Folk without Book

Grundtvig Learning Partnership 2009 – 2011

Guidelines presenting the project results and good practice examples

FOLK WITHOUT BOOK

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Introduction

Since the 18th century, literature, social science and ethnology have presented arguments in favour of socio-historical approaches. The individual's choice of reading material depends on educated stratum, and reading material has a strong influence on people's behavior. Popular reading materials among people with lower education levels were thin booklets as well as entertaining, instructive, and exhilarating publications. People who live in poverty and social exclusion today experience a similar scarcity of reading material. Nowadays, the cultural assets of people with low education levels, and poorer people, typically consists of television and radio programs, video, complimentary print products such as advertising papers and customer leaflets as well as magazines and, still, thin booklets from the railway station kiosk. The project "Folk without Book – Creating Literacy" intended to encourage people to develop and broaden cultural habits and reading materials, beyond those materials considered "trivial", "popular", "underclass TV", and focused particularly upon people with low education levels and poor people in the partner countries. By collecting best practice and developing new offers for people with a deficit in education and people living under the threat of poverty, e.g. people with immigration backgrounds, the project intended to trigger reading and writing processes and arouse interest in culture so that individuals may act in the cultural sphere with new self-confidence. The project reached these learners through the day to day activities of the partner organisations and through a collaboratively designed survey; it brought the educational system closer to them by means of accessible educational experiences. Our aim was to teach the learners involved in the project to see culture and education as keys to successful social integration. This Guideline was composed by the eight partner organisations from six countries and shows the main results from the project that can be used by many different organizations in many different educational contexts.

The partner organisations

Rhetorik-Verband Baden-Württemberg e.V. is an association of legal and natural persons from the field of education, training, consulting and coaching. His members want to trigger effective innovations with dynamic potential in the field of rhetoric. The aim of the association is to promote education, economics and vocational training. The tasks are:

- Realize new forms of cooperation to combine and optimise existing resources and potentials;

- Organize courses and other offers in the field of rhetoric, negotiation and communication skills to the benefit of prospect participants;

- Motivate and encourage disadvantaged and remote education groups;

- Perform courses and lessons, practical exercises and training, instruction of individuals and groups, counselling and training;
- Promote the quality backup and exchange of experiences among members;
- Perform training for members of the association;
- Coordinate networking projects in the field of rhetoric, education and counselling

2QAB Community Interest Company brings together a group of dedicated community and economic regeneration professionals with many years experience of capacity building with community organisations, public bodies and grassroots individuals. Each member of the team has personal experience of social action and collectively we have a broad range of expertise, interests and specialisms. We are champions of the asset based approach to personal and organisational development. We work alongside people to unlock their hidden assets and talents to maximise their potential. We encourage and facilitate volunteering by individuals in their communities, in activities and organisations that they care about or are interested in.

Whilst we do not target our services at any one group in particular, we are known for our reach into excluded and disenfranchised groups; we work effectively and successfully with those that many mainstream agencies would class as "hard to reach" – refugees and asylum seekers, young people, isolated older people, disabled people, people from BME groups, LGB people, offenders and ex offenders and so on. Our focus is on practical, effective interventions, all of which aim to provide those who access our support and services with increased confidence and capacity to problem solve and advocate for themselves. We have excellent networks and partnerships with other agencies locally and beyond, enabling us to signpost in a meaningful and effective way. Where appropriate we also actively facilitate peer support mechanisms, networking and connecting people who might otherwise be isolated.

Established in 1985, **ID Formation** is an Association Law 1901

Its location across the Region Corse has allowed, for more than twenty years, ID Formation to meet the training needs of resident and businesses. To do so, specific tools have been developed.

ID Formation consists of several clusters including one on fight against illiteracy, which implements:

- <u>Collective action to fight against illiteracy</u>: acquisition or re-learning basic skills (listening, writing, reading, understanding space and time, calculating and reasoning) to access a greater autonomy for the construction of professional integration
- <u>Basic Training Workshop</u>: meeting a specific need of basic skills, strengthen self-advocacy in daily life (complete administrative documents ...)
- <u>Workshops in sociolinguistic</u>: these workshops are aimed to enable participants to gain greater autonomy in their social and working life through better knowledge of

the rules and operating procedures of French society and thereby promote social and professional integration.

- <u>Language training</u>: The training activities aim to enable the target group to reach some level of spoken and / or writing French. The benefit is for people arriving from all countries, except those from the member states of the European Union and those seeking asylum.

In April 2008, ID Formation received the certificate of qualification from the Professional Office in charge of Organizations Training Qualification (OPQF).

Telšiai Adult school is an education institution which gives service of formal education:
- It gives the opportunity for people of various age to get basic and secondary education;
- It offers different teaching/learning forms and ways for adults who do not have basic education;
- It forms positive attitudes towards the life-long learning;
- It allows students to use modern technologies in the process of learning;
- It encourages teachers' potential of creativeness;
- It guides the main values such as democracy, public spirit and tolerance.

School's objective groups:
- Service suppliers – teachers – andragogues (i.e. teachers knowing the differences between children and adults' teaching/learning)
- Clients – adults who came back to the system of basic education after a long not-learning break. School admits people of various age who are under 18 years old and if they are younger only with the permission of Education Department.

It is essential to know what Telšiai Adult School means and how it differs from other schools:

T – tolerance. You may feel the tolerance, respect among teachers and students at school, as successful teaching and learning and positive self – estimation may be implemented only if it is followed by tolerance. This is a great value.

S – self-sustaining learning. The advantage of such learning is time management, as student does not need to attend school every day. He/she has an opportunity to come to consultations which are given by teachers of all the subjects according to the timetable confirmed by school's headmaster.

V – evening shift. Evening shift is for working adults. Although they are tired after work they manage to involve into school's life effectively and creatively.

M – Life long learning. A person whishing to lead meaningful personal and successful social and professional life must always improve and be able to start new activities, work with modern and rapidly changing informational recourses. Our school is waiting for all people who wish to continuo the learning and understand the importance of life-long learning.

The Institute for Science Communication and Higher Education Research at the University Klagenfurt deals with the role of Higher Education Institutions in the knowledge society and the wide field of "science and public" as a dialogue between science and society. Science communications in our understanding means to make scientific methods applicable and useable for other professional groups in the field of formation, education, social and cultural work. One of these methods is the biographical approach.

An outstanding UK tertiary college, **Yale College** is renowned for delivering excellence in further and higher education. Its impressive results and state of the art facilities attract over 14,000 students every year to achieve the skills they need for employment and further study.

As well as providing education and training for most post 16 year olds in the area, the College is at the forefront of adult training, not only to meet individual aspirations, but also to serve the staffing needs of the diverse and expanding Wrexham economy.

The College aims to meet the needs of all members of the community from school leavers to the retired; from those wishing to improve their job prospects to those wishing to learn for the fun of it!

Yale offers one of the broadest curriculum portfolios in Wales and provides a supportive learning environment at its state-of-the-art campuses. The College also has some 13 outreach centres, many based in local schools, which have programmes of day-time and evening courses. The mission of Yale College is to: "Provide all learners with the highest quality education and training, foster partnerships and contribute to the social and economic development of Wrexham and the wider community".

The **Sprachendienst Konstanz** is a registered economic association running on a cooperative basis by a three-man board. It was founded in 1982 by unemployed teachers. The language school employs about 35 teaching staff, either on a fulltime or parttime basis.

What we offer: German intensive courses, prep courses for the entrance exam at German universities, semester courses in foreign languages, business courses, private lessons, extra tuitions for school students and since 2005 integration-courses for immigrants who received residence permits approved by the German Immigration Departement.

The Sprachendienst Konstanz is certified. It has its own didactic concept and provides educational and career advancement. We define ourselves as learning organization and we are putting in continuous effort in order to improve our expertise, cross-cultural and communicative competence.

The Sprachendienst Konstanz is a member of different regional and supra-regional networks. Since 2008 the Sprachendienst is a partner of projects working with the European Commission: „Grundtvig – Lifelong Learning Programme".

Scuola Centrale Formazione is a No-profit Association established in Rome in 1975. It has a recognition from the Italian Ministry of Labour under the law 40/87 of the Italian Parliament as a "National Association of Vocational Training Bodies". SCF has a permanent staff of 18 people that act as national coordination structure.

As a national network made of 40 vocational training organisations with more than 70 vocational centres or schools based in 12 different Italian regions (from North to South), SCF trains more than 20 thousands people each year, which corresponds to about 9 million training hours (data referring to 2009). The total consolidated staff size of SCF as national network is around 1600 employee.

SCF works mainly with public funding that comes from ESF, LLP Programme, PROGRESS Programme, and from the Italian Ministry for Labour and Welfare.

SCF will work in the project also through its associative network. SCF's members will contribute to the accomplishment of project goals through their human and logistic resources, in agreement with the National legislation that rules the relations between an association and its members. Among SCF's members directly involved in the project there is FONDAZIONE CLERICI, which has 14 vocational training centres in Lombardia, and CIVIFORM (other vocational training centre) from Friuli Venezia Giulia.

The FoBo survey

To learn more about the reading habits of our learners, we jointly developed a questionnaire with open and closed questions. We asked how relevant reading was in the childhood of our learners, what significance it has today, how much, what kind of literature and when they read today, as well as how they feel motivation can be increased for reading. The jointly designed questionnaire included a total of 30 questions.

Just as the partner institutions are not comparable – there are larger and smaller institutions, some public, some are privately funded and which meet different educational mandates - so the students of the institutions can't be directly compared with each other. They differed by age, migration experience and education level and by socio-economic background and circumstance. The questionnaire was therefore modified in the partner countries, depending on age and educational level of the target audience. We also had to consider an immigration background and the native language among our interviewees. Also, the survey method had to be designed differently. In some institutions the learners completed the questionnaire independently, while in others, learners needed support and guidance to complete it. Some of the interviews took place in interview form, because reading and writing skills of the interviewees demanded it.

Since the sample of respondents, the survey method and the setting of the interviews between the individual educational institutions varied greatly, no comparable results could be achieved from the interviews. The results of the individual interviews gave the institutions the opportunity to look at the reading socialisation of their students and to learn more about their attitudes towards reading.

