Lay > Teachers

Supporting non-professional teachers to introduce refugees to national languages

2018-1-ES01-KA204-050993

Theoretical and Pedagogical Basis

Intellectual Output 2:

LAY TEACHERS Online Platform of Open Educational Resources on introducing migrants and refugees to national language

Co-funded by the
Erasmus+ Programme
of the European Union

Info def   labienpagá *espacio escénico*   CPIP   CEIPES *CENTRO INTERNAZIONALE PER LA PROMOZIONE DELL'EDUCAZIONE E LO SVILUPPO*   Q INNOQUALITY SYSTEMS

TABLE OF CONTENT

Introduction

Theoretical and pedagogical bases (TPB) consists on a document analysing and describing the most relevant cutting-edge **theoretical fundamentals and pedagogical approaches** on the support of adult education non-professional teachers and volunteers with innovative and adequate non-conventional teaching-learning methods and resources to introduce migrants and refugees to the national languages.

    a) <u>Theoretical fundamentals</u>: rules, principles or theories on which non-conventional teaching-learning methods and resources to introduce migrants and refugees to the national languages are based

    b) <u>Pedagogical approaches</u>: ways in which teachers apply non-conventional teaching-learning methods and resources when introducing migrants and refugees to the national languages, related with theory and practice of teaching.

TPB is one of the several elements to be included in the **LAY TEACHERS Online Platform (IO.2)**. The target users of the TPB are "non-professional teachers and volunteers working with adult education providers and civil society organisations, at national and European level". That is, the same target users of the IO.2 and the project.

The information provided in the Theoretical and Pedagogical Bases has been structured on the basis of the six Units of Learning Outcomes identified in the first intellectual output of the project: the **LAY TEACHERS Training Guide on Introducing refugees to national languages**.

Co-funded by the
Erasmus+ Programme
of the European Union

Lay Teachers

Unit 1: Introducing national language to migrants

The Learning Unit 1"Introducing National Language to migrants", will include approaches which will be addressed to Lay teachers working in non-formal environments. The ultimate aim goal is to improve the beneficiaries' communication skills through innovative linguistic methodologies. All the relevant techniques included will be constructed with simple and clear way, in order to respond to the daily requirements of the target group. The tools will be user-friendly and accessible to the beneficiaries, so we will ensure their active participation and integration of these approaches in their collaboration with migrants. This Unit will be divided into 5 sections:

1. "Are you a Lay Teacher - and you don't know it, yet-?" Test
2. Introducing National Language to Migrants through relevant methodologies: Speaking and Listening.
3. Introducing National Language to Migrants through relevant methodologies: Writing and Reading.
4. Education and Language from an Experiential perspective.
5. Empathise with the migrant /refugee student.

Regarding the main scope of this Learning Unit, the direct beneficiaries will be equipped with methodologies and techniques aimed at enhancing their collaboration and coordination with migrants. The ultimate goal is to achieve an effective communication between the target group and the end users by eliminating the linguistic barrier.

<u>What is a Lay teacher?</u>

The first step for the implementation of this Module is to determine the individuals, who define themselves as "Lay Teachers". For giving the characterization "Lay Teacher" to someone, it is important to determine the characteristics and the terms of this target group.

A Lay teacher is a non-professional teacher who collaborates with migrants and refugees, in order to introduce them the basic elements of his/her National language. The main characteristic of this profile is that a Lay Teacher is a supportive and empathetic personality, who gives advices to others and deeply understands the needs and the emotions of his/her interlocutors. S/he finds effective problem solving and helps when someone is in need, even if the conflict is more or less complicated. The general point is that Lay teachers always motivate others in order to act more actively than passively through effective communication methodologies.

For the purpose of this section, will be applied methodologies related to everyday simple tasks that promote collaboration and effective communication within the individuals/groups. Through this Unit the beneficiaries will have the chance to discover basic linguistic techniques and methodologies that will assist them to understand better the language of their host country.

Co-funded by the
Erasmus+ Programme
of the European Union

Lay Teachers

<u>What is the importance of linguistic methodologies and techniques?</u>

Linguistic methodologies involve developing observational and analytical skills to understand how language works and is used to communicate messages. The aim of these methods is to identify the sound patterns of languages, the composition of words, the meaning of spoken and written language and the history of languages over time. It is the starting point for introducing to the foreigners the main characteristics of a National language.

<u>Language as a way of spreading culture.</u>

National language is included in the cultural characteristic of a country and "testifies" many elements, traditions and values for this society. The "language" variable determines the way of living and behaving in a social system that is affected also by influences from other cultures. In a society that constantly changes, the linguistic element and communication maintains their cultural identity. In this section, we will provide information related to how language promotes culture to each partner country (for example poetry, philosophy etc.).

