

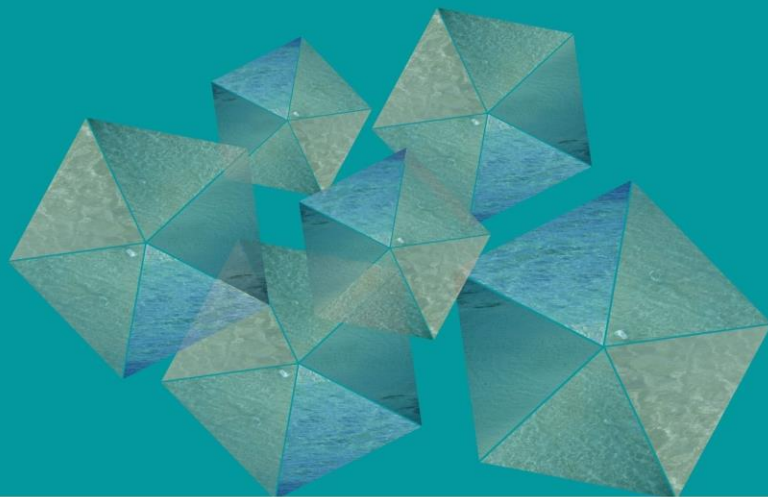
SECONDARY SCHOOL  
"NICOLAE IORGA" BACAU



***DIFFERENT WAYS OF LEARNING AND  
TEACHING LANGUAGES FOR  
STUDENTS IN RISK SITUATIONS***

**RESOURCES, IMPACT AND PRACTICAL IDEAS**

**METHODOLOGICAL GUIDE**



COORDINATOR: PR.DR. DUMITRAȘCU ELENA SOFICA

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*The content of these articles and the originality of the contents fall into the responsibility of the authors.*

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Articles presented during the International Conference that took place under the  
ERASMUS+ project KA229  
“Bridges over opened minds”  
2018-1-RO01-KA229-049407-1

## FOREWORD



Within the Erasmus+ program "**Bridges over opened minds**", "Nicolae Iorga" Middle Secondary School, organized, on May 2021, the International Conference: *Different ways of learning and teaching languages for students in risk situations -resources, impact and practical ideas*

The event included two debates sessions on the topic "New curricula for the exclusion" in the framework of which there were discussed different teaching and learning methods applied in the educational systems of the countries, partners of the Erasmus+ European project, The main focus was to high light the specific elements, difficulties, solutions and ways of solving the problems of integrating pupils in different risk situations: children with special educational needs and migrant children in particular.

The debates and the case studies were presented both by teachers, professors, specialists and presidents of Associations from Italy, Croatia, Poland and Romania and their ideas were gathered and published in the present guide.

During the second part of the Conference, it took part a dissemination session of the Erasmus+ project, during which some of the results of the project "Bridges over opened minds" were presented by the coordinators of the project Maria Pirecka (Poland); Klementina Duric (Croatia), Giovanna Mercurio (Italy) and Dumitrașcu Elena Sofica (Romania).

This conference was attended by over 80 teachers and the event was moderated by the project team from the "Nicolae Iorga" Secondary School, Bacau under the guidance of the school manager, Prof. Mariana Umbrărescu.

## **I.**

### **NEW STRATEGIES TO PROMOTE INCLUSION**

*Immigration and education:*

*some food for thought.*

## **THE RICHNESS OF DIVERSITY**



**Angela RISTALDO**  
*IC 'Adelaide Ristori' – Naples*

Never as in recent years, the arrival of immigrant children in our schools has been a salvation, as the decrease in births in our country has depopulated our classrooms. Overcrowding, so denigrated by school operators, and so strongly advocated by politics in recent years, has instead found a fair balance for a sustainable number of students in classes.

Our city, Naples, has recently witnessed a growing phenomenon of immigrants and the diversification of the cultures of origin. Naples has always expressed a strong welcoming character, but at the same time little possibility of integration into the world of work, even for local people. In recent years, on the other hand, there have been groups of other cultures in the classrooms, at first mainly from Eastern and European countries, then gradually entire communities from Sri Lanka which have only lately chosen Italian schools, usually preferring their own educational organizations with English as the main language. Also, children from China, Romanians and refugees from Syria.

Foreign pupils in a classroom have a strong educational impact and their presence alone is an opportunity to educate for inclusion in a spontaneous and pragmatic way. Children, especially at primary-school age, have no dividing and extraneous conjectures except for the initial difficulty in communicating in a different language. When the children attend school from the early years, they

learn the Italian language with the class and do it quickly because they already find themselves in the real context, so in a short time they acquire the common language. For the teacher, the immigrant child is at the same time a resource as well as a source of constructive confrontation, of respect for different habits and customs. From cooking to religion, this stems from a keen curiosity to know what is other than oneself and to know oneself better. Playing, being together, sharing the same school space and time do the rest, and that initial reluctance, that possible barrier suddenly dissolves. The group strengthens and becomes the mirror of a possible world where adults still see differences. The pupils' parents, through meetings and cultural exchanges, allow the overcoming of any hesitation in the name of a common goal: a serene learning environment for their children. Many immigrant children are already second generation, born in Naples to foreign parents who actually are and feel like full-fledged Italian citizens, beyond somatic differences.

Education for tolerance, for what is different from oneself, should not be explained or induced, but lived; the fear of otherness is overcome through knowledge because after all humanity is one and has the sole purpose of being happy in a community.

## **MIGRATIONS**



**Dijana BETLACH SOKIĆ**  
*OŠ "Matija Gubec" Cernik*

Nowadays, we are witnessing a lot of information and photos, that we hear and see through the media, which talk about the migration of people around the world. The daily lives of many people have been reduced to looking for a better and safer place to live. There are many reasons for emigration, only some of them are social and political reasons, demographic and economic reasons and environmental factors.

Many leave their country due to religious, political, ethnic, racial or political persecution, and the most common reasons for migration are wars and conflicts. People are leaving because of armed conflicts, seeking protection and a place in a country that will have more liberal rights and where their basic human rights will not be violated, where they will be able to live safely and secure a livelihood.

Furthermore, demographic change also determines the movement of people or emigration. Demographic growth or decline, an aging population, or a large number of young people are factors influencing economic growth and employment opportunities. Immigrants come to countries where living conditions are better, where wages and living standards are higher, and opportunities for education and employment are much better.

Natural disasters such as earthquakes, floods and hurricanes are happening more and more often in the world, so we can say that environmental factors are

one of the reasons for human migration. Climate changes can greatly lead to extreme weather conditions that can affect the increase in the number of migrations.

#### Attitudes of countries towards immigrants

Many countries across Europe are facing a higher influx of immigrants, as well as problems in integrating immigrants into society. They have a negative attitude towards immigrants, they doubt the motive of their migration, economic and cultural origin. They are perceived as a threatening factor and the threat to national integrity and are considered to endanger the deepest foundations of the social and political order. They are often stereotyped and negatively represented by society as a cultural and economic threat.

Regardless of policy, countries' views are divided as some European countries believe that migrants need to integrate so that the receiving society remains relatively unchanged. While others believe that the rights of immigrants should be equated with the rights of members of the receiving society. Immigrants as new ethnic minorities should be guaranteed the right to diversity.





## IMMIGRANTS IN CROATIA



**Klementina ĐURIĆ**  
*OŠ "Matija Gubec" Cernik*

With prejudice or not, both, other European Union countries and Croatia, approve entry and offer assistance to immigrants. Data from 2020 show that Croatia has granted about 700 asylums since 2015 and that there are about 440 applicants for international protection in the country. But in most cases, applicants for international protection leave the country before the procedure is approved. According to the Ministry of the Interior, staying in shelters for asylum seekers is not an obligation. They can move freely within the borders of Croatia, but at their own expense and with the consent of the Ministry of the Interior.

In the case of minors without adequate parental care, they are provided with accommodation in the intended home, in accordance with the decisions of the Center for Social Welfare. There is a problem because the age of the wards is not known, and they are sometimes suspected to be adults who use the facilities as a holiday before continuing their journey further towards Germany or some other developed country which is their final destination.

In Croatia, all school-age children are allowed to join the Croatian education system upon arrival at shelters. Some of them successfully integrate into the school system, but some arbitrarily terminate the request due to leaving the shelter.

As far as the employment of immigrants in Croatia is concerned, there are already numerous problems, from language learning, employment, accommodation of persons that are granted protection, and the exercise of the right to family reunification.

In the last few years, Croatia has also encountered irregular migration, and it refers to people which enter the country past border crossings so that they do not have to seek asylum, and they have tried it unsuccessfully several dozen times.

In a search of a better life, immigrants are ready for anything. Although they are exposed to numerous prejudices, they do not give up in their intention to achieve their goal in a legal or illegal way. Opinions and views of countries are divided. Some consider them guilty of the situation in the country, serious threats to cultural and social life, while others cultivate empathy, respect and accept their diversity and try to provide them with conditions for a normal and safe life. Let us believe and hope that the picture of the general situation of immigrants will become more positive and that European countries will find an adequate solution for caring for and providing a dignified and quality life for them, and also hope that there will be a positive shift and progress in their countries so that migrations begin to decline.



**HOUSE OF THE SUN  
A SCHOOL THAT WELCOMES EVERYONE**



**Stefania MANCUSO,**  
*IC ‘Adelaide Ristori’, Naples – Italy*

A few years ago, I decided to have a new work experience, obviously always remaining in the school environment, in a city other than Naples. I chose Milan, to be able to deal with a reality that is presumably very different from my home one and in fact, with great luck, I was assigned to a *POLO* school.

Those are public schools, arranged in the city according to the four cardinal points, which mainly welcome foreign students from all over the world. They are mostly the children of migrants brought to Italy by their parents in adolescence, therefore most of the time they have attended the first school cycle in their country of origin and then, upon their arrival in Italy, they enrolled in middle school. They do not know the language, the customs, the city, the lifestyles, therefore, in the first year of secondary school, the School has the task of working above all on hospitality and integration. *POLO* schools are by no means precluded to Italian students, whose parents consider it important that their children study and attend cosmopolitan realities, certainly more enriching and stimulating than other institutional schools, where the foreign component is a minority.

