

SPARKLE – Inclusive Literacy

THE TRAINING MATERIAL

Learning content for delivering the SPARKLE teacher training

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1. Purpose and scope

This Training Material provides the learning content for the SPARKLE teacher training. It is intended for trainers and facilitators who will support teachers, educators, volunteers and social workers working with adult migrants, refugees and newcomers with low literacy, interrupted schooling or no literacy in any language.

The document is practical by design. It explains the main methodologies, shows how they can be facilitated, gives examples, connects them with the Good Practices previously collected by the project partners, and offers guidance for adapting activities to real classrooms. The material is not a learner textbook and it is not a worksheet pack. Its function is to help trainers deliver a clear, active and adaptable training experience.

Core orientation

Every methodology is presented through the same question: how can this help adult learners understand, speak, act, participate and access services or work-related situations with dignity?

The training is built for contexts where groups may be multilingual, mixed-level, mobile, tired, digitally unequal or affected by unstable attendance. This means that each methodology must be usable in short cycles, with limited material, and with alternatives for settings without internet, equipment or large rooms.

The material can be used in a 4-day training format, in shorter local modules, or as a reference for peer-to-peer replication. Trainers may select examples according to national contexts, language levels and the realities of partner organisations.

2. Training logic: from learner context to activity design

The partner contributions converge on a clear pedagogical need: teachers need a framework that helps them understand why a method works, when to use it and how to adapt it when learners are heterogeneous, mobile, multilingual or affected by pressure outside the classroom.

Principle	What it means	Training implication
Oral-first	Comprehension, repetition, voice, gesture and interaction come before written production.	Begin with modelling, listening, action or oral rehearsal before adding written support.
Concrete and useful	Activities connect to public services, health, work, transport, school, neighbourhood and daily life.	Choose situations learners may face tomorrow, not abstract language drills.
Short and varied	Attention may fluctuate and attendance may be irregular.	Use short cycles, predictable routines and modular activities that can be re-entered.
Multisensory	Images, real objects, body, sound, taste, space and rhythm support memory and participation.	Let teachers test activities through visual, tactile, oral and embodied channels.

Principle	What it means	Training implication
Low-resource by default	Not every classroom has internet, devices, large rooms or stable materials.	Prepare offline, small-room and low-budget alternatives for every activity.
Dignity and safety	Adult learners should not be infantilised, forced to disclose personal stories or touched without consent.	Model choice, explicit objectives, respectful visuals and culturally sensitive facilitation.
Flexible progression	Groups are mixed and often unstable.	Design activities that stand alone but can also build a broader learning pathway.

Trainer position

The training should model the same pedagogy it recommends: clear instructions, visible objectives, short demonstrations, practical rehearsal, peer feedback and space for adaptation. A long lecture about active learning would be a beautiful contradiction — but still a contradiction.

A useful training rhythm is: contextualise briefly, demonstrate clearly, let participants experience the activity, analyse the pedagogical mechanism, adapt it to their learners, and verify learning through an observable output.

3. Module 1 – Understanding learners and contexts

Duration	3 hours
Learning focus	Learner profiles, barriers, strengths, mixed groups, realistic objectives and safe participation conditions.
Participant production	Learner scenario analysis with three realistic teaching priorities.

Why this module matters

This first module frames all later pedagogical choices. Teachers cannot select an appropriate method if they do not first understand the literacy situation, the oral level, the emotional and material barriers, the classroom conditions and the learner's immediate needs. The aim is not to diagnose learners clinically, but to read the learning situation with enough precision to set realistic and respectful objectives.

Core content for trainers

- Distinguish low literacy, pre-literacy, interrupted schooling and low proficiency in the host language.
- Identify barriers that directly affect learning: fatigue, housing precarity, administrative stress, trauma exposure, health issues, low confidence, fear of error, mobility and unstable attendance.
- Recognise heterogeneous profiles: one learner may have university studies while another may not recognise written forms or be able to write their own name.
- Set realistic objectives connected to everyday life, autonomy, work, services, health, transport, school communication and social participation.
- Build trust through clear routines, visible objectives, use of names, face-to-face interaction, predictable activities and respect for boundaries.