In the following the partner organisations will present their results summarised. They characterise their clients, give the number of respondents and the survey method (in writing, verbally). In addition they describe the 2 or 3 most important (surprising or expected) results (highlights of the interview). In an optional part the partners describe which expectations the survey didn't meet or what kind of problems/open questions were triggered.

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Survey results from Scuola Centrale Formazione, Italy

SCF and its associates pay a specific attention to people with special needs resulting from a disability or social exclusion, such as drop-outs from school, migrants, the unemployed, wowen with children, and so on.

The survey: SCF involved 86 adults (63% women, 27% men; 75% italian, 25% not italian) attending vocational training courses; in particular, at Fondazione Clerici they were attending a training course related to the social care sector, and at Civiform they were attending several training courses specifically targeted at who are unemployed or at the risk of unemployment. 45% of the total has a high school certificate, 32% a intermediate school certificate, 16% a degree. The most rapresented professions have been: factory worker (23%), clerk (21%) and service sector worker (15%).

The method: a questionnaire was submitted, not during lesson time, to the people involved; first of all it was presented (in terms of objectives, context, way of filling in and so on) and then a teacher and/or a tutor were available to help every one to fill in it.

Outcomes: a) mums and grandmums are, in most of cases, who introduced the interviewed to reading; b) books and newspaper are the favourites materials to read; c) although we inserted the option "other" as a possible customizingly answer to the question "Who read to you in your childhood?", nobody answered "a teacher"; d) about reading motivation, the reason why most of the interviewed people read is "information" (40%), and they read more for "information&study" (53%) than for "entertainment&relax" (45%): reading is more a necessity than a pleasure; e) most of the interviewd people usually don't read very much: only 1-5 hours/a week (on the average closer to 1 than to 5); f) most of the interviewd people (90%) really appreciate to receive a book as a present; g) people are not used to going regularly to the local libraries (this fact confirms a national habit).

Comments on the survey process: a) perhaps it'd had been useful to have a common information instrument to register and manage data, above all in order to cross data related to different questions; b) we needed more "closed" questions, because with "open" questions you collect different answers (data difficult to manage); c) the questionnaire need to be split into two different parts: a "quantitative" and a "qualitative" one; d) we would needed to fix the same target (in terms of minimum number of questionnaires and the composition of the group referring to age, sex, and so on) to have an effective comparison of all the countries' results. Even so, the questionnaire is interesting because let you understand some "reading trends" and compare them with other countries' ones.

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Survey results from Telšiai Adult School, Lithuania

- We made a survey with students of our school who were mostly from 17 to 20 years old. 9 of the respondents were female and 11 male. All the participants of the survey had basic education.

- The professions of their parents are: drivers, manager, builder, baker, waitress, butcher, secretary, nurse, shop assistant and 15 are unemployed.

- In 17 from 20 families people read little newspapers and magazines.

- For 16 respondents mostly mothers or grandmother read in the childhood.

- 11 respondents think that they read good, so what do they read?

- The biggest part reads to get information and for school or for their studies, some students read for entertainment and to relax. 7 pupils hope that reading can help to get better job and for communication with people.

- The favorite times for reading are – in the evenings, after school, at the weekends. Popular places for reading are: home and school.

- Our students have written by theirselves letters, diaries and poems.

- 16 of 20 respondents would like to get a book as a present. They are keen on comedies (11), romantic (9) and history (9) books. 12 of them would give a book as a present for others.

- Books read mostly often are of Lithuanian and foreign authors such as „Faustas", „The Catcher in the Rye", „Heroin" and others.

- The usual reasons why our students don't like reading are that it's boring (10), they feel the lack of time for this (5) and it's too expensive (2).

- How our students would find a friend for reading:
  - I would go to the library (8)
  - Through the Internet (2)
  - I would tell him that it's interesting and good way to spend time…
  - I would recomend a book…
  - I would say „You will find out many new interesting facts? Will you read with me?"…

Conclusions:

- Students who participated in this survey were of younger age. Last year we made a survey (which was presented during the meeting in Lithuania) where older students were surveyed. It was interesting to compare the results of both surveys. We noticed that older students buy and read books more often then younger students do. Internet and magazines are more popular among younger students.

- We are looking for most attractive and available forms that promote literacy and in our opinion the most effective is creativeness: our students created posters, book-markers, wrote reviews and recommendations.

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Survey results from Yale College Wrexham, Great Britain

September 2010: 69 Students interviewed from a Level 3 Access to Higher Education Course; no formal educational qualification required to be admitted to the course; 35 female respondents/34 male respondents

Educational Background
As an adult education course there is no formal educational qualification required to attend the Access course. Normally this is a course for learners who have not succeeded in education before. None the less, 65% of the respondents had achieved some form of qualification, 5 had achieved level 3, 16 had achieved Level 2. A quarter of the total sample had no qualifications of any sort.
The majority of Access Students are unemployed or out of the jobs market. The majority of the sample claimed 'working class' backgrounds. Most of the sample came from a functionally literate background. Only 12% of the total reported that their parents do not routinely read.
The Access Course is a full time course, and many of the respondents to this questionnaire left employment to begin the course.

In terms of the reading habits of the sample: Magazines and Newspapers are the most read items. The internet was reported at 11% while 'Other' was the largest share at 33%. Most respondents reported TV as 'reading'/relaxation.

Most of the sample were read to as a child, usually by a parent. Interestingly of the 9% who were not read to, the majority were male.

Most of the group thought they had good reading skills, although 14% described their reading ability as very good.
Most spent time reading newspapers or magazine. But the internet accounted for the single biggest source of reading and learning. Significantly books were bottom of most peoples reading habits

Most people read for a purpose:
• 84% to get information
• 60% to relax
• 53% Study
• 37% entertainment

The preferred media for most of the sample was magazines in terms of entertainment For studying purposes most learners cited the internet as their selection of choice. Equally the Internet was the choice of most of the sample in terms of obtaining information on a range of things. From Shopping, to travel, to music to cinema. The TV was the most popular media text. Books were only read by a minority of the sample and then for a very short period.

Most of the respondents wrote letters and email. Many wrote a personal blog or Twittered or exchanged information on Facebook.

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Survey results from Rhetorik-Verband Baden-Württemberg, Germany

Rhetorik-Verband interviewed 23 learners, all of them were currently unemployed at the time of the interview. Nearly three-quarter of the interviewees were women (73,9%), 26,1% were male. The age distribution had a range between 20 and 60 years. The majority of them (52,2%) is between 40 and 60 years old. 39,1% are between 20 and 40 years old. More than a third of the interviewees had a migration background (35 %).

Regarding the level of education, more than half of the persons interviewed had a certificate of secondary education, in total 56,5%, which equals 13 persons. The second prevalent group decreed of a certificate of intermediate education, in total 26,1%, respectively 6 persons. Three of the interviewees (13%) had no certification at all and one person finished high school. Among the group of interviewees there showed no significant differences in regard of the achieved level of education and their reading abilities.

The following diagram shows the media most frequently used by the interviewees. They had the opportunity to choose several options, because the assumption was that most persons use more than one kind of media.
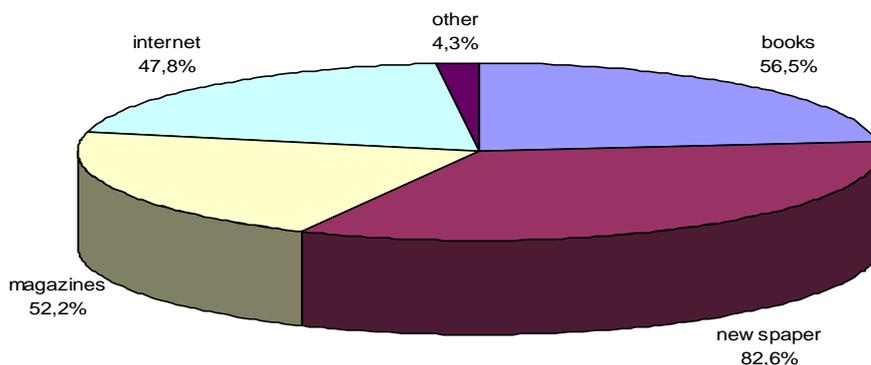
As interview technique a standardised questionnaire with 30 questions was used. Each person interviewed received a print-out version of the questionnaire and filled it in on his own. The employees of Rhetorik-Verband supported the interviewees with an instruction and answered some questions.

The results of the survey show that the majority of the interviewees do not use written media more than five hours a week. The most frequently used written media are newspapers (65,2%) and the internet (60,9%). Magazines (30,9%) and books (26,1%) are mostly read for relaxation and entertainment.

Nearly one third of the persons interviewed (30,3%, 7 persons) indicated that they do not enjoy reading. As reason for their dislike of reading three of them stated that it is a boring activity, three others do not have the time to read and one person has no explanation why he or she does not read on a regular basis. Six of

the seven persons who not enjoy reading stated that nobody read to them in their childhood and also six persons ticked that nobody in their families read.

The interviewees also answered the question which texts they enjoy the most and why they do that. Entertainment is the most important reason, the interviewees like exciting novels texts they get touched by emotionally. Also the persons enjoy reading more informative texts like biographies and scientific literature and appreciate learning opportunities arising from written texts.

If the interviewees had to convince a friend to read they would use the following arguments:

- I would say it's important and everybody must be able to read
- Try to pitch books to him
- Give someone a book as a present
- I would ask for his hobbies/interests and give him the suitable book as a present
- I would recommend a special book
- I tell enthusiastically a story or about a book I have read
- Read a book to someone.

Concluding to the survey Rhetorik-Verband carried out most of the interviewed persons gave the feedack that it was fun and interesting to be asked about one´s reading attitudes and habits. No problems occured, except that the rate of return was around 50%, which seems an average result for a questionnaire of this length.

Survey results from Sprachendienst Konstanz, Germany

About the survey

We asked 30 learners of German as a Second Language in our Language School to fill in the German questionnaire of which 20 were female and 10 male. 24 fell in the age group 20-40, 4 were between 40-60 and 2 under 20. Their countries of origin were mostly non-European. (3 EU, 7 Europe continent, 2 North America, 5 South America , 6 Asia, Middle East, and 2 Africa. Only one respondent had no schooling, 5 had a vocational qualification, 8 a school leaving certificate and the majority a graduate degree of some form.