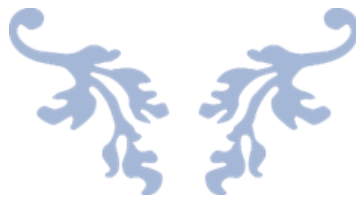
The school where I was teaching is located in a beautiful city park, the *Trotter*, the classrooms are inside small buildings, almost houses, on one floor,

completely surrounded by greenery. It is possible to have lessons outdoors, when the weather permits, to walk with the students while studying at the same time, to move freely in the gardens, since the gates are closed to the public for the entire duration of school hours. Teachers are always assisted by linguistic mediators and volunteers from third sector associations and also Italian mothers, gathered in association, offer, through listening desks, workshop activities and more, help to other foreign mothers, sometimes also handling bureaucratic practices for them, that they would not know how to do alone. The teaching staff is united, compact: we worked together and every choice was always discussed and shared. The headmaster, now retired, in addition to being an excellent headmaster, a person of rare culture and competence, stands out for his great humanity. Every morning he welcomed us with a big smile, with a flower, with the reading of a poem, with a background of classical music, and we had a brief informal meeting to organize, all together, the working day. The didactic strategies used were the most varied, based on the practical teaching of the language, certainly basic but effective. In a few months, the pupils began to write and speak with a certain clarity and the motivational element, based on maximum gratification, was certainly the fundamental reason for the success of the work.

The best part of the day was lunchtime. The food prepared was extremely varied and inspired by every religious or cultural need. We all ate together, we exchanged ideas, customs, recipes, in short, we let the children talk a lot so that, in that given circumstance, they would establish a less institutional and more confidential relationship with us teachers. At the end of the school year, not having an exam class, I was called to carry out the function of commission president for state exams and helped by the headmaster, I went to an Arab school.

These experiences were unique, unrepeatable, unforgettable because they managed to give me a much broader vision of life, of my work, and of my heart. I wish every teacher, in their career, to stop for a year, and to do something relevant but at the same time different.

I wish to conclude by revealing the name of the school, which more than all words, summarizes its uniqueness: 'LA CASA DEL SOLE' ('HOUSE OF THE SUN').



## **TEACHING TO FOREIGNERS - A LOVE EXPERIENCE**



**Stefania DI LEO**

*IC 'Adelaide Ristori' – Naples –*

My experience with foreign students is one of the most enriching of my life. Teaching to them means learning from diversity, entering deeply into their social and intimate cultural world, being imbued with other cultures, capable of fully giving the vision of other worlds or the world to which we belong.

I firmly believe and teach my students that we are citizens of the whole planet and not of one or another country. Citizens of the world means embracing the world, without emphasizing its diversity, but embracing everything that can enrich us. Every student is moved by the same passion for knowledge and this unites them to every other child on earth, whatever the latitude to which they belong or their social origin.

The most recent planning documents indicate in the individualization of teaching the way to achieve the integration of foreign students in the school. In the Italian school, two models of individualization coexist, therefore it is not always easy for teachers to plan educational paths for foreign students. For me, students are actually all the same, because they must have the same opportunities and above all the same treatment. And it is then that the teacher becomes a cultural vehicle or mediator.

Thus intercultural education constitutes the background from which the specificity of training courses aimed at foreign students stems, in the context of activities that must characterize the educational action towards all. The school is

in fact a central place for the construction and sharing of common rules, as it can act by putting in place a practice of daily life that it recalls.

It can transmit respect for democratic forms of coexistence and, above all, the knowledge indispensable for the formation of active citizenship. In fact, intercultural education rejects both the logic of assimilation and that of coexistence between closed ethnic communities and is oriented towards favouring comparison, dialogue, mutual recognition and enrichment of people while respecting different identities and belonging to often multidimensional experiences.

The exchange of experiences represents the possibility of not being alone; autonomy is a great resource for the school, as long as it does not turn into closure in itself. The projects made for linguistic, cultural and intercultural integration, have had an overall Impact on the school. I believe that teachers in recent years have questioned themselves a lot about their actions; they have thought, they have elaborated, they have tried and experimented various paths with more or less successful outcomes.

The Erasmus experience has had the added value of bringing people together directly, teachers of various school grades with other colleagues from other European realities, providing everyone further food for thought and study.

The motto of the *Adelaide Ristori* school is ‘Union in Diversity’. I recognize myself very much in this sentence, hoping to train students and future generations who enrich each other from diversity and each bring their own grain of sand for a change of thought in the world, which does not need racism, but integration and unity. I really hope and dream of a better world, made up of the generations I have seen grow up.

## **TOLERANCE - MAJOR OBJECTIVE OF CURENT EDUCATION**



**Daniela Cristina MOCONDOI**

*„Alexandru cel Bun” Secondary School Bacău*

*„Education’s best result is tolerance”*

**Helen Keller**

Education is the need to make a better world, more just, more loved and loving, the traditional values, universal, invariably essential to respect the culture, traditions and wishes of each individual nation and using it for their own development and emerging.

Tolerance is a social, ethical and religious applied to a community or an individual, which defines another respect freedom and way of thought and behavior.

Promoting tolerance and shaping attitudes towards different opinions, in the sense of solidarity and mutual opening takes place in school and at home.

Romania's EU integration is one of the major goals of education is "learning to live together, learning to live with others". Constitutions of modern democracies guarantee different forms of individual and group freedom, as, for example, freedom of opinion and religion. Tolerance is included in the "Universal Declaration of Human Rights" in 1948 the United Nations, celebrated annually on November 16

The first step in tolerance education is to teach every person in society the rights and freedoms of others. Education for tolerance should be considered an urgent imperative, which is why methods should be promoted systematic and



rational tolerance teaching to address the cultural, social, economic, political and religious intolerance, sources of the major roots of violence and exclusion.

The child is not born with the predisposition of hate towards the different, but he takes the family prejudice against certain groups. Therefore, teachers should encourage cooperation, teamwork, knowledge and discussions about various traditions, customs, values, etc. What I considered particularly important is finding ways to change the attitude of the parents on aspects that they consider them seem special or bad for their children. Pupils do not have sufficient information on ethnicity and social origin, religion, nationality, race, language, etc., but what they know is reflected through the rejection towards the one that is different from them.

Perceiving the child as a unique individual worthy of organizing and understanding, the alternative Step-by-Step, by its forms of organization, it stimulates students to engage openly, honestly, ask questions, express opinions, to bring justified criticism, to make original value judgments, highlighting the values and non-value, make decisions and take responsibility for decisions taken, to show tolerance and understanding and to cooperate in teamwork.

In a world marked by conflict, bringing to the attention of everyone, especially children, who are the future of mankind in all aspects, especially ideological, the meaning of words such as tolerance, understanding, sympathetic, etc... can be the first step to change mindsets, attitudes towards certain peers. Building capacity to adapt to various situations of life is conditioned, to some extent, finding the best ways of training and learning. Mental development of students bears the imprint of the actual content of education and how to achieve it.

The children's mental possibilities are great and genetic assessment of the mental-fluid and multi-task is a difficult stage of social development. Intellectual

potentialities are realized in the context of activities where children are trained effectively. The methodology of educational activities, their organization may encourage or limit the full exploitation of mental development opportunities available to the child. Improving the means, methods, training actual personality, contribute to the improvement of mental, emotional and moral development of children.

Tolerance is a moral value and education in the spirit of it falls under the sphere of moral education. Teachers need to have those ideas, principles, techniques, methods, instructional processes aimed at creating a culture and a climate favourable to the class of intrinsic involvement of students in classroom activities. They are the ones that are meant to make profound changes in culture, climate and education of students belonging to disadvantaged populations in the grounding of all teaching steps towards democracy. The teacher is in this context an agent of changing the semantics of the class interactions in the offering of these disadvantaged students equal opportunities to education.

The teacher is also one who has to introduce new educational strategies that encourage cooperation, tolerance, increase self-confidence and to improve student's school performance, as a corollary of effort optimal integration of immigrants.

Among the activities organized in the classroom who had positive consequences are: "**June 1-story childhood**" 2011 – Contest counties, „**European Spring**”, educational project, „**November 16, Day of Tolerance**” contest of posters and messages, „**Better the Christmas**”- a voluntary role. Work role was to persuade students to accept that „**we are different but equal**”. In all activities both students and parents participated, active partners in educating the younger generation. This kind of community relations activities strengthen mutual trust and goodwill. Each activity is important because it shows the possibility that each may be

involved in making the school a true community. In a responsible and protective community, parents have an active role in education. They are recognized as the first educator of the child with a major role in its mental and social development. Goals and expectations should be discussed and communicated to schooling parents. Open discussions, informal meetings, written correspondence put on a real communication with our student's families.

Since school work occupies an important place in children's lives, it is normal to be discussed with the family. Teachers will notify parents regarding the activities that they conduct regularly with the students. Participating in activities, adults know the role, steps and understand the importance of practicing social skills both in class and beyond. They also understand the strong relationship established between home, school and community. Democratic engagement requires a pedagogy that does more than transmit, in fact, a genetic inheritance. It teaches students to think, to organize and respond to their actions, accept, and capitalize them to respect others.

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## **TOLERANCE – THE IMPERATIVE OF A MORE JUST SOCIETY**



**Karmela MARIĆ**  
*OŠ "Matija Gubec" Cernik*

With hatred and hostility, we directly threaten security and democracy, and thus human rights. The first step in overcoming hatred towards other groups of people is tolerance. It has a crucial role to play in creating a better and more democratically advanced society. We understand tolerance as coexistence in which all differences will live freely, respect each other, accept, and provide understanding. Another important item in tolerance is multiculturalism. It signifies a public policy of promoting interests and information and knowledge about other cultures, promoting equality, and accepting their differences. This paper will primarily discuss tolerance towards immigrants in Croatia and Europe.

In 2015, the European Union was met with the largest number of asylum seekers and illegal migrants since World War II. There are currently 2,712,477 refugees and 721,075 asylum seekers in the European Union. The causes of migration are various, and the most common reasons are war conflicts and persecutions on religious, racial, ethnic, and political grounds. Residents of transit countries, but also those who constitute a permanent future refuge for immigrants, are of the opinion that immigrants pose a security, health, economic and socio-cultural threat. Resolving the migrant crisis, negative attitudes, and the integration of migrants into European society is aimed at providing professional and financial support. Numerous countries are introducing various policies and

programs to enable the inclusion of marginalized members of society who are in this case immigrants. The task of any democratic society should enable inclusion in order to educate individuals equally and thus prepare them so that they can independently contribute to the betterment of society as a whole. One of such associations in the Republic of Croatia is the organization *Borders: none* whose goal is to help refugees in their integration and inclusion in society through non-formal education, employment, organizing meetings and events with local society, etc. Also, through the mentoring program *Get together*, connect refugees without family support with the local population and help them deal with everyday problems. It is important to emphasize that integration itself arises primarily from social inclusion when conditions are created for equal participation of individuals where differences and individual needs are respected.

