

**PREDIS**

**PREVENTION OF EARLY  
DROPOUT OF VET THROUGH  
INCLUSIVE STRATEGIES OF  
MIGRANTS AND ROMA**

Prototype

Linking Creative Innovative Methods to Work Related  
Language Learning for Migrants and Roma

# THE PREDIS PROJECT TEAM

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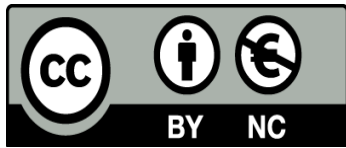
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# Prototype

## Linking Creative Innovative Methods to Work Related Language Learning for Migrants and Roma

### 1. Build-up of the Unit.

This unit handles the topic of how to incorporate creative innovative methods (*Music, Rap, and Social Drama*) to advance work related language teaching and learning for migrants and Roma. The aim is to tackle ESL while also fostering swift labour market integration. The unit first describes background theoretical aspects and benefits of the methods. Second, it presents a draft of modules. The whole module is a draft for further orientation.

### 2. Theoretical Background Issues and Benefits

In order for migrant youngsters to be effectively integrated into vocational training, employment and society at large, it is essential for them to first acquire the necessary language competencies. Language has been identified as resource for everyday communication, education, training, professional development and integrating into work. The increasingly complex heterogeneous contexts of learning which involve learners of different learning levels, language, cultural and social backgrounds demand the development of innovative methods of teaching and learning. In addition to conventional didactics, creative methods such as Rap, lyric, music, storytelling and narration, drama and theatre have been developed in the area of foreign language teaching and learning.<sup>1</sup> The following inherent advantages they offer are pursued by PREDIS:

- Benefits of multi-sensory learning
- Awakening interest and motivation of learners
- Promoting diversity and intercultural experiential learning
- Building effective interpersonal and work place communication skills
- Building social competencies and fostering inclusive learning, positive group dynamics and intercultural team building skills
- Fostering training exercise in basic competencies through rhythmizing language

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<sup>1</sup> The Centre for Applied Linguistics and Special Languages at the University of Hannover is a leader in this area. See for example the works of Mathias Perner: <https://www.youtube.com/watch?v=mg3NVB2Dqvg>

- Heterogeneous curriculum

Therefore, through creative innovative methods, it is possible to approach diversity as a resource not as a deficit. So far, however, the language teaching and learning contents have been mainly oriented around the linguistic competencies of learners and have not integrated concepts of the labour market. Subsequently, language teaching and learning have not been designed to fit the prospective work related requirements of learners of a migration and Roma background. In this connection, the integration of a structural focus in foreign language acquisition has recently been identified as a necessary step and effective way of accelerating social and economic integration. The new paradigm of integration places emphasis on the work-related language instruction. Therefore this PREDIS module emphasizes the importance of linking language learning for basic daily life-communication with language learning for employment integration.

### **Benefits of multi-sensory learning**

Whilst promoting cognitive competencies, the described creative methods simultaneously address the three styles of learning: (a) verbal and auditory (c) kinesthetic (d) visual. This is made possible through the learn materials which combine rhythmatization of language through lyrics and sound (.i.e. linking concepts in texts to musical instruments), movement (performance i.e. role plays, drama, theatre) images (objects, costumes, other materials).

### **Awaken interest and motivation of learners**

The lack of motivation amongst learners has been identified as one of the major causes of VET dropout. Through the creativity of the methods, VET trainees have the opportunity to move beyond learning in conventional settings and experience creative learning which taps into their existing competencies and talents, prior knowledge, professional experience and interests - in a relaxed environment against the background of the challenges of migration, multiple discrimination and possible traumatic experiences - without necessarily addressing the complex causes. In addition, learners actively participate and are placed at the centre of both the learning process and the production of learning materials. Moreover, their imagination is stimulated and incorporated. Furthermore, outcomes are immediate and tangible.

