

Job Language Kit
For Migrants

GUIDELINES FOR EDUCATORS

ON HOW TO USE THE WORKIT LANGUAGE MATERIALS



INTRODUCTION

The WorKit project develops the Job Language Kit - a language tool with educational and informative character to help migrants gain new language skills related to job matters and facilitate their access to the labour market.

The Kit is developed as a multimedia product creating and improving language and communication skills on employment matters through language learning approaches in diverse forms – paper-based materials, interactive tools, audio and video materials and a mobile app.

The Job Language Kit can be used for organizing short language courses or as a self study easy-to-use language material.



PRINCIPLES OF THE METHODOLOGY (1)

□ The **WorKit didactics** refer to the task-based approach. The principles are:

- the learners' language learning needs serve as a starting point
- providing an answer to the questions:
 - *what should language learners learn*
 - *how can they be stimulated to learn and why*
- non-linguistic needs (in this case employment-related needs)
- **motivation for language learning** is primarily focused on raising the chances for finding a proper job and integrating into society

□ The main steps for building **the WorKit language learning materials** based on the *task-based approach* are:

- To refine the labour market and language use situations;
- To use “tasks” as the basic unit of description
- To derive a set of tasks from a list of language use situations



PRINCIPLES OF THE METHODOLOGY (2)

- ❑ The WorKit Job Language Kit merges **the task-based approach** with the **seven principles of multimedia learning**:
 1. Multimedia Principle – students learn better from words and pictures than from words alone
 2. Spatial Contiguity Principle – students learn better when corresponding words and pictures are presented near rather than far from each other on the page or screen
 3. Temporal Contiguity Principle – students learn better when corresponding words and pictures are presented simultaneously rather than successively
 4. Coherence Principle – students learn better when extraneous words, pictures, and sounds are excluded rather than included
 5. Modality Principle – students learn better from animation and narration than from animation and on-screen text
 6. Redundancy Principle – students learn better from animation and narration than from animation, narration and on-screen text
 7. Individual Differences Principle – design effects are stronger for low-knowledge learners than for high-knowledge learners and for high-spatial learners rather than for low-spatial learners



DESCRIPTION OF METHODOLOGY (1)

LANGUAGE TEACHING METHODS

The following teaching methods are recommended:

- demonstration
- participative learning
- discovery (guided discovery, web quest, games)
- explaining (lecturing)
- collaborating (group work, interviews)
- learning by teaching (exchange the roles of teacher and learner)
- questioning (quizzes, tests, games)



DESCRIPTION OF METHODOLOGY (2)

COMMUNICATIVE LEARNING

Communicative learning is a form of learning based on constant interaction of trainer and learner and of a learner with other learners. The interaction takes place in form of communication. Communication can consist of signs, sounds, words, looks, phrases, stories, body contact, letters and many other specifics. The participants should be given enough time to imitate the demonstrated exercises. Only if participants are unable to successfully perform an exercise after several attempts should the trainer help and correct them. This has to be done gently and tactfully; participants should never be coerced.

The trainer should make sure that the participants develop an interest in and realize the personal benefits of the course contents already during the first session. This realization should be expanded further during the entire course. Personal experience should play a central role in the learning experience, and opportunities for personal applications should be pointed out as much as possible.



DESCRIPTION OF METHODOLOGY (3)

PARTICIPATIVE METHOD

The participative method is one of the main tools of changing the focus of the training methods from the expertise of the trainer to the expertise of the trainees. The trainee's role is shifted from the passive object and "preceptor" of the training methods to active participation and it becomes the subject of the learning process.

The trainer and the trainee become partners in developing the process of learning, stepping back and forth with the individual experience and theoretical background and new skills. The trainer facilitates the interactions within the group, so that participants can learn from each other's differing level of knowledge. Gradually, the group learns to assess their own processes and to summarize and define the models used in the learning process. It requires also the ability of the trainer to react to unexpected issues, or even conflicts, which could be turned into material for learning and development of skills.



