



## L2\_Paths Project

**543020-LLP-1-2013-1-IT-KA2-KA2MP**

## Language Advice Sessions

### Case Study

**Partner: iberika**

**Language Advisor: Monica Seemann**

**Date(s) of Advice Session(s): 02.09.2015 – 11.09.2015**

**Learner Description:**

Name, nationality, approximate age, life situation

Mr T. is in his 30s. He was born in Argentina and moved to Germany in summer 2015. He is a Spanish teacher and found work as a freelance Spanish teacher shortly after arriving in Berlin.

Mr T. had been learning German for some years before moving to Berlin. Nevertheless, the immigration agency obliged him to complete an integration course in order to maintain his residence permit. This is what brought Mr T. to the Language Advice Center.

**Assessment of the Learner's language learning goals, their skill levels, learning styles, and preferences**

Mr T. got in touch with our Language Advice Center by mail because he wanted to find out what his options were but didn't know where to start looking. The Language Advisor asked him to come by for a personal advice session and placement test which Mr. T happily accepted.

During the first advice session it became clear that Mr. T was at B2/C1 level and spoke German fluently. He had also taken an official exam. He was happy, however, to improve his

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German in a language course. However, it also became clear that not any type of language course would be suitable for him and that his biggest obstacle would be his unpredictable working hours which would make it very hard to attend a language course continuously over a longer period of time.

What advice were you able to give them

The Language Advisor started by getting to know Mr. T and finding out about his reasons for moving to Germany, his new job as a Spanish teacher and about his previous experiences learning German.

Then, the Language Advisor checked Mr Ts exam certificate to find out what his level was according to the CEFR. Even though Mr. Ts German level was excellent when he came to the first advice session and despite him being able to prove his language skills with an official exam certificate, the Language Advisor made it clear to Mr. T that he had to attend an integration course to fulfil his visa requirements. The Language Advisor, provided Mr. T with names and addresses of different language schools that offer suitable courses for him and agreed that he would get in touch with them to enrol for a language course and that he would come back for a feedback session within a week.

In the second advice session, Mr T. had taken the necessary steps to enrol in a language course. The Language Advisor showed him some self-study materials to prepare for the official language exam after the language course and provided Mr T. with a list of exam dates and exam centers that Mr T. contacted after the session.

What was their experience of learning after your advice? Was it successful? What problems did they have?

Mr T. was overwhelmed by the amount of paper work and variety of different learning options and chose to speak to a Language Advisor to find out what he needed to do and where to find a suitable language course.

The main problem for Mr T. were his unpredictable working hours and work load which we thought would make it very hard for him to attend a language course on a regular basis over a longer period of time. For this reason, in addition to the language course, the Language Advisor provided Mr. T with information about self-study materials that he could study at his leisure to better prepare for the official exam.



Your observations about your interaction with this learner.

Mr. T was a very friendly and co-operative client. On the one hand, his good level of German made communication with him very easy. On the other hand, it was hard to find the right words to convince him he had to attend a language course anyway to fulfil all legal requirements when he was already fluent in German.

However, he appreciated the advice, fulfilled all tasks he agreed on with the Language Advisor and successfully completed the final language course exam before the end of the year.



## L2\_Paths Project

**543020-LLP-1-2013-1-IT-KA2-KA2MP**

## Language Advice Sessions

### Case Studies

**Partner: iberika**

**Language Advisor: Anna Tetereva**

**Date(s) of Advice Session(s): 05.02.2016 – March 2016**

**Learner Description:**

Name, nationality, approximate age, life situation

Mr K. is 35 years old. He was born in Indonesia and is married to a German. That's why he moved to Berlin. When he arrived in Germany he spoke very little German. He was entitled to an integration course and has been learning German in a beginner's course since October 2015.

Assessment of the Learner's language learning goals, their skill levels, learning styles, and preferences

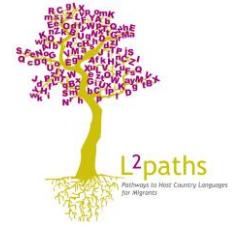
When he came to the Language Advice Center for the first time, Mr K was at elementary level. He wanted to learn German to be able to communicate with his German family and to build a future here.

