# SPEAKEASY

Development of interactive recreational language learning strategies for migrants in real-life situations

519162-LLP-1-2011-1-AT-KA2-KA2MP

Lifelong
Learning
Programme

SPEAKEASY
519162-LLP-1-2011-1-AT-KA2-KA2MP

**THE SPEAKEASY METHODOLOGY**
Teaching methods and requirements for the Speakeasy language clubs

Lifelong
Learning
Programme

SPEAKEASY
519162-LLP-1-2011-1-AT-KA2-KA2MP

**THE SPEAKEASY METHODOLOGY**
Teaching methods and requirements for the Speakeasy language clubs

By:

IEIEe.V.
Hölderlinplatz 2A
70193 Stuttgart
© Dr. Martin Kilgus, 2012

## List of content

# 1. Introduction to Speakeasy-Language learning clubs / Overview

## 1.1. The Speakeasy Methodology: an overview

The Speakeasy project offers an innovative way for migrants to improve their language skills of the language of their host country. In the framework of language clubs, participants and trainers met regularly in order to experience low-level access to language learning outside traditional classroom settings. There was no specific learning experience needed in order to participate. The focus of the clubs has been the enjoyment of creative activities that promoted and supported the improvement of language skills of a migrant in the host country. In addition to classical teaching methods, games and other playful activities were employed in the sessions. Particularly at the beginning of the club, some ice-breaker activities were used in order to introduce the participants to each other.

The competence of the trainers has an important role within a club that aims at increasing linguistic skills of participants. Since participants of the clubs have been migrants living in EU countries, clubs in the Speakeasy project either consisted of mixed groups of migrant participants coming from various countries, or had participants from one country of origin only. Participants who came from the same country of origin shared one native language.

Ideally, in this case the trainer was a bilingual person speaking both the language of their country of origin and the language of the host country. The teaching itself has been based on some main principles: group dynamics and communicative learning, participative methods and inclusive teaching, as well as the use of motivation-raising methods.

Experience has shown that group dynamics often can work miracles. Acting, learning and laughing together, copying each other's behavior or competing with each other – all this can fill the participants with joy and energy. Guided group instruction can take advantage of the dynamics of a joint learning experience; the learning process itself takes place almost as a side effect. The trainers of the Speakeasy clubs in the different countries have largely shared this experience. Communicative learning is a form of learning based on constant interaction of trainer and learner as well as within learners. The interaction takes place in form of diverse ways of communicating that can consist of signs, sounds, words, looks, phrases, stories, body contact, letters and many other specifics. In the sports clubs, for instance, motion sequences have been demonstrated and repeated several times. The same is true for cooking clubs or drama clubs where participants were able to see and follow a demonstration in order to copy or simulate this demonstration.

The participative method, in turn, 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 a passive one of a receptor of the training methods to an active participant, becoming, as such, the subject of the learning process.

In addition to the improvement of language skills, the clubs also aimed at communicating

some subject-specific background knowledge during class sessions, whose topics differed from club to club. It is hoped that these newly acquired skills will positively influence the integration process of the participants, and that they will be able to use them in their everyday life.

The Speakeasy language clubs are split up into:

- Social activities
- Personal activities and exchange
- Public activities
- Occupational use of newly acquired language skills
- Educational and learning activities supporting lifelong learning

Clubs offered are:

- Cooking Club
- Game Club
- Breakfast Club
- Café Club
- Book Club
- Drama Club
- Radio show Club
- Writing Club
- Sports Club

The clubs will help participants to:

- increase their vocabulary in the language of their host country
- increase their ability to understand the language of their host country
- increase their skills for basic and advanced tasks in the language of their host country
- learn about specific characteristics of written language
- experience use of host country's language as a positive enrichment in their daily life
- have fun to communicate, to socialize and to acquire new skills
- ease integration into host country's society.

## 2. Description of the Methodology

### 2.1. Principles and Methodology

The focus of the club should be the enjoyment of creative activities promoting and supporting the improvement of language skills of the host country of a migrant. In addition to classical teaching methods, games and other playful activities will be employed. Particularly at the beginning of the club some icebreaker activities are recommended to introduce the participants to each other.

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)

The trainer has an important role within a club intended to increase linguistic skills of participants. Since participants of our clubs and migrants living in EU countries, clubs could either consist of mixed groups of migrant participants coming from various countries. Another option is to have participants from one country of origin only. Participants coming from the same country of origin will share one native language. Thus, the trainer could be a bilingual person speaking both the language of their country of origin and the language of the host country. It is important to note that the trainer or teacher should have excellent linguistic skills in the host country's language (C1 or C2) in order to guarantee a proper acquisition of new linguistic skills in this language for the learners.

### 2.2. Group Dynamics

Experience has shown that group dynamics often can work miracles. Acting, learning and laughing together, copying each other's behavior or competing with each other – all this can fill the participants with joy and energy. Although this is a well known phenomenon, we are not necessarily consciously aware of it. It often happens without being planned and completely uncontrolled and can occur in many everyday situations.

Guided group instruction takes advantage of the dynamics of a joint learning experience; the learning process itself takes place almost as a side effect. The participants experience only the positive effect – possibly a welcome change and an enriching experience.

