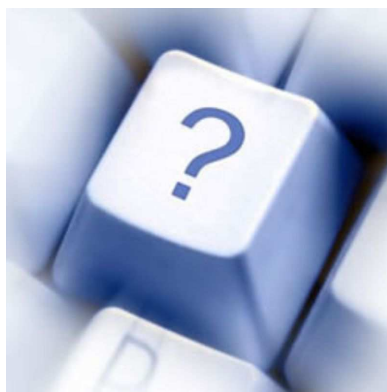

Language Pack For Migrants in Europe

THE L-PACK COURSE GUIDE



1. Presentation of the guide

This document is intended to be a guide to the English language as a second language course for adults created by Translex (Ireland) within the Project L-PACK 2 Extended, coordinated by ASEV (Agenzia per lo Sviluppo Empolese Valdelsa, Italy) and funded with support from the European Commission. This guide is for teachers and tutors.

L-PACK 2 is a new development in the original L-PACK Project. As of 2014, French and English have now been added to the previous versions of the courses which consisted of German, Spanish, Modern Greek, Czech, Lithuanian, and Italian.

Language Pack For Migrants in Europe

2. Who the course has been made for

The course is free and it is intended for immigrant residents in Ireland or for those who want to live in Ireland. We designed the course for learners with a basic knowledge of the English language, specifically A2 level in the *Common European Framework of Reference for Languages*. However, the course can be used for learners at any level who wish to improve their understanding of English.

3. Aims of the course

The course has four main objectives:

- comprehension and interaction in everyday situations
- knowledge of the vocabulary of the domain connected to the module
- comprehension and use of important grammar structures.
- basic knowledge of Irish culture and society.

The course has been designed to be integrated with other resources that you can find on the web or in regularly published materials. At the bottom of this document you can find a list of other web sites that you may find helpful in planning lessons.

4. Features of L-PACK 2

In L-PACK 2, we have chosen 30 videos from the original 60 in L-PACK 1. We chose the videos based on their popularity online and on the importance of topics dealt with. The videos chosen have been modified in order to create four different versions, A, B, C and D, for a total of 120 videos.

Version A: This is the basic version of the video. It contains a short written and oral introduction and informational images. After watching the video, students can complete a short comprehension

Language Pack For Migrants in Europe

activity and then view the answers. Web links related to the topic of the video will appear at the end.

Version B: Like Version A, but with subtitles of the dialogue.

Version C: Like Version B but with audio of one character removed. Learners can read along with the subtitles and role-play the part of the muted character.

Version D: Like Version C, but without subtitles.

In addition to widening the variety of videos, learners can also now record their voices as they attempt to role-play the part of the muted character.

The following is a list of the L Pack 2 English modules and videos, which were based on the 30 most popular and best quality videos from L Pack 1:

5. Course resources

The course is comprised of three resources: *video*, *audio* and *written text*, which are all completely accessible on the Internet. Below is the list of resources and where you can find the different components of the course:

Resources	Sites	Description
<u>Video</u>	YouTube www.l-pack.eu	Contains short scenes of everyday life. Versions C and D of the videos are best accessed through the Personal Space. Users must register as either a learner or a teacher. This Personal Space allows users to view the videos and gives students the opportunity to practise their oral skills using the voice recording function. These recordings can be saved temporarily in their

Language Pack For Migrants in Europe

		Personal Space so that they can be evaluated by you or another teacher.
<u>Audio</u>	www.l-pack.eu	The audio files of the videos
<u>Written materials</u>	www.l-pack.eu	The written materials can be downloaded, printed or read on screen. They include: <ul style="list-style-type: none"> ▪ a guide for students in self-learning ▪ a guide for teachers and tutors ▪ transcriptions of the dialogues, additional activities for the learners, grammar and vocabulary information, and cultural information.

NB: We strongly suggest that you use a fast internet connection only, particularly with video content

Language Pack For Migrants in Europe**6. Contents of the course**

The course is divided into 12 modules that refer to everyday situations selected through a preliminary need analysis amongst migrants and L2 teachers carried out by the partners in their countries.