### **Promoting diversity and intercultural experiential learning**

Migrants usually come from musicalized and rhythmic societies. By building on learners' natural social environments, creative methods provide continuity, allow for consolidation of cultural meaning and counteract loss of cultural meaning through processes of cultural translation in a context of the fragmented biographies and complex trajectories. At the same time, creative methods stimulate the intercultural dimension and reflection on at least three levels:

#### **(1) Amongst the culturally and socially heterogeneous learners themselves**

Intercultural competencies are key for societal integration in today's ever growing context of diversity. VET trainers have talked about social conflicts which have been manifested in the classrooms due to intra-differences amongst homogenous social groups – as a result of the

combination of a complex background plagued by tensions accrued to religious differences, entanglements with geo-political processes and their societal articulation. Performative teaching and learning of foreign language can contribute towards greater intercultural competencies and tolerance amongst these groups of learners. Through intensive participation in the joint production of music (Rap, Lyric), drama or theatrical performance, learners have the opportunity to experience cognitive-emotional confrontation with co-learners of different value orientations in a safe, guided and controlled place. Through exchanging ideas, talents and intensive communication, learners build dialogical relationships and strengthen intercultural competencies.

## (2) Amongst trainers and teachers of heterogeneous classrooms

When working with creative methods and migrant and Roma groups, it is important for teachers and trainers to be aware of and avoid a cultural deficit orientation or reductionist approaches. Studies have shown that cultural deficit and reductionism are not only widespread in the educational systems, institutional structures and settlement practices but they also present an important theme for migrants. Migrants and Roma sometimes express a deficit orientation to themselves and amongst each other. They are situated in the poles between the reductionist perceptions of settlement societies and the self-reductionist perceptions and deficit perceptions of other migrants and Roma. In the latter case, for example, due to experiences with marginalization and lack of role models, some learners may develop a tunnel vision through which they limit their self-definition in terms of the entertainment industry and thereby pursue a narrow career path. It is therefore necessary to develop empowerment strategies and critical perspectives. On one hand, learners' strengths have to be identified, acknowledged and strengthened. On the other hand, areas of growth and learning needs have to be identified and met. In other words, it is essential to develop a strength-based perspective.

**Creative methods** deliver an opportunity for the theoretical reflection of cultural diversity in a unique way that permits teachers to creatively and critically reflect on cultures while also enabling them this double sided interaction. One way to do this, is to develop a broader appreciation of the role of music, theatre and drama which play central roles in migrants' and Roma background settings of teaching and learning.

## (3) Interactional

Through immersion into the new language, the migrant learners and teachers oscillate between different cultural dimensions while their subjective perceptions and individual action competencies are linked with the employment world.

### **Building effective interpersonal and workplace communication skills**

Effective communication is fundamental to successful workplace integration in the variety of sectors especially those directly demanding interpersonal interaction with customers on a

regular basis such as healthcare, social work, teaching, customer service, etc. Performative teaching and learning using creative methods provides a framework for developing effective communication skills through promoting creative self-expression and self-presentation, fostering the development of concise and coherent content given that learners have to create organized meanings and consistently practice to perfect it for presentation before an audience. At the same time, learners and VET trainees develop effective interpersonal skills and teambuilding competencies, problem solving and conflict resolution skills due to the intensive work and interaction in groups for the attainment of task objectives.

### **Social competencies, inclusive learning, positive group dynamics and intercultural team building skills**

Due to the intensive incorporation of teamwork and group interaction methods, performative teaching opens avenues for promoting holistic learning and assessment of the individual by enabling a move away from cognitive assessments only, to including assessments of the social competencies and creative skills both of which are gaining central importance for labour market and societal integration. The involvement of migrants in identification of norms and core values of their background societies on one hand and on the other the society of destination is important.

## **3. Modules: Rap and Role Play Scenarios**

The contents of the modules are concise with very few instructions. The trainer/teacher distributes different labour market oriented themes amongst prospective and current trainees who flesh them out with their own ideas and compile them into rhyming lyrics or role plays.

### **3.1 Theme: Job Interview Skills**

#### **Objectives:**

To familiarize VET trainees and other newcomers with the recruitment processes and enable them identify their individual competencies, marketable skills and knowledge as well as develop and apply effective communication and presentation skills through organizing content and frequently exercising oral and creative expression using drama and role play in the context of second language teaching and learning.