Outcomes

Respondents read at home (24/30) and they read in the evening (22/30). The preferred media is the Internet (12/30). Motive for reading is for studying/learning 23/30 and for recreation (23/30). Books are useful to improve general knowledge (21/30) and are very welcome as a gift (19/30), preferably a love story (11/30) or a historical novel (11/30). 9/30 have problems finding the time for reading. Reading means recreation for 20/30.

As striking appeared the fact that 12/30 never visit public libraries or only sometimes (9/30). It would have been interesting to find out why not.

There seems to be an interesting correlation between mothers' occupation and person who read to me, as 10 mothers were homemakers and the person who read to me, which was in 23/30 times mothers or grandmothers. But since question 9 allowed multiple ticking this correlation is a bit fuzzy but should be worth

investigating. Speculation is evidently that mothers have more time for reading or reading can be shared by mothers and children.

Comments on the Survey Process

Learners had no problems filling in the questionnaires, since giving information about oneself is an integral part of language learning and appears in most course books as learning device or exercise.

In contrast the matter of the survey itself "reading" seemed a bit unclear, especially in combination with the medium Internet, because what is it that you do surfing the Internet? Some respondents might not interpret this activity as a reading activity and limit their answers to reading books.

Also key questions should be formulated before doing the survey in order to make findings comparable and facilitate summaries. In our survey we limited the analysis to scope, mothers' occupation, person who read to me, place and time. (see ppp on the project's website)

Anything Useful

Generally respondents should be informed what the survey is about and where their answers will go. Firstly out of respect for their personalities and the likewise personal answers and secondly, respondents will find it easier and more gratifying to share their answers if they can anticipate a social benefit and a transparent process of data handling. In other words, only by giving full information you should get useful results.

PISA - Programme for International Student Assessment

by Silvia Edtinger, Institute for Science Communication and Higher Education Research, University of Klagenfurt

PISA is a worldwide evaluation of 15-year-old school children, it assesses how far students near the end of compulsory education have acquired some of the knowledge and skills that are essential for full participation in society. At least 4500 students per country are tested. First PISA-test was in the year 2000. PISA is sponsored, governed and coordinated by the **OECD** - Organisation for Economic Co-operation and Development. It is carried out in OECD countries as well as in OECD-partnering countries.

Each student gets a 2-hour handwritten cognitive test with multiple-choice or fuller answers questions and a 1-hour questionnaire on their background including learning habits, motivation and family. School directors also fill in a questionnaire describing school demographics, funding etc.

Following skills are assessed: - reading competence - science - mathematics education. Pisa test is repeated every 3 years. The focus of the skills varies each time, in the year 2009 it focused on reading competence. The results of each period of assessment take about one year and half to be analyzed.

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Reading competence, one of the skills tested by PISA, means more than just being able to discern written information. Here are two definitions: "Reading competence is the ability to comprehend different texts in terms of their meaning, intention and form and the ability to assign them to a broader context. " "Reading competence is the ability to understand a written text - use it and reflect on it for reaching own aims and reading for developing the own knowledge and being part of the social live."

There are five Levels of ability in reading in PISA.
- Level 1 (and beyond) = „risk group": do not have a basic for reading fluently or understanding the sense of an easy text; no learning for oneself is possible! Mostly pupils with migration background (with another mother language).
- Level 4 and 5: can read and understand a very difficult text, find information, interpretation, reflecting about the text. More girls than boys belong to this group, they continue mostly in higher schools (Gymnasium, University).

PISA questions-examples: How many books do you have at home? How often do you read for your enjoyment? Or they are asked for other reading media (than books). Results-examples: Reading competence is very dependent from family situation, from parent's social status, their education and their profession (no influence on maths skills). Girls read more often, longer and more novels, non-fiction books, magazines (depends offer). Nowadays kids read fewer comics (boys), they are replaced by video-, online-games, etc., reading time of boys increased because of the attractivity of digital media.

Computer and mobiles has changed the reading and texting habits. Youth read more e-mail and web pages (information); the text itself has changed: more „visual turns": visual signs combined with/in text (c u ☺,^^, XD, lol, ;); more oral pronunciation; keeping away vocals in the text (txt, I lik u, thx, btw.)
Youth very creative in innovative!

To support and increase reading competence: language support in kindergartens, libraries in schools, integration from reading in everyday live, etc.
Important is: Reading for fun! Text should be interesting, joyful and useful! Regular reading of any media! (newspapers, magazines, e-mails, web pages) - must not be a book!
Young people read much more in the internet (also for school) – less books.
Young generation = **FOLK WITHOUT BOOK ?!?**

65 countries participated in the year 2009, see:
http://www.oecd.org/pages/0,3417,en_32252351_39759734_1_1_1_1_1,00.html
Pisa 2009 results /ranking:
http://www.oecd.org/document/61/0,3746,en_32252351_32235731_46567613_1_1_1_1,00.html
Results and analyses from the PISA 2009 see:
http://www.oecd.org/document/61/0,3343,en_2649_35845621_46567613_1_1_1_1,00.html
http://nces.ed.gov/surveys/pisa/pisa2009highlights_2.asp

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Survey results from 2qab, Great Britain

Method
25 adult learners were involved in our survey conducted via face to face interviews using the formal questionnaire created within the FoBo partnership. 52% were male and 48% female. 32% were aged 20 or under, 36% aged between 21 and under 40 and 32% aged between 41 and 60. All were UK citizens and all were unemployed when the interviews took place.

Outcomes
Levels of educational attainment ranged from 32% having no certification to 44% having achieved a Certificate of Secondary Education, 16% having achieved a Certificate of Intermediate Education and 8% having achieved High School certification, i.e. almost one third of learners having left formal education without any certification whatsoever.

In terms of family background, 36% said that reading was commonplace within the home whilst 56% said that it wasn't commonplace and 12% said that no-one had read within the family. 76% said that someone within their family had read to them when they were a child, predominantly female relations (mother, grandmother, sister) reading newspapers or magazines. Parental employment backgrounds ranged from 12% in each of the Administration, Manufacturing, Sales and Professional areas, to 20% in the Services industry, 4% in Trades and 28% long-term unemployed.

Learners rated their own reading abilities as Good 8%, Limited 84% and Very Poor 8%. The kinds of materials read were mainly Newspapers and Magazines but use of the Internet was also mentioned; books featured very low on their lists if at all. Reasons for reading were predominantly for entertainment or to get information of some kind whilst reading for educational/study purposes was very low in learners' thinking. Almost without exception reading took place either in the evenings or at weekends. Learners thought that reading was mostly useful for general information or to improve employment prospects rather than for pleasure, i.e. the majority didn't read for enjoyment. In fact 76% didn't like to read because they thought that reading was boring. Although aware of local library facilities 72% of learners said they had never used the facilities whilst 16% said that they had visited libraries on some occasions.

Comments
Given the range of learners involved in the survey, we were not surprised that the survey results showed that reading for pleasure and use of books was seen as a low priority in their lives. Limited reading opportunities within their families during childhood could be seen as a significant factor in limiting their adult views on reading and low attainment at formal educational school levels.

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Survey results from ID Formation, France

Sample:

Number of respondents	40
Distribution of the survey	10 per age group
Questionnaires fulfilled	between August 30th and September 3rd, 2010

General comments:

The questionnaire is too long for those who are not used to reading or writing. Answers like "I'm fed up with it", "it is too long, I stop" can be found

Most significant/ relevant answers:

No one mentions the e-book
Cultivated people declare without any shame that they don't read and don't like it. Others lie obviously on their ability and reading & writing. While reading their answers, it can be noted they can't help in lying although asked not to do so.
Some people need some help to answer the questionnaire If they get help, their answers are influenced hence the survey is incorrect If they don't get help, the questionnaire is unusable.
Most people believe the price of a book is between 15 and 40 euros meaning that for them books are expensive.
The regional daily newspapers are read by everyone regardless of age, reading skill or social class The regional daily newspapers are the only reading for those who read poorly or never read. Newspapers are read automatically (weather, TV program, etc.).
Less graduate people or people who have not many reading abilities read mostly detective novels or thrillers
Reading magazines (i.e. cooking, car, travel...) actually starts from 20 years.
Non-readers never give books as presents.
No one has declared going to public libraries or borrowing books.
Everyone said they had been read to as children, regardless social class. The role played by grandparents should also be noted
Out of the 40 respondents, 15 have a diary (which is surprising) and are younger than 20.
Young people older than 20 write on their blog/emails/SMS hence no writing except keyboarding.

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FoBo Songs

During the course of the project the project partners discovered songs as a perfect medium to bring people closer to any kind of texts. Songs are kind of literary ambassadors. For teachers and trainers songs can provide the perfect pathway to literacy and learners can be encouraged to develop a range of literacy skills.

In the following every partner organization presents its ideas how to use songs from their country in an educational context and show some examples of national songs.