1. Communication and means of communication
2. Social life and the family
3. Job hunting
4. Work life
5. Health
6. Accommodation
7. Authorities
8. Shopping
9. School
10. Self-education
11. Travel
12. Leisure

There are 30 videos in total spread throughout these 12 modules. Broadly speaking, the videos are based on the dialogues of 2-3 speakers. We especially favoured *face to face* and *phone dialogues*, because we believe that these are the types of communications that migrants face most frequently. Moreover, we tried to diversify the variety of the language used in the dialogues, including both informal and formal situations.

In the following chart, you can have look at the overall contents of the course and the syllabuses in which it is organised.

Language Pack For Migrants in Europe

Modules	Grammar	Function
1. Communication and means of communication	<ul style="list-style-type: none"> - Past simple - Present simple - Present perfect - Present continuous for future 	<ul style="list-style-type: none"> o <i>Talking about weather and travel</i>
2. Social life and the family	<ul style="list-style-type: none"> - Past simple - Present simple - Present perfect - Present continuous for future 	<ul style="list-style-type: none"> o <i>Opening and closing a phone conversation (informal).</i> o <i>Expressing sympathy and affection for someone.</i>
3. Job hunting	<ul style="list-style-type: none"> - Present simple - Future: will - Past simple 	<ul style="list-style-type: none"> o <i>Expressing work preference</i> o <i>Asking help to do something</i> o <i>Asking for and giving personal information about work and study</i> o <i>Talking about previous professional experiences</i> o <i>Making an appointment on the phone</i> o <i>Exchange information on the phone</i>
4. Work life	<ul style="list-style-type: none"> - Present simple - Future: will - Past simple 	<ul style="list-style-type: none"> o <i>Talking to a potential employer</i> o <i>Talking about past experience</i> o <i>Enquiring politely</i>

Language Pack For Migrants in Europe

		<ul style="list-style-type: none"> ○ <i>Giving phone numbers</i> ○ <i>Leaving messages</i> ○ <i>Talking about work duties</i> ○ <i>Talking about locations</i>
5. Health	<ul style="list-style-type: none"> - Past simple - Present simple 	<ul style="list-style-type: none"> ○ <i>Purchasing and asking for information about medical products</i> ○ <i>Giving information about how to use medication</i> ○ <i>Asking for prices</i> ○ <i>Talking to a doctor</i> ○ <i>Talking to a nurse at a hospital</i>
6. Accommodation	<ul style="list-style-type: none"> - Present simple - Present perfect continuous - Past simple 	<ul style="list-style-type: none"> ○ <i>Asking for and giving information about a property</i> ○ <i>Discussing times and days</i> ○ <i>Making complaints about noise</i>
7. Authorities	<ul style="list-style-type: none"> - Present simple - Past simple - Present perfect 	<ul style="list-style-type: none"> ○ <i>Asking for help</i> ○ <i>Tell someone where to find information</i> ○ <i>Giving thanks for information (formal)</i> ○ <i>Learning about authorities and systems</i>
8. Shopping	<ul style="list-style-type: none"> - Present simple - Past simple - Forming questions in Past simple - Question tags 	<ul style="list-style-type: none"> ○ <i>Asking for various items</i> ○ <i>Buying food in different amounts and units of measurement</i> ○ <i>Asking for change</i> ○ <i>Making enquiries and requests</i>