Since some clubs might concentrate more on migrant women as participants. Gender specific groups may allow migrant women to act more freely and under less observation

by the other gender. For migrant target groups which are difficult to reach out to, familiar groupings and social network can be maintained in the club: A group of women consisting of relatives and/or friends getting together once a week in order to exercise. The instruction itself becomes secondary, the get-together with the other members of the group gains in importance. Ethnic, cultural and religious aspects are taken into consideration and therefore do not interfere with an informal, successful get-together. In a best case scenario, the individual group members support and help each other if one of them has problems and encourage each other to continue the club.

## 2.3.    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. In sports clubs for instance, motion sequences should be demonstrated and repeated several times; it should be taken care that all participants have an unobstructed view of the demonstration. The same is true for cooking clubs or drama clubs where participants should also be able to see and follow a demonstration in order to copy or simulate this demonstration.

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 exercises should be explained slowly and clearly.

The didactic focus of the creative clubs such as cooking or drama is independent from the work with the club material. The learning process in the creative area takes place through the participants' own activities as well as their exposure to works of arts by artists or actors of their own and other cultures. Therefore, visits of cultural facilities (e. g. museums, theatre) followed by a discussion of participants' experiences in a comfortable environment should be scheduled.

The trainer should make sure that the participants develop an interest in and realize the personal benefits of the club contents already during the first session. This realization should be expanded further during the entire club. In order to avoid theoretical contents becoming "dry" and evoking feelings of resignation or excessive demands, the theoretical learning units should include practical and playful elements. Particularly frontal teaching methods should be avoided in order to foster and maintain the participants' interest in and enjoyment of discovering the photographic medium. Personal experience should play a central role in the learning experience, and opportunities for personal applications should be pointed out as much as possible.

## 2.4.    Participative Method and inclusive teaching

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 perceptor of the training methods to active participation and becomes the subject of the learning process.

The trainer uses methodology, which enables him/her to contact the participant exactly in the point of his personal development, he or she is already at, and build up on his/her own experience and skills. This helps to avoid the gap which could exist between expectations of the trainer and the level of the knowledge and skills of the participants. Important part of the skills of the trainer is active listening, facilitating the group dynamics and sensitively reacting to needs of participants. They became 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.

Dealing with emotions and emotional states of the group members is an integrative part of the learning process as well. The meta-skills of the trainer are characterized as the ability to interact in a way which creates an atmosphere of trust and appreciation between the group members, respecting the personal processes of participants, even the right not to grow or learn. These meta-skills lets the transforming potential of the group dynamics develop into the real power for learning and personal development both of the participants and the trainer.

Inclusive teaching or inclusive training in a club means recognising, accommodating and meeting the learning needs of all participants. It means acknowledging that learners have a range of individual learning needs and are members of multi-diverse communities: a Muslim learner with a disabling medical condition may also have English as an additional language and be a single parent. Inclusive teaching avoids pigeonholing learners into specific groups with predictable and fixed approaches to learning. Even if you clubs cater towards one specific ethnic group of migrants, i.e. Muslim women or refugees, methods of inclusive teaching need to be applied.

Inclusive teaching means to:

- takes a coherent approach which is foreseeing and proactive,
- has a strategy for delivering equal opportunities and diversity policies for all,
- matches provision to needs of learners,
- incorporates regular reflection, review, supervision and refinement of strategies and methods that actively involve learners with a lower educational achievement of migrant background.

## 2.5.    Motivation-Raising Methods

The purpose of the communication of subject specific background knowledge during class sessions is an increased motivation in regard to the club contents 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.

Partner exercises, games and similar methods not only introduce variety into the sequence of units but also increase motivation, set a relaxed atmosphere to facilitate communication and encourage independent activities. As far as creative modules are concerned, a small bazaar or exhibition with the participants' own works could be organized. A larger exhibition in an educational center or similar place might also be possible. Exhibitions of and recognition for the self-made pieces increase the participants' public image, strengthen their self-confidence and at the same time allow the public a glimpse of domestic structures that so often exist only in isolation from the majority society.

## 2.6.    Methodology elements on Language learning used in the clubs

Some pre-requisites will guarantee that the clubs work successfully. It is important to note that Speakeasy Clubs are no language course. The clubs do not replace standard language courses or integration courses which are mandatory in some EU countries. The clubs intend to offer a relaxed atmosphere for migrant participants who are not experienced with traditional learning or self-guided learning and who are not able to afford expensive language courses at a private school.

Basic methodological elements of Speakeasy Clubs are:

- Include references about A1 requirements
- Grammar structure – structure of simple sentences
- Vocabulary lists covering specific themes or fields of daily activities
- Use of easy language

- Teachers will prepare content of lessons (i.e. shopping list for cooking; parts of the body for sports, elements on a theatre stage etc.)
- Posters on the wall with photos and names of i.e. fruits, types of cloths etc.
- Numbering and weights, counting, greetings
- Signs and their meaning (i.e. warning signs on food)

# 3. Description of Clubs

The Speakeasy consortium developed and piloted different language clubs in various European countries. Despite the different target groups all clubs share the same methodology and techniques for social inclusion of participants, easy to follow didactics, individual and group based exercises and – most important – the aspect of fun and socializing with other participants.