<u>Education & Language in non-professional environments.</u>

Providing educational/pedagogical initiatives for exchanging good practices among the partner countries. We should take into consideration the flexibility of non-conventional learning environments, so there is more room to apply innovative approaches. These approaches should cover the need of improving communication and collaboration skills between the target group and migrants, keeping –always- in mind the importance and usefulness of language.

<u>Pedagogical Approaches:</u>

The Learning Unit 1 will include basic communication methodologies and techniques that aims to enhance the beneficiaries with competencies that will include all the communication perspectives (verbal and non-verbal) in order to cover a wider spectrum of linguistic elements that could be differentiated concerning the cultural background of the beneficiaries. Communication strategies and tools will be mainly focused on how the Lay teachers can approach the migrants, who work with, in order to educate and train them for ensuring the understanding of the National language they need to learn.

<u>Experiential learning:</u>

The Learning Unit 1 will include an introduction to Experiential Learning. Experiential Learning is a teaching method that provides an opportunity for the student to learn by shifting them from a passive to an active participant in the learning process (Beard, 2010). Experiential Learning seems to improve more the students' performance, in comparison with the classroom training. It also improves the attitudes towards learning, since the personal nature of Experiential Learning engages the students' emotions as well as their knowledge and skills. Moreover, this way of learning offers opportunities for creativity, since students have a better chance to learn that lesson when they get to interact with real life experiences. Furthermore, it gives the opportunity for reflection. Reflection is an integral component of the Experiential Learning process, which helps the students make personal connections with the learning material and consequently assists them to better understand how the concepts learned can be applied to other circumstances. Last but not least, it prepares students for real life and the experience of the real world. Experiential Learning takes concepts and makes them "real" by applying them to hands-on tasks, with real results.

Conclusions

- This Learning Unit aims to introduce to the target group the main elements and the objectives of the Project. The methodologies and the techniques included will be determined and constructed in a way that will respond directly to the needs of the Lay Teachers' profile.

- The linguistic barrier and the lack of educational approaches and information delivered to the professional who work in the migration field can create misunderstandings and uneffective communication and collaboration between the target groups (professionals and migrants).

- It is very important that the involved participants should understand clearly the importance of eliminating the linguistic barriers for having a more effective collaboration and coordination with people from different cultural background.

- The National language is the most crucial issue that needed to be addressed by the community, who host migrants and refugees, in order to ensure their smooth inclusion and integration to their new society. Thus, it is a social phenomenon that needs to be resolved by a bigger audience and not only by the people, who interact with migrants or refugees.

Co-funded by the
Erasmus+ Programme
of the European Union

Lay Teachers

Unit 2: Active Learning Pedagogies

Active learning is "a method of learning in which students are actively or experientially involved in the learning process" (Bonwell & Eison 1991).

Families, teachers, administrators, academics, and policy makers are continuously looking for approaches to increase student learning. Promotion of active learning pedagogies is gaining momentum in the academic literature and policy arenas as a viable solution for increased student achievement. Active learning stands in contrast to "traditional" modes of instruction in which students are passive recipients of knowledge from an expert. These teaching approaches range from short, simple activities like journal writing, problem solving and paired discussions, to longer, involved activities or pedagogical frameworks like case studies, role plays, and structured team-based learning.

In a "traditional" class, it is common for only some students in a given course to participate in asking or responding to questions. In contrast, a class with successful active learning activities provide an opportunity for all students in a class to think and engage with course material and practice skills for learning, applying, synthesizing, or summarizing that material.

Using active learning strategies does not require abandoning the lecture format. Rather, adding small active learning strategies can make lecturing more effective for student learning. These activities give students just a minute or two to check their understanding of recent material, practice a skill or highlight gaps in their knowledge before giving an explanation.

Active learning improves student outcomes

There is a well-established evidence base supporting the use of active learning. The benefits of using such activities are many, including improved critical thinking skills, increased retention and transfer of new information, increased motivation, improved interpersonal skills, and decreased course failure (Prince, 2004).

As one example, the National Survey of Student Engagement (NSSE) has examined the engagement experiences of hundreds of thousands of students from over 1600 colleges and universities since 2000. The consistent results of these data show that hands-on, integrative, and collaborative active learning experiences lead to high levels of student achievement and personal development (Kuh, O'Donnell, and Schneider, 2017).