It is crucial for the development and progress of society to reduce differences in society by respecting and tolerating those same differences. This is enabled by various educational programs that promote social inclusion, which is the foundation of social equality. To make this possible, it is necessary to move away from the negative attitudes about immigrants that prevail in today's society. Attitudes cannot change overnight, so a continuous process of education and informing not only migrants but also the local population is needed, and one of the preconditions for inclusion and integration and thus a more stable and happier society, is healthy communication.

## ON A JOURNEY WITH ABDUL



**Pierina MARMO**

*IC 'Adelaide Ristori' – Naples*

At the beginning of school year 2017/2018, the foreign pupil Abdul Rehman Butt, a Pakistani boy born on 2/15/2002, was placed in one of my classes, an eighth grade. The pupil, very shy and arrived in Italy in the summer of 2016, was repeating the eighth grade, the final year at middle school. He immediately showed a desire to understand and communicate and was literally enlightened when in the first few days I used mainly English, the language he uses with confidence.

His father guaranteed the boy's afternoon attendance of two school centres for learning Italian. In addition, communication with the pupil Abdul normally took place in Italian and also in English (at least for literary subjects). The whole class was involved in this work of understanding and communication. Gradually the double level obviously tended to shift to Italian. Simplified materials and aids were provided for the study of Italian, History and Geography in order to allow the pupil to achieve the essential learning objectives and an increasingly concrete insertion into the Italian reality, not only school but also culture, society and future working.

One of the most significant activities we made with Abdul was when he brought to school some sentences that were meaningful to him about the word 'journey'.

He wrote them in Italian, English and Urdu. The whole class worked on the word ‘journey’ for two hours, the first of which in collaboration with Dr. M. Canciani of the Dedalus Association [a social cooperative which supports/helps foreign people].

First of all we wrote the keyword JOURNEY on the blackboard (in Italian, English and Urdu) with other related words around it: work, ticket, suitcase, fun, departure/arrival, train, plane, bus, map. Subsequently, the pupils in pairs received a coloured A4 sheet where they could transcribe the assigned word in the three languages and associate a beautiful evocative drawing with it (maps, train tickets, colors, requests for help...). Abdul chose the phrase "The real voyage of discovery doesn't consist in seeking new lands but in having new eyes" with translation in English and Urdu and the drawing of a symbolic eye.

I documented the processing steps with photos and the pupils got involved with simplicity, in a serene and collaborative atmosphere. Abdul was in great demand for his knowledge of English and Urdu, while other pupils would cooperate on drawings and colouring. A student intervened to make the colours of the train brighter as it looked to her like a ‘sad train’.

It was a very important educational and didactic activity where everyone lent a hand and learned something, watching more and collaborating with classmates.

Abdul was also included in the FAMI extracurricular project (Italian L2) which began in March 2018. The pupil followed the proposed activities with great interest and responsibility.

I noticed Abdul's greater involvement also in various school activities even in the morning. On the other hand, his comrades got more involved with him and asked to see the film about Anne Frank in Italian but with English subtitles, to allow for Abdul's complete participation.

As far as I am concerned, it was a real honour to take part in this course. The pupils responded with simplicity and enthusiasm to the proposals. I remember with pleasure the experience of a visual dictionary and the rewriting of some texts.

For the lexical lists, the work was affected by the rather hectic period of school activities (educational outings, workshops, intermediate tests...), however we put ourselves to the test and the students were led to reflect and use the lexicon (in particular the word ‘emotion’) in a more conscious and personal way.

I am an *old-style* teacher: I like children to study, do their homework, have proper writing and speaking skills. I also use technologies and the IWB and I made the students practice a lot for their CBT tests. Well, I saw them answer questions calmly and seriously, without getting upset. From this I learned again that times have changed and without giving up anything from the past, I have to change too.

One aspect I am especially for grateful is the participation in the Italian L2 workshop with Dr. Tutor Claudia Tarallo: a happy chance to be able to take my student Abdul even more seriously and work with a wider horizon. Materials, comparisons, discussions, personal and common work, online platform, in short: deeds, not words!

I already mentioned a happy and perhaps casual intertwining but, more than just this, I perceived a profound unity in following the course, participating in the workshop activity and living my teaching.

It was a great experience as everyone actually benefited from it: Butt, the whole class and myself too.



**DIFFERENT WAYS OF LEARNING  
AND TEACHING LANGUAGES FOR STUDENTS  
IN RISK SITUATIONS- RESOURCES, IMPACT AND PRACTICAL IDEAS**



**Adela Ondina CHIVU**

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Good instruction is good instruction, regardless of students' racial, ethnic, or socioeconomic backgrounds. To a large extent, good teaching—teaching that is engaging, relevant, multicultural, and appealing to a variety of modalities and learning styles—works well with all children.

The instructional strategies which will be outlined in this paper have a few characteristics in common: they tend to be, not exclusive; they work best in context with other ideas and concepts, not in isolation; they often focus on students working within social situations rather than alone; their activities, techniques, and goals are interactive and interdisciplinary, realistic rather than esoteric.

Possibly most important, they empower students to be actively involved in the processes of their own learning, rather than passively receptive. None of the ideas is new. Although some of them tend to be identified with specific programs, individuals, or locations, they are presented here as generic—that is, as applicable in virtually any classroom, in any subject area. All are adaptable.

Why ideas *at* work rather than ideas *that* work? Because "ideas that work" implies a kind of guarantee of effectiveness. In the real world of the schools,

however, nothing works every time, everywhere, for everyone. No single strategy, approach, or technique works with all students. Unfortunately, numerous barriers can prevent poor and minority students from receiving good instruction. Some of these barriers are caused by educators' attitudes and beliefs; others are the result of institutional practices. The intent of the listing that follows is not to provide a thorough cataloguing of every barrier to sound instruction, but rather to place educators on alert.

### **Attitudes and Beliefs Racism and Prejudice**

Despite much progress during the past few decades, racism and prejudice are still ugly realities in all sectors of life including education. Today, racism may be less overt and virulent than in the past, but its effects can still greatly harm minority students. In fact, subtle, insidious forms of racism may be even more harmful to young people than more obvious forms.

Prejudice against the poor, of whatever race or ethnicity, is another force that works against the academic achievement of disadvantaged students.

For example, some teachers of poor students don't let them take materials home, out of fear that the materials will never be returned. Yet these same students tend to be proud to have the responsibility for taking materials home and are generally exceedingly careful to return them.

Obviously teachers must avoid discriminating, consciously or unconsciously, against students because of their racial, ethnic, or socioeconomic backgrounds. Such discrimination can be as blatant as imposing harsher discipline on minority students or as subtle as lowering expectations for poor children because they have "difficult" home lives. Teachers must be aware that they see students' behaviour through the lens of their own culture. They must carefully examine their own attitudes and behaviours to be sure that they are not imposing

a double standard. Most important, they must believe sincerely and completely that all children can learn.

### **Expectations**

Educators must hold equally high expectations for affluent native students and poor and minority students—despite the disparity in students' backgrounds. Under the right conditions, low-income and minority students can learn just as well as any other children. One necessary condition, of course, is that the teacher hold expectations of high performance for *all* students.

Both high and low expectations can create self-fulfilling prophecies. Students must believe that they can achieve before they will risk trying, and young people are astute at sensing whether their teachers believe they can succeed. By the same token, teachers must truly believe their students can achieve before they will put forth their best effort to teach them. The teacher's beliefs must be translated into instructional practices if students are to benefit: actions speak louder than attitudes.

Teachers must also be sensitive to the subtle ways in which low expectations can be conveyed. According to researcher Sandra Graham of the University of California–Los Angeles, when a teacher expresses sympathy over failure, students typically infer that the teacher thinks they are incapable of succeeding, not that they simply may not have tried hard enough. Similarly, when a teacher gives students lavish praise for completing a simple task or offers help before being asked for it, students infer that the teacher thinks they are stupid. In other words, holding high expectations is not simply a matter of cheerleading; it requires insight into how students may interpret a teacher's words and behaviours.

Teachers must also resist the temptation to attribute student failure to lack of ability ("I've taught this concept and they didn't understand it; they must not be smart enough"). Failure to learn can stem from many other causes, such as

inadequate prior knowledge, insufficient effort or motivation, lack of the right learning strategy, or inappropriate teaching. The bottom line is this: if students are not learning, the teacher needs to change the approach to teaching them.

Teachers are not the only ones who need to examine their expectations for students, however. The expectation that all students can achieve at high levels, under the right circumstances, should be the guiding principle of every school.

### **Lack of Understanding of Cultural Differences**

Teachers sometimes misinterpret the behaviours of poor and minority students because they do not understand the cultures they come from. White teachers can easily misread the behaviours of black students, for example. In *Black Students and School Failure*, Jacqueline Jordan Irvine (1990) writes:

*Because the culture of black children is different and often misunderstood, ignored, or discounted, black students are likely to experience cultural discontinuity in schools. ... This lack of cultural sync becomes evident in instructional situations in which teachers misinterpret, denigrate, and dismiss black students' language, nonverbal cues, physical movements, learning styles, cognitive approaches, and worldview. When teachers and students are out of sync, they clash and confront each other, both consciously and unconsciously*

Only when teachers understand their students' cultural backgrounds can they avoid this kind of culture clash. In the meantime, the ways in which teachers comprehend and react to students' culture, language, and behaviours may create problems. In too many schools, students are, in effect, required to leave their family and cultural backgrounds at the schoolhouse door and live in a kind of "hybrid culture" composed of the community of fellow learners.

Especially in the early grades, teachers and students may differ in their expectations for the classroom setting; each may act in ways that the other misinterprets. In addition, those teachers (and they are legion) who insist on a

single pedagogical style and who see other styles as being out of step, may be refusing to allow students to work to their strengths.

As Knapp and Shields suggest, the so-called "deficit" or "disadvantage" model has two serious problems: (1) teachers are likely to set low standards for certain children "because their patterns of behaviour, language use, and values do not match those required in the school setting"; and (2) over time a cycle of failure and despair is created that culminates "in students' turning their backs on school and dropping out ... because teachers and administrators fail to adapt to and take advantage of the strengths that these students do possess"

### **Inappropriate Instruction**

Inappropriate instruction harms poor and minority students. Instead of being presented in a variety of modes, instruction in too many schools tends to be abstract, devoid of application, overly sequential, and redundant. Bits of knowledge are emphasized, not the big picture, thus handicapping global thinkers.