Together with the Language Advisor, Mr K. realised that he learns best through reading and communicating in German.

What advice were you able to give them

The Language Advisor started by getting to know Mr K., his reasons for moving to Germany and his experience in the language course he was attending at the time. It turned out that the course covers all skills necessary for everyday life in Germany.

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The Language Advisor helped Mr K to register in the Pathfinder-System and showed him different free of charge exercises suitable for self-study that Mr. K can do at home to further improve his learning progress.

What was their experience of learning after your advice? Was it successful? What problems did they have?

Mr. K tried out the exercises suggested by the Language Advisor and the Pathfinder-System and found them very useful.

Your observations about your interaction with this learner.

Mr K. was very open and liked the idea of the Pathfinder-System. Apart from the intensive course he is attending, he also has a family and a job. For this reason, he has very little time to study or try out additional materials.



**Partner: iberika**

**Language Advisor: Anna Tetereva**

**Date(s) of Advice Session(s): 08.02.2016 – March 2016**

Learner Description:

Name, nationality, approximate age, life situation

Mr G. is 21 years old. He was born in Spain and moved to Germany as a result of the economic crisis. He would like to live and work in Germany. His first step was to enrol in a German integration course which he has been attending for 6 months when he came to the Language Advice Center.

Assessment of the Learner's language learning goals, their skill levels, learning styles, and preferences

When he came to the Language Advice Center for the first time, Mr G was at pre-intermediate level. Together with the Language Advisor he identified which skills he needed in order to find work in Germany.

Mr G. found the intensive course he was attending at the time very useful but he also likes to learn German through movies.

What advice were you able to give them

The Language Advisor started by getting to know Mr G., his reasons for moving to Germany and his experience in the language course he was attending at the time and what type of job he was looking for.

The Language Advisor helped Mr G. to register in the Pathfinder-System and showed him different free of charge exercises suitable for self-study and focused on German for the job that Mr. G can do at home to improve his job related German skills.

What was their experience of learning after your advice? Was it successful? What problems did they have?

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Mr G. went through the resources suggested by the Pathfinder-System and especially liked the fact that it included many free resources. He tried some of these resources and found them very useful.

Your observations about your interaction  
with this learner.

Mr G. was open and very motivated to continue using the platform. However, he mentioned that he has very little time to study. For this reason, he may not be able to use many of the free learning options.

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LIFELONG LEARNING PROGRAMME  
Projectname: Pathways to Host Country Languages for Migrants  
Reference N° 543020-LLP-1-IT-KA2-KA2MP



**Partner: iberika**

**Language Advisor: Anna Tetereva**

**Date(s) of Advice Session(s): 26.02.2016**

Learner Description:

Name, nationality, approximate age, life situation

Ms A. is 37 years old. She was born in Chile and moved to Germany because her husband is German. She would like to find a job in Germany. At that time she spoke little German and was entitled to an integration course which she started in September 2015.

Assessment of the Learner's language learning goals, their skill levels, learning styles, and preferences

When she came to the Language Advice Center for the first time, Ms A. was at pre-intermediate level. Together with the Language Advisor she identified which skills she needed in order to find work in Germany.

Ms A. found the intensive course she was attending at the time very useful and felt that it was a good way for her to improve her German skills.

What advice were you able to give them

The Language Advisor started by getting to know Ms A. and her experience in the language course she was attending at the time. The Language Advisor was happy to hear that Ms A. liked the intensive course and that it helped her learn the language.

The Language Advisor helped Ms A. to register in the Pathfinder-System and showed her different free of charge exercises suitable for self-study and also specialised courses for professional German.

What was their experience of learning after your advice? Was it successful? What problems did they have?

Ms A. went through the resources suggested by the Pathfinder-System and tried out some

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of the exercises. However, she felt that the best option for her was attending her German intensive course instead of using self-study exercises.

Your observations about your interaction  
with this learner.

Ms. A was very open during the advice session. However, time will be an issue for her. It may be difficult for her to find the time to use any of the learning materials suggested by the platform.

