

Language Advisor Course

Lesson Plan Session 1

<i>Time</i>	<i>Procedure</i>	<i>Aims:</i>	<i>Duration</i>	<i>Source</i>	<i>Focus</i>
09.00-10.40	The Language Adviser and his Role as a facilitator	1) To define the necessary skills of the language advisor 2) How to create an ideal learning environment by the language advisor 3) How can the language advisor communicate effectively 4) How can the language advisor facilitate learning and results	40 mns 20 mns 20 mns 20 mns	TLC booklet Day2 page1 TLC booklet Day2 page2 TLC booklet Day2 page 2 TLC booklet Day2 page 2 TLC booklet Day2 pages 3-4	To define the role of the language advisor, the skills he needs to own to communicate effectively in order to facilitate migrants' learning and results To know how Rogers applied his innovative theories, based on the development of human potential, to the field of education and instruction.
11.00 - 13.00	Getting to Know the World of the Student: The Human-Centered Approach and Discovery of Human Potential	1) To know Carl Rogers (1902- 1987), his human-centered approach and its three core-conditions, which are: empathy, respect and genuineness 2) To understand why Rogers' approach is relevant and important in the learning process 3) How to build rapport through empathy: how can some helpful Rapport Building Behaviors be /brainstorming	25 mns 10 mns 30 mns	TLC Booklet Day2 page 4 TLC Booklet Day2 page 5 and also Handout 1 Day2 TLC Booklet Day2 page 6	To understand how Advisors should seek to create emotionally warm

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14.00-15.30	Practice session: rapport building	4) To study Rogers two types of learning in order to facilitate experiential learning	15 mns.	TLC Booklet Day2 page 6	and supportive environments where they can work collaboratively with their learners in order to achieve mutual goals and to further develop Autonomous Learning and Self-Assessment skills
		5) How can teachers and facilitators have this facilitative outlook	15mns	TLC Booklet Day2 page 7	
		6) How the learners can actively contribute to their own learning process	10 mns	TLC Booklet Day2 page 7	
		7) To know the difference between: teacher-focused approach and Student-focused approach	15 mns		
		Activity 1 to demonstrate how to acknowledge others and gain rapport by matching body language and voice tone with the person we are with	30 mns	TLC Booklet Day2 page 8	
		Activity 2 to observe unspoken rules of personal space and how people feel uncomfortable if they are breached without permission	30 mns	TLC Booklet Day2 page 8-9	
		Activity 3 Pie Chart to give the right importance to the three ways of communication: Verbal, Non-Verbal,	30 mns	TLC Booklet Day2 page 9 and Handout "Activity"	
				TLC Booklet Day2 page 8	To experience and apply the theoretical frameworks

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16.00-17:00	Practice session: rapport building	<p>Para-verbal</p> <p>Activity 4 To learn to acknowledge others and give them the attention they deserve</p> <p>Activity 5 To demonstrate how to gain rapport with someone by matching some aspects of their body language.</p>	<p>30 mns</p> <p>30 mns</p>	<p>TLC Booklet Day2 page 10</p> <p>TLC Booklet Day2 page 11</p>	<p>To experience and apply the theoretical frameworks</p>
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Lesson Plan Session 2

09.00 – 10.50	The Multiple Intelligence and learning	1) To know Multiple Intelligence Theory (MIT) and Chart	20mns.	TLC Booklet Day2 pages 11-12	To better understand that motivation, which is universally considered vital for learning, is a complex construct which mainly depends on the way we evaluate the multiple stimuli we receive in relation to a specific context. To take into consideration that human beings are multidimensional subjects that need to develop both their cognitive capacities and other aptitude
		2) To know that each student in any learning environment has greatly different learning profiles	15 mns	TLC Booklet Day2 pages 12-13	
		3) To understand the holistic nature of a student using Gardner's Multiple Intelligences to better help the student in reaching his goal	20mns	TLC Booklet Day2 pages 13-14	
		4) To acknowledge the 8 frames of language teaching	40mns	TLC Booklet Day2 pages 14-19	
		5) To fill-in a questionnaire on MIT in order to understand the learners' strongest intelligence	15 mns	TLC Handout2 Day2	
11.05 – 13.00	Emotional Intelligence and	1) To define EI and to declare his essential role in understanding human behavior 2) Examples of high pressure situations that require us	10mns	TLC Booklet Day2 pages 20-21	To develop a holistic view of each learning