Finally, research reveals a mutual influence between active learning and emotional states. Active learning can positively affect student motivation (Owens, Sadler, Barlow, & Smith-Walters, 2017); in turn, the overall impact of motivation moderates key learning characteristics such as attention and memory consolidation (Cavenagh, 2016).

Classroom Assessment Techniques (CAT) are one type of activity that works particularly well when a teacher/educator are getting started with active learning. Using these strategies, or variations on them, can help to hold students' attention and help them better retain and transfer knowledge and skills from your course. CATs are, typically, ungraded activities

Co-funded by the
Erasmus+ Programme
of the European Union

Lay Teachers

conducted in the classroom setting. Their purpose is to provide the instructor feedback on whether or not students understand course material so that adjustments can be made before the end of the term. Frequent use of CATs also can assure students that the instructor takes a genuine, active interest in their learning process throughout the course, before the summative assessment (e.g., final exam) is given at the end of the term.

Active learning to learn language

"Learning is not a spectator sport.   Students do not learn much just by sitting in class listening to teachers, memorizing repackaged assignments and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn part of themselves". (Chickering & Gamson, 1987, p. 3).

To promote students' involvement in classroom activities, active learning strategies have been suggested by many researchers (Tedesco-Schneck, 2013; Keyser, 2000). Also, active learning was introduced as a path to critical thinking (Tedesco-Schneck, 2013) and to promote students to think critically (Walker, 2003).

Importance of Active Learning

Swain 1985) avowed that language learning is more effective when the target language is used interactively, particularly in regard to understanding the language in general, and   improving their reading or listening skills in particular. According to Ellis 1993), interaction within the classroom leads to many advantages for language learning such as comprehension checks, language practice and so on. Long and Porter (1985) found that when second language learners worked in groups, they were more motivated, took more initiative and were less anxious concerning their learning. Khamwan (2007) found that after training the students to use interactional strategies as tools for initiating their interaction, their responses to the teacher's questions were longer and more meaningful.

With active learning, we can make students creative (Bakır, 2011) and promote critical thinking (Walker, 2003; Tedesco-Schneck, 2013). The use of active learning to promote critical thinking dates back to the time of Socrates who encouraged reflective thinking through provocative questioning. Socratic questioning is one of the strategies to engage students in active learning and cultivate critical thinking.

Statement of problem

Teachers/educators may have witnessed occasions when they face a passive class where students are unresponsive and avoid interaction with the teacher. Sometimes, students do not answer even if they understand the question, know the answer and are able to produce the answer. Active learning deals with engaging students in an activity or task that will make the learner think and analyze the information being taught. It may occur at every stage or level of a lesson, from getting the students engaged in the topic, through actively and consciously

Co-funded by the
Erasmus+ Programme
of the European Union

Lay Teachers

taking part in discovering language and rules, to free, active production. In addition, Bell and Kahrhoff (2006, p. 1) believe that "active learning is a process wherein students are actively engaged in building understanding of facts, ideas and skills through the completion of instructor directed tasks and activities. It is any type of activity that gets students involved in the learning process."

The emphasis is on students as constructors and co-constructors of their own knowledge. In Active Learning the process of learning includes the students' experiences and interests, pre-knowledge, and the creation of their own interpretations.

Conclusions

Active learning is an effective teaching technique. When active learning is compared to traditional teaching methods (such as lecture), students learn more, retain the information longer and enjoy the class more. Active learning allows students to learn in the classroom with the help of the instructor and other students, rather than on their own.

Active learning strategies promote critical thinking, creative learning and corporative learning. Finally, it is important that active learning strategies be encouraged and reinforced not only in language classes, but also at every level of education. We can still plant the seed and encourage students to use their thinking abilities in all aspects of life.

Co-funded by the
Erasmus+ Programme
of the European Union

Lay Teachers

Unit 3: Participatory Training methodology and techniques

Participatory training is a non-formal, ongoing process of growth and discovery; a process which activates both trainers and learners in a common learning situation. It aims to facilitate learning and critical thinking processes.

Participatory approach, also known as Freirean Approach, is a teaching strategy that incorporates themes or content area that are of interest to the learners. The Participatory Approach is a brainchild of Brazilian language educator Paulo Freire. Freire is the author of the book "Pedagogy of the Oppressed". Many researchers have also referred to this method as the Freirean Approach to language literacy education. The goal of this method is to use language learning as a tool to provide solutions to social problems that impact learners in their daily lives. According to Jurno (as cited in Spencer, 1992) Freire contends that unjust social problems originate from illiteracy and the solution lies in helping learners empower themselves from the circumstances they are in.