Facilitation sequence

1. Open with a mixed-group scenario rather than a definition.
2. Ask participants what they would observe before choosing an activity.
3. Introduce a simple learner profile map: literacy, oral level, needs, barriers, resources, participation preferences and immediate objectives.
4. In small groups, participants define three teaching priorities for the next two sessions.
5. Debrief what can be observed respectfully and what should not be assumed.

Trainer notes

- Use learner analysis to adapt activities, not to label people.
- Avoid collecting unnecessary personal history. Use only information that informs teaching choices.
- Make room conditions part of the analysis: space, noise, chairs, materials, internet access and time.
- Connect each later methodology to observed learner needs.

Good Practice connections

Good Practices that include needs analysis, community-based learning, multilingual mediation, orientation activities or learner-centred workshops can be used to show how context shapes methodology.

Common risks and adaptations

Risk	Adaptation
Confusing low literacy with lack of intelligence or motivation	Frame literacy as an educational opportunity and access issue, not as a deficit of capacity.
Trying to collect too much personal history	Use only information needed for learning design; avoid forced disclosure of migration or trauma experiences.
Designing for the “average learner”	Plan layers of support: oral, visual, tactile, peer, low-tech and extension options.
Ignoring fatigue and unstable attendance	Use short stand-alone cycles that can be repeated and re-entered by learners who missed a session.

Verification

Participants present one learner scenario and three realistic teaching priorities. Verification focuses on whether the proposed objectives are concrete, safe, achievable and connected to the learner context.

4. Module 2 – Easy-to-Read and accessible material design

Duration	3 hours
Learning focus	Accessible written information, simplified layout, clear instructions, visual support and user testing.
Participant production	Before/after adaptation of one real-life document.

Why this module matters

Easy-to-Read is a transversal foundation for SPARKLE because many adult learners need access to institutional, educational and everyday information long before they can manage dense written texts. The objective is not to make content childish, but to make action possible: know where to go, what to bring, what to do and what happens next.

Core content for trainers

- Clarify the purpose of a document: what must the learner understand or do?
- Use short sentences, common words, active voice, direct address and clear sequencing.
- Design readable pages with spacing, headings, bullets and visuals that clarify meaning.
- Simplify without removing essential information such as date, place, action, required document or consequence.
- Test material with peers or learners whenever possible.

Facilitation sequence

1. Start from a real document: appointment letter, school note, employment form, transport notice or classroom rule.
2. Ask participants to identify hidden assumptions and action points.
3. Model one before/after adaptation live, explaining each decision.
4. Invite pairs to create an Easy-to-Read version and test it orally with another pair.
5. Revise the material based on what was misunderstood.

Trainer notes

- Keep the action visible: date, place, time, document, person to contact and next step.
- Use visuals only where they clarify meaning. Too many pictograms can create visual noise.
- Use adult images and sober design.
- When translating or simplifying, protect the meaning and the learner's right to full information.

Good Practice connections

Relevant Good Practices may include accessible public, cultural or service information, adapted educational materials, visual guides and any practice that demonstrates structured simplification.

Common risks and adaptations

Risk	Adaptation
Over-simplifying until meaning is lost	Preserve the essential information and check whether the learner can act after reading or hearing it.
Infantilising the material	Use adult contexts, adult visuals and respectful wording.
Depending only on written simplification	Combine Easy-to-Read with oral explanation, images, objects and role-play.
Assuming pictograms are universal	Test images. A symbol that seems obvious to a teacher may not be obvious to a learner.

Verification

Participants submit a before/after adaptation and explain three design choices. Verification focuses on clarity, accessibility, adult dignity and actionability.

5. Module 3 – Oral-first learning, TPR and multisensory approaches

Duration	3 hours
Learning focus	Listening, movement, gesture, repetition, memory, body-based comprehension and multisensory support.
Participant production	A short TPR sequence with visual and tactile reinforcement.

