Case study "Immigrant student"

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Público: Profesores de Educación Secundaria-Inglés. **Materia:** Inglés. **Idioma:** Inglés.

Title: case study "Immigrant student".

Abstract
In this case study, we will have to solve or to give answer to a particular situation which is having an immigrant student in class. This is a possibility to give him/her proper accomodation. He/ she is from China and does speak English and speaks a little bit of Spanish. It is a group of Second year of Compulsory Secondary Education. In this case we wll follow an inclusive methodology according to our Spanish current legislation.
Keywords: inclusion, immigrant, accomodation, case study, cooperative

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Resumen
En este supuesto práctico, vamos a resolver la situación que se nos plantea y que es la siguiente: se trata de un alumno immigrante, procedente de China,que llega a nuestro centro y al que tenemos que hacerle una adaptación, puesto que no habla nada de Inglés y sus conocimientos de la lengua española son escasos. Se trata de un grupo de segundo curso de Educación Secundaria Obligatoria. Tendremos que plantearnos una metodología inclusiva atendiendo a la legislación vigente en esta materia.
Palabras clave: principio de inclusión, trabajo cooperativo, adaptación, immigrantes.

Before starting to give a possible solution to this Case Study and designing a didactic proposal, we consider advisable to analyse the given situation.

In order to give answer this case study, we will base our plan on the current legislation and a theoretical frame to which this case study is related. We will give a didactic proposal by basing it on the previous aspects.

LEGISLATIVE FRAMEWORK

So that, taking into consideration this centre´s context, and in order to solve this case study, it is important to prior consider the current legislation as follows:

It adheres to the rules and values of the Spanish Constitution of 1978 and is based on the **Organic Law 8/2013** for the Improvement of Quality of Education **(LOMCE)**, the **Royal Decree 1105/2014, 26th December (BOE 3, 3rd January)** and its **Annex I** by which the basic curriculum for CSE and Upper Secondary is established, as well as the **Decree 315/2015, 28th August 2015 (BOC 169, 31st August)** and the **Order ECD/65/2015** which establishes the relationship among the different elements in the curriculum. Moreover, our curriculum is based on the Common European Framework of Reference for Languages (CEFR) by means of which the European Council has established the guidelines for the learning of foreign languages, where it is stated that a learner of a language carries out tasks **.**We have also considered the **Decree 81/2010, 22th July (ROC)** which in its **article 44** gives us the main guidelines to base our didactic proposal, and **Decree 104/2010,** 29th July about diversity *(name those special needs students, if there are any)*

THEORETICAL FRAMEWORK

Apart from, a theoretical basis related to Topic 1 (The Development of Language Teaching: Current Trends in the Teaching of English as a Foreign Language. The Communicative Approaches), there is a Methodological point of view will be taken into account, from which we can highlight the following:

- Bale´s Theory regarding small groups´roles to work cooperatively.

- Merrill´s five principles for learner centered instructional strategies, considering the five principles: activation(brainstorming), demostration(see examples), application(puzzle, writing) and integration (final task)

- Bloom´s Taxonomy (classify learning objectives in order of complexity): remembering (recalling relevant knowledge); understanding (making sense of what is learnt); appliying (use the knowledge gained in new ways); analysing (break into parts and see relations); evaluating (making judgements based on a set of guidelines); creating (putting information together in an innovative way

- Howard Gardner´s Mutiple Intelligences

- Perkins´routines (see-think-wonder) and Swartz´s skills (compare and contrast) to promote critical thinking

- Johnson and Johnson´s Cooperative Learning: face-to- face interaction...

- Roman Jackobson´s related functions of language, register and communicative purposes.

And also the approaches of:

- Constructivism (meaningful learning- Ausubel), multiple intelligences, collaborative learning, Bruner´s learning through discovery)

- Communicative Approaches: learner centered, task-based…

It is also important to bear in mind that this group is a 3rd CSE so that the students as teenagers, have certain characteristics:

- most of them are shy.