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Reference N° 543020-LLP-1-IT-KA2-KA2MP



**Partner: iberika**

**Language Advisor: Anna Tetereva**

**Date(s) of Advice Session(s): 03.03.2016**

Learner Description:

Name, nationality, approximate age, life situation

Mr A. is 26 years old. He was born in Bulgaria where he worked as a project manager. In September 2015 he moved to Berlin. At that time, he had been studying German for 5 years but had never done so intensively over a longer period of time. Apart from German, Mr. A is also fluent in English.

He was looking for a new challenge, better career opportunities and was also hoping to improve his German skills. He quickly found a job in Berlin and enrolled in a German language course.

Assessment of the Learner's language learning goals, their skill levels, learning styles, and preferences

Shortly before coming to the Language Advice Center, Mr A. had successfully passed his B1 exam in German. Together with the Language Advisor he identified which skills he wanted to continue to improve in German.

Mr A. likes to learn through communicating but also likes to read and watch movies in German. During the advice session, it became clear that time restraints would prove to be his biggest problem as he has a very demanding job that leaves him very little time to study.

What advice were you able to give them

The Language Advisor started by getting to know Mr A. and his reasons for coming to Germany. The Language Advisor was very impressed with Mr A.'s German skills and was happy to hear that he had been able to find a job in his trained profession after just a short time in Germany.

The Language Advisor helped Mr A. to register in the Pathfinder-System and showed him different types of online exercises that Mr A. can do at his leisure. As he likes to

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communicate in German but has very little time to study German, she recommended him to speak German with his friends and colleagues whenever possible.

What was their experience of learning after your advice? Was it successful? What problems did they have?

Mr A. registered in the Pathfinder-System but due to his working life did not yet have the time to try some of them out. However, he told the Language Advisor that he takes the chance to speak German with his colleagues whenever possible instead of switching to English as he used to do before.

Your observations about your interaction with this learner.

Mr A's German was very good when he came to the advice session. In addition, communication in his job is mostly in English. For this reason, Mr A. did not need any specific German skills. He was very motivated but admitted that he has very little time to keep studying. For this reason, it quickly became clear that a face-to-face German course was out of the question and that even an online course would be hard to complete for him. This proved to be true. However, Mr A. is very motivated to further improve his German skills and will try to communicate more in German in everyday life and at work which, I believe, will help him improve and fits well to his preferred way of learning.



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### Language Advice Sessions

#### Case Study

**Partner: TLC**

**Language Advisor: Stefania**

**Date(s) of Advice Session(s): 05th of January 2016**

**Learner Description:**

Name, nationality, approximate age, life situation

A is a 20-year-old girl from Eritrea. She arrived in Italy last November with her brother, escaping from her town and leaving there the rest of her poor family. She came to Italy to look for a better life and to accompany her brother who wanted to leave the country because of the very oppressive government that obliges each man to joined armed groups. Those who do not join them are put into prison, tortured and killed. Before leaving Eritrea A had not finished high school.

**Assessment of the Learner's language learning goals, their skill levels, learning styles, and preferences**

A wants to finish secondary school and in September she is attending the last year of a secondary school here in Todi. Without having a good knowledge of Italian language it would be very difficult for her to attend the lessons, understand the subjects and pass the final exam, this is why from February to August she really wants to reach at least a B1 level of Italian. Her goal is very tough because she is a complete beginner, she has no money available but lots of time to invest.

A is a very shy, reserved, sometimes emotional and very reflexive person; she is aware of it even if is still difficult to control these feeling. While talking to her, I understood she is an "intrapersonal" girl, that means she has the capacity to understand the internal aspects of

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oneself and to practice self-discipline so in creating a trustful relationship I encouraged her to identify her personal emotions and to reflect upon what is causing them, this was the first step for A to learn self-control.

What advice were you able to give them

The suggestion for a learning path good for A have been:

- From the beginning of February until the end of March she is attending a municipality 60-hour free course that will enable her to reach level A2. She is attending class three times a week for three hours each.
- From the beginning of May until the middle of August she will be attending a municipality 100-hour free course that will enable her to reach B1 level.
- Listening to videos, doing grammar exercises and enriching vocabulary through the use of free web-site links, like: [www.impariamoitaliano.com](http://www.impariamoitaliano.com), [www.oneworlditaliano.com](http://www.oneworlditaliano.com), [www.educational.rai.it](http://www.educational.rai.it).
- *Writing a very essential daily diary*
- *Taking part in reading group for young people run by the public library*
- *Meeting the language advisor once every two weeks to give her feedback on the learning path. The meeting could be held wherever A feels comfortable, in a bar, in a park, in an office, while walking in town or in the countryside.*

What was their experience of learning after your advice? Was it successful? What problems did they have?