Why this module matters

Learners with low literacy often need a strong oral and embodied foundation before they can use written language. Total Physical Response (TPR) and multisensory approaches help connect words to actions, space, objects and repeated routines. They lower pressure because learners can show comprehension before being forced to speak or write.

Core content for trainers

- Use commands, gestures, objects and movement to connect language to action.
- Start with receptive understanding: learners respond physically before producing orally.
- Move from single commands to sequences: stand up, take the card, go to the door, give it to Maria.
- Use repetition with variation so that learners remember without feeling trapped in mechanical drilling.
- Combine TPR with images, real objects, sound, rhythm, taste, smell or spatial movement when relevant.

Facilitation sequence

1. Trainer demonstrates a micro-sequence with participants as learners.
2. Participants identify the linguistic target and the progression from comprehension to production.
3. Small groups design a sequence for a real situation such as directions, workplace instructions, classroom routines or public-service steps.
4. Groups test the sequence with peers and receive feedback on clarity, safety and pacing.
5. The sequence is adapted for limited space and for learners with mobility constraints.

Trainer notes

- Always ask for consent before activities involving touch or close physical proximity.
- Do not use movement as decoration. Movement must carry meaning.
- Offer seated variants for learners who are tired, pregnant, elderly, injured or uncomfortable moving.
- Use humour, rhythm and energy, but avoid turning adult learners into children. The body is a learning tool, not a circus tent.

Good Practice connections

Good Practices involving drama, movement, active learning, storytelling, occupational gestures, sports, cooking or practical demonstrations are particularly useful here.

Common risks and adaptations

Risk	Adaptation
Moving too fast	Model slowly, repeat, then invite learners to respond.
Turning TPR into a children's game	Use adult situations: workplace, appointments, transport, health, housing and everyday tasks.
Forgetting accessibility	Offer seated, low-movement and observation-based alternatives.
No link with language progression	After action, add oral repetition, pair practice, visual support and optional written trace.

Verification

Participants facilitate a 5–7 minute TPR sequence. Verification focuses on clarity of commands, progression, safety, inclusion and connection to a practical language goal.

6. Module 4 – Communicative Approach for survival and workplace language

Duration	3 hours
Learning focus	Meaningful interaction, functional dialogues, role-play, confidence-building and immediate communicative needs.
Participant production	A short communicative activity for a real-life situation.

Why this module matters

Adult migrant learners need language for action: asking, refusing, explaining, confirming, requesting help, understanding an instruction and negotiating daily life. The Communicative Approach helps teachers move from isolated vocabulary to interaction. The aim is not perfect grammar; the aim is to make communication possible and useful.

Core content for trainers

- Identify communicative functions: asking for information, making an appointment, describing a skill, explaining a problem, confirming instructions.
- Use real-life contexts: public services, health, school, housing, transport, shopping, training and employment.
- Build dialogues through modelling, repetition, substitution and supported role-play.
- Accept approximations when the communicative intention is clear, then gradually improve accuracy.
- Use pair work, rotating roles and visual prompts to increase practice time.

Facilitation sequence

1. Start from a survival or work-related situation.
2. Define the communicative goal and the minimum language needed.
3. Model a short dialogue with gestures or visual support.
4. Invite choral repetition, then controlled substitution.
5. Move to pair role-play, then add one variation or problem to solve.

Trainer notes

- Keep dialogues short. A realistic two-line exchange is often more powerful than a beautiful page nobody can use.
- Do not correct every error during the first communicative attempt. Protect flow, then select one or two useful corrections.
- Use real objects or photos to make the role-play concrete.
- Prepare “help language”: Can you repeat? I don’t understand. Please write it. Can you show me?

Good Practice connections

Good Practices based on conversation clubs, service navigation, workplace simulations, oral mediation or community interaction can provide useful models.

Common risks and adaptations

Risk	Adaptation
Role-plays become artificial theatre without language progression	Keep the task anchored in a clear communicative function and a short useful script.
Stronger learners dominate	Assign rotating roles and give quieter learners a supported version first.
Correction blocks confidence	Use delayed correction and focus on errors that block meaning.
Dialogue is too long	Reduce to a minimum viable exchange, then expand in layers.