| Club | Created in | Target group | Products |
|------|-----------|--------------|----------|
| Breakfast Club I | Spain | Migrant parents of youth with problems to learn Spanish language | Club curriculum with vocabulary list and exercises |
| Breakfast Club II | Spain | Immigrants from Arab countries to learn Spanish language | Club curriculum with vocabulary list and exercises |
| Cooking Club | Italy | Women from Morocco, Tunisia and Bangladesh | Club curriculum with vocabulary list and recipes |
| Cooking Club II | Spain | Immigrants (irregular) to learn Basque language | Club curriculum / with vocabulary list and recipes |
| Radio Club | Austria | Migrants from various countries | Club curriculum with exercises and vocabulary list/ downloadable Radio Shows |
| Book Club | Austria | Migrants with Turkish background | Club curriculum with exercises and vocabulary list |
| News Club | Austria | Mixed migrant group | Club curriculum with exercises and vocabulary list |
| Writing Club | Germany | Turkish migrants | Club curriculum with exercises and vocabulary list |
| Sports Club | Germany | Turkish migrant women | Club curriculum with exercises and |

| Club | Created in | Target group | Products |
|------|-----------|--------------|----------|
|  |  |  | vocabulary list |
| Drama Club | Lithuania | Migrants from various countries | Club curriculum with exercises and vocabulary list |
| Cafè Club | Lithuania | Club to practice oral expression of Lithuanian language | Club curriculum with exercises and vocabulary list |
| Café Club | Italy | Women above all from Tunisia, Morocco,  other African countries and Bangladesh | Club curriculum with exercises and vocabulary list |
| Book Club | Lithuania | Reading club for learners of Lithuanian language | Club curriculum with exercises and vocabulary list |

<u>All clubs come with:</u>

- - curriculum / description of each club
- - exercises

<u>In addition, Speakeasy provides:</u>

- - recommendations for recruitment of participants
- - materials for intercultural training of trainers / teachers
- - phrase books for selected clubs (where applicable)

# 4. Target groups and recruitment of target groups for the Speakeasy Clubs

## 4.1. Language competence of participants

The Common European Framework of Reference for Languages is an instrument to describe language skills of individuals. Language skills consist of oral skills (talking), reading skills, writing skills and the skills to listen and to understand a language. In principle language skills start at a beginners level and end with the skills of a native speaker.

Participants of Speakeasy Clubs belong to Level A, Basic users.

The following table describes the three levels from A to C and the sublevels A1 and A2, B1 and B2 and C1 and C2:

| Level | A | | B | | C | |
|---|---|---|---|---|---|---|
| Level group name | Basic user | | Independent user | | Proficient user | |
| Level | A1 | A2 | B1 | B2 | C1 | C2 |
| Level name | Breakthrough or beginner | Waystage or elementary | Threshold or intermediate | Vantage or upper intermediate | Effective Operational Proficiency or advanced | Mastery or proficiency |
| Description | • Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.<br>• Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, | • Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).<br>• Can communicate in simple and routine tasks requiring a | • Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.<br>• Can deal with most situations likely to arise whilst travelling in an area where the language is spoken.<br>• Can produce simple connected | • Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation.<br>• Can interact with a degree of fluency and spontaneity that | • Can understand a wide range of demanding, longer texts, and recognise implicit meaning.<br>• Can express him/herself fluently and spontaneously without much obvious searching for expressions.<br>• Can use language flexibly and effectively | • Can understand with ease virtually everything heard or read.<br>• Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation.<br>• Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades |

| Level | A | | B | | C | |
|---|---|---|---|---|---|---|
| Level group name | Basic user | | Independent user | | Proficient user | |
| Level | **A1** | **A2** | **B1** | **B2** | **C1** | **C2** |
| | people he/she knows and things he/she has.<br>• Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. | simple and direct exchange of information on familiar and routine matters.<br>• Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need. | text on topics which are familiar or of personal interest.<br>• Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans. | makes regular interaction with native speakers quite possible without strain for either party.<br>• Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. | for social, academic and professional purposes.<br>• Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices. | of meaning even in the most complex situations. |

Participants with an A1 level

• Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.

• Can introduce him / herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.

• Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Participants with an A2 level

• Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local

geography, employment).

- Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.

- Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.


## 4.2. Female Migrants with Turkish Origin in Germany and Austria

Turkish women in Western European countries constitute the target group of several Speakeasy Clubs. The core target group are female migrants with Turkish background that, due to lack of access to school and out-of-school education as well as vocational training opportunities, have only a low level of education. However, even if they have good education and training, they have very little knowledge or none of their host country's language. The target group of the clubs are primarily women aged 40 and above, who are excluded from the standard offerings of adult education and generally have little access to educational programs. In addition, these women often feel inhibited to participate in a club or learning program since they do not know what to expect.

In order to reach potential participants, the women's social environment must be taken into consideration. Knowledge of their backgrounds facilitates the recruitment of and interaction with these women. In most EU countries the environments of female Turkish migrants with traditional, conservative family structures are characterized by the following:

- Family-centeredness
- Social and ethnic homogeneity
- Locality

The vast majority of female migrants are part of a small family-centered network, their social network consisting mainly of the core family/family of origin. To these can be added relatives by marriage such as the spouses of siblings. In addition to family contacts, a minority of migrants also has friends; contact with those people outside of the family tends to be less frequent than with family members. Only rarely are migrants able to maintain contact with people outside of the family for longer periods.

In addition to family-centeredness, social and ethnic homogeneity are additional common factors of the migrants' social networks. Their relationships within the networks are essentially restricted to people of the same social economic status, level of professional qualification and ethnic origin. While the contacts of employed migrants consists mainly of other employed migrants, friends and acquaintances of unemployed more often than not are also unemployed. The reason for the social homogeneity of the networks of female Turkish migrants can mainly be found in the origin of their contacts: The contacts are either family member – and as such per se homogeneous – or they are maintained relationships with old high school friends. In a few cases, some contacts consist of coworkers or friends made during vocational training.