2qab, Great Britain

GROUP HARMONY SINGING
Developed by Mehmet Husseyin for 2QAB CIC

AIMS & OBJECTIVES
To:
- bring people together to work as a unit/team in developing team/group spirit
- exercise individuals musical skills without any hierarchy attached
- start from where people are at
- develop a sense of common unity whilst breaking down any barriers

METHOD
- Establish group attention
- Brief introduction to key aspects of folk music
- Establish 3 or 4 groups depending on harmony within song being sung
- Get groups to familiarise themselves with their voices (letting go)
- Practise breathing techniques
- Energise individuals to warm up with some physical activity accompanied by music to encourage them to relax into the group environment
- Use humour wherever possible to put people at ease
- Teach groups all of the harmony parts of song
- Offer choice to groups as to which parts they would prefer to sing
- Teach each group their harmony
- Facilitate each group to learn their harmony
- Facilitate groups to sing collectively
- Facilitate groups to listen to each harmony to help form a greater harmony
- Facilitate groups to start at a low volume, increasing to a crescendo
- Encourage groups to move around in the workshop space, maintaining their harmonies whilst listening to the other harmonies within the whole

OUTCOMES FOR LEARNERS
- Developing listening skills
- Learning breathing techniques
- Developing team building skills

- Building self confidence and self esteem
- Enabling people to find their voice
- Encourages the breaking down of barriers and helping people face fear and inhibition in a group setting

EXTENSIONS
- Swap harmonies so that each group tries each harmony
- Ask individuals if they can improvise using aspects of what they have initially learned
- Discuss narrative within song

EVALUATION
- Self evaluation, asking each individual in the whole group to feedback what they enjoyed, what they learned and what they felt emotionally

"What shall we do with a Drunken Sailor?"
Developed by Ben Ward for 2QAB CIC

AIMS & OBJECTIVES
To:
- introduce students to discussions regarding drinking and to discuss issues around dealing with drunk behaviour today
- have fun and get the group enjoying singing together
- develop your own lyrics for the song looking at drunk behaviour today
- Target age – young people aged 14+, young adults, vulnerable adults

METHOD
- Introduce the song and ask if anyone knows this song already
- Play it for the group so they can hear how it goes
- Hand out lyrics and encourage the group to sing the song together (options can be for some to sing the chorus, one group verse 1 and so on)
- Ask the group how it made them feel to sing the song – did they enjoy it? If so why?
- Begin discussion on the meaning of the lyrics, how was the sailor treated.
- Explore how we deal with drunk behaviour today – is it different or similar?
- Why do you think this song has appeal in lots of other countries (there have been lots of covers in France, Germany, Belgium –introduce the idea of variations and parodies
- Get the group to develop their own lyrics regarding drinking today either collectively or on their own
- Finally sing their version either as a group or individual

OUTCOMES FOR LEARNERS
- Developing listening skills
- Learn a new song
- Learnt to analyse lyrics and consider meanings within songs
- Developing team building skills by singing together

- Practiced writing their own lyrics
- Learn about how language has changed over time

EXTENSIONS
- Explore sailing and the experience of being a sailor in the old days and what it would have been like
- Look at variations and parodies of the song and explore their favourites
- Get the group to record or perform their song
- Write an article for a newspaper about the experience or carry out an interview.
- Carry out market research amongst the class or school/ college about attitudes to drunken behaviour

EVALUATION
- Self evaluation, asking each individual in the whole group to feedback what they enjoyed, what they learned and what they felt emotionally

Lyrics
What do you do with a drunken sailor,
What do you do with a drunken sailor,
What do you do with a drunken sailor,
Earl-eye in the morning!

[Chorus:]

Way hay and up she rises
Way hay and up she rises
Way hay and up she rises
Earl-eye in the morning

Shave his belly with a rusty razor,
Shave his belly with a rusty razor,
Shave his belly with a rusty razor,
Earl-eye in the morning!

[Chorus]

Put him in the hold with the Captain's daughter,
Put him in the hold with the Captain's daughter,
Put him in the hold with the Captain's daughter,
Earl-eye in the morning!

[Chorus]

What do you do with a drunken sailor,
What do you do with a drunken sailor,
What do you do with a drunken sailor,
Earl-eye in the morning!

[Chorus]

Put him the back of the paddy wagon,
Put him the back of the paddy wagon,
Put him the back of the paddy wagon,
Earl-eye in the morning!

[Chorus]

Throw him in the longboat 'til he's sober,
Throw him in the longboat 'til he's sober,
Throw him in the longboat 'til he's sober,
Earl-eye in the morning!

[Chorus]

What do you do with a drunken sailor,
What do you do with a drunken sailor,
What do you do with a drunken sailor,
Earl-eye in the morning!

[Chorus]

What do you do with a drunken sailor,
What do you do with a drunken sailor,
What do you do with a drunken sailor,
Earl-eye in the morning!

Telšiai Adult School, Lithuania

The first stage is to find a folk song which has some kind of a theme. Then students have to look for the main symbols in the song. They work in groups or pairs. After that students go to the library and look for the book where these symbols are described in detail. Then they work in the computer class and create the design for the poster about a particular folk song and symbols found there. With the help of a music teacher they may look for the modern version of the folk song and prepare the presentation. It is like a small project where students are able to study integrated subjects, like Lithuanian, music, IT, or English (if they have to make it in English, or any other foreign language).

Scuola Centrale Formazione: Italian songs linked to books, historical events, concepts, etc

We know that the songs can be a great tool and a learning facilitator. The pleasure and emotional involvement they cause in the listener encourage communication and storage of words, expressions and special messages. Therefore you can use the lyrics as a text to encourage development of specific language skills: reading and comprehension of written texts, enriching their own expressive vocabulary, writing simple texts. If this is true in general, it is even more useful with regard to adults who have poor language skills and for these deficiencies are struggling to understand textbooks or novels and newspaper articles. In these cases, the simplicity of the lyrics of a song, can be the impetus that triggers the motivation to learn, especially when even the topics / contents can capture the interest of the ones who hear and read.

In the project, we presented an example of this approach through the songs, suggesting two Italian song texts dealing with two different issues: the war and the relationship reality / fantasy - reality / and ideal world. In both cases a few key words of the texts represent the starting point for the study of themes, concepts and meanings that can foster the acquisition of new language skills (written / oral / comprehension).

a) *C'era un ragazzo* **-** HISTORICAL EVENT – VIETNAM WAR
   Author: Gianni Morandi (1962)

The theme of war is discussed in this old and popular song, which is part of the history of Italian music. Participants depart from the song (especially from the words in bold) to study the events of the war, reflect on it and thus develop skills in reading, comprehension, writing, as well as knowledge of contemporary history.

"C'ERA UN RAGAZZO"	"THERE WAS A GUY"
C'era un ragazzo che come me amava i Beatles e i Rolling Stones girava il mondo, veniva da gli **Stati Uniti d'America.** Non era bello ma accanto a sé aveva mille donne se cantava "Help" e "Ticket to ride" o "Lady Jane" o "Yesterday". **Cantava "Viva la libertà"** **ma ricevette una lettera**, la sua chitarra mi regalò fu richiamato in America. Stop! coi Rolling Stones! Stop! coi Beatles. Stop! Gli han detto "**vai nel Vietnam**	There was a guy who like me loved The Beatles and the Rolling Stones he went around the world, he came from the **United States of America** He wasn't beautiful but next to him he got thousand of women when he sung «Help» and «Ticket to ride» or «Lady Jane» or «Yesterday». **He sang "Long Live Freedom"** **but he received a letter**, he gave me his guitar, he was recalled in America. Stop! with Rolling Stones! Stop! with The Beatles. Stop! They said "**Go to Vietnam**

e spara ai Vietcong..." Ta ta ta ta ta... C'era un ragazzo che come me amava i Beatles e i Rolling Stones girava il mondo, **ma poi finì** **a far la guerra nel Vietnam.** **Capelli lunghi non porta più**, non suona la chitarra ma uno strumento che sempre dà la stessa nota ratatata. **Non ha più amici, non ha più fans,** **vede la gente cadere giù:** **nel suo paese non tornerà** **adesso è morto nel Vietnam.** Stop! coi Rolling Stones! Stop coi Beatles. Stop! **Nel petto un cuore più non ha** **ma due medaglie o tre...** Ta ta ta ta ta...	**and shoot against Vietcong..."** Ta ta ta ta ta... There was a guy who like me loved The Beatles and the Rolling Stones he went around the world **but then he finished** **making the war in Vietnam.** **He hasn't long hair anymore** he doesn't play the guitar but an instrument that always gives the same note: ratatata. **He has no longer friends, no longer fans,** **he looks the people dieing out** **in his country he won't come back** **now he is dead in Vietnam.** Stop! with Rolling Stones! Stop! with The Beatles. Stop! **In his chest no longer has the heart** **but two medals or three...** Ta ta ta ta ta...

b) <u>L'Isola che non c'è</u> - Author: Edoardo Bennato 1980
from the album "*Sono solo canzonette*" ("*They're just pop songs*") – The whole concept album refers to "**Peter Pan, or The Boy Who Wouldn't Grow Up**" by J.M. Barrie (1904)

The relationship between dream and reality, between the ideal size of an untouched world where there is injustice, wickedness and the "sad reality of our world" offers many different starting points for reflections on the meaning of life, on values. The text also helps to understand the concept and the use of metaphor in oral and written language, always starting from the words used. The need to express one's own ideas and one's own thoughts becomes an opportunity to develop new language skills.

"L'ISOLA CHE NON C'E'"	"THE NOWHERE ISLAND"
Seconda stella a destra questo è il cammino e poi dritto, fino al mattino poi la strada la trovi da te porta **all'isola che non c'è.** Forse questo ti sembrerà strano ma la **ragione ti ha un po' preso la mano** **ed ora sei quasi convinto che** **non può esistere un'isola che non c'è**	Second star on the right this is the way and then straight on, till morning then you find the road yourself **it leads to the Nowhere island.** Maybe this will seem strange **but the reason has took a little your hand** **and now you're almost convinced that**

E a pensarci, che pazzia **è una favola, è solo fantasia** e chi è saggio, chi è maturo lo sa non può esistere nella realtà!....	there can't exist a nowhere island And thinking it, what madness **It's a fable, it's just fantasy** and who's wise, who's mature knows that it can not exist in reality !....
Son d'accordo con voi **non esiste una terra** **dove non ci son santi né eroi** **e se non ci son ladri** **se non c'è mai la guerra** **forse è proprio l'isola** **che non c'è.... che non c'è!...** E non è un'invenzione e neanche un gioco di parole **se ci credi ti basta perché** **poi la strada la trovi da te...** **Son d'accordo con voi** **niente ladri e gendarmi** **ma che razza di isola è?**	**I agree with you** **there is no ground** **where there aren't saints or heroes** **and if there aren't thieves** **if there is never the war** **perhaps it's just the island** **of nowhere.. of nowhere ...** It is not an invention and even a play on words **and if you believe it, it's enough** **because** **then you find the road yourself ...** I agree with you neither thieves nor policemen, what kind of island is this?
Niente odio e violenza **né soldati né armi** **forse è proprio l'isola** **che non c'è.... che non c'è!** Seconda stella a destra questo è il cammino e poi dritto, fino al mattino poi la strada la trovi da te porta all'isola che non c'è. **E ti prendono in giro** **se continui a cercarla** **ma non darti per vinto perché** **chi ci ha già rinunciato** **e ti ride alle spalle** **forse è ancora più pazzo di te!**	**No hate and violence** **no money and no weapons** **perhaps it is just the island** **of nowhere.. of nowhere ...!** Second star on the right this is the way and then straight on, till morning then you find the road yourself, it leads to the Nowhere island. **And they make fun of you** **if you continue to look for it** **but you do not give up because** **those who have already given up** **and are laughing at you** **maybe are even crazier than you**!