For students with strong intrapersonal intelligence , the best ways to learn are:

- Individual instructions and independent study, this is why I suggested her the course in class and the self- study at home
- Online activities, this is why I suggested studying through on-line resources
- Free writing activities, this is why I suggested keeping a diary
- Mapping places in the environment where the student feels comfortable, most creative and happiest, this is why I suggested having advising sessions where A prefers

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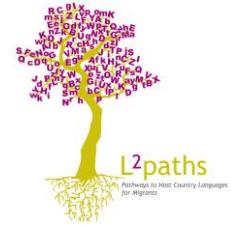
Your observations about your interaction  
with this learner.

A is a very nice, well-behaved girl. The interaction was easy with her, the biggest difficulty was to help her become aware that she is the real of her learning plan and of her future. I helped her understand that the awareness of her capacities, strengths and potentials is the key to optimize her own performance.

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## L2\_Paths Project

**543020-LLP-1-2013-1-IT-KA2-KA2MP**

### Language Advice Sessions

#### Case Study Nr.5

**Partner: Baltic Bright**

**Language Advisor: Anitra Eiklone**

**Date of Advice Session: 04.09.2015**

Learner Description:

Name, nationality, approximate age, life situation

Male advisee, M from India, 42 years old.

This advisee has been out of school for several years. 3 years ago moved to Riga. He has Latvian wife. Owns Indian bistro in Riga.

Assessment of the Learner's language learning goals, their skill levels, learning styles, and preferences

I met advisee M for the second time. In the initial meeting he expressed a wish to learn how to deal with speaking barrier in Latvian language during language advice sessions. M explained, that language barrier makes it difficult to communicate effectively with his Indian Bistro clients. In addition he has difficulties of monitoring his employees, too. I used different questions, e.g., has he found/tried to use any solutions for that, what were the results? What untried steps toward an overcoming the language barrier does he have in mind?

What advice were you able to give them

Together with the advisee we developed strategies to meet his goals. I offered several methods for dealing with language and cultural barriers M can use for communicating with his clients and employees. I suggested to use visual methods of communication, e.g., showing clients menu, pictures of offered food, etc. Use repetition. Speak slowly, clearly, and with words carefully chosen. Use simpler, internationally understood words. Learn every

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day new words, especially those he needs to work effectively with Bistro clients. Determine how to better accommodate the cultural difference. Learn about Latvian culture.

What was their experience of learning after your advice? Was it successful? What problems did they have?

To ensure improvement I was assisting M with implementation of recommended techniques to overcome language barriers. I can say "yes", it was successful. M realised, that he can communicate very effectively using simple words. He started to learn very intensive the vocabulary that will allow him communicate according to the needs of his clients.

Your observations about your interaction with this learner.

Working with advisee I used advisee-centered advising with focus on providing a learning resources for guiding the advisee's discovery, understanding, and decision-making abilities regarding learning Latvian language and overcoming language barrier. With M we have established sustainable adviser-advisee relationships. We still meet once or twice a month to monitor M's progress.





## L2\_Paths Project

**543020-LLP-1-2013-1-IT-KA2-KA2MP**

## Language Advice Sessions

### Case Study

**Partner: Translex**

**Language Advisor: Neill Barrett**

**Date(s) of Advice Session(s): \_\_\_\_\_**

**Learner Description:**

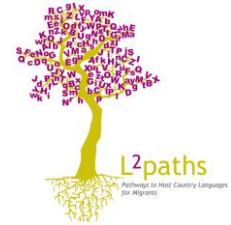
Name, nationality, approximate age, life situation

C, Spanish, 37, 3rd level educated working in hospitality or cafés in precarious employment. No predictable calendar of work, study etc.