#### **Technique: Rap and Role play**

Trainees of a migration background practice interview skills. During a job interview workshop delivered by VET trainers or language teachers, they learn about the different types of job interviews and gain insights into what employers search for in prospective candidates. They also learn about the interview process including the interview preparation, the introduction, the behavioural and scenario questions and the necessary interview strategies for handling them. Through either rap or role play and drama, they practice what they have learnt and use sample interview questions drawn from the internet. Trainees create different mock interview settings ranging from panel interviews, telephone interviews, and skype interviews. They exchange different roles of interviewer/interviewee and the interviewer asks questions which



an individual interviewee responds to. The VET trainers and language teachers observe the role play and the debriefing and make suggestions for improvement in light of the actual requirements of real job interviews.

**Instruments:** Drums and other musical instruments

**Costumes for interviewees:** Professional attires corresponding to the various organization's cultures or relevant occupational specific wear.

## **3.2 Theme: Destigmatizing Vocational Education**

**Aim:**

To acquire critical knowledge and link it to breaking down stereotypes and increasing trainees' motivation, interest and propensity for job retention

**Technique: Rap or Social Drama**

Trainees of a Roma and migration background stage an environment in which the various perspectives that undervalue vocational training in general are raised, reflected and transformed. The same is done to the specific sectors within the vocational sector itself which are misconceived as lower status relative to other vocational training sectors. Trainers observe and help trainees develop new perspectives. They develop a play with rap section.

## **3.3 Theme: Networking and Introductory Statements**

**Aim:**

**To strengthen networking competences and improve trainees' presentation and professional communication skills**

**Technique: Rap**

Each trainee is required to develop an introductory statement which is a summary of their skills and occupational field. Each trainee raps their introductory statement. The introductory statement is meant for informal and formal networking with prospective employers and trainees target industry. The VET trainers and language teachers prepare and describe the tasks, observe and make suggestions for improvement. Networking is a very effective job search strategy.

## **3.4 Theme: Job Search Skills**

**Aim:**

**To increase trainees' knowledge of the labour market and competencies for effective job search**

**Technique: Rap**

Teachers, trainers and other professionals develop and deliver 3 job search workshops in which learners and trainees learn about: the job search strategies including how to navigate the complex web of resources for labour market search.

## **Activity I Work-related language learning through Job-Monster Activity**

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### **Tasks**

1. Teacher, trainers and other professionals access one of the links below from Monster. They printout a job description of their choice which mirrors career interests of their learners. Learners are split into groups of four and asked to familiarize themselves with the contents of the job description and develop matching skill sets to present before a prospective employer in a job interview setting. The skills should meet the requirements of the job description.
2. In the second part, VET trainees, learners and other newcomers perform rhymes of labour market research using what they have learnt as background knowledge.
3. In a third part, the different groups present before the class.

<b>Job Search Engines: Monster</b>	
<b>Country</b>	<b>Online Links</b>
Austria	<a href="https://www.monster.com/jobs/q-austria-jobs.aspx?">https://www.monster.com/jobs/q-austria-jobs.aspx?</a>
Germany	<a href="https://www.monster.de/en/">https://www.monster.de/en/</a>
Italy	<a href="https://www.monster.com/jobs/q-italy-jobs.aspx?jobid=196973341">https://www.monster.com/jobs/q-italy-jobs.aspx?jobid=196973341</a>
Rumania	<a href="https://www.monster.com/jobs/q-romania-jobs.aspx?">https://www.monster.com/jobs/q-romania-jobs.aspx?</a>
Slovenia	<a href="https://www.monster.com/jobs/browse/q-slovenia-jobs.aspx">https://www.monster.com/jobs/browse/q-slovenia-jobs.aspx</a>

## Activity II; Work related Language Learning through Sign-Up to LinkedIn

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<b>Job Search Engines: Sign-Up to LinkedIn</b>	
<b>Description</b>	Educationists or other practitioners organize a workshop in which they support learners, trainees and other newcomers to set-up a LinkedIn account.
Methods	Trainers go onto the LinkedIn sign up page which is presented below and show the different sections, pointing out what is of crucial relevance. They demonstrate how to set up an account and explain data protection. They explain the benefits, and disadvantages, if any, and ask interested participants to setup an account during the session. Participants who do not wish to set up an account, demonstrate to the class how to setup an account. Participants write a basic resume and upload it. In a follow-up session, they improve their resumes and create a rap that describes, what LinkedIn is, the benefits, disadvantages and the process of getting acquainted with LinkedIn.
Tools	<a href="https://www.linkedin.com/company/sign-up-to/">https://www.linkedin.com/company/sign-up-to/</a>
Evaluation	Participants evaluate the exercise in groups.
Source	LinkedIn

## Activity III: Work related language learning through job search engines

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### Tasks

Participants are familiarized with the additional job search engines: Trainers go onto the job search engines presented below and show the different sections, pointing out what is of crucial relevance. They demonstrate how to apply for jobs under the different categories.