- they are not highly motivated in academic knowledge.

- they are interested in ICT´s.

- they reach a new way of thinking: formal thinking.

- it is an important stage for the configuration of one´s own identity.

The teenage years are a unique period of growth and development that are filled with energy, excitement and new experiences. No two teens are alike and each experience their teen years uniquely. Parental and cultural influences affect teenage development in different ways. However, all of them go through hormonal changes and physical changes that contribute to forming their sense of independence and identity.

- Although not all teenagers become rebellious, many do become more resistant to authority, often having a major impact on family dynamics and personal relationships. Teens form their self-concept and sense of identity by establishing independence from parents, sometimes engaging in emotional verbal conflict with family or other rebellious behavior (Independent, Emotional and Rebellious)

- Adventurous or risk-taking behavior is not uncommon. Teens often have a need for excitement and adventure, which sometimes causes them to overlook the potential dangers involved in risk-taking activities, such as unprotected sexual activity or drug experimentation (Energetic, Adventurous and Risk-Taking)

- Hormonal levels increase, as adolescent girls begin producing more estrogen (menstruation) Teen boys also experience hormonal changes and begin producing more testosterone (facial hair)

- Time with friends sometimes takes priority over schoolwork or time with family.

- Teens grow intellectually during adolescence and are able to begin making life goals (intellectual growth) Some teens might begin to question their parents' points of view, and they may enjoy debating ideas. However, impulsivity often wins over intellectual growth, and teens often act before thinking of long-term consequence.

DIAGNOSIS

The centre which is located in an urban context in the south of Tenerife, is a six line centre. There are 600 students from different countries so there are constraints and advantages due to interculturality.

The students´ families have an average socio-cultural context. Most of them work in service sector and some of them in agriculture. In this sense, working in the south of the island is linked to tourism, most of their parents work at hotel resorts, restaurants and a few of them work at the Tenerife South airport.

We consider the fact of having 29 students in class, so that we should have been working in a cooperatively way in order to avoid conflicts, get them engaged with the subject, have a commitment with their pals.

We are on the second term and normally this is the longest period of the school year.

The Chinese students will have a linguistic inmersion programme for the learning of the English Language, which comprises a support teacher and the help of the English teacher (pace and rhythm of class will be accomodated) It is clear that these students adopt fluency rapidly when engaging in specialized language support programmes.

Some meeting with families must have been taken place along the first term , and we will have information about our students´interests, concerns, feelings, economical and social circumnstances.

In the PE there should be some activities to foster inclusion for those immigrant students, this fact is quite common as the school is placed on the south of the island. Where most of population comes from other European and non-European countries to look for a job in service area related to tourism or agriculture.

In this PE, there should be a special programme to reinforce the learning of the English language by these ESL students.

PROPOSAL

This learning plan is designed for five sessions of 55´minutes each and we have 4 sessions per week. We will propose the following timing but it could be changed if necessary depending on circumstances: other subjects planning, their own personal situation, their feelings, expectations or internal (school IT facilities) and external factors which can affect us.

We will develop Linguistic, Digital and Civic and Social Competence all together in this serie of activities.

SYNOPSIS

Students will work cooperatively in small groups and big group to gather information about environmental problems at their town in order to make a recycling campaing together with Town Hall or Neighbours´ Association. This Learning Service approach is within those values form the PE (Educational Project)

Description: With this planning, the students will revise vocabulary related to environment from previous years and improve their communicative competence regarding this topic. They will learn how to use the ICTs to share their research with other students from different countries by the E-twinning and the EVAGD Platform as well as searching information from the Internet. This will be a service-learning approach as it will influence both inside and outside the school (Town Hall meeting and Neighbours´meeting)

Students´families will be also engaged in this project as it is a familiar topic which deals with their own town environmental problems.

This topic is highly motivating because it is present in their daily lives, they know the problem themselves and can contribute to solve it.

The methodology used is that of working cooperatively in small work which favours inclusion of the Chinese boy/girl who will be placed with one of the most quiet group.

