

EDINA



Erasmus+

EXERCISE 2: Inspiring teachers!

Read the testimonials of teachers and answer these 2 questions:

1. *In which way do they differentiate?*
2. *Which aspects can you apply in your lessons?*

Teacher Greet, HIVSET Turnhout:

“My school day with Newly Arrived Migrants starts with a 15 minutes’ drill. That might sound weird, but the pupils are fond of it. I train with them the necessary vocabulary and sentence structures, without any differentiation. I give short instructions they immediately have to execute. This is my own version of the Total Physical Response method. Pupils that don’t know the answer right away can copy what their fellow pupils do, which is also instructive. I also practice sound recognition: I teach them to hear whether words rhyme or not, which letters are different etc.

After that, I work thematically. With every new theme (e.g. clothing and fashion) I introduce new vocabulary, we read texts, the pupils do exercises. I use my marker to differentiate. First, I give them a few exercises to test what they already know. Based on the results of that test, I indicate particular exercises for everybody at his/her level. Sometimes it is helpful to put some pupils together. Or I let them use the internet to search for a text with the same subject in their own mother tongue. This text can be used as an opener. And of course there are dictionaries at their disposal. During my preparation, I make sure to provide for a lot of different assignments. Differentiation happens in class. I already have been teaching Newly Arrived Migrants for 8 years. Differentiation has become routine.”

Wim, History teacher:

“It has been quite a struggle to get a foreign-language speaking girl from the fourth grade in class for my course, History. Together with the pupil’s counsellor and the language teacher, we outlined a separate path for her. During language course she learned to process texts by herself: she was taught how to make simple schemes, easily learned how to work with translation software and made glossaries for all scientific courses. The pupil’s counsellor gave her pre-teaching about technical terminology for two hours a week. I prepared adapted tests for her as well: instead of writing a short essay to answer an open question, I gave her a text in which she had to fill in the most important key words in the correct context. I can reuse that test: other Newly Arrived Migrants will be able to benefit from it soon enough.”

Example of blanks exercise for History course.

Example writing scheme 'the industrial revolution'

- a) In which century started the industrial revolution? _____ century
- b) How was the industrial revolution initiated? Complete these sentences.
- c) Fill in the correct terms on the correct location AND explain what these mean: industrial revolution, agrarian revolution, demographic growth. Write in sentences!

First there was a _____, this means: _____

Then there was a _____, this means: _____

As a consequence:

1. _____
2. _____

Finally, there was a _____, this means: _____

Inge, Geography teacher in third grade:

"I let my pupils make a description of their own region: where are the economic activities located, where do the people live, what does the landscape look like, what conclusions can be drawn from it... It is literally a final attainment level for my course. Unfortunately, this was too difficult for four Newly Arrived Migrants in my class. Nevertheless, I thought it was important for them to learn to use key words as 'population', 'demography', 'countryside', 'economic activity' in the right context. So for them I started from the vocabulary: I let them search for words and an article in their mother tongue about this topic. Afterwards, they translated the word into the instructed language and designed a mind map with items that were related to our region. Now I use this extra step for all pupils. It helps them to structure their thoughts."

Jonas, sixth grade teacher primary school:

"I want to prepare my students well for high school. That is why I teach them among other things to make comparisons and to write them down in small texts. I ask them for example to outline the differences and similarities between Catholicism and Islam. Normally they can do that in 20 sentences. For Newly Arrived Migrants, I adapt that exercise. I give them a piece of paper with two columns: differences and similarities. I expect of them to write five relevant things in each column. I go through the list with them, so they can explain the things I don't understand. In that way I can evaluate their proficiency in the material."

Marthe, NAM teacher in Brussels:

"Honestly, I love teaching grammar. That is why I became a teacher. This year I teach a group of nine Afghan 17-year-old boys. They had no school experience whatsoever. In the beginning I was irritated about them not having any academic proficiency and me not being able to show my passion for linguistic structures. I developed some academic proficiency in them gradually, by putting a big clock in front of the class. In week four, they could only concentrate in silence for one minute. Now they can do it for like ten minutes! We gain half a minute every week. But they especially love the afternoons: then

I step into the streets with them. We visit a company in the neighbourhood, a shop, a nursery, a building site, a high school, we use public transport... In the morning I prepare them for that, and the next day, we discuss everything. 'Extended learning' we call that: discover how the neighbourhood can strengthen the learning process of your pupils. In the near future we go help distributing food in an assisted-living complex around the corner for half a day. That will be the first time for them to go in interaction. I notice they are quite excited about it."

Nele, primary school teacher:

"My school doesn't have the means to support Newly Arrived Migrants. But still, I have three Newly Arrived Migrants from Syria in my class. They first came to school in November. We organised a Syrian day with the help of one pupil's parents, with a lot of attention for the beautiful history of their country. Three other pupils became their language buddies. They provided for a tour in school and saw to it that they were not alone in the playground. But I make sure they regularly cooperate with all of their new classmates. Sometimes they don't understand a word, I'm sure of that. But I don't think it is lost time. They sure pick up a lot with their eyes. I let the other pupils work in groups and give some of them responsibility. This gives me time to teach the new pupils our writing and to improve their basic vocabulary."

Evert, fourth grade teacher primary school, Schaarbeek:

"Per assignment I keep the level of every pupil. This allows me to define which support the pupils will get during the next lessons about this topic. For example: when making math exercises, I let them work on a series of eight assignments. They correct every exercise by themselves using correction keys. Afterwards, they show me the whole series and I complete the following schedule. I use this to prepare my next lesson."

<i>Proficiency:</i>			
<i>Assignment:</i>			
<i>Level reached</i>	<i>Makes progress</i>	<i>Beginners level</i>	
		<i>Needs instructions</i>	<i>Needs extra basis</i>
<i>Extra challenge next lesson:</i>	<i>Follow-up next lesson:</i>	<i>Support next lesson:</i>	<i>Support next lesson:</i>
<i>Absent:</i>			