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Neuroscience	to manage our emotions skillfully	10mns	TLC BookletDay2 page 21	environment and each training and advising session, taking the physical and affective dimensions of learners into account if their cognitive side is to function optimally. To reduce stress and build a positive emotional environment so that learners gain emotional resilience and learn more efficiently and at higher levels of cognition. To increase executive function and attention through: positive learner motivation, engagement impacts brain metabolism and conduction of nerve impulses through the memory areas. To create a learner-focused program that
	3) 4 broad dimensions of EI	10mns	TLC BookletDay2 page 21	
	4) How can EI be learnt	15mns	TLC BookletDay2 pages 21-22	
	5) Neuroscience: definition	10mns	TLC BookletDay2 page 22	
	6) The Role of the Affective Filter in Second Language Acquisition	15mns	TLC BookletDay2 pages 22-23	
	7)The emotional brain, the amygdala and the hyppocampus	10mns	TLC BookletDay2 page 23	
	8) Advising sessions should encourage a low affective filter	15mns	TLC BookletDay2 page 24-25	
	9) how our brain works	10mns	TLC BookletDay2 pages 25-26	
	10) To observe Analysis and Features of Hemispherical Function	10mns	TLC Handout 3 Day2	
	11) To observe Recent Brain research Findings	05mns	TLC "Additional Handout" Day 2	

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14.00-15.45	NLP (Neuro Linguistic Programming) and Communication	1) Neuro-Linguistic Programming is an extremely powerful concept as it contains the most accessible, positive and useful aspects of modern psychology, and so can be helpful in virtually every aspect of personal and interpersonal relations.	15 mns	TLC Booklet Part3 pages 1-2	helps to lower the student's stress and anxiety and produce the best learning outcomes. To know how the empathic caring principles of NLP also assist the practical application of ethical and moral considerations and using loving and compassionate ideas in work (advising) and life generally. To practice some NLP techniques that can the advising session.
		2) 4 Key concepts from NLP form the basis of this program	10 mns	TLC Booklet Day 3 page 3	
		3) To know and practice: MIRRORING	20 mns	TLC Booklet Day 3 page 3	
		4) To know and practice: REFRAMING	20 mns	TLC Booklet Day 3 pages 3- 4	
		5) To know and practice: CHANGING BELIEFS	20 mns	TLC Booklet Day 3 page 5	
		6) To know and practice: ANCHORING	20 mns	TLC Booklet Day 3 pages 5-6	

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16.00-17.00	Different Learning Styles	<p>1)To know the Channels of Communication: VISUAL , AUDITORY and KINESTHETIC (VAK)</p> <p>2)Channel of Communication: Visual communicator, Auditory communicator, Kinesthetic communicator</p> <p>3)Activity 1A,1B,1C to practice which communication channel we use to perceive the world and to communicate.</p> <p>4) V.A.K questionnaire review (the trainer should administer it at the end of the previous day and ask the trainees to fill it in during their free time before the starting of Session 3)</p> <p>3) Visual learners, Auditory learners, Kinesthetic learners</p>	<p>20 mns</p> <p>10 mns</p> <p>20 mns</p> <p>10 mns</p>	<p>TLC BookletDay 3 pages 6-7</p> <p>TLC BookletDay 3 pages 7 TLC Booklet Day 3 page 7-8</p> <p>TLC Booklet Day 3 page 8/Handout Day “VAK questionnaire”</p> <p>TLC Booklet Day 3 pages 9-10-11/Handout 2 Day3</p>	<p>To use the three channels to knowhow a person is communicating in order to get on the same wavelength' and make your communication as effortless and effective as possible.</p> <p>To integrate the three styles into the learning/advising environment</p>
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Lesson Plan Session 3

