

# **How I work with migrants in the community**

**SSN Educational Projects Ltd.**

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## **1 Strengthening communities**

I work in adult education centres and NGOs in London as a cross-cultural trainer and English teacher. The needs of organisations I support depend on institutional goals, funding and service user needs. My work aims to strengthen communities by helping migrants develop skills in the areas of language learning, cross-cultural learning, cultural adaptation, psychological adjustment and well-being. I also work in the areas of upskilling and getting migrants into work.

## **2 My role and experience**

As an intercultural trainer and language teacher, I design and deliver language and cultural learning experiences in migrant communities for educational organisations and NGOs in London. I also deliver bespoke training to enhance migrants' prospects of finding jobs. I've worked since 2013 with migrants from Brazil, Iran, Bangladesh and India as well as from Portuguese-speaking African countries like Angola, Cape Verde, Guinea-Bissau, and Mozambique.

## **3 ESOL – English for Speakers of Other Languages**

I'm a CELTA-qualified ESOL-teacher. I've been teaching English since 2013. My courses aim to develop students' writing, speaking, listening and reading skills in English.

## **4 Cross-cultural learning and intercultural competencies**

I hold a Master's in the Psychology of Intercultural Relations. I specialise in helping migrants adjust abroad and develop intercultural skills to read and manage cross-cultural interaction. I design and deliver interactive language and cultural learning experiences for migrants.

## **5 Professional skills development & getting migrants into work**

I also work in the areas of upskilling and getting migrants into work. This can entail the provision of courses to help migrants with computing skills, information literacy and research skills, and communication and job interview skills.

## **6 Teaching methodologies**

I apply a range of teaching methodologies. They are typically agreed with the organisations I work for. Below are some typical teaching approaches I might use:

### **6.1 Participatory approaches and the emergent syllabus**

With migrants, I can use participatory methods, which allow students to critically engage with topics relevant to them. I initially provide students with learning tools and activities to help students map out their key concerns and interest. These engage students in exploring and reflect on their needs. This may happen over time and can change. The approach is oriented to social action. The syllabus is emergent.

### **6.2 Applied drama**

Applied drama refers to the use of methods from theatre for training and creative play. They can enhance student learning, interaction and problem solving skills.

### **6.3 Tapping into students' cultural knowledge – cross-cultural comparisons**

Meaning-making in migration might entail having a close look at cultural scripts to understand how people behave, relate and reciprocate. Comparing one's own values and ways of doing things and how this might differ from others can help with shaping awareness of how culture works, which in turn can help migrants make sense of and manage cross-cultural interactions.

## **7 Training programme development and lesson planning**

Every training programme is based on the goals defined by a service provider. These reflect students' goals and needs as well as the aims of the funders of services. Every lesson is planned to deliver aspects of the curriculum. Evidence of learning is gathered throughout the duration of courses.

## **8 The classrooms as a safe social space**

Lessons are social spaces that enable migrants to meet, discuss needs, exchange information, provide mutual support and to learn together. I aim to provide a safe and welcoming learning environment for students that fosters honest dialogue and respect for differences in others, so that students can feel that their voices are heard as well as learn from each other.