Language Pack For Migrants in Europe

<p>9. School</p>	<ul style="list-style-type: none"> - Present simple - Past simple - Present perfect 	<ul style="list-style-type: none"> ○ <i>Revealing a problem.</i> ○ <i>Giving and accepting suggestions (formal)</i>
<p>10. Self-education</p>	<ul style="list-style-type: none"> - Present simple - Forming questions 	<ul style="list-style-type: none"> ○ <i>Asking information (formal).</i> ○ <i>Giving suggestions.</i> ○ <i>Making requests</i>
<p>11. Travel</p>	<ul style="list-style-type: none"> - Present simple - Present continuous - Using 'If' - Modals such as can , could, must, have to - Using must in past form 	<ul style="list-style-type: none"> ○ <i>Giving suggestions to find solutions</i> ○ <i>Talking about schedules and times</i> ○ <i>Modes of transport</i> ○ <i>Talking about travel documentation</i>
<p>12. Leisure</p>	<ul style="list-style-type: none"> - Present simple - Past simple 	<ul style="list-style-type: none"> ○ <i>Expressing agreement on ideas and suggestions</i> ○ <i>Expressing opinions about art and films</i>

Language Pack For Migrants in Europe

7. LIST OF THE MODULES AND VIDEOS IN L-PACK 2**Module 1 - Communication and Means of Communication**

1. What's the weather like?

Module 2 - Social life and Family

2. Calling with sympathy
3. Happy Birthday
4. Greeting

Module 3 - Job Hunting

5. SOLAS phone call
6. SOLAS interview
7. Interview at a hotel

Module 4 - Work Life

8. Gardening company phone call
9. Jobs at the gardening company

Module 5 - Health

10. Going to a doctor
11. At a chemist
12. At a hospital

Module 6 - Accommodation

13. Looking at a flat
14. Noise

Module 7 - Authorities

15. Bank
16. Immigration Office
17. Tax
18. Upgrading trade certificates
19. Recognition of degrees

Module 8 - Shopping

20. Fruit and veg
21. Internet cafe

Module 9 - School

22. Phoning a school
23. Parent and teacher meeting

Module 10 - Self education

24. Talking about the ETB
25. At the ETB

Module 11 - Travelling

26. Going to Belfast
27. Going to an airport
28. Asking for directions

Module 12 - Leisure time

29. Art Gallery
30. Going to the cinema

Language Pack For Migrants in Europe

8. How to use the course

The course has not necessarily been planned for sequential use, meaning that the 12 modules do not have to be used in numerical order. In addition, the modules are not ordered according to difficulty. Therefore, they can be used in any order and can be selected according to their content or according to learners' interests. We adopted this solution in order to facilitate self-learning. Of course, they can be used in order from Module 1 to Module 12 if that is preferred.

To summarise, we developed three ways to use the course:

- Self-learning: the learner follows his/her own path of study autonomously
- Classroom learning: groups of students with a teacher, using the videos and written materials in a traditional classroom setting
- Guided learning: a tutor coordinates and aids a group of learners as they learn independently

This guide takes the last two ways into consideration as the "self-learning" path is treated separately.

9. How to use the course as a teacher

The course can be used as integrative material to enhance a course or as a textbook in and of itself. In the latter case, the total class time is estimated to be between 25 and 30 hours. As mentioned above, although the modules are not in sequence, they can nevertheless be used in order from 1 to 12. Regarding the internal order of the module, you can simply follow the order of the units (videos) in each one.

If you cannot connect to the internet in the classroom, you can try to download the audio files and copy them on a regular cd or use them as an mp3 file for class use.

The written part of the course (guides, transcription of the dialogues, activities and solutions) can be read online by connecting to Wikibooks or you can download and print them from the website, www.l-pack.eu. Once printed, the hard copy version can be photocopied and handed out to

Language Pack For Migrants in Europe

students. At the end of every module, solutions to the activities are available. If you do not want students to have them, you can exclude them from your handout.

10. Using the materials in a classroom setting

Each module contains one or more units, i.e. videos. In each video, there is an introduction, dialogue with images, and comprehension exercises, followed by solutions. There are also written materials comprising the introductions, transcripts of dialogues, grammar information, useful vocabulary, cultural information, additional exercises, and solutions. A guide on the use of the various different versions of the videos (A, B, C, and D) can be found below in section 13 of this document.