Verification

Participants design and test one communicative activity. Verification focuses on realistic context, useful language, learner participation and possible adaptation for mixed levels.

7. Module 5 – Task-Based Learning with authentic scenarios

Duration	3 hours
Learning focus	Real-life tasks, problem-solving, outputs, scaffolding and reflection.
Participant production	A task cycle with a concrete learner output.

Why this module matters

Task-Based Learning gives learners a reason to use language. Instead of teaching a form first and hoping it becomes useful later, the teacher starts from a meaningful task: make an appointment, understand a simple payslip, find a route, prepare for an interview, fill in a form with support, explain availability, or follow workplace instructions.

Core content for trainers

- A task has a goal, a context, an outcome and a reason to communicate.
- A task cycle includes preparation, modelling, task performance, feedback and language focus.
- Tasks should be possible with different levels of literacy through oral, visual, object-based and peer-supported routes.
- Outputs can be oral, practical or visual: a route drawn on a map, a recorded voice message, a completed form section, a photo sequence, a short dialogue or a checklist.
- Work-related tasks should remain realistic and respectful, especially for learners far from stable employment.

Facilitation sequence

1. Present a scenario and a concrete outcome.
2. Identify the language and non-language barriers.
3. Prepare learners through vocabulary, visuals, model phrases and rehearsal.
4. Let learners complete the task in pairs or small groups.
5. Debrief: what worked, what was difficult, what language is needed next?

Trainer notes

- Task-Based Learning is not “do something and hope”. It requires careful scaffolding.
- Use authentic materials, but adapt them to the learner’s level and rights.
- Keep tasks achievable in short time frames.
- Plan extension tasks for faster learners without abandoning learners who need more support.

Good Practice connections

Good Practices related to job-search preparation, local orientation, community services, public transport, workplace language, volunteering or real-life project work can inspire task cycles.

Common risks and adaptations

Risk	Adaptation
Task too complex for early learners	Reduce the outcome: point, match, choose, repeat, record, draw, then speak.
Authentic material overwhelms learners	Select a small extract and make the action clear.
Too much focus on final product	Observe the interaction and strategies used during the task.
No reflection after the task	Use a simple debrief: What did you say? What helped? What will you do next time?

Verification

Participants create a task cycle including objective, materials, language support, learner output and adaptation for low literacy. Verification focuses on realism, scaffolding and observable outcome.

8. Module 6 – Visual, tactile, playful and low-resource materials

Duration	3 hours
Learning focus	Flashcards, visual dictionaries, supermarket flyers, maps, objects, props, games, movement, line-hopping instructions, sensory supports and adult-appropriate play.
Participant production	Creation of a low-cost materials set with group testing and adaptation notes.

Why this module matters

Good teaching with low-literacy learners cannot depend on expensive equipment or perfect classroom conditions. Visual, tactile and playful materials help make language visible, concrete and memorable. They also allow teachers to build meaningful activities when there is no internet, no projector, little space or no budget.

Core content for trainers

- Use flashcards, photos, visual dictionaries, supermarket flyers, transport maps, appointment cards, packaging, forms, real objects and props.
- Turn materials into short activity cycles: name, match, move, sort, choose, ask, answer, repeat, use in a dialogue, use in a task.
- Use adult-appropriate play: memory games, line-hopping instructions, object bingo, category sorting, route races, role-card exchanges and cooperative challenges.
- Include sensory support where relevant: texture, smell, sound, gesture, rhythm, taste or spatial arrangement.
- Prepare small-room, low-budget and no-internet variants for each activity.

Facilitation sequence

1. Display a low-cost materials table and ask participants what language can be taught with each object.
2. Demonstrate one short cycle using flyers, cards or objects.
3. Participants build a low-cost material set for one learner objective.
4. Groups test their activity with another group acting as learners.
5. Participants write adaptation notes: low literacy, mixed level, small room, no internet, limited time.