This Unit introduces the theoretical concept of participatory training. It analyses the normative orientation of participatory training as fundamental to understanding the methodology and principles it applies in practice.

Problems in Conventional Approaches to Training

The conventional meaning of training has been the transfer of expertise from trainer to learner, where the trainer defines what a particular set of learners needs to learn. This approach assumes a unidirectional flow of knowledge from the trainer, who is the 'expert', to the learner. Learners play a passive role and are bound to learn what the trainer teaches.

This training approach does not allow learners to participate actively and gives the trainer total control over the process.

Alternative View of Training

In response to the felt inadequacies of conventional training approaches, alternative approaches to training evolved over the second half of the 20th century. it is seen as a process of growth and discovery, aimed not just at 'knowing more', but at 'behaving differently'.

The focus is on building up one's critical consciousness; examining one's values, attitudes and orientations; on 'unfreezing' set notions and set patterns of behaviour; and questioning, re-thinking and re-learning.

This approach is aimed at building the learners' confidence in their capacity to observe, criticize, analyze and figure things out for themselves. It enables an individual not only to deal effectively with others, but also to understand oneself in terms of needs, feelings, motivations and past experiences. Thus, it becomes a learning process, with emphasis on learning and not on training.

Learners are encouraged to voice their own ideas, explore ways to solve their problems, and investigate their own reality on the basis of their experiences. Its methodology is learner-centered, experience-based and open-ended.

Co-funded by the
Erasmus+ Programme
of the European Union

Lay > Teachers

The table below sets out the main differences between the conventional and alternative approaches to training:

Conventional Approach	Alternative Approach
Learning as a product	Learning as a process
Teacher/instructor controlled	Student/learner centred
Transfer of knowledge	Discovery of principles
Trainer/teacher/instructor = expert	Trainer/teacher/instructor = facilitator, resource person
Learner/student = knows nothing	Learner/student = knowledge of reality and full of capacity
Learner = passive, receptive	Learner = active, discovering
Encourages conforming, coping	Stimulates independent thought, creativity

(Lammerink & Bolt, 2002)

Principles of Participatory Training

- Participatory training is participant-centered. The training arises out of the participants' specific needs as articulated by them; it focuses on their objectives as opposed to the trainer's objectives; and the participants maintain control and influence over the methods of training.

- Learning is derived through the experiences of participants. This experiential approach relies heavily on the past experiences of the trainees. A systematic sharing of experiences relating to the themes of the training is undertaken from which insights are drawn for everyone. Another aspect of experiential learning is generating common experiences during training itself. This is accomplished through simulations and exercises designed to provide experiences to participants on the training themes. It is the combination of past experiences and the here-and-now experiences generated during the programme that provide materials for learning.

- Creation of a suitable learning environment is a crucial consideration. It is important that participants feel accepted as they are, psychologically safe to share and experiment, and enjoy mutual support.

- An important ingredient of training is its utility in day-to-day life and living. What is learnt in a training programme needs to be transferred to real-life situations. This transfer of learning needs to be carefully planned, as it does not take place automatically. It can be accomplished through a method of action-planning, using the active participation of learners.

- The role of the trainer is crucial. In participatory training, it is not just a trainer's technical expertise, but also his/her own behaviour and value system which is critical to the success of the training. In participatory training methodology, the main objectives of the trainer are two-fold:

    a. Stimulating critical faculties of learners; and

    b. Creating conditions for learning

Co-funded by the
Erasmus+ Programme
of the European Union

Lay Teachers

Participatory training methods

Participatory training has several methods as:

- Lecture
- Case study
- Role play
- Simulations
- Instruments (e.g. questionnaires)
- Learning games
- Videos
- Field visit

If the focus of learning is <u>increasing knowledge</u> then the methods used may be lectures, field visits, demonstrations, self-study etc.

If the focus of learning is to <u>increase skills</u>, the methods used are more of practice sessions, demonstrations, apprenticeship and learning by doing.

If the focus of learning is to <u>generate awareness</u> then the methods used would be role-plays, small group discussion, case studies, simulation, learning games, structured exercises etc.

Conclusions

Participatory training helps people to assess their strengths and weaknesses and acquire relevant skills through which to play a meaningful role in society. It helps people to become aware of their current position in society and their potential role in the process of social change.

