

## Teachers teaching the immigrants B

<b>Target group of the module:</b>	
Teachers teaching immigrants	
<b>Topic of your module:</b>	<b>Required time</b>
B: Teachers' orientation for teaching immigrants: <u>Pedagogical methods</u>	<b>4-6 hrs</b>
<b>Scenario / Introduction:</b>	
<ul style="list-style-type: none"> <li>How to teach immigrants: pedagogical methods</li> </ul>	
<b>Learning Outcomes:</b>	
As a result of "Teachers' orientation for teaching the immigrants: Pedagogical methods" the teachers will learn how to:	
<ul style="list-style-type: none"> <li>use different kind of pedagogical tools in order to teach the immigrants</li> <li>improve their own teaching materials</li> <li>develop new kind of materials to use in their teaching</li> </ul>	
<b>Main competences to be achieved:</b>	
<b><i>Intercultural and social cohesion (social competence)</i></b>	
<ul style="list-style-type: none"> <li>ability to help to enhance mutual understanding</li> <li>ability to develop group building, belonging</li> </ul>	
<b><i>Personal competence</i></b>	
<ul style="list-style-type: none"> <li>to be successful in one's own everyday management</li> <li>to be aware of the influence of individual behaviour, personal characteristics, and social and environmental factors on his/her teaching</li> </ul>	
<b><i>Professional competence</i></b>	
<ul style="list-style-type: none"> <li>ability to recognize barriers and difficulties in learning (from cultural and linguistic point of view)</li> <li>knowledge of different kind of methods on how to teach non-native speakers</li> <li>knowledge of how to communicate using gestures, mime, proxemics, etc. (non-verbal communication)</li> </ul>	



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- ability to adapt one's professional teaching

***Communication and language skills (part of social and personal comp.)***

- knowledge of teaching professional vocabulary
- ability to interact with immigrants
- knowledge of different communication tools
- ability to understand and to use non-verbal communication means differentiating actors/recipients
- ability to use and distinguish different ways of communication
- promotion of the use of digital tools to overcome cultural and linguistic barriers (videos, slideshows, music, blog, etc.)

**Defining concrete contents:**

- workshop of comparing some existing teaching methods and presentation of the methods collected and prepared on the project

**Methods:**

- An introductory lecture to transmit information on the teaching approach, the method, the bibliography, etc., that are meant to be used for the training
- Workshop: brain storming, comparing the methods trainees already use, testing and practical training of some methods collected and prepared in the project, with specific reference to autobiographical method

**Teaching materials (to be developed IO3):**

- An introductory lecture
- Structure and schedule for the workshop
- Some teaching methods with examples
- Instructions about how to use autobiographical method
- Video clips
- Vocubular exercises
  - Mark the room/tools
  - Picture-word practice
  - Memory game
  - 'Alias'



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- Pictures and stories
- Cubes and stories
- Method to learn vocational vocabulary with pictures
- Few examples of vocabular games  
(KIM-game, Magic eyes, Lip reading, What is that?, Stop!)

- Narration
- Gestures
- Ice breaking activities
- To do list for the teacher
- Job shadowing

[WELCOME TO INTERTRAINE](#) additional material, from another project

#### **Organisational Information:**

- Share the responsibilities: who creates what material (as above)
- classroom for teaching, table groups for group work
- pictures of classroom with VET (vocational education and training) tools
- laminated cards for stories
- story cubes
- laminated cards for Alias
- pictures for vocational vocabulary
- room with whiteboard or black board
- video projector
- internet access and teams/zoom for all of the participants
- PC connected to the Internet
- online loaded slideshows
- interactive whiteboard connected to the Internet
- photocopier
- pens, pencils and paper



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