DESCRIPTION OF METHODOLOGY (4)

MOTIVATION RAISING METHOD

The purpose of the communication of subject specific background knowledge during class sessions is an increased motivation concerning the course content as well as an increased understanding of the interrelation between body and psyche. It is hoped that that knowledge will positively influence the participants' lives and may even become an integral part of their everyday life.

Exercises, games, drama activities and similar methods can not only introduce variety into the sequence of units but also increase motivation, set a relaxed atmosphere to facilitate communication and encourage independent activities. An interactive, learner-centric approach should be employed, that takes into account participants' different learning styles and provides ample opportunity for learners to express themselves as part of their learning process. Creating a welcoming training atmosphere of inclusion in which all participants are shown respect, fosters a greater sense of belonging and encourages learning. Migrant learners are far more likely to participate in and take ownership of their own learning if they are treated with respect, and feel that they are in an environment that values and promotes trust.



THE COURSE ENVIRONMENT

The instructional pace of the course should be slow. During the first couple of sessions, it is better to demand too little of the participants than too much; the exertion can be increased to some extent later on.

However, the trainers must respect the participants' physical, intellectual and creative abilities at all times, which tend to be lower than those of a comparable 'native' group are. An exercise or a sequence of exercises must never result in negative effects such as headache or dizziness. It is necessary therefore to take breaks between exercise phases.

A longer break, which gives participants the opportunity to move freely or to chat. During this break, the trainer may answer individual questions or simply engage in small talk with the group, if this is linguistically possible, appropriate and encouraged by the participants.



LEARNING ACTIVITIES

List of ideas for language learning activities, which would promote migrants engagement with learning the language:

- Icebreakers
- Practice asking and answering questions
- True-False activities
- Role-play
- Matching strips
- Sentence scramble
- Information gap
- Jigsaw reading
- Interviews
- Case studies
- Language exchanges
- Problem solving
- Guided form filling
- Independent form filling
- Filling in questionnaires



RECOMMENDATIONS FOR USE OF THE WORKIT JOB LANGUAGE KIT

- ❑ The WorkIt Job Language Kit is suitable for *individual and group use*
- ❑ Our recommendation is to use the products *under supervision of an educator* to gain success more easily. Educators are able to determine:
 - what information is useful in which moment in the job seeking process
 - which cultural habits are important to know when seeking for a job
 - if the student properly understands the content
 - if the student pronounces the words the right way
 - what other information is useful next to the WorkIt materials
- ❑ Originally, the **method** is meant for **group-use**. The minimum amount of participants in a group should be 4, the maximum amount of group participants should be 14.
- ❑ The WorkIt products can be used directly *by adult migrants as self-study materials*



PARTICIPANTS' LEVEL

The WorKit language materials are most suitable for students with level A2/B1 of the host country language.

Should the language level of participants be lower, the specific vocabulary attached to each topic/module may be shortened or cut down to a smaller number of new words. Alternatively, the duration of topics/modules may be extended or one topic may be split up into two sessions.



WORKIT JOB LANGUAGE KIT FOR MIGRANTS

The Kit contains:

- WorKit Textbook
- WorKit Phrase Fan
- WorKit Route
- WorKit Interactive Tool
- WorKit Mobile App

The separate elements of the Kit:

- are planned as supporting materials facilitating the orientation and participation of adult migrants in the labour markets of the partner countries (Bulgaria, Italy, The Netherlands, Spain and The United Kingdom)
- are developed in *5 target languages* (Bulgarian, Dutch, English, Italian and Spanish)
- are translated partially in several popular *migrant languages*



WORKIT TEXTBOOK

- ✓ It contains *employment-related language information* divided into different topics and scenarios, fully illustrated and translated into all partner languages.
- ✓ Each topic is developed as a language lesson with a set of words, phrases, dialogues and exercises
- ✓ It can be used both *by (volunteer) educators* within courses for language training of adult migrants and *by the migrants themselves* as a self-study material for practice at home

