



WP2: Language Learning Workshops Methodology

2024-2-IE01-KA210-ADU-000272815



Blackwater
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Introduction

Future Voices: Language and Creative Expression for Migrant Integration is an Erasmus+ co-funded project [Agreement Number: 2024-2-IE01-KA210-ADU-000272815] which aims to enhance language learning opportunities for migrants living in Ireland and Spain.

Future Voices is co-ordinated by Blackwater Training in Ireland and supported by Back to the Roots in Spain.

Future Voices aims to reach four concrete objectives throughout the 11-months of the programme:

1. **Enhance Language Learning for Migrants:** The programme provides high-quality, inclusive, English and Catalan language training tailored to the needs of migrants living in Ireland and Spain. The programme aims to equip individuals with practical language skills that can facilitate their integration into local communities and civic life through creative expression.
2. **Promote Global Citizenship Education (GCE) through Creative Expression:** Future Voices promotes GCE by integrating creative activities through storytelling, video making, and art, into language learning. Throughout the programme, the Future Voices team will encourage language learners to personally express themselves, highlight global and social issues, and promote values such as inclusion, diversity and sustainability.
3. **Strengthen Local Learning Centres:** Our programme is being co-designed with the realities of the local learning centres in which we work. Our programme will respond to the needs of migrants and refugees, which considering technical capacities of the centres, logistical elements, and transport capabilities of the migrants.
4. **Support Migrant Integration and Community Development:** Future Voices promotes intercultural dialogue to facilitate the social and economic integration of migrants in our communities. Our programme aims to provide community members with opportunities for personal empowerment and participation in community events. Future Voices aims to create opportunities for migrants to connect with local residents, reduce isolation and foster mutual understanding within our communities.

Work Package 2 - Language Learning Workshops Block 1

Block 1 of the Language Training Programme consists of 36 hours of Language Training, delivered over a 12-week block. Learners will receive 3 hours of tuition per week under the programme. The target group for these classes are migrants with no language skills or A1 English and Catalan under the Common European Framework of Reference for Languages (CEFR) scale.

A1	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.
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The classes are being designed to equip participants with practical language skills needed for daily life while integrating Global Citizenship Education (GCE) to foster awareness of social, cultural, and environmental issues.

The sessions are also built around functional and necessary English & Catalan languages training to support the immediate integration of migrants into our communities.

An overview of the units

The table below provides an overview of the twelve core topics that will be delivered within the Future Voices programme.

#	Session Title	Intended Learning Outcomes
1	Introductions and Social Interactions	<ul style="list-style-type: none"> · Greet others and say goodbye using simple phrases. · Introduce themselves (name, nationality, job). · Ask and answer basic personal questions.
2	Getting Around – Public Transport	<ul style="list-style-type: none"> · Recognise and use basic transport vocabulary (bus, train, ticket). · Ask for and understand directions. · Read simple transport signs and timetables.
3	Shopping and Consumer Awareness	<ul style="list-style-type: none"> · Identify food and common shopping items. · Ask for prices and quantities. · Use polite expressions for buying and paying.
4	At the Doctor's Office	<ul style="list-style-type: none"> · Describe basic symptoms using simple vocabulary. · Understand and respond to common health-related questions. · Recognise key medical signs and form labels.
5	Housing and Living Arrangements	<ul style="list-style-type: none"> · Name rooms and furniture in a house. · Describe their living situation. · Report a simple housing problem (e.g. 'no hot water').
6	Employment and Job Interviews	<ul style="list-style-type: none"> · Identify common jobs and workplaces. · Talk about their job or work experience. · Answer and ask simple interview questions.

#	Session Title	Intended Learning Outcomes
7	Banking and Finances	<ul style="list-style-type: none"> · Understand and use vocabulary for money and banking. · Ask about prices, bills, and payment methods. · Complete a basic banking form or statement.
8	Education and Lifelong Learning	<ul style="list-style-type: none"> · Identify types of schools and courses. · Talk about their studies or learning goals. · Complete a basic course registration form.
9	Community and Civic Engagement	<ul style="list-style-type: none"> · Recognise places in the community (library, town hall). · Talk about local services or events. · Understand basic information about rights and responsibilities.
10	Environment and Sustainability	<ul style="list-style-type: none"> · Recognise everyday environmental vocabulary (recycle, rubbish, water). · Describe how they care for the environment. · Follow simple recycling or conservation instructions.
11	Health and Well-being	<ul style="list-style-type: none"> · Describe healthy habits and routines. · Name basic body parts and emotions. · Respond to wellness questions (e.g., 'How do you feel?').
12	Celebrations, Traditions, and Cultural Exchange	<ul style="list-style-type: none"> · Describe a holiday or celebration in their country. · Recognise and discuss Irish customs and traditions. · Use language to express likes, dislikes, and preferences.



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