Trainer notes

- Play is not the opposite of seriousness. Bad play infantilises; good play creates repetition, memory and courage.
- Use real materials from adult life. A supermarket flyer can teach prices, food, quantities, preferences, health, directions, comparison and conversation. Not bad for a humble piece of paper.
- Make materials robust, reusable and easy to reproduce.
- When using images, check cultural readability and avoid stereotypes.

Good Practice connections

Good Practices involving creative pedagogy, community materials, visual learning, games, museum or city-based learning, market/supermarket activities, maps or objects can be used as inspiration.

Common risks and adaptations

Risk	Adaptation
Materials become decoration	Every material must serve a language action: identify, choose, ask, explain, compare, request, understand.
Too many materials at once	Start with a small set and build complexity step by step.
Games feel childish	Use adult scenarios, adult images and clear learning objectives.
No transfer to real life	End with a realistic communicative use: ask a price, follow a route, explain an object, understand an instruction.

Verification

Participants present a low-cost materials set and test a 10-minute activity. Verification focuses on usability, adult dignity, low-resource feasibility and clear link to a language objective.

9. Module 7 – CALL, smartphones and digital supports with low-tech alternatives

Duration	2 hours
Learning focus	Digital inclusion, smartphone use, audio/photo/video tasks, QR codes, simple apps and offline alternatives.
Participant production	A digital or low-tech activity with an inclusion plan.

Why this module matters

Computer Assisted Language Learning does not necessarily mean a computer lab or complex software. In many SPARKLE contexts, the most available digital tool is the learner's phone — and sometimes there is no reliable access at all. The training must help teachers use digital tools purposefully without excluding learners who have limited devices, data, confidence or digital literacy.

Core content for trainers

- Use smartphones for audio repetition, voice messages, photos, short videos, maps, translation support, reminders and learner portfolios.
- Use QR codes or shared folders only when access is realistic and explained step by step.
- Teach digital actions as language tasks: take a photo, send a message, listen again, record your answer, show your route, save a contact.
- Plan low-tech alternatives for every digital activity: printed cards, oral recording by teacher, shared device, paper map, object sequence, board drawing.
- Address privacy and consent when taking photos, recording audio or sharing learner work.

Facilitation sequence

1. Start from a practical digital need: appointment reminder, route map, voice message, photo vocabulary, job-search message.
2. Identify the language objective and the digital step.
3. Demonstrate slowly on one device or with screenshots.
4. Participants design a digital activity and write a no-phone/no-internet alternative.
5. Peer review focuses on inclusion, privacy and feasibility.

Trainer notes

- Digital tools should reduce barriers, not create a new obstacle course.
- Never assume all learners own a smartphone, have data, remember passwords or feel safe recording their voice.
- Use digital tools for repetition and autonomy, especially audio.
- Keep instructions visible and step-by-step.

Good Practice connections

Good Practices using blended learning, audio, photography, digital storytelling, WhatsApp/voice messages, maps, online resources or low-tech alternatives can inspire this module.

Common risks and adaptations

Risk	Adaptation
Digital activity excludes some learners	Prepare shared-device, paper-based and teacher-led alternatives.
Too many apps	Use one familiar tool well rather than five brilliant tools badly.
Privacy is forgotten	Ask consent, avoid sensitive images and clarify where files are stored.
Technology replaces interaction	Use digital tools to support speaking, listening and action, not to isolate learners behind screens.

Verification

Participants present one activity with a digital pathway and a low-tech alternative. Verification focuses on accessibility, inclusion, privacy and clear language learning value.

10. Module 8 – Lesson planning, adaptation, assessment and micro-teaching

Duration	4 hours
Learning focus	Integrated planning, differentiation, observation, feedback, participant portfolio and peer learning.
Participant production	A complete micro-teaching sequence and participant portfolio evidence.

Why this module matters

The final module brings the methods together. Participants design a short lesson sequence, test part of it, receive feedback and document what they can transfer to their own context. The key is not to prove that every method has been memorised, but to show that participants can choose, combine and adapt methods responsibly.