For teachers of diverse students, it is especially important to use a broad repertoire of strategies. Some children may be global thinkers; others, more analytical. Some children may learn best from lecture and reading; others, through manipulatives and other hands-on experiences. Some children may thrive on competition; others may achieve far more in cooperative groups.

### **Lack of Consequences**

Unfortunately, there are few consequences for students and teachers if poor and minority students do not learn. So long as students put in the required seat time, they will receive a diploma; so long as teachers go through the motions, they will have a job. In many cases, nobody—not the education establishment, not the parents or guardians, not the politicians—protests a status quo that is sadly deficient.

Schools that have had success in teaching poor and minority students do not keep ineffective teachers on the faculty; in these schools, teachers are held responsible if their students do not learn. These schools also collaborate with parents or guardians to ensure that students who come to school and strive to achieve are rewarded.

### **Involvement of Parents or Guardians**

Poor and minority parents or guardians often have no opportunities to create an ongoing relationship with their children's schools; in fact, they often have no communication with the schools at all. In turn, schools tend to make few efforts to develop a relationship with poor and minority parents or guardians, who may be too intimidated or hard-pressed to initiate contact themselves. For parents who don't speak the language of the migrant country, the language barrier can pose another formidable obstacle.

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## **DISCRIMINATION AND TOLERANCE –DIDACTIC PROJECT**



**Costela BEJAN**

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**Viorica NESTIAN**

*Gymnasium School No. 10 Bacau*

**TOPIC**- Discrimination and tolerance

VII th grade

### **CONCEPTS / VALUES USED IN THE LESSON**

Concepts Values Attitudes

-discrimination -human dignity -tolerance

-racism -democracy -respect

-prejudiced -equality - civics

-antisemitism -freedom -acceptance

### **OBJECTIVES PURSUED / ACHIEVED IN THE ACTIVITY WITH STUDENTS**

**Specific skills:**

1.1. Correct use of specific terms of education for democratic citizenship

2.3. Solve, in pairs / teams, work tasks related to life in a democratic society

3.2. Applying democratic values, norms and principles in concrete

situations that require decision and action

**Operational objectives**

At the end of the activity, all students will be able to:

- To present the concept of tolerance in a general sense;

- To identify situations of discrimination, xenophobia, anti-Semitism, sexism

- To argue their point of view pertinently on the cases of discrimination described in the media, or from their own experience;

Teaching strategy:

-Procedural resources: heuristic conversation, debate, case study, brainstorming.

-Material resources: textbooks, student notebook, laptop and video projector, worksheets, lesson plan, A4 sheets of paper.

-Forms of organization: frontal, individual and in groups

**LESSON DESCRIPTION**

Introduction to the activity

The teacher manages the class to start the activity.

Conducting the lesson

**Announcing the subject of the lesson and its objectives.**

Updating the key notions by solving a puzzle. Solving the puzzle correctly, vertically AB, students will discover the name of the word that underlies the discussions of this lesson - tolerance (Worksheet 1)

Application of updated and mastered content by students by case study analysis. A case study based on three videos is proposed. The videos describe three different cases of discrimination. Where it is not possible to watch videos, the teacher will read the three scenarios of the videos. Students are divided into groups of 4-5 members. Each group will receive a worksheet with the following questions:

1. Briefly describe the situation in the video you watched.
2. Who was discriminated against and what were the reasons for the discrimination?
3. What should the employer have done to avoid discrimination?



4. What do you think the person in question felt?
5. How would you feel in this situation?
6. Create an anti-discrimination slogan for each case.

(Worksheet 2) At the end, each team will delegate a leader who will present the answers to the questions on the worksheets as well as the team's opinion on the case studied.

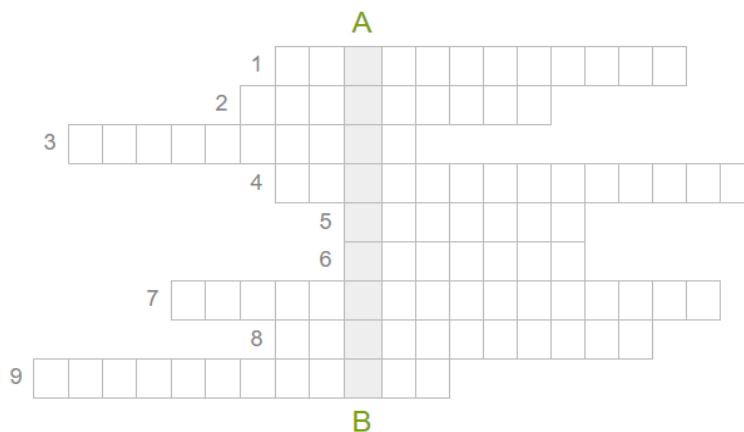
### **Completion of the activity**

There is a restructuring of the topics discussed, the teacher asks students questions, asks to present the notions that lead to the idea of discrimination, the consequences of discrimination and the importance of tolerance as attitude and behaviour.

The degree of class participation in the lesson is highlighted, the students with special contributions are noticed and the homework is communicated. Students are asked to look for cases of discrimination in the media and to argue their point of view on how the media treats such topics and how this phenomenon could be stopped or improved.

### **Worksheet 1**

1. It is called a hostile attitude towards the Jews
2. Fear of sheep is called
3. The Universal Declaration of Human Rights promotes the idea that human rights are
4. We can prevent training through communication and knowledge
5. Discrimination on the basis of race, colour or ethnicity is called
6. To tolerate someone means to understand and understand them
7. From the moment of birth all people enjoy rights and
8. The antonym of tolerance is
9. Applying a different, unfair treatment to certain people means



**Answers:**

1. Anti-Semitism
2. Xenophobia
3. Universal
4. Prejudices
5. Racism
6. Accept
7. Responsibilities
8. Intolerance
9. Discrimination

**Worksheet 2- videos**

**Situation of discrimination 1 Discrimination by appearances**

1. Briefly describe the situation in the video you watched.
2. Who was discriminated against and what were the reasons why the character in the video was discriminated against.
3. What should the employer have done to avoid discrimination?
4. What do you think the person felt, what would you have felt in this situation?

5. Create a slogan against the discrimination presented in the given situation.

**Discrimination situation 2 Family plans**

1. Briefly describe the situation in the video you watched.

2. Who was discriminated against and what were the reasons why the character in the video was discriminated against.

3. What should the employer have done to avoid discrimination?

4. What do you think the person felt, what would you have felt in this situation?

5. Create a slogan against the discrimination presented in the given situation.

**Discrimination situation 3 Discrimination?**

1. Briefly describe the situation in the video you watched.

2. Who was discriminated against and what were the reasons why the character in the video was discriminated against.

3. What should the employer have done to avoid discrimination?

4. What do you think the person in question felt, what would you have felt in this situation?

5. Create a slogan against the discrimination presented in the given situation.

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## **WAYS OF LEARNING AND TEACHING LANGUAGES FOR EMIGRANT PUPILS**



***Gabriela PALADE***,  
*Secondary School Alexandru cel Bun Bacău,*

In our days everyone is in the situation of knowing someone from other country and trying hard to learn our language, or the other way round, having a relative or a friend who is gone in other country and not knowing very well that language. As teachers we work sometimes with children not knowing very well our language.

Learning a language is an “everyday situation”. Since we were born, we were learning a new language: making step by step our vocabulary, learning to interpret cultural items, experimenting communication techniques, learning by mistaking. Since the babyhood we cry, point, articulate syllables and eventually learn how to speak, listen, read, and write in the language surrounding us. As we have to learn new languages, we must place ourselves in that same infant mindset: we must learn and acquire skills to survive in that foreign environment. Without this new vocabulary, we will not find the desired outcome, and we will go hungry, thirsty, or generally be ignored. There are ways to bridge the gap between language learning and everyday situations; a way for pupils to move beyond the controlled environment of the classroom and into the context of everyday life.

One of the best ways to teach a language is to immerse pupils in the target words, expressions, and experiences as often as possible. Teaching lessons on food? We could take our pupils to breakfast and teach them the answers to that inevitable question, “How would you like for breakfast?” Not only does the experience of the meal force pupils to practice the target language, it also offers them a realistic and safe environment where they can ask questions, try new vocabulary, and receive immediate and constructive feedback from us, the trusted and respected teacher.

Equally common is for pupils to engage in these experiences on their own. Pupils reflect on times when they tried to order something and were misunderstood, when they spoke to someone on the bus and understood the reply, when they read a news article in the target language and were confused by common idioms they encountered. Many times pupils think they are not learning fast enough because they struggle to communicate effectively in the “real world”. What they don’t realize is that often a simple follow up conversation with a teacher can turn those frustrating moments into productive learning experiences. Many times pupils have trouble to be understood because of their strange accent, but they could be helped with re-teaching pronunciation of every simple word. We could ask our pupils to write down words or situations they have trouble with, and each class we could spend a few minutes discussing solutions or practicing pronunciation and vocabulary. The immediate practical application and feedback on what they are using every day is very important to their success as language learners.

Role playing becomes part of the learning experience. The classroom could become café/tea club, library, shop or what else we can imagine. The pupils enter soon in the shape of the character and could play and learn how to express in every circumstance.

Internet plays a special role in learning a different language. Since we live in a very technological age, the internet can serve as both a textbook and an entertainment tool. Pupils can search for specific posts or articles from these websites and then bring them to class for discussion. This is also a great way to get students familiar with structures they will not find in a textbook such as informal expressions and internet slang.

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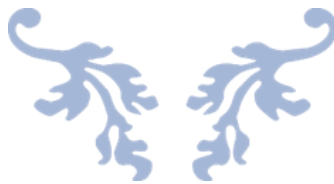
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## **II NEW STRATEGIES TO PROMOTE INCLUSION**

Developing key competences in students with special educational needs through projects.



**THE INCLUSIVE DIMENSION OF TEACHING IN SCHOOL  
A GUIDE FOR MODERN TEACHERS IN A TOLERANT WORLD.**



**Mariana UMBRĂRESCU,**

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We always say that none of us is as smart alone as we are all together. Each teacher looked for answers to questions like “Why can’t all the students make progress at the same pace?”, “Can I help those who learn slower?”, “What can I do with children who have special needs: limited intellect, autistic manifestations, Down or other syndromes, etc”.