**Assessment of the Learner's language learning goals, their skill levels, learning styles, and preferences**

Language goal of Cambridge exam so as to have certificate of English proficiency for c.v. etc. In general they wish to be as employable and as valued as a native speaker. While their communication skills are excellent more nuanced technical and detailed content is struggled with as is some pronunciation. The variety of work environments she has participated in is limited and the vocabulary of the work too. C1 level, or very close. Prefers a class with additional one to one sessions and, depending on work hours some autonomous learning. Most of all they have learned through everyday interactions with English speakers

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What advice were you able to give them

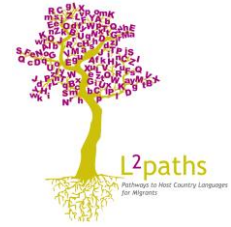
An introduction to a number of online resources including but not limited to language learning exercises, materials etc. but also enjoyable English language t.v. programmes and movies they had not heard of or viewed before. Then we discussed at length their exam preparations for the Cambridge certificate. Certain aspects of the exam are extremely difficult for anyone, in my opinion and it is important to bolster confidence in the face of confusion over what *should* be easy or difficult. We spoke of educational options, they settled on a local private English language school having long since surpassing the language level available at the affordable (for migrant workers) publicly funded adult educational institute.

What was their experience of learning after your advice? Was it successful? What problems did they have?

They secured some employment at a hotel which involves more 'front-of-house' tasks including dealing with guests from different parts of the world as well as working with more native English speakers in new contexts etc. Advice regarding the selection of the course was not taken and maybe this was acknowledged in a later session. Much of the course material is unsurprisingly geared at exam success and often passes over specific problems of a particular student. Their time management is chaotic due to the precariousness and little planning is possible. This situation is set to change as she establishes herself at the hotel.

Your observations about your interaction with this learner.

Most meetings were held near or at workplaces where a slight state of tension existed. One lengthy meeting was held at a quiet place and it was very good, however it is often too late that advice is sought and perhaps, owing to its relative newness, Language Advice is no different.



## L2\_Paths Project

**543020-LLP-1-2013-1-IT-KA2-KA2MP**

## Language Advice Sessions

### Case Study

**Partner: Translex**

**Language Advisor: Shereen Elsabbagh**

**Date(s) of Advice Session(s): 22/01/2016, 05/02/2016, 19/02/2016**

**Learner Description:**

Name, nationality, approximate age, life situation

M. is 27 years French student. He has completed his masters in Business. He wants to improve his English for future business projects. Therefore, he is currently studying English in a language school in Galway and he is going to stay for a year to do so.

Assessment of the Learner's language learning goals, their skill levels, learning styles, and preferences

His level of English is A2, pre-intermediate. He has been in the school for almost 7 weeks. From his first week, M. was able to establish an open and friendly relationship with his other classmates. "Irish food and weather were more difficult to adapt than Irish accent", he stated. In relation to his level of his performance in English, he was able to communicate simply and understand in familiar situations but only with some difficulties. However, after spending some time in Galway, he showed some progress as he became able to speak English more fluently and understand reasonably well and can use basic tenses but have problems with more complex grammar and vocabulary.

M. likes learning by visualising, listening and doing things.

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What advice were you able to give them

The advising sessions were carried out through informal face-to-face sessions. The length of sessions varied depending on the purpose of the sessions. The first session lasted 30 minutes. The first session usually helps both the student and the advisor to determine the learner's needs. However, this was different with M. as he knew what he needed from the advising sessions. As it was mentioned earlier M. joined the language school to improve his English particularly his speaking skills. He also wanted to make progress in his both listening and writing skills.

The first advisory session started with a discussion about his needs analysis then he soon expressed his interest in improving his skills in listening and writing. He planned to give them three extra hours a week to address the problem.

When the advisor and the learner sat for the first session, together they explored his learning strategies to improve his writing and listening skills. To do so and for guiding purposes, M. and the advisor has negotiated the most common mistakes that are considered as major obstacles to improve their listening skills; many students focus on translating English words into their own native languages and then back to English which in many cases students stop listening to the conversation or they get lost in the middle of it. Or when they try to understand everything the English speaker says which frustrates many students including M. The advisor suggested some online resources such as TED talk (Technology, Entertainment, Design), advising M. to select a topic and maybe read about it before he listens to it. The session was concluded by the learner repeating the tasks for the coming week and the advisor confirm them through-up sessions.