Core content for trainers

- Plan from learner needs and objectives, not from activities collected at random.
- Combine Easy-to-Read, oral-first learning, TPR, communication, tasks, materials and digital/low-tech supports when relevant.
- Differentiate without creating three separate lessons: use layers, roles, peer support and optional extension.
- Assess through observation, practical output, self-assessment, peer feedback and micro-teaching.
- Build a participant portfolio that includes learner scenario, adapted material, activity plan, reflection and improvement notes.

Facilitation sequence

1. Trainer presents a simple lesson planning template.
2. Participants choose a scenario and define one realistic objective.
3. Participants design a 30–45 minute sequence and select a 7–10 minute extract for micro-teaching.
4. Groups deliver the extract and receive feedback through an observation grid.
5. Each participant writes one adaptation and one next step for implementation.

Trainer notes

- Micro-teaching should be safe and constructive. Participants are learning, not auditioning for a tribunal.
- Use feedback language that is specific: “The instruction was visible and short” is more useful than “good job”.
- Make assessment practical, not punitive.
- End with implementation: what will each participant actually try in the next month?

Good Practice connections

Any Good Practice can be used here as a reference model if participants can extract a method, adapt it and turn it into a short teachable sequence.

Common risks and adaptations

Risk	Adaptation
Participants copy activities without adapting them	Ask for learner profile, objective, materials, sequence and adaptation notes.
Feedback becomes vague	Use an observation grid with clear criteria.
Assessment becomes text-heavy	Accept oral explanation, visual plans, peer demonstration and practical outputs.
No follow-up plan	End with one concrete action each participant will test locally.

Verification

Participants deliver a micro-teaching extract and submit portfolio evidence. Verification focuses on coherence, inclusion, methodological choice, adaptation and reflective improvement.

11. Good Practices to inspire language-teaching courses

The SPARKLE Good Practices Book is a source of inspiration for designing language-teaching courses, not a catalogue to be copied mechanically. Trainers should help participants identify what can be transferred from a practice, what must be adapted, and what evidence shows that the activity supports learning.

Best Practices Book PDF link

Insert the final project PDF link here once published: [SPARKLE Best Practices Book – PDF].

During training, trainers can use selected extracts or printed practice cards rather than reproducing the full Book inside this material.

A useful way to work with Good Practices is to separate the “practice” from the “principle”. A project may look specific to one country, one organisation or one classroom, but its underlying principle can often be transferred: visual mediation, community learning, peer support, oral rehearsal, workplace simulation, Easy-to-Read design, mobile learning or creative facilitation.

Step	Trainer question	Participant output
1. Select	Which Good Practice answers a real learner needs in my context?	One selected practice and one reason for choosing it.
2. Extract	What is the transferable pedagogical mechanism?	A short note naming the method: visual support, role-play, task cycle, TPR, peer mediation, etc.
3. Adapt	What must change for my learners, room, language level and resources?	Adaptation notes for low literacy, small space, no internet and mixed levels.
4. Test	Can the activity work in a short training cycle?	A 10–15 minute prototype tested with peers.
5. Improve	What did participants misunderstand, enjoy or need more support with?	Revision notes and next version of the activity.

Selection criteria for trainers

- Choose practices that are concrete enough to demonstrate.
- Prioritise practices connected to low literacy, inclusion, work-related communication, public services or social participation.
- Avoid presenting Good Practices as perfect recipes. Treat them as tested starting points.
- When time is limited, prepare two or three practice cards instead of asking participants to read long descriptions during the session.

From Good Practice to training activity

- Name the learner objective: for example, “ask for directions to the employment office”.
- Identify the methodology: for example, TPR, Communicative Approach, Task-Based Learning, CALL or Easy-to-Read.
- List the materials: cards, map, object, flyer, phone, printed image, audio recording.
- Define the learner output: oral request, route on map, voice message, completed checklist, role-play, object sequence.
- Plan one adaptation for low literacy and one for no internet or low resources.