We did little in the past to prevent school failure of such students, they were not known enough, they were not accepted or approached correctly. These children were undervalued from the start and left behind. They we called “turbulent”, “difficult”, “stubborn”, while they were simply different. Their handicap led to many social disadvantages. Their participation to the community life was almost non-existent. They seemed to be dysfunctional in a “normal” environment, unable to get the right information, to communicate normally to interact properly, thus, to enjoy equal chances for learning.

Mostly the students included in the mentioned situations have mental deficiencies, hearing problems, visual challenges, incurable illnesses or autistic features. More and more we have the situation of children coming from immigration, born in other countries, returned to Romania, from different reasons, who speak very little Romanian, who are not familiar with the national teaching



system and who cannot integrate immediately, especially because of the language barrier.

These children are nowadays included in normal classes, the education is for all, this is the motto of contemporary schooling. Rejecting them would be a primitive reaction triggered by the intolerance towards human diversity.

The Declaration of Salamanca and the Convention of the children's rights state the access of education of each individual in the society, child or adult.

The steps made in the last decades to a democratic school with equal chances for all represent strategic directions which engage extensive flexibility and responsibility of the institutions that provide education.

In our school these steps were made slowly at first, when the legislation allowed, more than 15 years ago. Now we have children with special needs integrated in harmony among the other students, they learn on special curricula, adapted individually, some of them have a supporting teacher to help them, they play sports, go to school clubs, enjoy drama, write in the school magazine, everybody saw they had hidden talents and abilities. Thus we proved that the inclusive school is tolerant, friendly and democratic, giving value to each individual.

In a modern society we accept that the human differences are normal and the teaching must be adapted. The process of learning should be centered on the student. The schools where the learning process is centered on the students are instruction fields for a society centered on people. This system respects both the differences and the dignity of each human being.

Starting a new, more active methodology, centered on the students' needs involves the students in the learning process and helps them develop fundamental work skills, team collaboration, problem solving. Methods centered on students involve each child in the evaluation of their learning process, in order to establish

future learning targets. They also support the personal development of children and prepare them for an easier transition towards their place of future studies or work and to a sustainable learning throughout their life.

The principles for a good student centered learning are:

1. The accent of the learning activity should be on the learner, not on the teacher;
2. Admitting that the traditional process of teaching is only one of the instruments that can help students learn;
3. The role of the teacher is to mediate learning;
4. Admitting the fact that learning can happen even outside the class.
5. Comprehension is intended for the children, not for the teachers;
6. Teachers must encourage and facilitate learning, must plan their teaching process, must give students opportunities to learn inside and outside the class;
7. Teachers must be aware of the fact that the students, taken individually can learn efficiently, each of them in different ways;

Here are some examples of student- focused learning:

The teaching process has 3 stages. Each of them requires adequate methods.

1. Present: teacher uses methods to share new knowledge to the students or encourage students to discover new knowledge themselves.
2. We use facts, theories, concepts, stories, etc.
3. Apply: teacher uses methods that guide the students to apply what they learnt during presentation. This is the only way a teacher can make sure that the students form concepts about the new material, in order to understand it, remember it and use it correctly in the future.
4. Review: teacher encourages the students to remember old knowledge in order to clarify the matter and concentrate on the key points. The aim of this stage is to assure a good understanding and to put into practice their theoretical knowledge.

Modern learning could progress like this:

1. lesson starts from the students' experiences with questions or activities that involve the students;
2. students are allowed to choose the way they get the information on a certain theme and the way they share the results of their studies;
3. tutoring students outside the class is a good way to discuss students' personal preoccupations, worries, expectations and to offer them guidance;
4. the teacher does not offer standard information, he/she tries to develop the children's aptitude to find the necessary information;
5. children are given the opportunity to acquire not only information specific to the discipline taught, but also to get fundamental aptitudes, like team working;
6. evaluations are made, that allow the students to apply different theories in real-life situations, such as case studies or simulations;
7. the lessons include a combination of activities, that can be used by students with special needs too, so that all types of learning styles are used: visual, aural, practical/kinetic, artistic, playful, etc)
8. active participation is asked by the teacher;
9. the lesson ends with the teacher asking the students to think about what they have learned and about the methods they used to learn and also to evaluate their learning performance.

If we agree to work like this, we notice that learning of the new material is linked to previous knowledge. The working tasks should be authentic, established in a significant context and real-life related. Repeating things over and over until they are learned by heart is not an option. This will lead to superficial learning, while we aim to deep learning. Of course, there could be exceptions, as, for example learning the forms of the irregular verbs in English, the role in a play, a poem, etc.

Making mistakes is a normal fact in any process of learning. Errors occur even using our native language. Delicately correcting the mistakes is the art of the teacher. We should also take into consideration the self-correction, the opportunity given to the students to spot their mistakes, correct them, talk to their peers and receive the teacher's reaction. Especially the challenged children should benefit of this strategy. It increases self-confidence, and boosts the image they have about themselves. The teacher should also include in the lesson, moments dedicated to the children with special needs, in which the other students feel free to participate: games, brainstorming, experiments, dialogues based on picture cards, charts, diagrams, etc. These activities are more simple and they do not require much preparation. They can be followed by more complex activities: role play, changing place with the teacher, mime followed by question and answer, judgment, comparison, etc.

Successful school education for ALL, calls for the need of cooperation: parents, families, children, teachers, members of the community, volunteers, other institutions must focus their efforts in order to achieve all the objectives for the major interest of all the children. No one should be left behind, for no reason.

Inclusive education is a challenge for a normal, simple school, in the context of many special schools being abolished from the system, they exist only for extreme cases of mental disability.

In a class where there are children with special needs integrated, teachers are encouraged to experiment, to explore new techniques, to cope with the new situation in a way where the integrated children have their share of interest from the part of the teachers.

There are stages in the evolution of the integrated children, there are steps and moments that each teacher must observe:

1. teachers must admit that there are students with special needs that ask for special attention and techniques;
2. the society must be aware and responsible for these students;
3. the school must provide all the instruments for a gradual integration of children with special needs that do not have the possibility to attend special schools, because their situation is not that desperate;
4. all the society and the education system must admit the right of each child to be educated;

Inclusive teaching has very little in common with special school teaching. It involves creativity, patience, imagination, tolerance, respect, love, understanding, empathy. For many years the Romanian school system was isolated from the rest of Europe and the world. We have to catch up and promote a modern educational approach, suited for all.

In the modern didactic approach, destined to children with special needs, a lot of other professions are involved: doctors, psychologists, psychiatrists, social workers, speech therapists, sports trainers, etc. They are very useful for the rest of the children also.

In present times there is a strong tendency to discourage the exclusion of the special children from the normal classes. New ways are looked for to work with these children in mass classes. The teachers for special education work more and more together with the other teachers in the same class where there are these integrated students with special needs. They are very useful for the slow learners, undiagnosed, also. The traveling support teacher plays a role that combines the positions of consultant, counselor and tutor for the integrated children with special needs. They help teach and evaluate the progress of these children. In the rural areas, where the special needs children are spread on large areas, in different villages, the traveling teacher is indeed needed. Unfortunately, the number of the

teachers specialized for this work is scarce in Romania. They have to travel a lot from one school to another, from one village to another, sometimes not all the children have the chance to be included in the teacher's itinerary. And they might quit school and give up education much too early in life. There are efforts made in order to keep these children in schools. Sometimes the families prefer to use them for the daily chores in the house, in the fields, because they do not see any progress at school. The integrated education is also based on resource teachers, consultants and coordinators for special education, different facilitators and class assistants.

This type of education is largely spread abroad but in our country we are only at the beginning of this didactic strategy.

As a conclusion, we could say that in Romania a resizing of the educational system is needed according to the changes that appeared in our society. All the teachers should be preoccupied more and more to find new and effective ways of integrating the special needs children in a normal class. For this, they must attend courses on this topic, they must get rid of the old mentalities, they must not promote only the elites but discover the wonderful talents, the hidden world and the future dreams of the children that we call "special". They could be, and in most cases they are special in a very good sense. No one should ignore the noble size of our profession by ignoring those who really need us!

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**ABILITY DEVELOPMENT  
COOPERATION IN PRIMARY SCHOOL PUPILS**



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Ability to cope is the ability to work with others.: “I can do something together with others”. Frequently we can hear complaints or allegations against the school that people from social needs misfits, people who, beyond the stock of knowledge, practical skills cannot or, do not know how to deal with social needs or cannot cope with life and be independent. Same thing with educators who, complain referring to the overloaded curriculum, in terms of the content or the inappropriate students’ age. However, beyond all other shortcomings, the school is one of the fundamental pillars on which we build a quality life. Development programs of life skills can take place even within existing disciplines, without affecting the budgets allocated for curriculum subjects.

The role of schools is to develop skills. Knowledge is a condition for future adult, but not sufficient. For them, to be truly useful, necessary skills must be developed to enhance their true potential, (more difficult to achieve,) and attitudes to ensure proper use of knowledge and skills acquired. Life skills can be developed in any subject. Developing life skills is a process centred on the learner, promoting and using his experiences, including the process context and assuming a creative vision, adapted to various exerted on those who are developing these skills. Classroom is not just a place to treat certain subjects prescribed in the

curriculum. Here we learn -in addition to a certain academic subject - some life lessons. Hence, the specificity of education act, where there is a mediated meeting between generation's needs, influence, social distinction other fields of human interaction with laws, rules and its own dynamic. With regard to interpersonal relations, which involve empathetic and communicative relationships, they are necessary and play a fundamental part in the educational process.

Since then, in addition to this, I have proposed a development program for children, where the main activity is the game. One of the basic rights of the child is to play and recreate. The game develops the child mentally, physically, spiritually, emotionally and intellectually. In particular, I combined lessons of Romanian language, civic education with some frequency group games (games presentation, knowledge games, games of assertiveness, confidence, communication games of cooperation, conflict resolution) that represent a good opportunity for self-knowledge and knowledge, self-affirmation, spontaneity, emotional intelligence and development of empathy conflict management, time management, and the development of capacity to take decisions and to follow, to find solutions to problems, increase tolerance to frustration, etc.