Co-funded by the
Erasmus+ Programme
of the European Union

Lay Teachers

Unit 4. Cultivating language acquisition in advance of classroom learning

This unit you will cover the theoretical fundamentals and pedagogical approaches on how to optimally cultivate the early stages of language acquisition in an informal workplace setting. To this end it will traverse the three stage of early language learning; the silent stage, the early production stage and the speech emergence stage. Learners will be provided with; best practice for optimally engaging with language learners at each stage, a clear idea of the comprehensive capacity of individuals during each of the stage, tips on how to linguistically activate your workplace and some learner centred approaches to encourage in early stage language learners in effective self-study habits. All the methods given in this unit are rooted in one core idea that if the language learner feels positive about their experience of the language learning process they are exponentially more likely to enrol in future options for formalised learning opportunities.

The roll of lay teachers is pivotal in steering the language learning process in a compassionate, positively charged manner for the language learner, minimizing frustration and interactions perceived as negative, safeguarding the language learners moral for acquiring the host countries language and thus facilitating a smoother integration process into the host society and labour market.

The Silent Stage

The first stage of language acquisition is known as "the silent stage". This stage lasts can last from several hours to several months depending on the language learner. Some factors, which have influence over the length of time spent at this stage; the level of formal education, family background, the age of the language learner and length of time in the host nation otherwise known as the length of time spent in the immersion of the target language.

You will know if the language learner is at the silent stage of language learning if;

- have no or minimal comprehension of verbal communication
- are incapable of verbalising communication
- respond to questions by nodding or shaking their head to indicate "yes" or "no"
- need to draw, point or mime in order to be understood

Linguistically speaking the language learner, whether they are aware of it or not has mastered the set of phonetic sound pertinent to their mother tongue, which will be of use in the acquisition of the new language and will face the challenges due to expectation of meaning based on their mother tongue.

During the silent stage of the language learner is predominating engaged in, acquiring and practicing new vocabulary. The continuous and speedy acquisition of vocabulary is essential for the progression of the language learner through this stage.

During the silent stage of language, acquisition the language learner will likely feel overwhelmed, anxious, frustrated, a sense of dissociation from meaning making and even depressed. They will be hyperaware of the lay teachers non- verbal communication such as verbal tone and physical stance in the search for meaning.

To help optimally support the cultivation of language acquisition during the silent stage of language learning lay teachers should; be mindful that their non-verbal communication style is open and hospitable, use only basic greetings, use a small whiteboard and markers to facilitate the drawing of communication from the language learner, assist language learners in word selection and model the selected words, only pose questions which require a yes or no answer, engage the use of mime, place images next to written signage and create a visually based poster for their workspace on how to download a mobile dictionary app, create picture books for processes which commonly require explanation, avoid over correcting the language learner, activate as much of their workspace with vocabulary as is feasible employing passive learning techniques and where possible encourage language learners to engage in echolalia, the verbal repetition of new vocabulary.

The Early Production Stage

The second stage of language acquisition is known as "the early production stage". This stage lasts can last from 6 months to 1 year. Some factors, which have influence over the length of time spent at this stage; the level of formal education, family background, the age of the language learner and length of time in the host nation otherwise known as the length of time spent in the immersion of the target language, the level of engagement the language learner has with the host countries language eg. working through the host language or homebound or their level of engagement with native speakers versus speakers of their mother tongue and their awareness of available language learning tools and the level of external support they possess.

You will know if the language learning is at the early production stage of language learning if;

- they use language in a very limited way
- to possess approximately 1000 words of vocabulary
- they are holophrastic (using only 1-word utterances) progressing to using short phrases of low complexity
- make frequent grammatical errors
- rely predominately on the present tense
- have the beginnings of extremely basic skills reading and writing in the language of the host country *if literate in their mother tongue.

During the early production stage of language, acquisition the language learner will likely feel less negative emotions than those common during the silent stage though they will still likely feel some degree of overwhelm, frustration, anxiety which can lead to feelings of depression. It is common during the language learning process for learners to express frustration in terms of a loss of a sense of identity from the communication void between their ability to express themselves in their mother tongue and the host countries language.

To help optimally support the cultivation of language acquisition during the early production stage of language learning lay teachers should; once again be mindful that their non-verbal communication style is open and hospitable, use basic and simple informal greetings, model words and phrases for students, don't over correct language learners but do repeat errors in their correct format without stopping the follow of conversation eg. "I go home yesterday"

Co-funded by the
Erasmus+ Programme
of the European Union

Lay Teachers

response "Yes, you went home yesterday and …", use drawing of communication as a last resort, only pose questions which require a "yes" or "no" answer or simple single part questions, use comprehension checking question, reduce but not entirely exclude the use of mime, continue to use of images next to written signage and create a visually based poster on how to download a mobile dictionary app for placement in their workspace, try to gain the language learners understanding of common possess through verbal communication before resorting to the silent stage picture books for processes, continue to avoid over correcting the language learner, maintain the activation as much of their workspace with vocabulary as is feasible and continue where possible encourage language learners to engage in echolalia (the verbal repetition) of new vocabulary and write new relevant vocabulary and finally in addition a hand out with a check list on what tools language learner needs would be optimal; a vocabulary notebook, mobile dictionary app. and direction to any country specific free language tools and or/ classes.

