

Language homogeneous groups 'Smoking'

Lesson example provided by Els Van Hecke (PHTI, currently Richtpunt campus Gent Henleykaai)

Functional multilingual learning in secondary education

Source:

https://stad.gent/sites/default/files/page/documents/Lesvoorbeeld_Taalhomogene%20groepen_roken.pdf

From Onderwijscentrum Gent - Ghent Education Centre

1. Objectives

> Curriculum objectives Dutch:

- listening

- × 1 The students can extract information from informative and activating types of text.
- × 2 The pupils can follow, understand and summarise announcements and conversations about familiar and related topics.
- × 3 Students can choose a listening strategy under guidance.
- × 4 Learners develop listening and viewing readiness.
- × 5 Learners are prepared to reflect on listening.

- speaking

- × 1 Learners can narrate a personal experience and describe a simple situation in front of peers.
- × 2 Learners can interact with peers and communicate on topics related to current events, their daily lives and areas of study.
- × 3 Learners can in class situations:
 - 3.1 obtain and provide necessary information,
 - 3.2 induce their interlocutor(s) to act.
- 4 Students can choose a speaking strategy under guidance.
- × 5 When speaking, pupils pay attention to

5.1 speaking conventions,

5.2 pronunciation.

6 Learners are prepared to reflect on speaking.

2. Duration: 4 class hours

3. Target group: 3 - 4 BSO

4. Class arrangement: groups

5. Methods:

- a. Pupils watch a video about smoking (in Dutch, with subtitles).
- b. Group discussion about smoking based on the video (who does/ doesn't smoke, why, do you smoke at home too, what are the consequences...). Students may also use the home language to discuss this topic in groups.
- c. Group work: pupils look up the answers to the questions on the cost of smoking using the exercise sheet 'Cost of smoking'.
- d. Visit to the exhibition 'Smoke' in the House of Alijn. This is followed by another class discussion on

the topic.

6. Material

- Video about smoking
- Exercise sheet 'Cost of smoking
- Game cards and rules 'Quartet game
- Improvement key

7. Effects / evaluation

- Increase in pupil involvement (connection with pupils' home languages).
- Deepening of knowledge about the lesson topic and broadening of vocabulary.

8. Tips/experiences

- When carrying out assignments in the home language of the pupils, always provide feedback in Dutch: not only at the end as a final result, but also in between by asking the pupils whether everything is clear and how far they have progressed, and by asking them to explain (part of) what they have already done in Dutch. This way, you get (more) a handle on how the learners' learning process is evolving.
- Have pupils look up key words and specific terms. This can be done through dictionaries, but also through Internet tools such as Google Translate. Let them discuss them, both in their home language and in Dutch. This way, students come to a deeper and more correct understanding of the terminology used.

- Try to make agreements with your colleagues about pupils' use of support materials and home languages in class, and follow those agreements consistently. This will keep it clear to pupils what can and cannot be done, and when the home language can or cannot be used in class.