Rhetorik-Verband Baden-Württemberg, Germany

For the project we developed a teaching unit for young adults between 16 and 25 years old without any school leaving certificate. They participate in a one year running course to prepare them for their school leaving examination. In history or political science classes as well as in English we have good experiences by using songs for further research activities on one or more topics.

One possibility is to give a short input in one topic and continue with listening an appropriate song. The students are asked to discuss about the contents of the song and their interpretations. Teachers expect an easier and more interesting start into a topic and therefore an active discussion and involvement of many learners. As a second step the students should start their own research by using different kinds of media: internet, books, magazines, tv,... to gather more information on the topic. Depending on your learners it could be helpful to start with an easy task like looking for information about the song writer or singer. Then you can continue with more ambitious tasks and getting deeper into the topic of your lesson.

An alternative would be to ask your learners writing down their thoughts while listening to the song.

As an evaluation method we recommend an oral feedback asking the learners about positive experiences with the method as well as obstacles they discovered during the process and how they managed them.

Examples:

Der Traum ist aus – The dream is over (1972) by Ton Steine Scherben
- Ton Steine Scherben was one of the first and most influential German language rock bands.
- They were active from the year 1970 to 1985
- they became a musical mouthpiece of the political left
- the lyrics had anti-capitalist and anarchist contents

Roots
- they found their roots in the student protests from the late 60s – they called 68er
- most of the band members had connections to the squatter scene (squatter – to occupy a house)

Name
- The English translation is "Clay Stones Shards"
  - the word "Ton" can mean "sound" as well
- vocalist Rio Reiser said in an interview the name was taken from a description by pioneer archeologist Heinrich Schliemann of what he saw when he first came to the site of ancient Troy – he said "What I saw it was Clay Stones Shards".

Context

- It was the first time in the Federal Republic of Germany (West-Germany), that the conservative Party lost the power and the social democrats became the chancellor party (Willy Brandt)
- War at Vietnam
- First period after the so called economic miracle (Wirtschaftswunder) and increase of unemployment

Der Traum ist Aus (Ton Steine Scherben - 1972)	**The Dream is Over** (Ton Steine Scherben "Clay Stones Shards" - 1972)
Ich hab geträumt, der Winter wär' vorbei Du warst hier - und wir war'n frei Und die Morgensonne schien Es gab keine Angst und nichts zu verlieren Es war Friede bei den Menschen und unter den Tieren Das war das Paradies	I dreamt, the winter was over You were here and we were free And the morning sun shined There was no fear and nothing to lose There was peace with the humans and among the animals. That was paradise
Der Traum ist aus Der Traum ist - aus Aber ich werde alles geben, dass er Wirklichkeit wird Aber ich werde alles geben, dass er Wirklichkeit wird	The dream is over The dream is – over But I'll give everything for it to become a reality But I'll give everything for it to become a reality
Ich hab geträumt, der Krieg wär vorbei Du warst hier - und wir war'n frei Und die Morgensonne schien Alle Türen waren offen, die Gefängnisse leer Es gab keine Waffen und keine Kriege mehr Das war das Paradies	I dreamt, the war was over You were here – and we were free And the morning sun shined All of the doors were open, the prisons empty There were no weapons and no more wars That was paradise
Der Traum ist aus Der Traum ist - aus Aber ich werde alles geben, dass er Wirklichkeit wird Aber ich werde alles geben, dass er Wirklichkeit wird	The dream is over The dream is – over But I'll give everything for it to become a reality But I'll give everything for it to become a reality
Gibt es ein Land auf der Erde, wo der Traum Wirklichkeit ist? Ich weiß es wirklich nicht Ich weiß nur eins, und da bin ich sicher: Dieses Land ist es nicht Dieses Land ist es nicht Dieses Land ist es nicht Dieses Land ist es nicht	Is there a country on the earth, where the dream is a reality? I don't really know it I know just one thing and I'm sure about it This country isn't it This country isn't it This country isn't it This country isn't it
Der Traum ist aus, zu dieser Zeit Doch nicht mehr lange - mach dich bereit Für den Kampf ums Paradies Wir haben nichts zu verlieren, außer uns'rer Angst Es ist uns're Zukunft, unser Land Gib mir deine Liebe, gib mir deine Hand	The dream is over at this time But not for much longer – get ready For the battle for paradise We have nothing to lose except our fear It is our future, our country Give me your love, give me your hand

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Der Traum ist aus Der Traum ist - aus Aber ich werde alles geben, dass er Wirklichkeit wird Aber ich werde alles geben, dass er Wirklichkeit wird	The dream is over The dream is – over But I'll give everything for it to become a reality But I'll give everything for it to become a reality

Die Gedanken sind frei	**Thoughts are free**
Die Gedanken sind frei, wer kann sie erraten, sie fliegen vorbei wie nächtliche Schatten. Kein Mensch kann sie wissen, kein Jäger erschießen es bleibet dabei: Die Gedanken sind frei!	Thoughts are free, who can guess them? They flee by like nocturnal shadows. No man can know them, no hunter can shoot them, and so it will always be: Thoughts are free!
Ich denke was ich will und was mich beglücket, doch alles in der Still', und wie es sich schicket. Mein Wunsch und Begehren kann niemand mir wehren, es bleibet dabei: Die Gedanken sind frei!	I think what I want, and what delights me, still always reticent, and as it is suitable. My wish and desire, no one can deny me and so it will always be: Thoughts are free!
Und sperrt man mich ein im finsteren Kerker, das alles sind rein vergebliche Werke. Denn meine Gedanken zerreißen die Schranken und Mauern entzwei: Die Gedanken sind frei!	And if I am thrown into the darkest dungeon, all this would be futile work, because my thoughts tear all gates and walls apart: Thoughts are free!
Drum will ich auf immer den Sorgen absagen und will mich auch nimmer mit Grillen mehr plagen. Man kann ja im Herzen stets lachen und scherzen und denken dabei: Die Gedanken sind frei!	So I will renounce my sorrows forever, and never again will torture myself with some fancy ideas. In one's heart, one can always laugh and joke and think at the same time: Thoughts are free!

FOLK WITHOUT BOOK

Sprachendienst Konstanz, Germany

"Give us a song"
The use of songs in German as a foreign language education (DaF lessons)
by Sprachendienst Konstanz

Songs and music enhance teaching lessons easily and on all levels, especially listening comprehension skills can be improved in a lively and straightforward manner. Songs convey information on regional and cultural studies and traditions as well as individual and collective state of minds. Usually a song tells a story and is thus highly motivating. They are particularly suitable for generating actual speech acts and induce a deeper understanding.

The song "Mensch" by the German songwriter Herbert Grönemeyer
- Should not be misused as a mere hook for the lesson.
- Should not be used for a grammar approach only.
- Exercises must not affect the song's authentic concept

Methodological learning objectives should be
- To initiate a processing of language
- To engage students in active participation
- To practice pronunciation, intonation and rhythm
- To evoke the willingness to learn by an emotional approach
- To create awareness for the Other
- To store elements of speech (din effect)

Individual language skills are triggered by music. Therefore language acquisition and skills become more effective. This concerns primarily types of learners who are less cognitively endowed. Particularly people with musical abilities relate speech to sound which is evident in words like speech melody and speech rhythm. Learning languages requires sensitivity to sound.

The development of lyrics is fundamental to language acquisition. All kinds of songs can by used and put into a methodical didactic setting according to language level. Lyrics can be the starting point for a text composition whereas listening comprehension and reading skill are given clear priority. Melody and rhythm embed words, rhymes, slogans and even longer texts into our memory.

The song „Mensch" conveys cultural studies in a sense as it expresses the collective state of mind of a certain generation in Germany. The song is difficult to grasp and therefore requires a certain willingness and attention. It can be played many times without becoming tedious or boring since there is always a new nuance to be heard and discovered. By working out keywords and with the help of visual stimuli, drawings and pictures the lyrics can be tackled on all language levels. The "story" can also be recounted/rewritten in the learners' own words and phrasings.

Mensch by Herbert Grönemeyer

Herbert Grönemeyer, born 1956, is a German musician and actor, popular in Germany, Austria, Switzerland and also in the UK. He played a war correspondent and Lieutenant in Wolfgang Petersen's movie „Das Boot", but later he concentrated on his musical career. His 5th album „4630 Bochum" from 1984 and his 20th album „Mensch" (Human) from 2002 are best-selling German-language records of all time. Therefore he is a good example for learning German by a song and to get an impression of the Germans' mental state.