During the week for Global Education, we have organized at our school a project. The theme of this year was "Attitude towards our world". Activities aimed at addressing issues of diversity and inequality at the local level and globally, with an understanding of the basic issues. We wanted to promote global citizenship in school activities with specific emphasis on how to overcome poverty, social exclusion and the right to education. Among the activities undertaken, there could be mentioned: Essays on theme, ppt presentation and „Cultural dialogues for education” debate; literary creations contest (writing compositions, greeting cards) with the theme: „tolerance and friendship”; plastic education contest and exhibition with the theme: „We are citizens of the planet”.



If the process of life skills training is very important that the identification process needs to be centred on the student and the teacher to show an attitude of objectivity. In practical application, we followed four steps: setting and description of target group, they want the ability to develop activities that will develop the ability to cooperate in the group of students and evaluation activities. Got involved in this project to develop cooperation ability 34 pupils, many of them being to an excellent financial situation. Perhaps because of that were individualistic, aloof and even selfish.

Based on indicators, we found that about 75% of the collective progress in developing its ability to cooperate, so parents and students who found me through this program have testified that the relationship between their children have improved, they became more tolerant more jumpers in decision making, more talkative and friendly. This project had merit increase cooperation not only the children but also parents who are involved in project activities became friends, visiting it frequently. Support their children and want to do homework together.

I intend to continue the project, bringing of course improvements, changes due to transition students from another class and also to disseminate it. I have three serial colleagues know that they will participate in supporting the all students who find the need to develop cooperation skills. We must think ahead and educate civic cooperation level to always come to support citizens of the community we serve.

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## THE SKILLS STUDENTS NEED



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### **Abstract:**

The Law on National Education

*‘The educational ideal of the Romanian school consists of free, integral and harmonious of human individuality, in transforming the autonomous personality and in assuming a system of values necessary for personal fulfilment and development, for developing entrepreneurship, for active citizenship in society, for social inclusion and employment in the labour market...’(article 2 paragraph 3).*

It is there to be reached. Is it approachable, achievable or realistic?

The teacher is no longer the source of information, providing facts and contents. The teacher's role has changed, that is he/she is the one to show the students how to handle the information: to validate it, to synthesise it, to leverage it, to communicate it, to collaborate with it, to problem-solve it. Any lesson the teacher creates should be relevant, challenging, and engaging, no matter the tools used. The students do not need to be entertained, but they need to be engaged. Engagement is active for learning, with long-term results, meaningful and applicable, solving problems, using the creativity of the participants. The teacher's task is to provide meaningful and powerful engagement to guide the new globally empowered students.

Using the language means global communication with access to professional development, a multicultural community, and powerful expectations. Teaching a language requires responsibilities and ethical work. To master the language is to perceive the world through your own eyes and to be connected to it actively and consciously. Teaching a language starts from the teacher's linguistic competencies and pedagogical training to the choice of appropriate techniques, materials, and tools. Learning to use a language accurately and fluently is a demanding process.

J. Harmer in the well-known book, "How to Teach English, An introduction to the practice of English" writes about the change of focus on the student and the development of learner training and self-directed learning programmes compared to the traditional methods already mentioned. The modern teacher does not apply only one method; instead, he/she adopts the method to the learner, not the learner to the method. This approach is called Principled Eclecticism. It seems to be the most complex because the teacher should have a good understanding of the methodologies and how and when to apply the best that fits the students' learning style and personality. The changes, which are happening in our students' intellectual readiness and attitudes, should lead to different expectations from the learners, teachers, community, and society.

The new world requires Education to change using 21st-century skills, enabling technology and personalising learning to engage students in diverse and creative ways. Learning can happen anywhere and anytime. The world is more mobile and qualified than ever before, which redefines both teacher's and student's experience. A world with that much knowledge is difficult to grasp: 2000 websites appear every hour or 35 hours of videos are available every minute. The students find, use, consume, produce information. We speak about a globalised teenager.

21st-century literacy involves the skills and capacities associated with digital technology and global networking of the information age. The classroom has become global, thus the students need skills to create content for a real purpose. They need to be an active creator, not passive consumers. This generation has to develop more "individual volition and portable skills" (Ch. Shamburg, 2009, p.9). They need to be engaged citizens and self-directed employers or employees and they need to have the ability to connect personal interest to the community that value those capabilities.

What if we were to start from scratch and organise education around the skills that we all want our students to leave school possessing, that is, the key skills essential to the success of every person in the world? According to Marc Prensky, in "Education to Better Their World, unleashing the Power of 21st-century kids," these 4 skills are the following: effective thinking, effective action, effective relationships, and effective accomplishments. Why effective? As educators, we should ensure that our students have access to much practice.

Thinking, acting, and relating are core areas. The students have access to the growth mindset through understanding and communication, historical perspective, problem solving, aesthetics, self-knowledge, etc. The acting component can be translated with the help of adaptability, experimentation, research, entrepreneurship, project management, strategy and tactics. Moreover, the acting core subject will teach new kids communication and collaboration, listening, networking, empathy, ethics, conflict resolution, and citizenship. The fourth area, the effective accomplishment, will give the students the opportunity of success by combining their interests and passions, the calls of their community, the skills they have achieved and the support of their teachers who seek for the best interest of each individual.

Then, what is the role of the teachers in educating the newly empowered student? There has been a shift from the content provider to educator and empowerer (M. Prensky, " The Changing Role of the Teacher in Educating our Kids," 2016). The chance is amazing for teachers to adapt their behaviour to meet the students` needs, which trigger courage on our part. Coaching, empowering, guiding, challenging, questioning, applying, changing are only some paths the new teacher is about to take. The teachers` job is to provide the learner with a set of skills that, along with their passions, will improve the world. It is not any longer a process of teaching content, it is rather a process of empowering students to become good and effective.

That is to say, this approach offers the chance to the teacher to empower the student to achieve within 2 beneficial outcomes, accomplishment as an individual, in more ways than now, and improvement of the world immediately in the process. This student is the new globally empowered kid.

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## FORMS OF MANIFESTATION OF VIOLENCE



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The violence is an aggressive manifestation of repressed feelings (fury, envy, rebellion). Nowadays we meet the violence everywhere, perhaps and because the modern man has many frustrations and lives in a permanent stress. And then we ask a natural question: *Is it the violence a disease?* To be able to answer we have to bend over some aspects that we encounter daily.

The models that children and adults have in their mass media and in the family promotes aggressive language and deviant behaviours.

Unfortunately, these patterns we see on a daily basis can bring some young people into breaking the law because they have not learned what is allowed and what is not, and sometimes, unfortunately, young people become criminals because they cannot realize the gravity of their deeds and do not think long enough before reacting.

During the school program, we can see how the children injure, offend others and always have something to comment on, whether or not they should, by following the example of parents or television characters and believing that they express their personality. This manifestation seems to have always characterized the human being. It is said that violence is rooted in each of us, but still I think this is just a surface explanation to hide serious gaps in education and the influence of a harmful family environment. Each of us is the product of the

mentality and habits we see and get from the family. By definition, a civilized person knows how to behave in the different groups in which they happen to be (in the family, between neighbours, relatives, colleagues, or simply on the street, in the tram, in a shop, etc.) and he will never forget the Romanian proverb: "What you do not like to others do not do to them!", "That you can get to jail", would be the continuation that small children should be taught. We often try to hide ourselves, to create an unreal image of the world that makes us always say that nothing matters outside of ourselves, but it is not right. An educated man will always obey the rules and will measure his words, thinking before acting even when he is in tense situations. He will know that ungodly actions can bring trouble with the law. Unfortunately, in everyday life, it seems normal to use injuries to worry or to recur to violent actions, without always thinking about the consequences.

Violence is in fact an indicator of generalized insecurity. It becomes a weapon when a person feels threatened when the feeling of insecurity reaches a certain level. Perhaps living in the "urban jungle", it seems to us that we have to defend ourselves from violent actions through harsh speeches of potential not necessarily vociferous, but rather unconsciously speaking, as a reflex created by the daily contact with expressions and offensive words that help us we release pressure by throwing it upon other people.

I think that mistaken models of language or behaviour even from some cartoons, movies or shows (even those for children) have a tremendous influence on the violent way children behave with others. The media informs us of this phenomenon that affects many people. Many important people support several associations to protect children abused in school or in the family. Lately, many non-governmental institutions and associations have begun to analyse the behaviour of children and teenagers in schools and to seek remedies for these

violent manifestations that are so common that many of us do not even take them into account and may think they are not can do nothing against this phenomenon. The term "bullying "is increasingly used when talking about student behaviour, at school, in breaks and out of school. These refer to acts of psychological and physical violence, including offenses related to physical appearance, exclusion of children from informal groups, pupils' groups. Swearing or even threats are among the most common. But observing the state is only the first step, which must be followed by many actions to remedy this situation.

The fact that trying to find solutions is encouraging and should bring hope that in the future and in the Romanian society things will change for the better. However, if violence is indeed a disease of our society (which has its origins both in the family and in the environment in which we live), then only education is the sure remedy against it. And informing about the consequences of violent acts is also essential to helping young people behave civilized in society and not become criminals.

An educated person will always be wiser in choosing the words used and weighing the situations in which he is, and the violent manifestations that sometimes lead to the commission of crimes will remain characteristics of the less educated as the "violence is the last refuge of incompetence"as Isaac Asimov used to say.

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**A BETTER SCHOOL IS A SCHOOL WITHOUT BULLYING!  
UP4BUDDIES!**



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The project “A better school is a school without bullying!” - UP4BUDDIES! – will take place during the school year 2019-2021. Its purpose is to determine the impact of bullying, the stress associated with it, and the discovery of some ways of prevention and control over its effects and ensuring a safe educational system fit for learning activities.

The general objective consists of reforming some mentalities and redefining some values and life principles which are at the crossroad between the needs of the teachers, the students and their parents, and the priorities stated in the management documents of the present College leading board, summarized in the European School Development Plan. The objectives of the project are:

- the fulfilment of a common strategy which involves the trio formed of students-teachers-parents;
- raising awareness over the extent of bullying and its different forms;
- developing skills related to dealing with conflicts, assertive communication and stimulating the students’ emotional intelligence during the teaching process;
- learning and practising some prevention skills against repeated aggression;

-the development of an intervention and fighting against the phenomenon strategy that will include formal and informal activities.