The Speech Emergence Stage

The third stage of language acquisition is known as "the speech emergence stage". This stage lasts approximately 6 months. Some factors, which have influence over the length of time spent at this stage; the level of formal education, family background, the age of the language learner and length of time in the host nation otherwise known as the length of time spent in the immersion of the target language, the level of engagement the language learner has with the host countries language e.g. working through the host language, homebound or level of engagement with native speakers versus speakers of their mother tongue, their awareness of available language learning tools and the level of external support they possess and whether they have made the personal decision to acquire the language and/or have begun enrolment in formalised classes.

You will know if the language learning is at the speech emergence stage of language learning if:

- the learner possesses approximately 3000 words of vocabulary
- can put words into short phrases, sentences and questions
- can answer why and how questions
- make frequent grammatical errors
- is competent in basic reading and writing
- doesn't understand jokes

During the speech emergence stage of language, acquisition the language learner is feeling more confident with the new language and is able to function competently in their day to day tasks, however they still experience feelings of overwhelm and anxiety but have likely developed some personal strategies for negotiating them.

To help optimally support the cultivation of language acquisition during the speech emergence stage of language learning lay teachers should; be mindful that their non-verbal communication style is open and hospitable, use basic and more complex greetings, avoid drawing of communication and resorting to picture books, encourage the language learner to talk around communication when struggling, simple to why and how questions, encourage and

give time for language learners to reference a mobile dictionary app, avoid over correcting the language learner instead model their errors in their correct format, maintain an activated workspace and where possible encourage language learners to engage in echolalia (the verbal repetition) of new vocabulary and encourage learners to expand on what they have said or written.

Conclusions

So, to conclude, we have now covered each of the stages of early language learning it is now up to you to gauge the level of your early language learner using this guide. Once you identify their level you can use the appropriate interaction style and question type to cultivate the language acquisition abilities of the early language learner. By reducing their anxiety you will reduce the frustration levels for both of you and though efficiency and a lack of sharing sufficient common language are oxymoronic in nature you will able you both to achieve an interaction is in a timely fashion as is possible given the variables.

Co-funded by the
Erasmus+ Programme
of the European Union

Lay Teachers

Unit 5. Non-formal methods for introducing culture and language

The competences on non-formal methods for introducing to culture and language are not automatically acquired: they need to be acknowledged, practiced and maintained throughout life. Lay Teachers can play a crucial role in the pursuit of the aims and core values upheld by the European Institutions in furthering non-formal learning outside schools and universities, particularly in youth work and all forms of voluntary and civic services.

More in general, European Institutions have encouraged member states to promote non-formal education and young people's commitment and contribution to the values underpinning intercultural dialogue. Youth groups and community centres are indeed the pillars of the social cohesion.

The learning unit n. 5 provides Lay Teacher with cultural knowledge, attitudes and skills necessary to ensure the transfer of the know-how to the final target (migrants/refugees) and let them achieve active and full participation in society.

Culture is communication and by learning the communication process in own and other culture, beneficiaries can recognize and understand a vast unexplored region of the human behaviour.

Intercultural learning paths can be designed and promoted for a better comprehension of cultures in modern societies, a larger capacity of communication between people of different cultures, a more flexible attitude to the context of cultural diversity in society, and a better capacity of participation in social interaction.

The topics covered in this unit place the other at the centre of relations by encouraging a continuous questioning of presuppositions, things normally taken for granted and a constant opening to the unknown. In addition to encouraging empathy between people.

The unit describes chances, obstacles, perceptions and stereotypes aiming at looking at ourselves through different eyes.

Non- formal activities (such as simulation games, role plays, energizer, etc) are foreseen for Lay Teacher to facilitate group development and understanding of differences, as well as to trigger a cooperative atmosphere with final beneficiaries and explore potentials and creativity, engage in a dialogue on deep and sensitive issues on cultural values and customs.

Theoretical approach:

The robust European consensus on non-formal methods for introducing to culture and language is demonstrated by various agreements, recommendations, declarations and opinions of international and local organizations.

UNESCO, for example, upholds several publications on synergies between formal and non-formal education, and lists good practices, information and planning issues on non-formal education. UNESCO publications are foreseen within the 'Citizenship, democracy and lifelong learning' pathway.