We introduced this song in three classes at different levels:

- Level A1 (students with 200 lessons of German),
- Level B1 (500 lessons),
- Level C1 (800 lessons)

Momentan ist richtig,	Right now is right
momentan ist gut	Right now is good
nichts ist wirklich wichtig	Nothing's really important
nach der Ebbe kommt die Flut	After low tide comes high tide
	on the beach of life
am Strand des Lebens	Without reason, without understanding
ohne Grund, ohne Verstand	nothing is in vain
ist nichts vergebens	I build my dreams on the sand
ich bau die Träume auf den Sand	
und es ist, es ist o.k.	And it is, it is okay
alles auf dem Weg,	Everything on the way
und es ist Sonnenzeit	It's (a) sunny time
unbeschwert und frei	Unburdened and free
	And (hu)man is called (hu)man
und der Mensch heißt Mensch	Because he forgets, because he represses
weil er vergisst,	Because he's enthusiastic and toughens up
weil er verdrängt	He warms up when he tells tales
und weil er staunt und stählt	And because he laughs, because he lives,
weil er wärmt, wenn er erzählt	you're
	missed
und weil er lacht,	
weil er lebt	The firmament (sky) has opened up
du fehlst...	Cloudless and ocean blue
	And telephone, gas, electricity
das Firmament hat geöffnet,	Unpaid and that's all right
wolkenlos und ozeanblau	Share your peace with me
Telefon, Gas, Elektrik	Even if it's only borrowed
unbezahlt, und das geht auch	I don't want your love
	I only want your word
teil mit mir deinen Frieden,	
wenn auch nur geborgt	And it is, it is okay
ich will nicht deine Liebe,	Everything on the way
ich will nur dein Wort	It's (a) sunny time
	Clear and easy
und es ist, es ist o.k.	And man is called man
alles auf dem Weg	And because he errs, and because he
und es ist Sonnenzeit	struggles

ungetrübt und leicht	Because he hopes and loves
	Because he empathizes and forgives
und der Mensch heißt Mensch	And because he laughs, and because he lives,
weil er irrt und weil er kämpft	you're missed
und weil er hofft und liebt,	
weil er mitfühlt und vergibt	Oh, because he laughs, because he lives, you're
	missed
und weil er lacht	Oh, its okay
und weil er lebt	Everything on the way
du fehlst...	It's (a) sunny time
oh, weil er lacht,	Clear and easy
weil er lebt	And man is called man
du fehlst...	Because he forgets, because he suppresses
	And because he's enthusiastic and believes
es ist, es ist o.k.	Depends on and trusts (others)
alles auf dem Weg	And because he laughs, because he lives, you're
und es ist Sonnenzeit	Missed
ungetrübt und leicht	
	Oh, it's quite okay
und der Mensch heißt Mensch	It hurts the same all over (uniformly)
weil er vergisst,	It's (a) sunny time
weil er verdrängt	Without any plan, without accompaniment
und weil er schwärmt und glaubt,	And man is called man
sich anlehnt und vertraut	Because he remembers, because he struggles
	Because he hopes and loves
und weil er lacht	Because he empathizes and forgives
und weil er lebt	And because he laughs, and because he lives,
du fehlst...	you're missed
	Oh, because he laughs, and because he lives,
oh, es ist schon o.k.	you're missed
es tut gleichmäßig weh	
es ist Sonnenzeit	Ohh, lalalay...
ohne Plan, ohne Geleit	
und der Mensch heißt Mensch	
weil er erinnert, weil er kämpft	
und weil er hofft und liebt	
weil er mitfühlt und vergibt	
und weil er lacht,	
und weil er lebt,	
du fehlst...	
oh, weil er lacht,	
weil er lebt,	
du fehlst...	

ID Formation, France

The song - Proposal for teaching method

It has been proven that music influences humans
-it acts as an intensive boost for well-being (calm, stimulate…)
- It acts on our emotions and feelings
- It can overcome some cultural barriers and enhance the richness of a culture.
- It acts strongly on memory retention

Musical activities can be used to promote language development (the development and strengthening of the four language skills):
- listening,
- written comprehension / reading
- speaking,
- writing

The development of these four skills through activities that involve music can be turned into a cultural, social, or a professional approach, depending on public demand.
Listening:
It's about to stimulate students listening skills so they could recognize words, phrases, colloquial expressions and idioms, to practice and to accustom the ear to the French language.

Written comprehension / reading
This way of exploring a language can lead to study grammatical elements, vocabulary...

Speaking:
- Which words were understood or not understood in the song?
- Concepts clarification (refine existing definitions)
- Students are exchanging around a specific theme
- The analysis of a professional, cultural, social aspect.

Writing:
- Transcription exercise –transcription of the song text (using concepts seen in the song)
- Phonology approach: distinctive manner of oral expression (colloquial expressions and idioms), accent, pronunciation
- understanding of the grammatical structure of our language
- colloquial expressions and idioms…..
- Write a content using the vocabulary, the grammar and phrases (studied during the course)
 - « Cultural Awakening »

Song choice

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-It is recommended to ask the students to make proposals of French songs.
- The majority of learners should enjoy the same music
- Do not impose a style of music
This is to involve efficiently the learners

Teaching methods:
Interactive methods are preferred because there are based on co-operation for production of knowledge and know-how. Exchanges and collective reflection enrich the individual point of views.
Teaching aid
- close text (requiring to complete the text with the best word for each gap ; searching for the lyrics to the song)
- close text (requiring to complete the text about the biography of the singer with the best word for each gap)
-a synthesis done by the trainer; this paper should resume the vocabulary and the grammatical points that they studied during the activity.

Example of content for the teaching activity

2 course sequences of 3 hours and half each one, are proposed:

1st sequence

1st listening: listening to the song without the song lyric (the learners doesn't have the text with the words of the song) (30 minutes). Listen to the song repeatedly (10 minutes). This step will strengthen listening skills and help to identify the song content.
- We can ask what the learners have understood: the subject of the song, emotion…
- Provide clear explanations /gave precise description of the tasks to do
- Question about musical instruments
- Questions about musical rhythm
- Question about répétition of *a* word or phrase (or accentuation)
- Questionnaire for listening assessment - identification of linguistic elements: tenses
- Who sings? A man or a woman?

2nd listening: the learners have this time the song lyric (30 minutes).
- working on song lyric
- For learning the song we should break the song into small sections, learn the words of the song in each section and then try reconstructing the whole song lyric.
- The trainer can make gesture to express a sentiment or can mimic an action *(Gesture Recognition Method).*
- Each time that a set of words was understood: choral repetition
Written comprehension / reading

- a document with the words of the song is given as closed text; vocabulary and grammar will be studied in additional exercises (30 minutes).
- correction /working group (30 minutes), with one or two additional listening to the song
- other explanations about the text of the song (linguistic point of view) :
  - Grammar: verbs, prepositions...
  - Vocabulary
  - Phonetics

<u>Speaking</u>

Exchange of ideas and points of view on the lyric song (30 min)
It allows to improve speech/communication skills using the learned linguistic terms.
Delivery of papers with the exercises and the answers (10 min)

2nd sequence

Feedback (on previous sequence) (10 minutes)
- Listening to the song without back support
- reading comprehension exercises:
  - remove the textual errors and restore the original song lyric
  - Explain the meaning of some words / phrases
Do a similar work to the previous course, but using this time the biography of the singer (text)

Reading Comprehension: assessment of reading ability

Reading Comprehension: speaking: to distinguish the main idea (central theme) and supporting details.

Speaking: to encourage the learner to express himself by asking him to speak about a professional topic or other topic (using grammar and vocabulary acquired during the courses).

Additional exercises with other aids to consolidate the language knowledge acquired.
Assessment
Evaluation exercises: oral and written examination

AIDS
A computer + speakers
CD ROM
Paper board

Institut für Wissenschaftskommunikation und Hochschulforschung, University of Klagenfurt, Austria: Biographical work and songs

Angelika Brechelmacher

In research and teaching on biographical narratives and remembrance popular culture plays an important role. It offers us an opportunity to work with expressions of collective and individual identities. Popular culture provides an insight into the values and attitudes of a collective. At the same time it enables the individual to identify themselves with the content, or to distance themselves from it. Fairy tales, comics and songs connect and differ generations and cultures. Musical preferences are part of the identity of people. They can change in the course of life. Songs from childhood remind of parents, grandparents, friends, good and bad experiences and feelings.

In lectures and workshops on biographical work, we deal with these additions together with students or facilitators involved in adult education. A method of biographical work with groups is the "narrative circle." It supports a group to develop structural social relations and facilitates e.g. culturally and socially heterogeneous groups to deal equally and respectfully with different personal memories. Songs and tales from the childhood, from the country of origin, etc. offer themselves as narrative subjects.

In our learning international partnership study we presented "Viennese songs". They sing melancholy, but often satirically about the Viennese *Gemütlichkeit* and transience of life.

Biographical Work: Life History Circles – Checklist
according to recommendations by Gert Dressel and Angelika Brechelmacher

1) We are preparing…

→ goals

→ cooperating institution and financial supports

→ PR

→ target group

→ room

→ date (e.g., in the afternoon, 90 minutes) + total time of the circle

→ number of participants

→ seating arrangements

→ technical equipment

→ transliteration ?

→ something to eat and drink...

→ moderation

→ process and products: e.g. small exhibitions,

→ preparing a catalogue of questions (e.g. about favourite music and songs from childhood, settings in which participants sing or sang as a child, music at school, music in the family, music and feelings of identity)

2) We are starting...

→ Introduction: moderators, goals and rules …

→ task/attitude of moderation: accepting understanding
- giving attention, listening, establishing of relationship
- animating of biographical telling/stories: "open questions" + requests, HOW-questions
- acception of differences (e.g. gender, social backgrounds, generation, nations resp. ethnicity)
- acception of emotions and pauses

→ methods for animating biographical telling/stories
- open questions about favourite music and songs from childhood. Who sang the song with me? What time of day, rituals ...?
- memory bag
- photos
- reading out of own biographical texts
- singing, feeling, smelling, tasting
- memory theatre
- excursions in biographical landscapes

FOLK WITHOUT BOOK

Best practice examples

Creating posters and bookmarks by Telšiai Adult School, Lithuania

Work Stage 1:

Class Methods: lead-in lecture, analysis of samples, brainstorming.

The Aim:
Motivate students to actively participate in the project activities at school.

Activities:
Students are offered to choose from a variety of possible activities : creating public posters and promotional advertisements, creating bookmarks and review writing. The activity of creating posters, as one of the possible activities, is discussed in detail. Students are reminded of the basic principles of poster creation; they are familiarized with possible motifs and applique techniques, suitable for making posters.

Work Stage 2
Class methods: individual creative work, creative work in pairs.

The Goal:
To create a public poster.

Activities:
Students decide on working individually or in pairs, exchage ideas, look for motifs, draw sketches, make compositions. Posters are created using applique tchniques.

Work Stage 3
Class methods: individual creative work, practical work.

The Goal:
To create bookmarks.

Activities:
Students choose appropriate techniques and create miniatures. Afterwards, the most interesting motifs are selected and used for creating bookmarks.

Story workshop by 2qab, Great Britain

A useful way to provide a space for participants to get to know one another, to overcome barriers and differences, and suitable for people of all ages and ability levels.

