

PLANNING OF AN ACTIVITY

Through questioning, this tool helps you plan an activity in line with a certain number of recommendations from the PROFINT model: Consideration and mutual reinforcement of the three learning processes; taking into account the specific needs of beneficiaries; participatory and empowering approach.

The list of questions is exhaustive to cover all possible contexts, regarding the needs of the people supported and the types of devices concerned.

Planning tool for trainers working with adult second language learners

Adult education: Mutual respect; Meaningful learning; Participation and responsibility

Mutual respect

How will you make the participants feel welcome and appreciated?

How will you show a positive attitude towards the participants, their identity and culture?

All languages are equally valuable. How will you convey this positive attitude towards the participants' first languages?

How will you make use of the participants' first languages as learning resources?

Meaningful learning

Who are the participants? What will be useful for the participants when you take into account the participants' educational and professional background, their current situation, their expectations, aims and plans for the future?

What will the participants learn in the activity? Why? How will it be useful?

Participation and responsibility

How will you make the participants take active part in the planning, implementation, documentation and follow-up process?

Which responsibilities will you give to the participants?

How will you make use of the participants' previous knowledge and skills in the activity?

Three dimension of learning: linguistic, professional, socio-cultural

Language learning

What do you know about adult second language learning?

How will you gain more knowledge about adult language learning?

What activities will you do in order for the participants.

- to use the new language as much as possible
- to help each other understand the new language
- to interact and talk with speakers who are on a higher language level than themselves

Professional learning

What professional knowledge do you want the participants to acquire?

How?

How can you use it for language training?

What work tasks will you include in the activity? Why?

What specific work competences will the participants train in the work tasks?

What general working life competences will the participants train in the work tasks?

How will you document and assess the participants' development?

What kind of documentation will the participants receive at the end of the program that can be useful in contact with future employers? (e.g. certificate, testimonial)

Socio-cultural learning

What socio-cultural knowledge do you want the participants to acquire?

How?

How can you use it for language training?

Intertwined learning processes

How will you intertwine/combine the linguistic, professional and socio-cultural learning?

How will you use the professional and socio-cultural contents for language learning?

What else is important for the three dimensional learning to highlight?



ÉVALUATION OF A SUPPORT ACTIVITY

A questionnaire assessing the consistency of your accompaniment practices in the activity carried out with the recommendations of the PROFINT model, i.e. taking into account the specificities of beneficiaries and the different levels of learning.

The list of questions is exhaustive to cover all possible contexts, regarding the needs of the people supported and the types of devices concerned.

To use for individual evaluation and/or team evaluation

Evaluation tool for trainers working with adult second language learners

◆ On adult education: Mutual respect; Meaningful learning; Participation and responsibility

Mutual respect

How did you make the participants feel welcome and appreciated?

How did you express a positive attitude towards the participants, their identity and culture?

All languages are equally valuable. How did you convey this positive attitude towards the participants' first languages?

What will you do different next time? Why and how?

Meaningful learning

What did the participants learn in/from the activity?

How is it useful for them? (take into account their educational and professional background and plans for the future)

What will you do different next time? Why and how?

Participation and responsibility

How did you make the participants contribute actively in the planning, implementation and follow-up process?

What responsibility did you give the participants?

How did you make use of the participants' knowledge and skills in the activity?

What will you do different next time?

Why and how?

On three dimension of learning: linguistic, professional, socio-cultural

Language learning

How did you make the participants

- use the new language
- talk to each other
- encounter other people who speak the target language better than the participants

What do you know about adult second language learning?

How did you make use of the participants' first languages as learning resources?

What will you do different next time? Why and how?

Professional learning

What tasks did you included in the activity? Why?

What general working life competences did the participants train and develop in the work tasks? (Taking responsibility, cooperation, managing information, problem solving, communication, planning and organizing, quality and tempo, taking initiative, aesthetics, ethics, service mindedness, development-orientation, a sustainable environment)

What specific working life competences did the participants develop in the tasks?

What degree of independence did the participants reach in the work tasks? (On a scale from “needs a lot of support” to “is able to work independently”)

How did you involve the participants in the planning?

How did you involve the participants in the follow-up and evaluation process?

How did you involve the participants in the documentation process and use it for language learning? (taking photos, talking about the photos, writing logbooks together, portfolio, video, blog...)

What will you do different next time? Why and how?

Socio-cultural learning (civic knowledge, social rules and norms, cultural habits and cultural heritage)

What socio-cultural knowledge did the participants acquire? (Which civic knowledge, social rules and norms, cultural habits and cultural heritage did you work on with the participants? How?)

How did they acquire the socio-cultural knowledge?

How did you enable the participants to practice their socio-cultural knowledge.

- in the program (e.g. role play, intercultural dialogue ...)
- in contact with people from the majority population

What will you do different next time? Why and how?

On intertwined learning processes

How did you intertwine the three dimensions of learning in the planning of the activity/ program?

Is there something else which is important regarding the participants' linguistic, professional and socio-cultural learning that you would like to highlight?

Are you satisfied with your work? What makes you satisfied?

What was your major challenge? (How did you solve it? Or what do you need in order to solve it? How have others solved it?)

What will be your next step?