09.00-10.30	Managerial Skills Part 1 (Leadership and Negotiation Skills)	1) To define leadership	10 min	TLC Booklet Day 3 page 11	To know the value of Leadership in advising: that means being able to empathize with others; understanding the specific needs, identifying the individual strengths, reducing each weakness and removing the obstacles that hinder each student's progress along the path of learning and development.
		2) Activity 1: To practice how to seek leadership characteristics through personal experience	10 min	TLC Booklet Day 3 pages 11-12	
		3) Discovering your authentic leadership	10 min	TLC Booklet Day 3 page 12	
		4) How leaders can inspire cooperation, trust and change	10 min	TLC Booklet Day 3 page 13	
		5) Leadership Situations in an Advising context	10 mns	TLC Booklet Day 3 pages 13-14/Handout 2 Day 3	
		6) Activity 1 (Negotiation Skills): to practice that there are two ways to get others to do what we want them to	10 mns	TLC Booklet Day 3	
					To acknowledge the value of negotiation in advising, when

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10.45 - 12.15	Managerial Skills Part2 (Interpersonal skills and time management)	do.		page 14	not only different opinions are taken into account, but also individual needs, aims and interests and differences in background and culture To be aware that we use Interpersonal skills every day to communicate and interact with others usually subconsciously; trying to use them with a better knowledge of how they can affect other people, can help us in communicating more effectively during an advising process. To be aware that our brain is able to help us in learning through: understanding other
		7) To define negotiation	05 mns	TLC BookletDay3	
		8)The Win-Lose and Win-Win Approach to Negotiation	10 mns	pages 14-15 TLC BookletDay3	
		9) Activity 2: to practice the way to reach a “Win-Win” approach to Negotiation	15 mns	page 15 TLC BookletDay3 page 16	
		1)To define and describe Interpersonal skills	05 mns	TLC Booklet Day 3	
		2)To deep into Active listening	05mns	pages 16-17 TLC Booklet Day 3	
		3)Activity to compare listening and non-listening behaviors	10mns	pages 17	
4) How to communicate in challenging situations	10 mns	TLC Booklet Day 3 pages 18-19			
5)To define Mirror Neuron	05 mns	TLC Booklet Day3 pages19-20			
6) To know how Mirror neurons are fundamental for empathy and language acquisition	10 mns	TLC Booklet Day3 pages 20-21 TLC Booklet Day3 pages 21-22			
7) To know “Total physical Response” as a way of	10mns	TLC Booklet Day 3			

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		language acquisition			
		8) To know how to learn by imitation	05mns	page 22 TLC Booklet Day 3	people's mental state, co-experiencing people's emotions, observing and imitating them.
		9) to know how learning is an observable change in behavior	05 mns	page 23 TLC Booklet Day 3 page 23	
		1)To define Time Management	05 mns		To learn how to manage time effectively in our daily life and above all in a learning process
		2) Group activity to understand and practice how to manage time effectively	10 mns	TLC BookletDay 3 pages 23-24 TLC Booklet Day 3 pages 24-25/ Handout 3 Day 3	
		3) To learn how can both the advisor and the learner help themselves to manage their time better so they can reach thelanguage goals mutually agreed upon	10 mns	TLC Booklet Day pages 25-26-27	
					To learn how to deal with

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12.15 -13.00	Empowerment exercise, dealing with conflict	<p>1)To define a conflict and different types of conflict</p> <p>2)To be aware of some situations that make arise conflicts between advisors and learners</p> <p>3)To practice the power of “AND” and the conflict of “BUT” – Group Activity</p>	<p>15 mns</p> <p>10 mns</p> <p>25 mns</p>	<p>TLC Booklet Day 3 pages 27-28</p> <p>TLC Booklet Day 3 page 28</p> <p>TLC Booklet Day 3 pages 28-29</p>	<p>conflict in a positive and constructive way is important to improve interpersonal relationship skills.</p>
14.00-16:00	Advising Skills	<p>1)To know the key principles of advising skills</p> <p>2)To know what advising encourages learners to</p> <p>3)To be aware of common advisors’ and learners’ pitfalls</p> <p>4)How advisors can help students and what they need to do in advising</p> <p>5)To Inquire, to Inform and to Integrate</p> <p>6)To be aware of the difference between “debate” and “dialogue”</p> <p>7)To acquire Macro Skills for Language Advising</p>	<p>05mns</p> <p>05 mns</p> <p>10mns</p> <p>10 mns</p> <p>05 mns</p> <p>10 mns</p> <p>10 mns</p>	<p>TLC Booklet Day4 page 1</p> <p>TLC Booklet Day page 1</p> <p>TLC Booklet Day 4 pages 1-2</p> <p>TLC Booklet Day 4 pages 2-3</p> <p>TLC Booklet Day4 page 3</p> <p>TLC Booklet Day 4 pages 3-4</p> <p>TLC Booklet Day 4 pages 4-5 and</p>	<p>To understand that Advising is an ongoing and multifaceted practice where both the student and the advisor are responsible for its success</p> <p>To learn how to use words, questions sentences, feedbacks, i.e. to “Dialogue” properly in an advising process</p>