The third common aspect is the locality of the social networks. In most cases, the migrants live in close proximity, frequently within walking distance, to parents and siblings. It is not only the proximity to the family of origin that is so important, but also the proximity to friends: Since the maintenance of contacts in other areas of the city requires more effort, time and planning, relationships are extremely distance-dependent; contacts in different parts of the city are more rarely maintained. In order for social relationships to thrive, close proximity is therefore a prerequisite.

As a result, for Turkish migrants, the family performs an essential support function – it is a network protecting them from material hardship and social isolation. At the same time, however, it acts like a cage by restricting options and available resources. The restriction of resources and the ambivalence of the strong influence of the family are most clearly visible in their integration into the education and labor market. The close proximity to the family, however, is considered more important: In order to stay close to parents and siblings, female Turkish migrants are willing to accept disadvantages such as qualitatively inferior apartments or living in a stigmatized area of town. It is therefore not ethnic segregation that determines the place of residence, but rather the proximity to the family.

In order to reach and recruit female migrants of Turkish descent strongly rooted in traditional- conservative and religious family structures, special methods and procedures have therefore to be employed. As an example, although the offered clubs target Turkish women, informative material should also be prepared in Turkish addressing the women's husbands and explaining both that the offering addresses exclusively Turkish women and that these additional activities will not result in any negligence of household duties.


## 4.3. Immigrants in Italy, Marche region

The territory of Jesi in province of Ancona, in Marche region, has got about 110,000 inhabitants and has had, in the last 15 years, a great increase of the presence of migrants. Specifically in 2010, the population of Jesi and surroundings was about 109,340 inhabitants; 9.3% of those inhabitants is composed by foreigners (10,163 persons). In particular:

- 5,131 people are from Europe;
- 2,682 from Africa;
- 1,868 from Asia;
- 482 from America.

The most represented groups are from: Romania 19.9%, Macedonia 9.35%, Morocco 9.1%, Albania 6.6%, Tunisia 6.4% and Popular Republic of China 6.3%.

In terms of age the composition is the following: 25% is 0-18 years old, 57% is 19-45 years old, 16% is 45-65 years old and 25% is over 65 years old.

The number of women is increasing: in 2010 57% of migrants were women, in 2006 they were 49%.

In the experience of COOSS MARCHE in its activity of social and care services, it often happens that women, especially those with poor educational background, have a lot of difficulties in the integration in the local communities and first of all in learning the host language.

As an opportunity of integration and intercultural exchange, Speakeasy project offers innovative and creative ways for migrants to improve their language skills of their host country.

In this case, two Language Clubs will be exploited between October 2012 and March 2013: a Cooking Club with a group of women from Bangladesh, Pakistan and Morocco and a Games Club with a mixed target group, with the possibility of a second edition of the piloting of the Clubs.

## 4.4. Immigrants in Baltic countries (examples of Lithuania)

Lithuania has faced problems of large international immigration since 2004 as a result of its joining the European Union. The largest number of immigrants come from Belarus, Ukraine, Moldova, and more recently from China and Turkey.

The phenomenon of international migration is a new challenge for Lithuania. Lithuania has experienced large-scale emigration since the restoration of independence in 1990. Since joining the EU in 2004 it has become a "new" immigration destination, although emigration is still substantial.It comes up to 1% of the total population of Lithuania.

Reasons for migration:family reunification, work studies and a very small percentage who come for other not defined reasons.

Based on the needs analysis, interviews with people working with immigration issues, we concluded that "Books' club", "Café club" and "Drama club" could best cover the needs of the following groups:

1. people who already have basic skills in Lithuanian and would like to improve their skills or people who have no resources to continue language learning

2. people who have no skills in Lithuanian, because they are newcomers or people with low educational background

Target groups: migrants of different nationalities. There is no limit for participation regarding gender or age.

## 4.5. Latin-American, African and other irregular Immigrants (in Spain)

In Barakaldo, the municipality where Goiztiri is located and where we will pilot the Language Clubs, there is a large rate of migrant people from many different countries.

People from Latin-America, Morocco and East-Europe are the largest groups of immigrants living in Barakaldo. In order to deal with the same intercultural character of the community, we would like to create clubs with multicultural participants.

According to the needs analysis exploited through interviews, focus group and questionnaires, and to other points of views given by our stakeholders and from organizations we work with, we concluded that the clubs should cover the needs from people with the following characteristics:

1. People that attend or have attended any Spanish language course:

- Immigrants interested in getting a more practical training to improve their Spanish skills to compliment their theoretical knowledge.
- People that for different reasons are not able to attend formal language courses.

2. People who never have attend a Spanish language course:
- Immigrants that arrived recently.
- Illiterate immigrants in the host language or with a very low educational level.

Regarded to the gender, is not limited to any of them in any club. Nevertheless it will possible happen that according to the specific conditions of the clubs (time-schedule, place, type of club), more men or women will be interested.

## 4.5. Groups of mixed immigrants (case of Austria)

Verein Multikulturell tries to reach migrants with various origins with the Speakeasy Language Clubs. However, in Austria the situation of Turkish women is similar to the situation of women from Bangladesh, Morocco and Pakistan as described from COOSS Marche in Italy.

However, Verein Multikulturell will try to motivate especially women from Turkey with lower education for the language clubs of the Speakeasy Project, but that does not mean that the language clubs in Austria are just offered for migrants from Turkey. Instead of that people with different migration backgrounds should be addressed to promote the intercultural dialogue and a multicultural society.