The number of participants estimated to be selected, as a result of a transparent and impartial process, undertaken by an external commission, for participating at the forming courses is 18, approximately 35% of entire number of class masters and 20% of the total number of teachers. We are convinced that the group which will be selected for the project will help to develop the European educational scope, it will essentially contribute to the fulfilment of the project. The first attribute that the contestants need to have is to be class masters or to deliver counselling classes at school. The beneficiaries (three teachers per course) will participate at 6 proposed lectures by two accredited European organizations, which offer training programs in English. The selected activities will help them at:

- knowing the students stress causes, the bullying problem in school
- acquiring skills related to dealing with potentially dangerous situations
- improving critical thinking and developing ways of dealing with problems
- acquiring techniques in assertive communication and, in general,

improving communication skills

- harnessing intercultural experiences by sharing good ideas, practices
- knowing the link between efficient class management and academic success
- mastering teaching techniques meant to stimulate multiple types of

student intelligence and to adapt to different teaching styles

-improving the way in which students and teachers as well know how to learn through IT&C instruments -the active acknowledgement of the danger represented by the social platforms in generating a new type of bullying and stress (cyber bullying) and the active collaboration of multiple educational actors (parents, students, teachers, local community) in efficiently repelling this threat.

From a methodological point of view, the courses will switch between interactive teaching, case studies, debates, role-play, mind puzzles, brainstorming, team-orientated sessions, with examples of good practices and with problems simulations. The results will be represented by the skills (soft skills) acquired by the 18 selected teachers. They will be used in educational activities: positive attitude towards work, good communication skills, time management, problem solving, self-trust, accepting mistakes and learning from them. Teaching must include ways and instruments used to harness students' knowledge and their emotional intelligence, methods and activities which should fit the needs of a mixed class and it should prepare students for the needs of the labour market.

A key point will be the involvement of parents in the learning progress. The impact over „Ion Ghica” Economic College is wished to be visible in mentalities, in the appearance of all involved factors in the learning progress, in creating a common strategy against bullying. The sustainability of this project will be reflected in the follow-up projects in which other institutions with community influence should participate (city hall, the church, police, I.S.J Bacau) and could implement information and good practices gathered by this project at national level. The dissemination of the project will transmit at local level and to the broader public the wish of our school to change people and values in a better way.

## **TEACHING THE PRONUNCIATION IN FRENCH TO STUDENTS WITH DIFFICULTIES - APPLICATION ON THE NASAL VOWEL [ã]**



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Phonetics represents the study of sounds. With regard to foreign languages, the phonetics will be used to help the student to improve, to modify his pronunciation so as not to “distort” certain sounds, certain rhythms, certain intonations which can subsequently lead to problems of intercomprehension in a conversation. Even if the students have an accent when they learn a foreign language, this is explained by the acquisition of their mother tongue; when we acquire our mother tongue we will gradually set up, in a way, categories which are linked to the sound of our mother tongue and which will lead us to filter the sounds of a foreign language.

However, the study of French phonetics for students in difficulty poses a lot of problems for teachers, because it is difficult to explain why in Romanian we write and read all the letters, but in French we change the pronunciation according to sounds or groups of letters that are pronounced together in a totally different way from writing. It is for this reason that we have chosen to illustrate some activities for exercising phonetics – precisely *the nasal vowel [ã]* - for beginners with learning difficulties.

Above all, it is very important that the students recognize *the nasal vowel [ã]*. One site that we find very useful and that offers a lot of online activity is <https://www.lepointdufle.net>.

To begin teaching the sound [ã], we must first recognize it. So, we propose the following exercise:

*Cliquez sur le mot contenant le son [ã] !! Click on the word containing the sound [ã]*

kangourou



banane



manuel



rami



lampe



examen



enfant



wagon



canadien



menu



européenne



content



[https://www.lepointdufle.net/apprendre\\_a\\_lire1/anson.htm](https://www.lepointdufle.net/apprendre_a_lire1/anson.htm)

<p>grande </p> <p>lampe </p>	<p>content </p> <p>tempête </p>	<p>paon Jean</p>	<p>grande lampe content tempête</p>
» 9 exercices	» 9 exercices		» 3 exercices

As you can already observe, the symbol gives us the pronunciation, which facilitates the phonetic discrimination of sound. Then we can move on to its different ways of writing to associate the sound with the group of letters that produce it:

<p>an + a  canadien</p> <p>an + e  banane</p> <p>an + i  animal</p> <p>an + o  piano</p> <p>an + u  manuel</p> <p>an + n  anniversaire</p>	<p>an + consonne  vacances</p> <p> grande</p> <p> étranger</p> <p> importante</p> <p>fin de mot  Liban</p>
<p>am + a  amateur</p> <p>am + e  samedi</p> <p>am + i  amitié</p> <p>am + o  amoureux</p> <p>am + u  amusant</p> <p>am + m  mammifère</p>	<p>am + b  jambe</p> <p> ambulance</p> <p>am + p  lampe</p> <p> ampoule</p>
	» Le son [ã] : 9 exercices

*Il y a plusieurs façons d'écrire la voyelle nasale [ã] / There are several ways to write the nasal vowel [ã]*

Lisez ou écoutez puis remplacez le trait par les lettres

1. ? ▶ sci_ ce	2. ? ▶ import_ te
3. ? ▶ _ poule	4. ? ▶ pr_ dre
5. ? ▶ vraim_ t	6. ? ▶ éléph_ t
7. ? ▶ intéress_ t	8. ? ▶ j_ be
9. ? ▶ _ f_ t	10. ? ▶ _ bul_ ce
11. ? ▶ cont_ t	12. ? ▶ fr_ çaise
13. ? ▶ expéri_ ce	14. ? ▶ tr_ blier
15. ? ▶ gr_ de	16. ? ▶ t_ pête
17. ? ▶ k_ gourou	18. ? ▶ l_ pe
19. ? ▶ longt_ ps	20. ? ▶ Lib_

*Observez les différentes façons d'écrire des groupes de lettres qui se prononcent de la même manière: [ã] / Observe the different ways of writing groups of letters that sound the same : [ã]*

Le son [ã]

Lisez ou écoutez puis remplacez le trait par les lettres

1. ? ▶	Il s'occupe de l'_f_t de sa voisine.
2. ? ▶	Elle _tre d_s la maison.
3. ? ▶	C'est un livre qui est passionn_t.
4. ? ▶	_fin ! Voilà l'_bul_ ce !
5. ? ▶	Elle parle de quelque chose d'intéress_t.
6. ? ▶	Il a _core de l'arg_t.
7. ? ▶	Elle tient à son indép_d_ ce.

<p>en + a ▶ prenant</p> <p>en + e ▶ emmener</p> <p>en + i ▶ venir</p> <p>en + o ▶ genou</p> <p>en + u ▶ menu</p>	<p>en + consonne ▶ prendre</p> <p>▶ vraiment</p> <p>ien + consonne ▶ expérience</p> <p>▶ client</p> <p>en + n début de mot ▶ ennuyeux</p>	<p>en fin de mot ▶ examen</p> <p>▶ européen</p> <p>ien ▶ canadien</p> <p>▶ il vient</p> <p>yen ▶ moyen</p>
<p>en + n ▶ canadienne</p> <p>▶ Voir le son [ɛ]</p>	<p>em + b ▶ ensemble</p> <p>▶ trembler</p> <p>em + p ▶ tempête</p> <p>▶ longtemps</p> <p>em + m début de mot ▶ emmener</p>	<p>▶ Voir le son [ɛ]</p> <p>-ent (ils) ▶ ils disent</p> <p>em + m ▶ femme</p> <p>▶ évidemment</p>
<p>em + a ▶ demain</p> <p>em + e ▶ rapidement</p> <p>em + i ▶ premier</p> <p>em + o ▶ démonstration</p> <p>em + u ▶ remuer</p>	<p>▶ Le son [ɑ] : 9 exercices</p>	<p>▶</p>

An exercise that verifies the sound-letter association we can find on [https://la-conjugaison.nouvelobs.com/exercice/jouer.php?id\\_niveau=2&id\\_rubrique=112](https://la-conjugaison.nouvelobs.com/exercice/jouer.php?id_niveau=2&id_rubrique=112)

Thus, by a series of activities of this type, the student can verify, even with the help of the dictionary, in case there some words too difficult, if he has correctly remembered the pronunciation, but also the spelling of the sound. What we particularly like about these online platforms is the ability to immediately check for correct answers, but also to take notes if necessary, to go back to certain exercises. The rhythm of work depends on each student, having no time restrictions. The workplace can be in the classroom with the help of the teacher, but also at the student's home, independently.

To deepen, we can diversify with other exercises that target phonetic transcription or even a memory game that can be very easily supplement with other words:



*Associez le mot avec son écriture phonétique correcte / Associate the word with its correct phonetic writing:*

1. banc	a. [bã]	b. [bê]
2. grand	a. [grê]	b. [grã]
3. vent	a. [vê]	b. [vã]
4. quand	a. [kã]	b. [kô]
5. temps	a. [tô]	b. [tã]
6. lampe	a. [lôp]	b. [lãp]
7. enfant	a. [ãfã]	b. [ãfô]
8. emballer	a. [ãbale]	b. [ãbal]
9. jambe	a. [zãb]	b. [zôb]

*Complétez les espaces libres avec les homonymes / Fill in the free spaces with the homonyms:*

**a. sans / cent / s'en / sang**

C'est une nuit [sã] ..... lune et [sã]..... étoiles.

Le [sã] ..... circule dans les veines et les artères.

Il est rare qu'ils [sã] ..... occupent personnellement.

Il y a [sã] ..... personnes devant nous.

**b. t'en / tant / temps**

Nous avons [tã] ..... attendu ce moment.

Elle [tã] ..... parlera ce soir de son problème.

Il n'y a plus du [tã] .....

Je [tâ] ..... prie, ferme cette fenêtre !

**c. champ / chant**

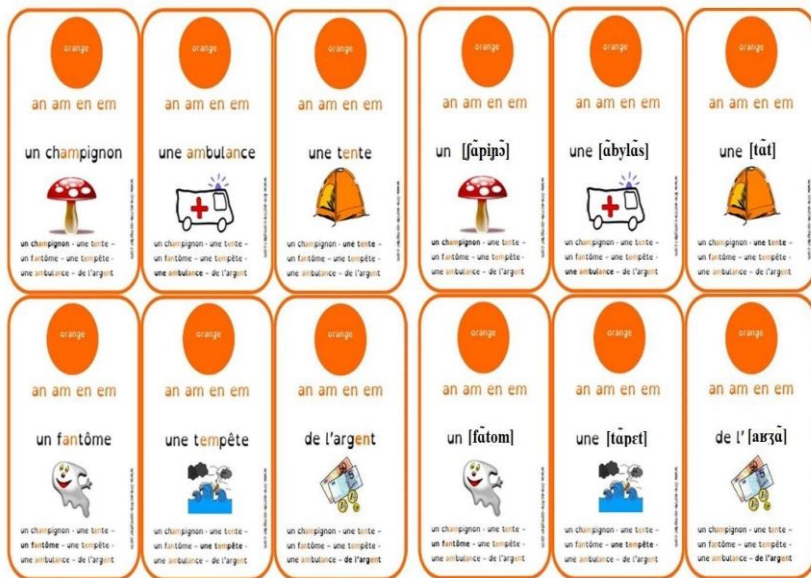
Je me promène en écoutant le [ʃã]..... mélodieux des oiseaux.