12. Case studies and model training examples

The following case studies can be used by trainers as demonstration material. Each example combines a learner need, a methodology, a short activity sequence, and adaptation options. They are intentionally simple: the training value lies in making the design logic visible.

Case	Learner need	Main methods	Training sequence
Case 1 – Employment appointment	A learner receives a message about an appointment at an employment centre and needs to understand the date, place, time and documents to bring.	Easy-to-Read + Communicative Approach	Adapt the message, rehearse a confirmation dialogue, role-play asking for help at reception.
Case 2 – Workplace instruction	A learner in a cleaning or kitchen context needs to understand basic safety instructions: put on gloves, wash hands, close the door, do not mix products.	TPR + visual/tactile materials	Use objects and gestures, act out instructions, sequence picture cards, then repeat orally.
Case 3 – School message for parents	A parent receives a school note about a meeting or required document and needs to understand what action is expected.	Easy-to-Read + Task-Based Learning	Identify action points, create a simplified note, practise calling or asking another parent for clarification.
Case 4 – Smartphone voice message	A learner needs to send a simple voice message explaining lateness, availability or a question.	CALL + Communicative Approach	Listen to model messages, build a short script, record, listen again, improve, and prepare a no-phone alternative.

Model training example: employment appointment

- Objective: participants learn to transform an administrative message into an accessible language activity.
- Materials: appointment note, blank Easy-to-Read template, calendar, map, role cards, object cards for documents.
- Sequence: identify action points; simplify the message; rehearse date and time; role-play at reception; complete a “what to bring” checklist.
- Low-literacy adaptation: use icons, calendar pointing, colour-coded dates and oral repetition.
- No-internet adaptation: paper map, drawn route, printed appointment card and teacher voice model.
- Assessment: learner can show the date, say the place, identify documents and ask one clarification question.

Model training example: workplace instruction cycle

- Objective: participants design a short embodied sequence for workplace safety language.
- Materials: gloves, bottle, cloth, door sign, picture cards, red/green cards.
- Sequence: trainer models actions; learners respond physically; learners sequence picture cards; learners give one instruction to a peer; group repeats the full chain.
- Adaptation: seated version with objects on the table; picture-only version for silent comprehension; oral extension for stronger learners.

- Assessment: learner responds correctly to instructions and can produce at least one instruction with support.

13. Guidance for teachers and facilitators

The quality of the training depends not only on the activities, but also on the facilitator's posture. Working with adult learners with low literacy requires precision, humility and a constant concern for dignity. A method that is excellent on paper can fail immediately if the teacher's instructions are too fast, the materials feel childish or the learner's reality is ignored.

Do	Avoid
Give short, visible and repeated instructions.	Explaining three activities at once.
Model before asking learners to perform.	Assuming learners understood because they nodded.
Use adult contexts and realistic materials.	Using childish images or school-like punishment systems.
Offer choices and alternatives.	Forcing disclosure, movement, touch or public performance.
Correct selectively and kindly.	Interrupting every attempt to communicate.
Plan for no internet, small rooms and mixed levels.	Designing activities that only work in ideal conditions.
Use multilingual resources strategically.	Treating learners' first languages as an obstacle.
Observe confidence, participation and practical action.	Relying only on written tests.

Working with mixed literacy levels

- Use the same objective with different outputs: point, say, match, record, copy, write, explain.
- Pair learners strategically, but avoid turning stronger learners into unpaid assistants all the time.
- Prepare extension tasks for faster learners: ask a follow-up question, create a new role card, record an audio model, help test material.
- Use colour, symbols and spatial organisation to make progression visible.

Trauma-informed and dignity-based facilitation

- Do not ask learners to tell migration stories unless the activity is voluntary, supported and pedagogically justified.
- Use fictional or neutral scenarios when working on sensitive topics such as housing, health, status, family or employment.
- Allow observation before participation when learners need time.
- Offer opt-out possibilities for movement, voice recording, photos or personal examples.