Therefore it is necessary to contact the participants on different channels; some of possible channels should be mentioned here:

- to distribute flyers and leaflets in migrants' languages and in German
- to present information directly in migrant communities
- to promote this offer in the vocational and educational training of Verein
- Multikulturell
- to contact migrants from previous and on-going projects via e-mailing list, face-to-face, flyers, leaflets and telephone

In connection to the national e-newsletters Verein Multikulturell got a lot of replies from migrant organizations and institutions, which work with migrants. These migrants were really interested in the clubs and were noted in the pre-list of participants.

# 5. Pre-Conditions for successful participation of target groups (intercultural elements, motivation etc.)

## 5.1. Common considerations for successful implementation of Speakeasy Clubs

There are considerations common to all Speakeasy target groups when it comes to recruitment:

- The clubs should be held within the participants' residential area and should be reachable on foot.

- The clubs should be scheduled during morning or early afternoon hours. The time during which the children are still in school, the men still at work and other family members engaged in their own activities has proved most suitable. Female migrants and female members of ethnic minority groups with close family ties can decide for themselves on this time window.

- The participants should be assured that they can withdraw from the clubs at any time. At the same time, they should be assured that they will receive an award or certificate when they successfully finish all ten units of the club.

- It should be pointed out to the participants that the clubs also serve as a meeting place, where they can talk freely about many things less suitable for other environments.

- It should be pointed out to the participants that the club is offered especially for them and caters to their interests.

- In case of inquiries it should be explained that participation in the club does not require reading or writing skills, but that everything can be learned by imitation, participation and talking.

- The instructor should stress that they will have lots of fun together!

- If possible, the club should be offered for free or at a low fee.

- It should be explained to the participants that the first meeting of the club is intended as orientation event with lots of information regarding many different aspects of life.

- In the second unit/session, small agreements between the club provider or instructor and the participants should be signed, in which the entire group promises each other to finish the club together and to always help each other. The agreement can also be signed by the group as a whole, after all implications have been sufficiently discussed. This underlines the important role of the social network that is being formed in and around the club.

- Certain gender-related rules of conduct should be emphasized and participants who do not follow those rules may be excluded from a club or learning offering.

## 5.2. Target group specific considerations for Speakeasy Clubs

Special considerations are applicable to migrants of <u>Turkish origin</u> and the following approach is recommended:

- Address migrants of Turkish descent not as individuals, but as existing groups. This can take place, for instance, in shopping malls, Turkish cultural clubs, at the offices of local authorities, in mosques, schools or through migrant or women's associations.

- The cultural-religious concerns of the target group have to be taken into consideration.

- Initially, the clubs can be attended in normal street clothes. Later on, other options of sportswear compliant with the Islamic dress code will be pointed out.

- The participants should be assured that the club will be led by a woman and that men will only be involved in special capacities such as physician, trainer for specific tasks, etc.

- If necessary, the women should be allowed to bring their babies or toddlers to the club.

- The participants should be assured that they will be among themselves during the club.

- With very traditional, very religious women, the mediation of an imam can be helpful, who can assure the women that, e. g. physical exercise does not conflict with the Quran.

Special considerations are applicable to migrants with a <u>refugee background</u> and the following approach is recommended:

- Address participants with refugee experience not as individuals, but as existing

groups. This can take place, for instance, in shopping malls, cultural clubs, at the offices of local authorities, in mosques, schools or through migrant associations.

- Refugees may suffer from trauma experience. Often refugees do not have access to psychological treatment in their host country. In many cases refugees themselves are individually not aware of the impact their refuge-experience has on them. In clubs based on interaction, confidence building and motivation refugee participants may show emotional outbreaks or might confront the entire group with their personal and individual history of refuge. Trainers need to be prepared and may ask professional psychologists for help in order to mediate within the group and to ensure that all participants feel emotionally safe and comfortable.

Special considerations are applicable to social and ethnic minority groups and the following approach is recommended:

- Depending on the type of educational institutions, the target group may be addressed in various manners. The participants may be contacted via mediators – e. g. community workers, organizations working with the target group and, at the same time, in writing, combined with visual information.

- With regard to the requirement of low threshold activity it is advisable to opt for the contact in person via a mediator who is known to the learners and will be provided with detailed and appropriate information on the aim of the project activities. Avoiding the term of "education" and better introduce a form of club, where participants can discuss their everyday problems, exchange experiences and look for ways of solving issues concerning their needs could be considered.

- The presence of the mediator is welcomed particularly in the first sessions is an advantage. The printed and personalized invitations and posters serve as supportive tools to help the community members remember the exact dates of the activity. The contact between the mediator and the group members is appreciated during the whole lifetime of the club.

- It is not common in some ethnic communities that men and women meet outside their own family structures. If the trainer was a woman, it could less probable that any man will attend the group. Men expect a different approach and leadership by a male trainer.

- This factor also affects the good timing of the club; if a husband returns from work, he expects his wife to pay attention to him and take care of him, not of herself. It is apparent that the best time is late morning, when older children are at school and a woman manages to prepare lunch for her family. During the following phases it is possible to attempt to support women to moderately change these traditions, however, it is necessary to monitor their feedback very closely, whether they

perceive such procedure and boundaries transcending positively or disrupting the certainty inherent in any partner relationship.

- The club agenda could be included as a motivational element for the participants in community services organized by municipalities and towns. It forms an important part of the motivational activities, steering towards the difficult objective of integrating the target group.