Finally, they will share their research and solutions with the school community and the will stablish a link with out-of-school organizations: NGO, Town Hall.

We are on the second term and we have the classroom decorated in a way to promote interculturality to promote inclusion.

This planning is designed to be work from different perspectives, from different subjects such as Natural Sciences and Technology

Session 1: This session will be a way of activate them by a warm up activity: barainstorming vocabulary related to environment. They are told the project they will do about environmental problems.Finally, all the vocabulary is written on the blackboard.

Session 2: They are told to think about those environmental problems they see at their town in groups. All the answer are heard and decide which one is the best to work on. Finally, once they decide what to do, they start elaborating a diary which is going to be written in the E-twinning and EVGD Platforms.

Session 3: they will work in groups of 4 and elaborate those questions to be asked to their neighbours. In case they decide to work on recycling for example, try to think possible contributions to solve the problem (gather aluminiun cans)

The questionnaire is shared with all the class to be printed and they will have as homework assignment the answers.

Session 4: They have answered and read all the answers they are supposed to be on the virtual platform. They now have to decide to do some actions: poster, flyers both digital and in print and choose who are going to be at the meetings (e.g.Town Hall, Neighbours´ Associations). Finally, they will elaborate this documents in groups (e.g. "Recycling Drive")

Session 5: They will supposed to have the meeting ,in case they cannot do that, they will share their posters and flyers on the Internet. In this session they will interact with other students, on the E-twinning Space. Finally, they decide to recycle the aluminium cans in a town recycling platform and give that money to a NGO ("Cáritas").

In these sessions we will consider the following elements:

OBJECTIVES

Regarding stage objectives, we will give special importance to the following ones:

a) assume their duties, know and exewrcise their rights respecting others, practice tolerance and cooperation and solodarity between people and groups...

b) value and respect gender difference and equality of rights and opportunities between them...

i) understand and express themselves in one or more foreign language in a suitable way.

k) know and accept the body functioning and...care of living beings and environment, contributing to their conservation and improvement

To these ones, we will contribute as well to knowing , appreciating and respecting the most relevant cultural, social and linguistic aspects of its community, promoting the conservation of the natural environment as well as focus ont the following ones:

b) solidarity, not discrimination ...

d) foster responsible attitudes to care the social, natural and cultural environment.

Contents: Block of Contents

- vocalulary related environment
- structure of written texts
- formal expressions in a letter or e-mail.

Assessment Criteria: those related written production

Key Competences:

Key Competentes are the ability to integrate knowledge, skills and attitudes in a practical way.

From the seven competences, the most relevant ones in this planning are : Linguistic Competence, Digital Competence and Social and Civic.

EVALUATION

Regarding evaluation, as it is stated on order 7 nov 2007, there will be a continuous, global and diferenciated evaluation.

There will have been an initial evaluation to gather information about students´knowledge and concerns. This evaluation takes place at the beginning of the unit to find out what the learning styles of the students are, how much they know about a given topic or how can they perform certain skills. This initial assessment should be based on the key competences.

CONCLUSION

As they are teenagers they will have difficulties in communicating their ideas, so that, we will have special importance to the development of Linguistic Competence through the achievement of learning objectives stated before. This competence is linked with the Digital Competence as they are citizens of the 21st century which is stated by **LOMCE** in its article 24. 6 . They need those skills and attitudes to develop these two competences which are close related in this planning to the Social and Civic competence. They will be aware of being respectful and tolerant towards other culture and customs, not having prejudices about different genre, sex or religion.

Working cooperatively is a way of attending diversity. We will foster inclusion by working in small groups.

As it can be seen , the teacher role is of a great importance but being a guide of the of teaching-learning process.

This planning is designed not only from the English language perspective, but from other subjects´points of view, as it is a task-based approach (TBL) .

Finally, taking into account the fact of having students from different countries, we will foster inclusion as well as those values regarding respect for multicultural manifestations stated on the PE.