First of all, try to motivate your students by asking them if they have ever found themselves in the situation presented in each unit, let them make suggestions about what could be said in the given situation. After watching/listening to the dialogues try doing the comprehension activity. If you wish, you can use the dialogue as a starting point for role-playing activities and ask students to change the vocabulary or situation according to their experiences.

11. How to use the course in a mixed situation of learning

We believe that between the two poles of learning (self-learning and in-class learning) at least one intermediate stage with features from both extremes can be identified, that is "semi" or "guided" self-learning. This situation is similar to a blended learning environment. In this type of learning, there is a tutor, rather than a teacher, who helps the learners formulate their own path for learning. For example, in a typical guided self-learning scenario, a group of learners would meet once a week for a couple of hours with their tutor. In this instance, the main purpose of the tutor is to monitor the students' progress and make suggestions on how to proceed. The tutor would be responsible for guiding the students through the various phases of the course. A possible list of the tutor's tasks in this situation is as follows:

During the initial phase:

- Explain where to find the course and how to download it

Language Pack For Migrants in Europe

- Help to resolve any difficulties
- Explain the best ways to use the course

During the course:

- Introduce new modules and topics
- Check the activities and homework of the learners
- Help the learners to resolve any doubts that will inevitably arise
- Suggest other online resources to the learners
- Motivate and support the learners during the critical phases of study

In order to carry out these tasks properly, we strongly suggest you also consult the self-study guide that you can download from the Wikibooks website or www.l-pack.eu in addition to this guide.

12. Suggestions for using the materials

Version A

We suggest that learners begin with video version A. If necessary, pause the video to read and listen to the introduction and dialogue more closely. There are also some images to aid their understanding of the video. After watching the full video, the comprehension questions will appear. These activities comprise three to five questions in various forms. We suggest that after attempting to answer these questions, the students watch the video again. The solutions to the comprehension activities will appear at the end of every video so that answers can be easily checked. If they find version A of the videos difficult to understand, it may be easier for them to move on to version B.

Version B

As mentioned above, this version contains both the dialogue and subtitles. Try having the students listen to the audio while reading the subtitles. When they have reached a good speed and can keep up with the timing of the video, they can move on to versions C or D.

Language Pack For Migrants in Europe**Versions C**

These videos are subtitled but the audio of one character has been muted. This means that students can role-play the part of this character by reading the missing part of the dialogue as the subtitles appear on screen. The timing might be a little fast at first but with practise they should get to a point where they can easily fill in the part of the muted character.

Version D

This version is the same as Version C except there are no subtitles. If possible, we suggest that the students try to replicate the exact words said in version C, but you should also encourage them to be creative and substitute different words and expressions to communicate the same message.

If the students accessed Versions C and D through their Personal Space on the website, www.l-pack.eu, they can also record their role-playing attempts using the recording tool. Encourage them to try it a few times and when they have what they feel is their best attempt; they can have it evaluated by you or another teacher. There are more instructions on how to do this on the website. Remember, audio files are only saved temporarily in each user's Personal Space. If your students want to save them permanently, they will have to save them to their own device or in the cloud.

Written materials containing the dialogues of each video are also available on the website, www.l-pack.eu. You can use these to follow the dialogue and will also find additional exercises, grammar and vocabulary information, and cultural information.

We also suggest that you ask the students to role-play both of the characters' parts in groups of two or three. To do this, turn the volume all the way down and have the students work together in pairs.

Language Pack For Migrants in Europe

3.0 Feedback

For questions and observations, you can write to www.l-pack.eu or info@translex.ie.

4.0 Resources on the web

Below are some useful resources for learning English online that may help your students and be useful for classroom activities.

<http://www.learn-english-online.org/>

<http://learnenglish.britishcouncil.org/en/>

<http://www.antimoon.com/how/pronunc-soundsipa.htm>

<http://www.globalenglish.com/>

<http://public.wsu.edu/~brians/errors/errors.txt>

<http://www.english-portal.com/>

<http://www.lingocracy.com/>

<http://www.bbc.co.uk/learningenglish/>

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