- Based on social workers' experience it is necessary to repeatedly invite the participants to each and every meeting in person. Positive experiences are usually not enough for the participants to attend regularly without a personal assurance that they are truly expected. For such situations it is necessary to reserve enough time prior to the start of activities. The target group in this age may already have grown-up children, but can also have younger children or grandchildren, who need to be taken care of at the time when the grown-ups engage in the development of their personalities. Therefore, it is, at the same time, appropriate to organize baby sittings with volunteers or any other free-time or pre-school activities. Some grandmothers help their daughters who may work with taking care of their children. Such service is included in the measures designed to harmonize the family life with the career.

# 6. Resource materials needed / Club environment

## 6.1. Club Location

The building in which the club is held should be in a central location and easily reachable by public transport. For the first session, the participants should be accompanied to the site (maybe by the trainer or the social worker) and should be greeted at the entrance by a representative of the institution. This will help keep concerns and anxiety towards the new experience as low as possible.

Additional considerations on the room setup:

- Bright, but not glaring light, maybe with a dimmer for relaxation periods,

- Good acoustics so that the explanations of trainers/interpreters can easily be understood,

- Restrooms close by.

## 6.2. Setting the Atmosphere

The psycho-emotional wellbeing and feeling of safety within a group are important socio-cultural aspects when working with the target groups, but for various reasons:

Migrants of Turkish origin

Established social indicators of well-functioning networks of women in particular are mutual invitations to tea or light meals. The function of "good hostess" plays an important role in the home country. The good hostess does not only demonstrate hospitality, reverence and respect for their guests, but proves as well her qualifications as housekeeper and cook.

Elements of this "hostess culture" can easily be integrated into the educational work with female Turkish migrants. This increases the women's identification with "their group" or "their club", reinforces the feeling of "we" within the group and the social obligation of regular attendance and attention to the club contents. Already for the first meeting or at the start of a new group, beverages and cookies should be provided by the club provider.

After a while, club participants often start bringing tea or pastries from home. It is a good idea to suggest after the third or fourth session – when the participants have reached a certain degree of familiarity with each other and with the trainer– that they take turns and bring a special dish from home to the sessions. It should be made clear, however, that

the food should be fairly simple and not include elaborate recipes. Turkish Meze (appetizers), cheese or dried fruit are also suitable.

By bringing a dish from home, the participants transfer their function of family hostess to the club. Club instructors or trainers can actively encourage the exchange of recipes, tips on food preparation or other household recommendations.

Small tokens of appreciation, gifts and particularly praise and repeated thanks for the participants that bring beverages, food or self-made articles to the sessions can have a lasting positive impact on successful learning! Instructors or trainers should therefore always be generous with praise and thanks!

Migrants with refugee background and ethnic minorities

Likewise the psycho-emotional wellbeing and feeling of safety are important socio-cultural aspects when working with migrants with refugee backgrounds or traumatic war experiences. This is comparable to the cultural characteristics women of Turkish descent bring into a learning group of adult migrants.

For refugees, networks consisting of family, relatives and people from the same region, the same city or community are very important. Networks are also formed according to religious affiliation and ethnic identity. Within existing networks, there are strict rules for providing for each other, taking care of others in emergencies, hospitality and an always open house for friends.

According to the customs and culture of each country and each minority, the informal style of communication within the group and between trainer and group members should be considered. Addressing each other by first names and in singular, could support the atmosphere of the trust. But the risk of conveying too much intimacy or familiarity should be taken into account.

In certain cases, the younger members of the community could also express their interest to participate in the club, particularly if they are relatives of a participant, like a daughter-in-law etc. Some activities, if taking place close by the living place of the target group, could attract also grandchildren. To some extent, one or two younger participants could bring more enthusiasm and motivation to the group, could even be important supporter for the older family members for his or her safety at the new situation.

Thus, all the Speakeasy Clubs are also suitable for inter-generational learning and inclusion of both younger and older learners in groups mostly consisting of adult learners between 35 and 60 years of age. The clubs have the potential to prepare pathways to new forms of inter- learners' communication thus bridging existing learning barriers caused by age, ethnic background, literacy and former learning experience.

<u>Hospitality and refreshment</u>

Already at the first meeting, the club provider should try to re-create the experience of a "friendly house that welcomes guests with open arms". Beverages and cookies may be provided. The following items are recommended:

- Mineral water (carbonated and non-carbonated)

- Fruit juices (orange, apple, cherry, apricot)

- Black tea (together with sugar, milk)

- Cookies, small pastries

- A small selection of fruits (apples, plums, bananas, grapes)

- A small selection of cheeses (sheep cheese) and olives

- White bread

After a while, club participants often start bringing special foods from home. Many families distill their own schnapps and like to offer a sample to friends and guests. For cultural reasons, the sampling of alcohol in class should not be prohibited. However, strict guidelines should be defined in advance, for instance, that participants may only serve alcohol at the end of a club unit and no alcohol may be consumed during the club.

Other homemade specialties are pickled fruits and vegetables, salty pastries with cheese or fruit and light dishes with lamb. Note: Pickled foods may contain alcohol. This should be clarified in advance.

Important here as well:

Small tokens of appreciation, gifts and particularly praise and repeated thanks for the participants that bring beverages or home-made food to the sessions can have a lasting positive impact on successful learning!

## 6.3. Learning Pace and Breaks

The instructional pace of the clubs 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. 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 (the participants rest in a comfortable position and drink something).

A longer break, which gives participants the opportunity to move freely, to chat or to use the bathroom, is absolutely necessary. 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.