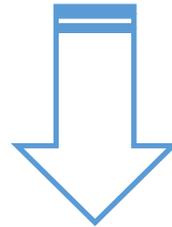
WORKIT PHRASE FAN

- ✓ It is based on the content of the Textbook and it contains *commonly used and important phrases* connected with the topics chosen.
- ✓ It is available in *10 language versions: Arabic, Bulgarian, Dutch, English, Italian, Polish, Romanian, Russian, Spanish and Turkish*
- ✓ It can be used both *by (volunteer) educators* within courses for language training of adult migrants and *by the migrants themselves* as a self-study material and practical use in different employment-related situations



STRUCTURE OF WORKIT TEXTBOOK AND PHRASE FAN (1)

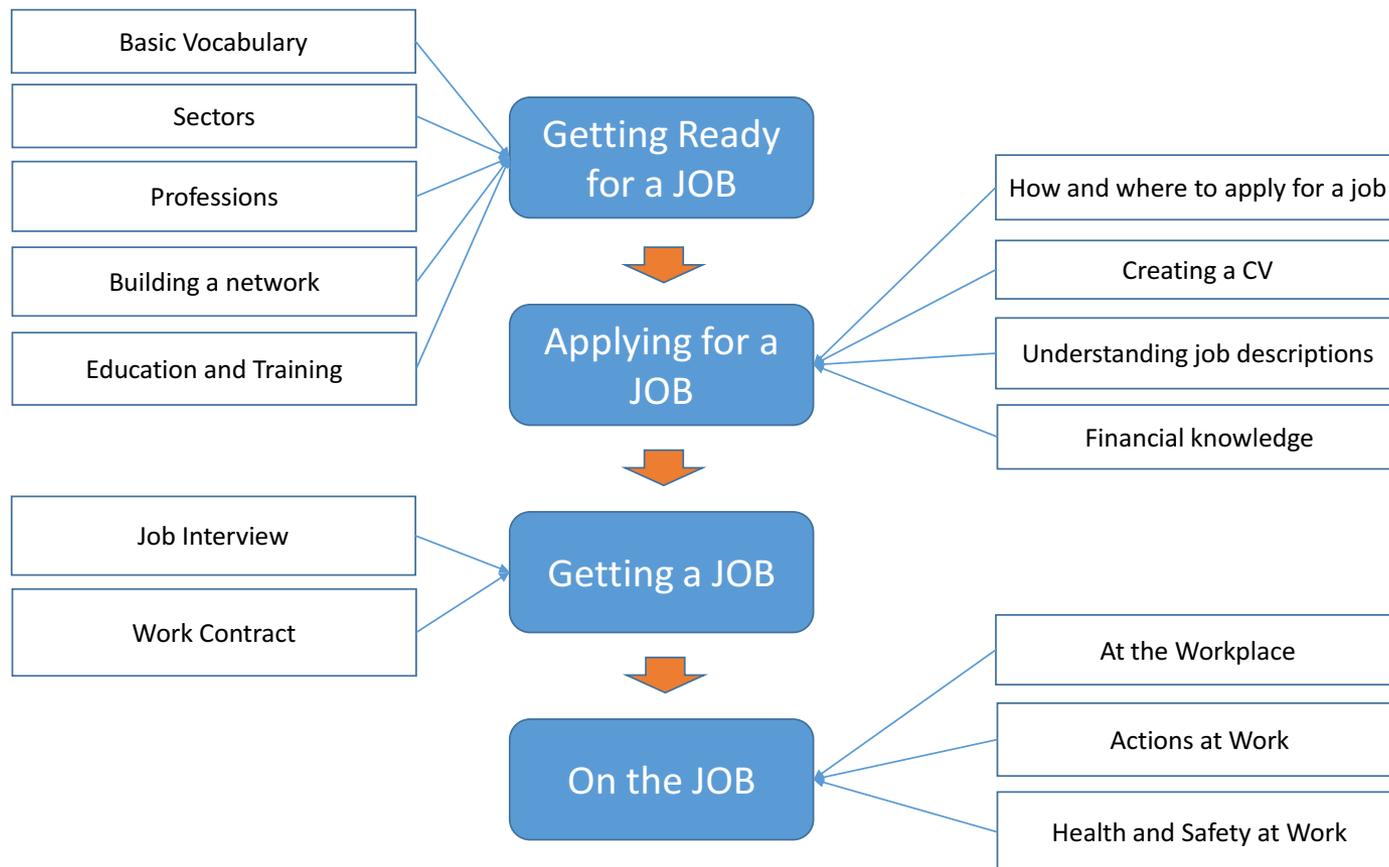
**There are 4 main sections covering
the priority topics for the acquisition
of employment-related language
skills**