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		8) To acquire Micro Skills for Language Advising	10 mns	Handout 1 Day 4 TLC Booklet Day 4 pages 5-6- 7/Handout 2 Day 4	To learn all the available kinds of questions that can help obstacle an advising process
		9) To know criteria for empowering questions	05 mns	TLC Booklet Day 4 page 7	
		10) To command Empowering questions	05 mns	TLC Booklet Day 4 pages 8-9- 10/Handout 3 Day 4	
		11)To command Limiting questions	05 mns	TLC Booklet Day4 pages 10-11/ Handout 4 Day 4	
		12)To command Disempowering reflections	05 mns	TLC Booklet Day 4 pages 11-12/ Handout 5 Day 4	
		13) To contrast supportive and empowering sentences	05 mns	TLC Booklet Day 4page 12/Handout 6 Day 4	
		14) To know how to advise Uninspired, Under-qualified and undecided students – Group activity	10 mns	TLC Booklet Day 4 pages 12-13-14	

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16:15-17:45	Setting S.M.A.R.T. goals	15)To experience an advising dialogue	20 mns	TLC Booklet pages 14-15-16-17/ Handout 7-8-9-10 Day 4	To learn how to help learners set realistic targets for themselves - targets they can actually achieve
		1)To understand what does have and set a goal means	10 mns	TLC Booklet Day 4 pages 17-18-19	
		2)To acquire what the acronym “S.M.A.R.T.” means	15 mns	TLC Booklet Day 4 pages 19-20-21	
		3)To know useful questions to set SMART goals	15 mns	TLC Booklet Day 4 pages 21-22/ Handout 11 Day 4	
		4)To use goals to set an Action Plan	15 mns	TLC Booklet Day 4 page 22	
		5) An example of an Action Plan	15 mns	TLC Booklet Day 4 pages 22-23/ Handout 12 Day 4	
		7) To know the Learning Contract and why it is	10 mns	TLC Booklet Day 4	

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		important to set SMART goal and to set an Action Plan		pages 23-24-25-26/ Handout 13 a-13b	
		8) To try to visualize successful goals	10 mns	TLC Booklet Day 4 page27/Handout 15 Day	

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Lesson Plan Session 4

Time	Procedure	Aims:			Focus
09.00-12:00	Assessment and Personalized Learning Plan	1) To define roles and actions to create a Personalized learning plan 2) To analyze the learner's Assessment form 3) To analyze and use the Country Resource Mapping 4) activity to practice how to create a PLP	10 mns 60 mns 50 mns 60 mns	TLC Booklet Day 4 page27. TLC Booklet Day 4 pages 27, 29-30-31 Each country has its own	To learn how to help learners set realistic targets for themselves - targets they can actually achieve. To learn how to help learners in making their assessment and fill in the Assessment form properly . To be able to advice a proper PLP advising the best available learning sources.
12:15-13.00	Overall brainstorming	To ask/answer questions about the program	45 mns		

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14.00-17.00	Case –studies	Analyze language and personal needs , define individualized language goals and advise the best and the most effective learning plan	3 hrs	Define, as done during the training in Todi, 4/5 case studies and start a complete procedure to create the best PLP for each one.	<p>To learn how to clear out learners’ needs in order to advice the best personalized learning plan with the help of each own country Resource Mapping</p> <p>To clarify theoretical framework, review concepts in - depth and highlight the most effective activities</p> <p>To learn how to create PLP</p>
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