Co-funded by the
Erasmus+ Programme
of the European Union

Lay Teachers

Also the Education, Audiovisual and Culture Executive Agency (EACEA) supports the cause through several toolbox of non-formal learning activities for citizenship education and youth participation; together with SALTO-YOUTH who provides **non-formal learning resources for youth workers and youth leaders.**

Milestones are the COE Recommendation 1437 (2000) and Recommendation 8 (2003) of the Committee of Ministers to member states on the promotion and recognition of non-formal education/learning of young people, as well as the manual for facilitators in non-formal education focusing on intercultural learning, ethics and values, including also programs and methodologies of training courses for facilitators. Plus the Council recommendation of 20 December 2012 on the validation of non-formal and informal learning; and the Pathways Paper by the partnership between the European Commission and the Council of Europe in the field of youth, in co-operation with the SALTO Training and Co-operation Resource Centre and the European Youth Forum on the Statement and Plan of Action toward the recognition of non-formal education and a renewed strategy.

Domino is another tool which gives assistance to those working on peer group education projects, aimed at enriching the dialogue between and amongst young people and adults.

Finally the European Centre for the Development of Vocational Training (Cedefop) cooperates with the European Commission and Member States to develop validation systems by updating and hosting the European inventory on validation of non-formal and informal learning; disseminating and further developing European guidelines on validation (see European guidelines 12/2015); piloting data visualization and creating a European database on validation; conducting case and thematic studies; and assisting the Commission and countries in organizing peer learning activities (PLAs) and workshops.

Pedagogical approach: The learning unit 5 will cover the definition of the "Iceberg Model of Culture", the "Behaviour Components of Culture", stereotypes and cultural adjustment. The overall goal of the unit is to introduce to the main concepts and definitions of culture, intercultural sensitivity, cultural differences and illustrations of stereotypes.

The unit aims to define also intercultural competences, understanding of the context and how engaging with different cultures. The overall goal is to recognize and analyze intercultural challenges, to better understand cultural differences and foster cooperation across cultures.

Interactive model of communication and conflict management styles will be object of a special focus in order to adapt behaviours and communication styles to a specific context.

Finally, the unit lists non-conventional methods of introduction to culture and language: exercises as a source of diversity and cultural enrichment that the "lay teachers" could learn and apply with the final beneficiaries.

Conclusion: When working on non-formal education, Lay Teachers provide a space where participants learn from each other's, from exchanging and interacting and from their emotions and experiences. By doing so, new spaces and potential for dialogue and respect for otherness come true.

The non-formal learning and teaching of intercultural competence is essential for democratic culture and social cohesion. Indeed, intercultural dialogue is critical to the construction of a

new social and cultural model for a fast-changing Europe, allowing everyone to enjoy human rights and fundamental freedoms. This involves wide responsibilities for public authorities at all levels, for civil-society associations and all other stakeholders. Inter-institutional cooperation is crucial.

<u>Recommendations:</u>

- Intercultural competences should be a part of citizenship and human-rights education: competent public authorities and education institutions should make full use of descriptors of key competences for intercultural communication in designing and implementing curricula and study programmes at all levels, including adult education programmes.
- Training curricula for "lay teachers" need to foresee non-formal education strategies in order to manage new situations arising from diversity, discrimination and marginalisation and to resolve them peacefully; as well as to foster a global approach to life on the basis of democracy and human rights, and create a community.
- The methods to reach the goals on intercultural learning evolve an experiential learning approach. When selecting methods, facilitators need to take into account participants' needs and the learning objectives, as well as their preferences and skills as facilitators, but also the environment and time to be allocated, together with resources and framework.
- Quality assurance instruments (indicators and tools for evaluation) need to be developed, taking into account the intercultural dimension; as well as need to be assessed by non-formal educators through non-formal methods.
- Pluralism, tolerance and broadmindedness may not be sufficient: a pro-active, a structured and widely shared effort in managing cultural diversity is needed.

Strengthening intercultural dialogue in order to promote our common values of respect of human rights, democracy and the rule of law, and thus fostering greater European unity, is a shared responsibility of all stakeholders.

This article represents a teacher / educator point of view, a teacher who graduated the Faculty of Romanian Language and Literature with the Romanian-English specialization, with the II didactic degree and 10 years of professional experience in pre-university education and who also participated in the national projects and programs. This study presents the evolution of the Romanian education from the perspective of the didactic process and not only, especially regarding the pedagogical methods.