Number of participants: up to 20

Time: around an hour

Equipment needed: a collection (box or large bag) of assorted items - photos, postcards, books, pebbles, stones, sea shells, picutres, scraps of cloth, small items of clothing (hats, scarves etc), small toys, little boxes, anything else you like – the more colourful and diverse the items, the better

Method

The facilitator asks everyone in the room to sit in a circle and places the objects in a pile in the middle (on the floor or on a table). Ask participants to gather round the objects, have a good look at them and choose one object that has a particular interest or association for them.

When participants have made their selections, the facilitator chooses an object and starts by telling the group why they chose that particular object – what it reminds them of, (maybe a time from childhood, a family member or someone they know, an event they recall). Take around 5 minutes to do this.

Now ask each member of the group to say why they picked their object, to tell its story – allowing and encouraging other participants to ask questions and add their own comments and observations. Allow each participant an appropriate amount of time to tell their story (this will vary from person to person).

Draw the activity to a close when all stories have been told by thanking everyone for their contribution and asking them to return the items to the middle.

Textcollage by Rhetorik-Verband Baden-Württemberg, Germany

The creation of a textcollage with words cut out from magazines or newspapers is a good way of motivating people to compose their own text. The already available words provide a low-threshold access and the fear of the empty page can be overcome.

As a matter of principle all types of magazines and newspapers are suitable. However, depending on the participants the material should be appealing (preferably coloured, different fonts and font sizes), to make the access easier as it is fun to work with the material. In addition fotos or graphics can also be used. This method can be practiced in different contexts and with people of all ages, as

soon as they are able to read. Generally it is useful to give a common topic, where either individuals or small groups can create a text out of newspaper snippets. The method is most creative when the participants can choose their words freely in the given material. However, depending on the target group this procedure can also be problematic and there should be made a preselection of words which can be given to the participants. This applies also if there is only little time.

Required material: Scissors, glue sticks, white paper, eventually coloured pencils.

Workshop "Shared reading" – ID Formation, France

In France, nowadays, thousands of adults ask for support to "be more comfortable" in reading and writing. Many adults are then involved in learning process.

The focus is then on oral tradition and written culture which may sometimes sound opposed:

a) Oral tradition:
   - human interactions rely on concrete actions, things, body
   - dreams and imagination are expressed through songs and stories; narratives and tales are rooted in the human gestures and body language
   - oral history is overvalued
   - relation between language and action is very tight
   - practice is the common learning method (I looked, I did)

   Most adults attending "Basic Training Workshops" have an oral culture.
   What is the status of the book in a traditionally non-reading culture?

   - Few people have books; mostly they don't have any books
   - Writing is just "papers"
   - Reading is linked to books, it is thought as useless or even dangerous.
   - Reading is luxury: time and money are not to be wasted
   - Reading does not help in defining identity (no membership function)
   - Reading, according to Bernard LAHIRE, may appear as a form of resistance to written culture.

b) Written Culture
   It is marked by memory, written mark. It is fixed and perpetuated.
   It changes the relation between time and space:
   - time lag: it takes more time to be achieved than speaking; on the other hand we can read something that was written centuries ago ;
   - space lag: once achieved, it acquires some autonomy (it's not the case of the speech); on the other hand, we can read texts written by people living faraway, people that we will never meet.

   It changes language and the relation to language: one should be aware of statements and statements patterns: sentence, word, verb.
   Written culture is a culture of abstraction (words are abstraction of realities).
   Before talking about reading, one should think about the relation between both cultures.

Relations of domination: social groups who master written communication are powerful.

To encourage reading, it is compulsory to leave relations of domination. One should create new relationships based on equal sharing, cooperation, and mutual enrichment.

c) The encounter criteria
In the reading process, to carry on with knowing, the reader should be able to re-know and to identify with reading.

- Technically – to recognize words, letters, phrases, phrase structures
- Culturally – the reader should be able to identify with a character while reading a book

There is a tight interaction between both requirements: while reading, the reader should experience how it is interesting to do it, that is possible, free, there is no threat, no objection…

It implies that trainers and facilitators will make reading:
- interesting (linked to the reader's interests)
- possible/accessible (proper to his reading skills)
- free (no injunction)

After all, what is reading?

Problem Based Learning by Scuola Centrale Formazione, Italy

The Problem Based Learning (P.B.L) is a didactic methodology based on the use of problems as a point of departure to learn and/or integrate new knowledge, skills, competences. PBL was pioneered in the health sciences at McMaster University in the late 1960's and subsequently it has been adopted by other medical school programs (Barrows, 1996) and also been adapted for undergraduate instruction (Boud and Feletti, 1997; Duch et al., 2001; Amador et al., 2006). The use of PBL, like other student-centered pedagogies, has been motivated by recognition of the failures of traditional instruction (Wingspread, 1994; Boyer, 1998) and the emergence of deeper understandings of how people learn (National Research Council, 2000).

Unlike traditional instruction, PBL actively engages the student in constructing knowledge in their own mind by themselves, and thus addresses many of the deficits of traditional classroom where knowledge is expounded by an instructor. Since 1960 it has been developed in different contexts, until its arrival in Europe in the seventies. Today it is applicable in particular in the field of vocational training. Thanks to some experiences developed in this context, we took the idea to suggest it to develop knowledge and skills, with particular reference to the skills of reading and writing of people with poor basic skills and little motivation compared to traditional forms of teaching (lectures, theoretical-deductive).

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Conceptually, the PBL is a methodology of learning based on the analysis of a case-problem; it is a self-directed learning process of learners that try to find some information to explain and to solve the problem. At first they introduce the problem inside a little group and they enhance the knowledge of everybody and then, outside the group, consulting articles, bibliographic and on-line sources; the need of the learning process is to explain the real problematic situation or the problem proposed by a guardian.

To capture the attention and emotional involvement of the group in learning and increasing the motivation, the proposed problem has to be: stimulating, interesting, intrigue and has to be linked to the future occupation/profession and/or to the learning goals (on which the group is working).

In our case, the objectives are cognitive and therefore the problem must be resolved involving the use, at the end and ongoing, of specific skills (writing, reading) in the middle of the process of teaching / learning.

According to the official methodology, any exercise that uses the PBL, must be instituted respecting a sequence of steps (7 levels).

The seven PBL steps

The 7 steps	Possible questions for participants/learnears
Clarify the setting and the terms of the problem	Are there words that you don't know? Does anyone know how to explain the unknown terms? Which are the words that you don't understand?
Define the problem	What's the problem? Do you require any explanation?
Analyse/investigate the case - problem	What assumptions/hypotheses come to your mind? How can we explain the problem?
List out possible solutions	What do you already know about the problem and what are the gaps? How can we list the assumptions/hypotheses?
Formulate learning goals - List "What do we need to know?"	What are the most important questions? What do we need to study in order to support our solutions?
Individual learning	What do we need to do to gather the information we need? Where can we find them? How can they explain the problem?
Final step	What's the best solution? How can we solve or explain the problem?

Each exercise with the PBL method must be based on a foundation of knowledge / skills who students already know, and it still pose a problem whose resolution is not immediately affordable, available; to formulate it, it is necessary a work of investigation, research, development, new skills / knowledge.

During our presentation to the group of participants in the project, we proposed the following examples:

Issue n.1
Objective: to develop writing skills applied to a simple text containing information – explanation; to develop reading skills and understanding related to the search for meaning of words in the list.
- Directions to the group "You are about to leave for a trip to the moon" and a list of 40 items they can select only 8 to take with you. Which ones you choose. Once you have made the list, write next to each item a short text with the reasons for your choice.

Issue n.2
Objective: To develop lecture reading skills comprehension (medium difficulty text)
- Give a text describing a typical day of a foreigner in his country, the text contains numerous content errors (wrong references to traditions / customs of that country; misquotation of authors, places, etc. of that country). Participants must be able to identify errors and to write the reasons of the error, then re-write the correct text.

Issue n. 3
Objective: To develop reading skills, comprehension (searching information) and write (about a 1-page document)
- The group must be able to explain to an "extraterrestrial" because people feel hungry.

Other issues
c) Given a list of nouns and verbs to use uncommon, students must choose those that identify actions necessary / useful to solve situations of survival in extreme conditions (e.g.desert, Alaska, etc..)

d) Write a text with the motivation of those in favor and opposed to actuality topical issue (eg. "whaling", nuclear, etc.).

Workshop "Biographical interviews in learning groups"

University of Klagenfurt, Institute for Science Communication and Higher Education Research, Vienna, Austria

Topic: The biographical narrative and its application as way to strengthen solidarity and trust within socially and culturally heterogeneous learning groups

Method: In role-playing participants learn to carry biographical interviews, to tell about their lives, to listen to the narrative of others and to reflect on both their role experiences and the contents of the narratives.

Target group: Trainers and lecturers

1. Introduction: Discussing theories and issues

Discussion of basic literature on the method of biographic-narrative interviews, taking into account that the method never claim for the „full story" of a person nor for an comprehensive and objective representation of circumstances and environments. Why an interview will never provide you with "the truth"? The memory of a person always relies on experiences, individual "realities" and related attitudes norms and values according to certain situations in live. Interview settings as well as the person of the interviewer affect the course and the content of a biographical interview.

2. From theory to practice: Appreciative questions and listening attentively

Phase 1: Practical experience in small groups: Students become familiar with three different roles: the role of the interviewer, the role of the interviewee and the role of an observer.

Timeframe: 2 hours
- Preparation of the exercise, explaining the roles and the process, forming small groups: 30 minutes
- Group work, including internal reflection: 60 minutes
- Plenary discussion and sharing of experiences and observations in the various roles: 30 minutes

For this exercise the students work in small groups of 3 people. On participant takes over the role of the interviewer, the other the role of the interviewee and the third the role of the observer. After 15 minutes the roles are swapped in a clockwise direction.
After three rounds, each participant has taken all three roles. During further 15 minutes the group shares their experiences and observations.

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Instructions for the interviewer:
- Start with a question that encourages the interviewee to talk (suggestions: childhood, origin)
- Pay full attention to the interviewee, i.e. eye contact, low level of note taking, expressions of listening (nod of assent, no interruptions and discussion, etc.) allow breaks and keep on stimulating the interviewee to talk
- Intrinsic questions: Do not stick to much on the questions you've prepared but try to adapt to the situation.
- Extrinsic questions: only if certain aspects have not been mentioned during the interview.
- Find a proper ending by formulating a question that gives opportunity to add something additional to what has been said already.