## 6.4.  Trainer Requirements

The trainer must possess the required qualifications to teach the club and sufficient experience in adult education. It should be pointed out that adult education has different requirements and employs different techniques than child education. A women's group should better be led by a woman.

Trainers without migration background should participate in an intercultural sensibilization training in order to be prepared for and understand the specific requirements of the target group. A suitable tool is part of the Speakeasy project.

The following aspects need to be observed and implemented:


- Increase self-esteem and motivation of the participants.
- Plan for sufficient time for information intake and understanding.
- Allocate a lot of practice time.
- Give clear instructions and keep explanations simple.
- Use visual aids (poster, etc.).
- Offer frequent repetitions.
- Always include simple exercises everybody can finish successfully.

The trainer should use a clear, simple language for instruction to make it easy for the participants to understand. Technical terminology should be avoided and complex contexts simplified. If necessary, an interpreter should be called in.

If the trainer herself/himself is not bilingual, an interpreter should be present throughout the club. A major advantage for the implementation of the club is to have skilled trainers with migration and/or ethnic background; this helps tremendously with building up trust with the participants.

Teachers should be well prepared in terms of intercultural communication and the target group's social and cultural background. Creativity, high self esteem, and an appropriate way of nonverbal communication are required. The body language and body contact is also considered a considerable part of the trainers' skills. The latter have to be ready to

listen actively to the participants and to react to their signals with sensitivity and respect.

The ability to facilitate the real everyday life situations of the participants and to show the abilities they have for coping with their burdens is crucial to their social empowerment and raising the self-esteem of the participants. Lack of positive feedback from the society often leads to isolation and segregation, therefore positive feedback to participants is vital to the learning effect in personal development and communication.

The trainer should have skills in dealing with emotions and the difficult life situation and history of the participants. Being aware of unexpected moments of conflict between participants or with representatives of the majority is an important issue regarding the feeling of safety and trust within the groups, which, in turn, vitally determines the success of the program offered.

A sense of humor, positive thinking, reliability of the teachers and a good atmosphere in the group creates a supportive learning environment and learning process and decreases the culture gaps and barriers to life-long learning, which, in the long run, may be experienced as a desirable part of the daily routine of participants.

The celebration of success in terms of expressing the achievement of the goals and regular participation required is the motivation tool in the middle and also at the end of the club. Small presents (e. g. photographs) and/or a certificate of attendance is one way to express appreciation of the willingness of the trainees to actively participate in the club.

## 6.5    Summary of Actions

| Action | Who | What | Timing/Dates |
|---|---|---|---|
| **Recruit** | Club organisers | Recruit members of the target groups to take part in a module. They should be interested in learning and practising the chosen topics. | |
| **Identify needs** | Club organisers | In recruitment interviews identify the trainees' motivation and the way the information should be delivered. | |
| **Prepare content** | Trainers, club organisers and co-trainers | Choose suitable information | |
| **Prepare the suitable environment for the club** | Trainers, club organisers and co-trainers | - plan adequate time for input and output of information<br><br>- provide plenty of time to perform tasks<br><br>- provide clear instructions, keep explanations simple<br><br>-use visual aids<br><br>- review often<br><br>- plan short-range tasks with built-in successes | |
| **Prepare evaluation tools** | Trainers, club organisers and co-trainers | Design questionnaires: a few key questions to identify participants' views | |

## 7. Specific creative methods and learning activities for the Speakeasy Clubs

All of the Speakeasy Clubs intend to increase the abilities of migrants in the language of their host country. The main target groups of the Speakeasy Clubs are migrants with an A1 or A2- level in the language of their host country.

The exercises should motivate participants for learning. A basic element is the <u>creative use of language</u>. The language spoken or written by the participants does not need to be perfect. Mistakes and errors are allowed.

All exercises are set around <u>real life situations</u> that the participants may face in their every-day life. Such situations refer to shopping, going to the doctor, writing official letters, preparing a visit to administration services (documents, etc.), talking to a kindergarten or school teacher, or organizing a party for example.

For each exercise specific vocabulary is requested. For a shopping list i.e. the name of fruits and groceries, for a letter to the school i.e. standard greetings and references. Each exercise comes with a <u>list of suggested vocabulary (also recompiled at the end of the specific curricula)</u>. Participants may use these new words in order to create their texts.

Some exercises come with <u>grammar information</u> as well. Grammar information is based on a simple and elementary level. The club does not intend to introduce participants to complex grammatical structures of the language of their host country. Simple elements of grammar are <u>word order (syntax)</u>, <u>present and past tense (conjugation of verbs)</u> and some information on <u>singular and plural of nouns and so-called "cases" (declination)</u>.

The Speakeasy Clubs want to help their participants to better use oral and written language in their everyday life in routine situation.

The clubs will also use <u>motivational elements</u> such as singing or dancing in order to improve language skills.

<u>Visualization of vocabulary</u> is used with the help of posters and copies from visual textbooks.

The specific requirements for each club are explicated in each club curriculum (please consult the club curricula on the Speakeasy website).