Multilingual support

- Use first languages to clarify safety, rights, essential instructions or complex administrative information.
- Encourage learners to compare words, identify cognates and build multilingual glossaries.
- Use peer translation carefully: it can help, but it can also create dependency or expose private information.
- Keep the host-language objective visible even when multilingual mediation is used.

14. Assessment, reflection and participant portfolio

Assessment in this training should be practical, formative and connected to implementation. Participants should not be assessed mainly through theoretical recall. They should show that they can analyse a context, choose a suitable method, design an accessible activity, test it, receive feedback and improve it.

Recommended participant portfolio

Portfolio item	Evidence
Learner context note	A short description of a target group, barriers, strengths and realistic priorities.
Accessible material	One before/after Easy-to-Read adaptation with design notes.
Active methodology plan	One TPR, communicative or task-based activity with sequence and materials.
Low-resource material set	Photos or description of visual/tactile materials and adaptation notes.
Digital/low-tech activity	One activity using CALL or smartphone support plus an offline alternative.
Micro-teaching evidence	Observation grid, peer feedback and self-reflection.
Implementation plan	One concrete activity the participant will test in their own context.

Observation grid for micro-teaching

Criterion	Guiding question
Objective is concrete and relevant	Is the language goal linked to a real-life or work-related situation?
Instructions are accessible	Are instructions short, visible, modelled and repeated?
Methodology is purposeful	Does the chosen method support the objective rather than decorate it?
Materials support understanding	Are visuals, objects, digital tools or texts clear and adult-appropriate?
Inclusion and safety are considered	Are alternatives offered for literacy level, mobility, digital access and personal boundaries?
Assessment is observable	Can the trainer see what learners understood or produced?

Self-reflection prompts

- What did I want learners to understand or be able to do?
- Which method did I choose, and why?
- What was easy for participants to understand?
- Where did confusion appear?
- How can I simplify, slow down or make the task more concrete?
- What low-resource or no-internet alternative can I prepare?
- What will I test first in my own teaching context?

15. Annexes: checklists and glossary

Annex 1 – Quick design checklist

Question	Yes / To improve
Is the learner objective concrete and useful?	
Is the activity possible for low-literacy learners?	
Does it begin with oral, visual, embodied or concrete support?	
Are instructions short, visible and modelled?	
Are materials adult-appropriate?	
Is there a low-resource or no-internet variant?	
Is there an observable learner output?	
Does assessment avoid text-heavy testing?	
Are safety, consent and dignity considered?	
Can the activity stand alone if attendance is irregular?	

Annex 2 – Glossary

Term	Definition
CALL	Computer Assisted Language Learning: language learning supported by digital tools such as smartphones, audio, photos, videos, apps or online resources.
Communicative Approach	A methodology that prioritises meaningful interaction and the ability to use language for real communicative purposes.
Easy-to-Read	A method for making information accessible through clear language, simple layout, visuals and user testing.
Low literacy	Limited ability to read and write in one or more languages. It may result from limited schooling, interrupted education, script differences or lack of practice.
Pre-literacy	A situation where a learner has not yet developed reading and writing skills in any language.
Task-Based Learning	A methodology where learners use language to complete a meaningful task with a concrete outcome.
TPR	Total Physical Response: a method where learners connect language with physical action, often responding to instructions before producing language.
User testing	Checking whether real users understand and can act on a material before considering it finished.

Annex 3 – Materials starter list

- Flashcards with adult images and real-life vocabulary.
- Supermarket flyers, transport maps, appointment cards, timetables and simple forms.
- Objects and props: keys, gloves, bottles, tools, bags, tickets, medicine boxes, food packaging.
- Coloured cards, sticky notes, string, envelopes, clips, dice, counters or bottle caps.
- Smartphones used for audio, photos, maps, reminders or voice messages, with paper alternatives ready.

Final trainer reminder

A good activity does not need to be spectacular. It needs to help learners understand, act, speak a little more, and leave the room with something they can actually use.

In SPARKLE, methodology is not decoration — it is a pathway to meaningful participation, inclusion, and confidence-building for foreign learners.