Instructions for the interviewee:
- Follow your narrative and you feel free not to answer questions even if they are unpleasant or too private to you.
- Pay attention to the boundaries of your intimate sphere.

Instructions for the observer:
- Pay attention to content and breaks in the narrative
- Observe the flow of communication
- Observe whether interviewer and interviewee comply with their roles
- Make sure that the provided time is not exceeded, and give a sign to the interviewer, when 15 minutes have expired

Phase 2: Reflection on the interviews in plenary

- How do we perceive the specific roles (interviewer, interviewee, observer)? How do we perceive our communication process?
- Our told stories are connected to which general topics and historical contexts?
- What can we learn by the told stories?

FOLK WITHOUT BOOK

Learning, learning methods and types of learners by Tina Brach, Sprachendienst Konstanz, Germany

LEARNING AND REMEMBERING

The workshop started with a test of the short-term memory which revealed some important facts about learning and remembering. A slide showed 12 words and the participants were asked to remember as many as possible:

sheep	river	chair
bed	cloud	pig
goatee	dog	table
door	cow	farm

Everyone used his or her own method of remembering, probably one or more of the following:

- Putting the words in sense groups such as the interior of a room, animals, and so on.
- Personalizing the words; for example picturing your favourite chair or river.
- Putting words together such as sheepdog, river bed, pig farm
- Making a picture out of the words; e.g. a sheep on a bed, a pig on a table, a dog in a chair, a river with clouds or my favourite: a **sheep dog bed** and a **sheepdog in bed.**
- Making a story or stories with the words.

Almost everyone remembered the word in blue and the first and/or last word. And a lot of people remembered "goatee" because it looks like "goat".

The test showed that everyone has different preferences for learning and remembering. And it also showed that as soon as we try to learn something our brain immediately wants to organize it and give it a meaning.
It does this by engaging the senses, by using colours and pictures, by trying to make connections between words and by linking them to something familiar.

THE BRAIN

The next step was to look at the most important organ of our body – the brain.
It makes up about two per cent of our body weight, but it needs about 20 per cent of our oxygen intake to function.

THE HEMISPHERES

One way of looking at our learning brain is to divide the neocortex in its two sides, or hemispheres. The left hemisphere is associated with logical and systematical processes. This is also where the language areas are found. The "left brain" likes a structure for learning: for example a lesson with clear learning targets. It enjoys problem-solving activities and grammar explanations.

The right hemisphere is more intuitive. It is stimulated by music, rhythm and colour, and sees the "big picture" rather than the details. The "right brain" likes to see an overview of a whole course. It enjoys working with pictures and diagrams, and it likes the creative nature of role plays.

Of course, the two hemispheres are physically connected and work together. The more actively you involve each area in your learning, the more they can support each other and the stronger the connections that are made to the memory.

To find out which is the stronger hemisphere of the participants another test was done and a connection to the topic "Folk without book" was created:

Right-brain learners often are in danger of becoming non-readers because they need pictures and not so much text and one of the aims was to gather ideas and information why some people enjoy reading and some don't. This might be a reason.

In traditional teaching mainly left-hemisphered methods are used. This causes problems for right-hemisphered learners.

So, we as teachers have to appeal to the right brain. There are different ways to do this: we can use music, drawing, movement, rhythm and choice. We can teach in connected sequences in a specific context, for example use realistic texts and dialogues and give students the oppertunity to use what they have learned in ways which are meaningful for them.

The easiest way of learning is when we use both hemispheres at the same time. That creates links between the two sides and that makes our brains better and more efficient.

VAKOG

After that it was looked at the theory that people take in information through their five senses, refered to as VAKOG: Visual, Auditory, Kinaesthetic, Olfactory and Gustatory. The three senses which are used primarily are V, A and K, and many people have a preference (strong or weak) for one or two of these.

The participants found out for which of the three they have a weak or strong preference.

It is helpful to know what our preferences are, so that we can take adventage of our natural learning style – and possibly learn to enhance the senses we don't use so readily.

HOW TO MOTIVATE PEOPLE...

The next activity was done in groups of three. The task was to gather ideas how to motivate V-, A- and K-learners to speak, listen, write and read.

For example: to motivate a visual learner to speak he or she could create a story from pictures. Or to motivate an auditory type to write he or she could listen to tapes and summarise afterwards.

ENHANCE VISUAL LEARNING STREATEGIES

Since the most effective strategies are the visual ones:
Teachers should enhance visual learning strategies.

Writing on paper or Overhead Transparencies rather than on boards. Keep the paper or transparencies to show them several times in future weeks or display them on the wall.
Using mindmaps and encourage students to make their own. If they have to copy yours, they can colour them themselves and add their own words and drawings.
Write words high on the board. Encourage learners to keep their heads up and "look up inside their heads" to find words, pictures and ideas.
Encourage your learners to take "mental snapshots" of words, whole sentences or even whole posters – and then close their eyes and try to see them again. Repeat this process until they can "see" the item in their mind's eye.

HOLISTIC LEARNING

The last task was to organize 30 words in a way that they can remember them. The participants were asked to think about strategies and techniques that appeal to both hemispheres and activate as many senses as possible.
The participants worked individually and very impressing posters were created.

angel	mouse	banana	crown	dog	birch
sheep	tree	tulip	cat	lake	cottage
house	apple	shack	drop	fern	pig
lion	shed	willow	pear	cabin	cloud
rose	hill	ring	boat	cow	zebra

"Silent Way" - by Andreas Ulrich, Sprachendienst Konstanz and University of Constance, Germany

What does "Silent Way" mean?
According to the text *The Silent Way*, "the objective of the "Silent Way" method of language teaching is for students to work as independent language learners. The teacher speaks very little when using this method. The role of the teacher is to draw the learners' attention to the way that they are going about the act of learning. The teacher facilitates the students' discoveries and helps the students to gain insight into the functioning of the language. In order to use this method some specific materials are required."

FOLK WITHOUT BOOK

This teaching method is based on the reversal of the traditional teacher-student role. Students become active participants in the learning process. The role of the teacher becomes the "silent" facilitator and assistance during the activity takes the form of gestures rather than words.

The goal of this workshop was to introduce this new teaching method whilst applying an actual learning situation. In this particular instance, group participants would learn a Turkish dialog within 60 minutes as outlined in the following steps.

Step 1: Pronunciation:
A series of Turkish words were presented on the blackboard by the teacher and the group participant's task was to determine the correct pronunciation of each of these words. Through trial and error, the students determined the possible pronunciation by sounding out each of the words until the teacher signaled that the correct articulation had been achieved. The requirement of this part of the exercise is that each student, in turn, will correctly articulate each of the presented words. In this manner, by working together, the students discovered and were able to establish the pronunciation rules that form the basis of the Turkish language.

Step 2: Establishing the meaning of each Turkish word:
The next step in this process was to establish the meaning of each of the words that the students could now correctly pronounce. In order to focus the task, the teacher selected only ten of the original words that the students, to this point, had worked with. At this point the teacher informed the group that the selected ten words represented the numbers between 1 and 10, by writing the numbers on the blackboard This provided the needed focus and direction to the exercise. Three additional new words were added to this grouping: "dogru mu?", "dogru", and "dogru degil". The task of the students was to try to match correctly each respective number to the corresponding Turkish word. When a student had an idea, they wrote what they thought on the blackboard. The teacher then pointed to "dogru mu" and answered for the first time verbally with "dogru" - "correct" or with "dogru degil" - "incorrect". Through this method, which requires naturally multiple attempts, the students established which word matched correctly with each of the numbers. Following each attempt the student asked the teacher: "dogru mu?" - "Is that correct?"

In conclusion, this workshop the "Silent Way" enabled our group participants to experience an alternative learning and teaching method that can be successfully applied to any foreign language. The group participants learned at their own pace and following this one hour workshop, we were all able to correctly pronounce a pre-selected grouping of Turkish words, match the numbers 1 to 10 to these words together with a small dialog.

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„Learning a Few Phrases of Japanese in 30 Minutes" by Rainer Bachmann, Sprachendienst Konstanz, Germany

A few participants of the project were invited to learn some phrases of Japanese in about 30 minutes. The phrases were:

Good day, my name is ... . And what is your name?	Konnichi wa, watashi wa ... (name) desu. Anata no namae wa ?
I come from ... (country). Where do you come from?	Watashi wa (country)-jin desu. Anata no kuni wa doko desu ka.
I am living in ... (city). Where do you live?	Watashi wa (city name) ni sunde imasu. Anata wa doko ni sunde imasu ka.

The methods used were mainly gestures and mimics and some requisites. Of course nothing was written on the blackboard and no other language was spoken than Japanese. For *konnichi wa*, it is a greeting gesture. Then the participants had to realize the meanings of *watashi* (I) and *anata* (you polite) by pointing towards myself whenever saying *watashi*, and by pointing to the listener whenever saying *anata*.

The name (*namae*) was transmitted by pointing to myself and telling my name, by using the duplet "I Tarzan, you Jane", and by pointing to my or the listener's name plate. After a few repetitions, I got the participants to repeat my sentences with their own names.

Next, I pointed out that I was coming from Germany by telling *Watashi wa doitsu-jin desu* and gesturing the surroundings and bigger surroundings, but also by showing Germany on a map. After that, it had to be shown that country in Japanese is *kuni*. So I showed various *kuni* on the map by also repeating the question *Anata no* kuni *wa doko desu ka*. The participants showed their country and I told them the name in Japanese, or I used their name plate, which had a flag with the country added, to identify the country.

The two sets of questions and answers were circled among the participants until they were able to say the sentences without mistake.

Since there was some time left, I also introduced the place of living by telling *Watashi wa **Constance** ni sunde imasu.* This was understood quickly, and I encouraged the participants to say the same sentence with their own city, using the same method as above for the name. however the reproduction of this sentence pair of question and answer took longer because of the more complicated grammar involved.

After learning all sentences, the participants received a transcript for their presentation given to the other participants of the meeting. As a resumee, the participants were able to reproduce the sentences while knowing what they say, however all of them said it was very tough, and that they had wished to see the words written while learning. Also the phrases did not stay too long in their memory.

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