divided into 14 sub-sections



STRUCTURE OF WORKIT TEXTBOOK AND PHRASE FAN (2)





STRUCTURE OF WORKIT TEXTBOOK AND PHRASE FAN (3)

- ❑ The **structure** and **content** of all topics and sub-sections are aimed for providing language information and developing communication skills in the target languages with four complementary elements:
 - Vocabulary (words)
 - Phrases
 - Dialogues
 - Exercises

- ❑ The **dialogues** are developed as scenarios for different situations relevant for the four main topics. The **WorkIt characters** are created as hand-drawn illustrations with different cultural and ethnic backgrounds in order to respect a potential multicultural environment of the learning process.

LANGUAGE CONTENT OF WORKIT TEXTBOOK AND PHRASE FAN

- BASIC VOCABULARY
- SECTORS
- PROFESSIONS
- BUILDING A NETWORK
- EDUCATION AND TRAINING

SECTION I: GETTING READY FOR A JOB

SECTION II: APPLYING FOR A JOB

- HOW AND WHERE TO APPLY FOR A JOB
- CREATING A CV
- UNDERSTANDING JOB DESCRIPTIONS
- FINANCIAL KNOWLEDGE

Words and phrases

Dialogues

SECTION IV: ON THE JOB

SECTION III: GETTING A JOB

- AT THE WORKPLACE
- ACTIONS AT WORK
- HEALTH AND SAFETY AT WORK

- JOB INTERVIEW
- WORK CONTRACT



WORKKIT ROUTE (1)

- ❑ It provides necessary *information on work and employment issues in each partner country* such as information on employment offices, accessing VET, searching for vacancies, applying for a job, introducing to labour legislation, employment benefits/rights, taxes, etc.
- ❑ It is developed as a “*work map*” on the labour market specifics of each partner country and provides country-specific information for the process of seeking and finding a job by adult migrants facilitating their access, orientation and participation in the labour market of the respective country.
- ❑ It can be used directly *by adult migrants* for the purposes of labour market integration, but also *by (volunteer) educators* as a language product with variations to test language skills into different practical contexts.



WORKIT ROUTE (2)

It is developed as a paper-based product and as an Online Interactive Tool and contains information on:

LABOUR MARKET IN ...

Basic information about the labour market, growth, leading industries, job possibilities, etc.

CAN YOU WORK IN ...?

Who can work in the country, under what conditions, what permits are required, what documents are needed

WHERE TO LOOK FOR A JOB?

Main institutions, agencies, online, personal contacts and other channels for searching job vacancies, where and how to register for a job

EDUCATION AND TRAINING

Where and how can you sign up for a language course, VET course, job-specific course, etc.

APPLYING FOR A JOB

Procedures, documents, interviews, etc. that are standard in the country

EMPLOYMENT CONTRACTS

Types of contracts, basic specifics they include

WORKING HOURS

What are the working hours per week, month, year; paid and unpaid leave; official non-work days, etc.

PAYMENT

Minimum wage, taxes, insurances, bonuses, benefits, etc.