Job Search Engines	
Type	Online Links
Indeed	<a href="https://www.indeed.jobs/career/SearchJobs/">https://www.indeed.jobs/career/SearchJobs/</a>
CareerBuilder	<a href="https://www.careerbuilder.com/">https://www.careerbuilder.com/</a>
Simply Hired	<a href="https://www.simplyhired.com/">https://www.simplyhired.com/</a>
Adecco	<a href="https://www.adecco.com/">https://www.adecco.com/</a>

## 3.5 Theme: Resume Writing Skills, Self-Awareness and Career Pathways Development

### Aim:

To enable trainees identify their strengths, develop a concise marketing template and streamline their ideas

### Technique: Role Play

**First**, Teachers, VET trainers and practitioners develop and deliver a workshop on CV writing skills using standard templates that are available for the respective European countries. A link to helpful online resources is provided below.

**Second**, trainers work with learners to discuss and map the different career pathways for each learner. Learners identify their desired occupational fields as well as their strengths (skills) and weaknesses (areas of growth). Learners develop their individualized resumes and present them to the prospective employers (*the class*) using role plays in which their strengths are narrated and accentuated through different musical instruments and other objects. They perform a dance and narrative between the weaknesses and strengths and thereby show how trainees work towards overcoming weaknesses.

### Link to online Resources for developing CVS

**Source: Europass Curriculum Vitae.**

- <https://europass.cedefop.europa.eu/documents/curriculum-vitae>

### **3.6 Theme: Communication with a customer in a business environment, services sector or a patient in a healthcare setting.**

**Aim:**

To build workplace oriented communication skills, remove barriers and facilitate a faster integration into employment through creative learning

**Technique: Rap and Role Plays**

VET trainees and other newcomers learn about communicating with customers and clients using techniques of listening, interpreting, paraphrasing, interviewing, telephone support, customer service, courtesy and non-judgemental approach, etc. They also learn about how to deal with difficult situations and use language for de-escalation.

**Tasks:**

Learners in groups familiarize themselves with the above scenario and come up with ways of illustrating the named techniques of customer service through role plays and rap music. They act a best scenario and a worst scenario. Learners and trainers evaluate the exercise.

### **3.7 Theme: Teamwork and Workplace Ethics**

**Aim:**

**To reflect teamwork competencies using work-related language learning**

**Technique: Rap and Role Plays**

Trainers, teachers and other professionals including representatives of Roma and migrant associations deliver workshops on teamwork and workplace ethics.

**In the first session**, concepts of self-awareness are developed through games like true colours for personality traits. Learners perform raps in groups and role plays on their identities from true colours. In the process, learners familiarize themselves with the identities of their fellow learners or newcomers. Through experiential learning, learners learn to acknowledge individuality and value differences.

**In the second session**, aspects like sharing resources, reliability, and punctuality are introduced. Also cooperation, negotiation and constructive conflict resolution skills are transferred during the workshop and applied by VET trainees, learners and other newcomers in project work involving the production of rap lyrics and role plays.

**In the third session**, concepts of inalienable and equitable human worth and human dignity are learnt together with concepts of self-awareness.

**In the fourth**, session, learners learn about the articulated and un-articulated expectations at work places (i.e. time keeping and timely tasking, openness to learning on the job).

## 4. Literature

1. Sprachförderung und Interkulturelle Pädagogik. Ein Modellprojekt zur Förderung der Kooperation von Kindergärten und Grundschulen. Dokumentation zur wissenschaftlichen Weiterbildung, Bd. 48. Heraus gegeben von Susanne Hermeling, Ulrich Bensmann, Uta Funke und Claudia Wilke. Zentrale Einrichtung für Weiterbildung, Universität Hannover