I stopped on this topic because the educational methods used in the Romanian education can contribute more to the modernization of the education that is now in full process of innovation. The path that education will advance depends on the relationship between teacher and student, as both put their mark on the educational process, form each other and can change their mentality.

Our students are not lacking in creativity, and regarding the innovation, teachers are obliged to come up with elements known to them, elements that are part of their living environment; therefore the teaching-learning-evaluation methods must be improved in order to overcome the communication barriers arising from the increase of the standards of technological evolution and changes in the expectations of the students. Traditional methods and means of education are the basis of the education system, these being absolutely necessary to be able to develop modern methods and means.

Nothing can be improved and brought to higher standards if its mode of operation is not known, the way it was designed and, last but not least, its usefulness. The same thing happens with the education system.

The new educational ideal is inspired by the models of European countries such as Germany, Sweden, Finland, Denmark, Norway or following the model of the American system, publicized through the series or films so widely circulated in the media. But because the educational ideal has a new projection, the objectives that a teacher proposes to achieve, are changing. In the old education process, the focus was on what the teacher does, the students being able to receive information that they can assimilate, without using them practically or without being absolutely necessary in their daily lives.

Slowly, the educational process underwent transformations, the causes being multiple: the emotional involvement of the teachers who observed the learning difficulties of the students who wanted to assimilate knowledge, but had a slower or different working rhythm, the lack of interest of some students towards certain information and interest of others; and from here came the need for differentiated work; lack of motivation of students, lack of usefulness of information assimilated in everyday life, appearance of gadgets and televisions with diversified grid, without a specific program, unrestricted exercise of freedom of expression, including freedom of publication and media.

All these factors and many others that derived from the real needs of the educators, led to the development of a learning process centered on the student, on his needs and necessities, on what he can do and what he wants to do, in his own way and the specific traits of his unique

personality. That being said, it is necessary to list the most popular teaching methods, starting from the traditional ones, in order to conclude with the modern methods, seen as an interactive alternative to the traditional ones.

Below, we present a different vision that proposes a reassessment of all the traditional methods (not only the assessment methods), from the point of view of the passive character that the students have. We propose the use of active-participatory strategies, without breaking them from the traditional ones, because they mark a higher level, in the spiral of the modernization of the didactic strategies.

Classification of interactive group methods and techniques into several large groups of methods according to the main teaching function:

Teaching-learning methods: Reciprocal teaching, Jigsaw method (Mosaic), comprehensive reading, STAD (Student Teams Achievement Division), small group learning method; TGT (Teams / Games / Tournaments) - the team tournaments method, the pair-change method (Share-Pair Circles), the pyramid method, the dramatized learning.

Fixation and systematization methods of knowledge and verification: Cognitive map or conceptual map, cognitive chains, fishbone maps (fish skeleton), cause and effect diagram, Spider map - Webs, Lotus Blossom Technique, the RAI method, the light cards.

Methods of solving problems by stimulating creativity: Brainstorming, starbursting, Thinking hats - Edward de Bono, carousel, multivoting, round table, group interview, case study, critical incident, creative controversy, fishbowl (aquarium technique), focus group technique, Four corners, buzz groups, Delphi method, etc

Group research methods: Group research topic or project, team experiment, group portfolio.

Classification of (inter) active methods:

Historically, the methods can be classified into traditional methods and modern or alternative methods.   -
traditional assessment methods and tools: oral tests, written tests, practical tests - complementary assessment methods and tools: systematic observation of students, investigation, project, portfolio, homework theme, classroom work theme, self-assessment.

The three categories of evaluation methods:

-action-based methods: exercise, lab work, workshop work, book activity;   -- iconic methods: demonstration, observation, trips, visits;   - - symbolic methods: exposure, conversation.

Another classification that distinguishes evaluation methods and tools:

Traditional methods and tools:

1. Oral samples: the verification conversation (through questions and answers); with visual support; playback (retelling); description and reconstruction; description / explanation / training; completing incomplete dialogues.

2. Written evidence: extemporaneous (unannounced test paper); independent activity in the classroom; planned test paper (announced); homework; test.

3. Practical tests: making objects; performing some experiments or experimental works; drawing up sketches, graphs; the interpretation of a certain role; passing some sports events

Complementary methods and tools:

- systematic observation of student activity and behaviour; investigation; the project; portfolio; self-evaluation.

Conclusions

Regardless of the criteria according to which the classification is carried out or the type of the method, in order to be applicable at the level of teaching/education, they must motivate the student to subsequently lead to a correct, transparent and objective evaluation activity.

In conclusion, the modern methods are not in a continuous competition with the traditional ones, on the contrary, their alternation and combination lead to a good educational approach.