USEFUL LINKS

Institutions, agencies, training providers, online resources, etc.



ONLINE INTERACTIVE TOOL

Available on the project website with the following sections:

- ✓ **Job Seekers' Language:** words and phrases necessary to prepare, apply, get and perform a job as well as audio-supported dialogues revealing some communicative structures
- ✓ **Job Seekers' Route:** animated map of the job seeking procedures following the WorKit Route
- ✓ **Job Seekers' Tips:** communication styles, body language, interview tips



MOBILE APP

- ✓ It provides audio with survival phrases in Dutch, Bulgarian, English, Italian and Spanish for on-the-spot support in different employment-related situations.
- ✓ The audio content is supported in Arabic, English, Polish, Romanian, Russian, and Turkish.
- ✓ The mobile app can be accessed via the project website.



TECHNIQUES FOR USE OF THE KIT

- It will take approximately 10 sessions to complete the full WorKit training programme.
- Between the sessions, students are expected to do homework.
- The overall training schedule gives educators a general framework for the programme. The overall schedule is followed by relevant exercises to stimulate the learning process and positive group dynamics.
- If the educator decides to have weekly sessions, the WorKit training programme takes students about four hours a week, including homework.



SUGGESTION FOR LEARNING STRUCTURE

NUMBER OF SESSIONS: 10

DURATION PER SESSION: 1h 30m



SESSION 1. INTRODUCTION AND ACQUAINTANCE

Duration: 1h 30m

STRUCTURE:

- Personal welcome by the trainer
- Presentation on the project aims and the WorKit learning materials
- Students present themselves

LEARNING ACTIVITIES:

Students participate in physical / energizing activities for building up confidence and a safe environment for sharing information and feelings.

MATERIALS: Powerpoint presentation; WorKit printed materials (Textbook, Phrase Fan and Route); Project website with Online interactive Tool and Mobile App

RESULTS

At the end of the session students will

- be informed on the project details
- know how to use the WorKit materials



SESSION 2. GETTING READY FOR A JOB (PART 1)

Duration: 1h 30m

STRUCTURE:

- Activities and exercises to develop elementary language skills in relation to job seeking
- Preview of the next session

LEARNING ACTIVITIES:

- Physical, energizing activities to build trust
- Listening to audio recordings from the website (skill: listening)
- Exercises in small groups
- Instructions for homework

MATERIALS: Textbook, Phrase Fan, Route, Online Interactive Tool (for homework)

RESULTS:

At the end of the session students will

- understand information in the local language on documents and qualifications they need to be able to work
- be able to explain in the local language that they are looking for a job and what kind of a job
- gain (language) knowledge on how to build a network



SESSION 3. GETTING READY FOR A JOB (PART 2)

Duration: 1h 30m

STRUCTURE:

- Preview of the previous session 'Getting ready for a job'
- Continuation of activities and exercises to develop elementary language skills in relation to job seeking
- Evaluation

LEARNING ACTIVITIES:

- Physical, energizing activities to build trust
- Interviews: building short dialogues or chats using themes from the phrasebook (skill: speaking)
- Case studies
- Instructions for homework

MATERIALS: Textbook, Phrase Fan, Route, Online Interactive Tool (for homework)

RESULTS:

At the end of the session students will

- understand information in the local language on documents and qualifications they need to be able to work
- be able to explain in the local language that they are looking for a job and what kind of a job
- gain (language) knowledge on how to build a network



SESSION 4. APPLYING FOR A JOB (PART 1)

Duration: 1h 30m

STRUCTURE:

- Activities and exercises to develop elementary language skills in relation to applying for a job
- Preview of the next session

LEARNING ACTIVITIES:

- Physical, energizing activities to build trust
- Exercises in small groups: reading and answering questions on 'understanding job description' (skill: reading)
- Instructions for homework

MATERIALS: Textbook, Phrase Fan, Route, Online Interactive Tool, Mobile App (for homework)

RESULTS:

At the end of the session students will

- know how and where to apply for a job
- be able to create a cv in the local language
- be able to understand job descriptions
- gain language knowledge on financial matters



SESSION 5. APPLYING FOR A JOB (PART 2)

Duration: 1h 30m

STRUCTURE:

- Preview of the previous session 'Applying for a job'
- Continuation of activities and exercises to develop elementary language skills in relation to applying for a job
- Evaluation

LEARNING ACTIVITIES:

- Exercises in small groups
- Writing a cover letter / own cv (skill: writing)
- Instructions for homework

MATERIALS: Textbook, Phrase Fan, Route, Online Interactive Tool, Mobile App (for homework)

RESULTS:

At the end of the session students will

- know how and where to apply for a job
- be able to create a cv in the local language
- be able to understand job descriptions
- gain language knowledge on financial matters



SESSION 6. GETTING A JOB (PART 1)

Duration: 1h 30m

STRUCTURE:

- Activities and exercises to develop elementary language skills in relation to job interview and work contract
- Preview of the next session

LEARNING ACTIVITIES:

- Plenary exercises
- Practice asking and answering questions on personal skills, experiences and qualifications (skill: speaking)
- Instructions for homework

MATERIALS: Textbook, Phrase Fan, Route, Online Interactive Tool, Mobile App (for homework)

RESULTS:

At the end of the session students will

- be prepared for a job interview
- gain language knowledge on work contract



SESSION 7. GETTING A JOB (PART 2)

Duration: 1h 30m

STRUCTURE:

- Preview of the previous session 'Getting a Job'
- Continuation of activities and exercises to develop elementary language skills in relation to job interview and work contract
- Evaluation

LEARNING ACTIVITIES:

- Plenary exercises
- Listening to audio recordings from the website (skill: listening)
- Role-play: recreating situations of a job interview similar to the ones in the phrasebook (skill: speaking)
- Instructions for homework

MATERIALS: Textbook, Phrase Fan, Route, Online Interactive Tool, Mobile App (for homework)

RESULTS:

At the end of the session students will

- be prepared for a job interview
- gain language knowledge on work contract



SESSION 8. ON THE JOB (PART 1)

Duration: 1h 30m

STRUCTURE:

- Activities and exercises to develop elementary language skills in relation to the work place, actions at work, health and safety at the work place
- Preview of the next session

LEARNING ACTIVITIES:

- Plenary exercises
- Matching actions with respective words (skill: reading/comprehension)
- Words scramble (skill: reading/comprehension)
- Instructions for homework

MATERIALS: Textbook, Phrase Fan, Route, Online Interactive Tool, Mobile App (for homework)

RESULTS:

At the end of the session students will

- be able to ask and answer questions on actions at work
- gain language knowledge on health and safety at the work place



SESSION 9. ON THE JOB (PART 2)

Duration: 1h 30m

STRUCTURE:

- Preview of the previous session 'On the Job'
- Continuation of activities and exercises to develop elementary language skills in relation to the work place, actions at work, health and safety at the work place
- Evaluation

LEARNING ACTIVITIES:

- Plenary exercises
- Listening to audio recordings from the website (skill: listening)
- Exercises in small groups: choose a profession and write a description of the tasks and actions needed to perform your day-to-day activities (skill: writing)
- Instructions for homework

MATERIALS: Textbook, Phrase Fan, Route, Online Interactive Tool, Mobile App (for homework)

RESULTS:

At the end of the session students will

- be able to ask and answer questions on actions at work
- gain language knowledge on health and safety at the work place



SESSION 10. FINAL FEEDBACK

Duration: 1h 30m

STRUCTURE:

- Evaluation activities to measure results and get feedback on the training program and the learning materials

LEARNING ACTIVITIES:

Plenary discussion with plenty of space for each students' personal views and experiences

RESULTS:

At the end of the session students will

- share his/her experience with the training and his/her progression in the local language
- give feedback on the WorkIt materials



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This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.