

Planning the intervention

Creating the learning environment

A favourable learning environment will:

- Encourage exchanges between peers as well as with the trainer.
- Enable to manage learners' heterogeneity through individualisation of learning and work in small groups.
- Facilitate small group work. Collaborative activities support motivation and help to make the learner active. They contribute to the development of a climate of trust since people are engaged in exchanges that must allow everyone to express their point of view before reaching a consensus.
- Allow to diversify the learning situations.
- Encourage learners to adapt to their new country, to help them interact in spontaneous oral situations, to read documents of all kinds and to write in everyday communication situations.

Space organisation

The room must be welcoming, spacious, bright and large enough to allow moving around easily while offering :

- 3-4 circular central working stations for 3-5 people (for sub-groups activities, or to join individuals with the same level) ;
- tables with computer workstations connected to the Internet for individual work moments (they can face the walls) ;
- an empty space for role-playing ;
- whiteboards (at least one per central working stations) on which to write or draw ;
- a space preserving the confidentiality of individual interviews (possibly located near the room).

As language courses welcome participants from various origins and cultures, it is advised to involve them in the layout and decoration of the room, which can lead to exchanges organised as part of educational sessions. The internal rules can also be established by the learners.

Available resources

Even if the host institution has a dedicated centre, key printed and digital resources will be available in the room :

- for language learning;
- to become familiar with the culture of the host country;
- to learn about the local and regional economic environment;
- description of the jobs with their conditions of practice and the necessary skills;
- training offer available locally.

These resources will include everyday objects such as bus or metro tickets, city maps, maps, calendars, and all types of genuine documents to facilitate a realistic use of the language. Workstations with digital and audiovisual equipment make it possible to vary learning situations. Learners will have the possibility to connect their own devices to internet.

The structure of the training : flexibility and exchanges

The structure must be flexible to offer learners a maximum of choice regarding the organisation of their learning. A fully pre-defined training program is in contradiction with the need for individualisation. Migrants need this freedom of choice in terms of objectives, pace, content, access and means of exchange in particular because they are adults and used to making choices taking into account their constraints.

It is needed to analyse the person's need in order to plan the content and the way it will be introduced. This step is reassuring for the migrants who notice the attention they receive and realise that they have a role to play in the implementation of their training. They also become aware of the need to commit themselves.

Prepare to manage heterogeneity

Teaching must take into account everyone's starting points. Migrants start with different levels of proficiency in the language of the host country, different levels of schooling in their country of origin and have different ways and capacities for learning. It the task of the facilitator to identify them among these five categories :

Starting situation	Some characteristics
People who have never learned to read or write in any language.	Very little autonomy in learning, and slow acquisition due to a lack of learning conditioning. Very strong motivation for learning.
People whose schooling has been very short or who have already acquired some learning, by self-education, through literacy classes, or in a professional context.	Have acquired the basics of word decoding and graphics.
People who have been educated in the language of the host country and who, to varying degrees, do not have sufficient basic knowledge (reading,	Difficulties in constructing meaning. Limited autonomy and more or less rapid

<p>writing, calculation) to be autonomous in social and professional life.</p>	<p>acquisition. Possibility of rejecting training for fear of "school". Possible feeling of shame that can lead to the use of diversion strategies (I forgot my glasses, I don't have a pen, etc.). Great need for security.</p>
<p>People who have been educated in the language of the host country with a mastery of basic knowledge but who have difficulty using it in certain contexts (spelling mistakes, forgetting operating techniques, etc.).</p>	<p>They can read. Poor written practice but mastery of the principles (syntax respected, letters well designed, sentences constructed and understandable) Strong motivation when the action is linked to a professional project.</p>
<p>Allophone learners, educated in their country of origin, for whom the language of the host country is a foreign language. They have a good command of their language, both written and spoken.</p>	<p>It is a question of learning another language and we can distinguish between : — people who have learned a language with a Latin alphabet, — people who have learned a non-Latin language.</p>

Resources

- Outils de repérage des niveaux linguistiques. FLES de Paris



<http://velay.greta.fr>