## 8. Evaluation form for the trainers of the Speakeasy language clubs

**CLUB EVALUATION FORM for trainers**

**Name of Club:**

**Location:**

**Duration (from / to):**

**Number of participants:**                female           male        total

**Average age:**                        females          males

**Countries of origin of participants:**

**Did all participants attend the club regularily?**     ☐ Yes     ☐ No

**Where all participants able to follow the exercises?**     ☐ Yes     ☐ No

**What were the reasons why some participants were unable to do the exercises?**

**Was the learning speed appropriate?**                    ☐ Yes          ☐ No

**Which language was used between participants for communication?**

☐ Host country's language                ☐ Language of country of origin

**Which exercises went well, which were more difficult to implement?**

**Please describe the interaction within the group of participants:**

**Please evaluate the linguistic progress participants made in this club:**

☐ General progress in use of host country's language
☐ Increase of passive knowledge of vocabulary

☐ Increase of active knowledge of vocabulary

☐ Improvement of ability to express oneself in host country's language

☐ Improvement of writing skills in host country's language

□ Improvement of ability to manage daily life

□ Improvement of ability to socialize

□ Improvement of creativity

□ Improvement of general skills and competences

□ Improvement of self-esteem



□ Other (please describe):




**Will the club be continued?**                    □ Yes          □ No




**What could be improved for future clubs?**




**General remarks:**




Thank you!

## 9. Self-assessment of participants



**CLUB EVALUATION FORM for participants**

**Name of Club:**

**Location:**

**Name of participant:**
(optional)

**Please rate the aspects of the Speakeasy club on a 1 to 5 scale:**

1 = "Very unstatisfied," or the lowest, most negative impression
2 = "Unsatisfied"
3 = "Neither satisfied nor unsatisfied," or an adequate impression
4 = "Satisfied"
5 = "Very satisfied," or the highest, most positive impression


**1. Overall how would you rate the club in terms of?**

|  | 1 (very unsatisfied) | 2 | 3 | 4 | 5 (very satisfied) |
|---|---|---|---|---|---|
| **Its content and the themes covered** | 1 | 2 | 3 | 4 | 5 |
| **The quality of the course materials** | 1 | 2 | 3 | 4 | 5 |
| **The quality of practical activities** | 1 | 2 | 3 | 4 | 5 |
| **Methods of instruction, the way the trainer worked** |  |  |  |  |  |
| **The level of difficulty** | 1 | 2 | 3 | 4 | 5 |
| **The quality of our group** | 1 | 2 | 3 | 4 | 5 |
| **The opportunity to participate in discussions and all exercises** | 1 | 2 | 3 | 4 | 5 |
| **Level of response of trainer to my questions** | 1 | 2 | 3 | 4 | 5 |
| **The enthusiasm of trainers** | 1 | 2 | 3 | 4 | 5 |
| **The extent to which I was able to improve my writing skills** | 1 | 2 | 3 | 4 | 5 |

**2. Please scale the following aspects of the club on a 1-5 basis, where 5 signifies "agree strongly", 4 "somewhat agree", 3 "neither agree nor disagree", 2 "somewhat disagree", and 1 "disagree strongly".**

| | 5 (agree strongly) | 4 | 3 | 2 | 1(disagree strongly) |
|---|---|---|---|---|---|
| **Did the club meet your expectations?** | 5 | 4 | 3 | 2 | 1 |
| **Did the club match your needs?** | 5 | 4 | 3 | 2 | 1 |
| **Did you gain relevant knowledge and information?** | 5 | 4 | 3 | 2 | 1 |
| **Will you be able to apply the knowledge and information acquired in your daily life?** | 5 | 4 | 3 | 2 | 1 |

**3. How satisfied are you with the organization of the club?**

| | 1 (very unsatisfied) | 2 | 3 | 4 | 5 (very satisfied) |
|---|---|---|---|---|---|
| **Quality of the overall organisation** | 1 | 2 | 3 | 4 | 5 |
| **Overall time allocation to sessions** | 1 | 2 | 3 | 4 | 5 |
| **Invitation and registration process** | 1 | 2 | 3 | 4 | 5 |
| **Quality of Venue (club facilities)** | 1 | 2 | 3 | 4 | 5 |
| **Quality of coffee breaks during the club (if applicable)** | 1 | 2 | 3 | 4 | 5 |
| **Social activities (dinners, etc.)** | 1 | 2 | 3 | 4 | 5 |

**4. What do you think about the duration of the club?**

- ☐ Too short
- ☐ Appropriate
- ☐ Too long

**5. What in your opinion was the most valuable aspect of this Speakeasy Club?**

**6. What in your opinion was the least valuable aspect of this Speakeasy Club?**

**7. What improvements would you recommend?**

**8. How do you plan to apply the knowledge acquired in this Speakeasy Club?**

**9. How would you rate this club's trainer in terms of:**

|  | Excellent | Very good | Good | Fair | Poor |
|---|---|---|---|---|---|
| **Friendliness** |  |  |  |  |  |
| **Knowledge of the subject** |  |  |  |  |  |
| **Responsiveness to questions** |  |  |  |  |  |
| **Presentation skills** |  |  |  |  |  |

**10. Overall how would you rate this training session (on a scale from 1-5)**

      **1 – poor;    2 – fair;    3 – good;    4 – very good;    5 – excellent**

**Thank you!**

## 10. Certificate for learners



# CERTIFICATE

## *Name*

## has successfully attended the

## *SPEAKEASY … CLUB*

## in town, country,

## … to … 2013

In this Club (name) acquired extended (language) writing skills for daily use when shopping, writing letters, contacting schools or employers and writing notes. The Speakeasy … Club included an introduction to the use of tenses (past, presence, future), numbering, time-relations such as weekdays, months and years, vocabulary and style.

Signature Trainer                                          Signature Speakeasy Promoter


Lifelong Learning Programme