In relation to writing M. chose topics he was interested in writing about and gave them to the advisor for comments. In order to help with direction, the advisor consulted with the learner about reading the topic which he wanted to write about. This helped the learner to organise his ideas and increase his vocabulary.

What was their experience of learning after your advice? Was it successful? What problems did they have?

The advising sessions were very successful. M. was happy that there was someone to check and guide his learning methods. He found the sessions supportive and motivating which helped a lot to build up his confidence to carry in learning English independently.



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Your observations about your interaction  
with this learner.

M. has developed a wide range of confidence when talking with others. He could communicate in a clear, fluent and expressive way.

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## L2\_Paths Project

**543020-LLP-1-2013-1-IT-KA2-KA2MP**

## Language Advice Sessions

### Case Study

**Partner: Folkuniversitetet Kristianstad**

**Language Advisor: Ingela Broberg**

**Date(s) of Advice Session(s): 2015-09-28 Nr. 1 on the Excel-sheet for statistical analysis**

**Learner Description:**

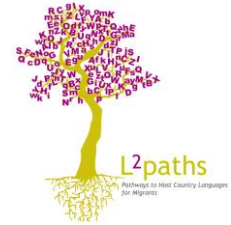
Name, nationality, approximate age, life situation

B, is from Kosovo. He is 24 years old, been in Sweden 2 years and is married to a Swedish girl. She fled with her parents from Kosovo 20 years ago. They don't speak Swedish at home but have decided to do so to help Berat learn Swedish faster. He has worked as a waiter in his homeland and is hoping to continue with his profession. He is a very good student, he really wants to learn Swedish and to work as soon as possible.

**Assessment of the Learner's language learning goals, their skill levels, learning styles, and preferences**

He filled in the questionnaire with no problems. He is on B 1 level, his goal is to learn Swedish as soon as possible. He prefers to be in a class, he doesn't want to study by his own too much.

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What advice were you able to give them

I gave him the advice to attend - the free Swedish course at Folkuniversitetet, paid by the Government. I also advised him to listen to the radio 20 minutes every day. I advised him to study "Swedish for professional use, in his case hotel and restaurants as he wants to work as waiter.

What was their experience of learning after your advice? Was it successful? What problems did they have?

It has been very successful, Berat has developed his Swedish a lot during these months. He is motivated and we have talked a lot about his progress.

Your observations about your interaction with this learner.

It has been very good for him. He has needed someone to supervise him and sometimes motivated him. He has felt very lonely and found it very hard to get to know people here.



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## Language Advice Sessions

### Case Study

**Partner: Folkuniversitetet Kristianstad**

**Language Advisor: Ingela Broberg**

**Date(s) of Advice Session(s): 2016-02-19Nr 4 on the Excel-sheet**

**Learner Description:**

Name, nationality, approximate age, life situation

A is from Syria, she is 43 years old. She came to Sweden with her husband and four children. She has her mother and all her sisters and brothers with their families in Sweden. She has only basic schooling, and has very little time to study at home. She has asthma and is very tired most of the time. Now her youngest son has got asthma as well.

Assessment of the Learner's language learning goals, their skill levels, learning styles, and preferences

Her goal is to learn Swedish to be able to integrate, she will probably never work in Sweden. Her level is A 2, and she has been studying Swedish for almost 2 years. She improves very slowly. She has very hard to understand grammar, because she has never studied any language before. She is very good with learning new words, and she understands much more then what you think. She writes very poorly, and need to practise.

What advice were you able to give them

I gave her the advice to go to the free course at Folkuniversitetet, she has done that for a year now. She has a lot of problems with her health and she is very often sick or her children are sick. She has no time to study at home.

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What was their experience of learning after your advice? Was it successful? What problems did they have?

It has been very good for her to be in this group, they have become close friends and are enjoying school. She is motivated and wants to learn. Her problem is that she is very often sick and always very tired. She has no energy or motivation to study more than what she already does.

Your observations about your interaction with this learner.

We have a very good relation, and she really appreciate that. She is very grateful that I try to help her with the Swedish as much as I can. We talk about her health problems and how that effect her energy, and how she can get help.