gift, a written text, a song, a video, a photo etc. A list of the emails could be good to share so that people can be encouraged to continue the Cyber Cafe or to communicate, when they would need to, even without the facilitator.
12. As a follow-up activity, an e-mail could be sent to all participants after one or two weeks, allowing them to know any new possibilities they have to go on and inviting some of them to facilitate new sessions in the future. In any case migrants should not feel "abandoned" when the



prescheduled cyber café is over, but should feel that this is an initiative they can use in the future, at their own responsibility. Native speakers who could facilitate sessions voluntarily, as well as migrants who could also facilitate a language café session because they know the L2 in a higher language level are the best human resources for a language café to go on. The organiser should be available for support.

13. A meeting with possible future online facilitators should be arranged before the prescheduled end of the series of café sessions, so that the sustainability of the language café is ensured. This could also be arranged during the first and not the last sessions, according to the availability of the volunteers. Any trainee language teacher or a native speaker who wants to support should be encouraged to do so.

## 4.2 Organisation of an asynchronous Cyber Language Café

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### **Asynchronous cyber café → 10 Steps to organize!**

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1. The learning platform or site involved in the Cyber café activity is organized and the administrator informs / trains the facilitators in some basic features they shall use. (Sign up guidance, navigation, forum posting, chat)
  2. The facilitator disseminates widely the purpose of the Cyber Café mentioning the site of the Cyber Café and inviting people to show their interest by email.
  3. The same procedure is followed as in the Synchronous Cyber Café (Step 3)
  4. As above (Step 4)
  5. The facilitator creates some first Topics for presentation of the participants and first discussions – icebreakers. The first Topic (Module) shall be a Topic for presentation of all people like “Let’s present ourselves”. The next Topic could be “ Which is my city? What do I like there? What not?” or “My favorite food! Let’s share a recipe” etc.
  6. The Topics are better 2 at the beginning so that participants are not confused or discouraged by entering the Cyber Café platform. Every different topic could be added every 2 days of the Cyber Cafe, so to present an element for surprise for the users. When a new Topic is added in the platform, it is better that the facilitator sends a reminder to participants’ emails with a helping link to the actual post. This should also be a possibility technically, through the platform (sending an message to participants’ mail box for any recent posts to the forum).
  7. The facilitator checks every day the platform and replies with some encouraging replies to the posts of participants. It is very important
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that the facilitator is there every day and possibly many times of the day during the first days of the language café, so that people can “see and feel” that it is not a machine only they communicate with. One also can make a Topic like a “*Feedback’s corner*” only for those who ask for correction or other feedback on their posts from facilitators. This topic could have a pleasant title like “*Right or wrong! We love it all!*” and there one moderator or participants who are very good in the L2 can help the others by correcting their mistakes and proposing other ways or vocabulary to express something. The facilitator can explain to participants the use of this Topic and that if they want corrections, they should go there to see the corrected written texts as the rest of the cafe shall not be related to corrections but shall aim to free written production with whatever mistakes they do. (*Cyber café loves mistakes!*) This Topic is an idea for more advanced learners who often seek for feedback, as they are interested in taking official exams of language proficiency attainment and to obtain a certificate. Even if the Cyber café is not at all oriented to formal types of learning, this topic/ module could help get satisfaction of the specific needs of this target group of migrants, if the facilitators are of course in a position of providing such feedback.

8. One tries to use simple vocabulary, easy words in the general posts but not always too simple so not to discourage the more advanced learners. One can change the language difficulty and post a comment of a higher level to a more advanced user. (personalized approach)
9. The facilitator does not have his body language to help oneself, so one tries to find one’s own writing strategies that can show one’s feelings! Emoticons, strange words, mottos...Photos, personal stories...Whatever could enrich the Cyber Café with a more personal element, so that learners are relaxed and feel safe and creative there.
10. The last (scheduled) topic (module) should be a “Farewell and Goodbye ” topic, like the one described above (Step 10) or another nice idea of the facilitator!

### 4.3 Organisation of a blended Cyber Language Café

#### Blended cyber café : 20 + Steps to organize!

This type of Café should combine all the above steps!

And 3 more Tips to have in mind:

1. The facilitator should try **to orchestrate the activities online and face to face**, so that the ones feed or stimulate the others.  
For example,
  - a. one can post in the Forum a Topic related to the Food “Present your beloved recipe” and

- b. the next session in the Language Café could be inspired by this Topic doing the following Language Café activity face to face :
- “Present your beloved recipe!”→ the group is divided in 2 groups, each group prepares a recipe to present orally making drawings, each group presents the recipe to the other group! The recipe could also be prepared in situ with real ingredients, if possible.
- c. During the Language Café, each group then writes down on the platform of the Cyber Cafe a short text of the recipe already presented with the help of the facilitator. Adding photos of the poster or other photos could a fun activity that would enhance their ICT skills as well!
- d. Participants in the asynchronous Cyber café (and those who did not participate in the face to face session of the Language Café) are encouraged to write a comment on the Posts made by the 2 groups. The facilitator can send everybody a reminder so that they do so.
- e. Participants in the Skype sessions can see the Posts and the Photos and comment on the experience (reflection) if they participated themselves or describe some of their recipes also following the same procedure but online! (Separate Groups work alone in Skype for some given time , for example 15 min. and then the facilitator calls everybody for a plenary session and each group presents to the other their work)
2. The facilitator could take the opportunity for some discussion in the Language Café to create a new Topic in the Cyber Café.
  3. The facilitator creates a Topic called “Skype sessions” in the Forum and then summarizes all activities and sessions done in Skype, mentioning the participants involved and topics discussed, so to give the chance to others to be interested in the process and to keep track of the activities done, like a short informal “diary” that summarized the meetings.