J'ai trouvé dans le texte le [ʃã]..... lexical du mot *voyage*.

Travailler le [ʃã]..... est nécessaire pour les paysans.

La chorale répète les [ʃã]..... de Noël.

**Jeu de mémoire / memory game :**



To go further, we can introduce dictation and reading exercises:

**Dictée / Dictation** (the teacher will choose the words that respect the level of the students):



***Lisez le texte suivant / Read the following text:***

**A.**

Quand je vais me coucher, je dois faire très attention.

Pourtant, dès que je me penche pour le voir, il se cache.

Ils viennent dans ma chambre, mais ils ne voient rien du tout.

Je remplis un grand sac en papier de choses que les alligators aiment bien manger.

Je le suis en bas, puis ensuite dans le hall. Je l'enferme à double tour.

Je me demande ce qui va se passer lorsque maman voudra prendre la voiture.

**B.** (we can use the text to introduce the nasal vowel [ɔ̃] or to differentiate between [ã] and [õ])

## **APPELLE UNE AMBULANCE!**

Gontran, jeune Allemand, accompagne sa correspondante Marion au marché de Clermont-Ferrand.

**Marion** (au marchand): Monsieur s'il vous plait, c'est combien, le kilo d'oranges?

**Le marchand:** C'est un euro soixante-dix, mon enfant. Vous voulez combien de kilos?

**Marion :** Un kilo, c'est suffisant! Je vais prendre aussi un melon et demi-livre de framboise.

**Le marchand:** Excellent choix! Tenez. Elles sont bien emballées.

**Gontran** (à Marion): Je peux les manger maintenant? Je suis fan de framboises. Elles sont tellement tentantes...

**Marion :** Tu as raison. Mangeons-les sans plus attendre!

**Gontran:** Que c'est bon... Mais, attends Marion: il y a de petites bêtes étranges dans le sac. Oh non, attention, c'est plein de charançons!

**Marion:** Bravo pour ton sens de l'observation, Gontran! Manger ces insectes peuvent rendre extrêmement malade.

**Gontran** (plaisantant): Trop tard... Appelle une ambulance!

*Petit lexique:*

*une livre = 500 grammes*

*être fan de quelqu'un / quelque chose (familier): adorer quelqu'un / quelque chose*

*charançon = insecte*

Teaching phonics is not easy, it presupposes a lot of patience on the part of the teacher, but also a lot of practice on the part of the student, which is why the diversification of activities is very important. For students with difficulties,

phonetics should turn into a game, into something recreational and educational at the same time. Listening and attention must be stimulated continuously and the student must be put in the situation of repeating aloud to create associations between the group of letters and the associated sound, in the situation presented - the nasal vowel [ã].

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## LEARNING ENGLISH BY CONDUCTING INTERVIEWS



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Language is a means of communication in daily activities both among children and adults in the local and international society. In learning language, there are four aspects the learners have to master: speaking, listening, writing, and reading skills. Speaking is one of the most important items as oral communication in language.

The process of learning implies the use of some different methods and techniques for a good acquisition of the foreign language, English, in our case. Among the so many possibilities of attracting students in the activity, the use of the didactic interview, as a working method, proves to be a very efficient and the teacher can have very good results in the classroom activity.

There are many arguments for using the interview as a method of checking up students' knowledge. This method gets out of the classical cliché, the interview activity becomes a simple and useful way for speaking practice. It also helps the learners of the English language to pick up some important skills on the way. Interview exercises can be used to practise simple and complex communication strategies and to provide good practice in asking and answering questions.

The interview method gives the learners the real possibility to develop their imagination and to be very creative. It also permits the students to work in smaller or larger groups, taking into account their level of English. Particularly for

adults, the job interviews activity is excellent practise for real life, and can be easily adapted. For any level of student, it can be a good fit for a jobs or business topic. Or, you can use it for a specific grammar.

For high beginner or low intermediate students, it can be used it practise the past simple. Students create and ask interview questions and answer those questions about life events/experiences (e.g. Where/What did you study?, What was your last job?, Why did you leave?). They can also use these answers in their reasoning (e.g. We chose Felipe because he studied marketing / worked in a shop

For higher intermediate or advanced students, this technique can be used for reported speech. As described above, it is a great way to practise reported questions, in particular (e.g. They asked me if I had experience / when I could start). Student can also use reported speech in their reasoning (e.g. We chose Felipe because he said he had studied marketing).

Also, the interview is an efficient way of evaluation. The teacher can evaluate the students but they can interview themselves (self-evaluation). When the students choose the topic for the interview, they have to think about their ability of handling the interview, to be in the situation of the interviewee or of the interviewer. The topic can be suggested by the teacher or it can be chosen by the students.

The success of the interview depends on the way in which it is explained by the teacher and understood by the children. It aims at the consolidation of both vocabulary and grammar, the final purpose being the communication practice. On the other hand, some difficulties often appear when the students begin practising the interview because we all know that the pupils make more mistakes in asking rather than in answering questions. But, little by little, they get confidence n themselves and soon they are able to be both reporters (interviewers) and people who answer the reporter's questions (interviewee).

The students are more and more sincere with their answers, and later on they try and usually succeed to overcome their fear of making mistakes. But if mistakes happen to appear during the interview (e.g. pronunciation, grammar), the other students who listen to it write them down in their notebooks and you can discuss them at the end of the interview.

Thus, the teacher can evaluate both those students involved in the interview and the other ones who listen to it and tell their opinion afterwards. That's why this type of activity is very attractive and it motivates the students. Not only do the good students take part in the lesson but also the less-prepared ones who try to pass over the status of poor children.

I suggest the use of the interview as an efficient method of activity in the classroom because it is attractive and motivating. The aim value of the interview technique is its effectiveness in providing practice in spoken communication. For learners of English, it proves to be a very useful way of learning English.

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## **MONITORING STUDENTS AT RISK**



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School has an important role for the future of young people and implicitly for the future of society. It has at the same time a formative role, of education, an integrative role and of socialization. Investing in human capital, in a high-performing, equitable education system is vital for the development of a knowledge-based society. From this perspective, the priority given to the initial and continuous training of human resources is essential for the completion of a form of education and for the insertion of graduates on the labour market. Students may go through difficult times in their social and / or family life or may have negative school experiences that may divert them from their normal course.

Early identification of learning difficulties, socio-emotional stress or loss of interest is essential - before they manifest through absenteeism or inappropriate behaviour. Schools need to establish an early warning and monitoring system in collaboration with the family. Effective identification and monitoring should not be seen as a bureaucratic and disciplinary process that only records and responds to incidents such as absenteeism or inappropriate behaviour, but rather as a support (warning) system. Students need to know that they matter and that their needs are met. Although monitoring school attendance and progress in learning remains essential, it is also necessary to take a broader perspective on a student's particular situation. Early identification should be based on a comprehensive view

of the individual that also includes social, family and emotional factors. Particular attention should be paid to the impact of critical life events (including traumatic events) on a young person's personal development.

Monitoring is about keeping track of a wide range of issues, including the student's socio-emotional well-being, sense of belonging to school, learning processes, achievement levels, school attendance, behaviour and other relevant information.

Although more difficult to monitor, these cognitive and emotional processes can provide timely indications of declining levels of interest in school, before this finding is externalized as absenteeism and inappropriate behaviour.

Not all of these aspects need to be formally recorded, but they can be useful in identifying changes that may indicate factors that impede a student's development and academic achievement. The less obvious indicators of socio-emotional stress are best identified by teachers and support staff when they have individual relationships with students characterized by trust and affection and when they work closely with the student's family. Different methods and routines can be used, but it is essential that the identification of students at risk is followed by rapid intervention with a precise purpose.

The three levels of intervention are:

- universal support - for all students
- dedicated support - for groups of students facing moderate needs or risks
- individual support - major intervention for chronic or extremely high

levels of needs or risks.

Identifying the signs of stress should generate immediate responses through a comprehensive and community-based support framework to help students overcome difficulties and continue their educational path.

Specific interventions should be accompanied by close monitoring and evaluation. These assessments should include specific indicators, such as records of absences, but also relative indicators, such as reports on student well-being and a sense of belonging to the school. There are a significant number of environmental factors that teachers can use to increase students' motivation - motivational techniques in teaching.

**A. Beginning the lesson by giving students a reason to be motivated.**

From the research undertaken in high school classes, it is found that there was no teacher to explicitly tell students that they can get personal satisfaction from completing a school task. In the case of presenting new tasks, only a third of the teachers' comments were motivating. Most of the new tasks were introduced through neutral or even negative comments. Therefore, the attempt to make students aware of:

- 1) the finality of the tasks they solve;
- 2) how these tasks prepare them to do other things and
- 3) why these important and interesting tasks are significant motivating factors.

**B. Clear expectations**

Teachers often do not provide sufficiently clear data about the tasks that students have to perform. They approach a new task without giving them a reason to perform the task and no reason to complete it.

Students need to know in exact terms: what the teacher expects them to do; how they will be evaluated; and which will be the consequences of the different actions taken by them.

Students often fail to solve a concrete task because of the confusion they have around what teachers expect from them. For example, in the case of a paper or a paper, it is necessary for the teacher to be clear about what students expect to write, how much to write, how the paper will be evaluated, how relevant it will be

for the final grade. Clarity assures students that efforts aimed at writing a good work will be rewarded in terms of grades, awards, etc.

Studies on students not sufficiently informed about the expectations of teachers on their part revealed the presence of lower performance than in the case of students whose teachers provided this information. It doesn't matter how much they are motivated to accomplish a task if they don't know their expectations. Frequently the result is that they will begin to perform tasks with a certain latency, will feel insecure, anxious and will frequently make mistakes.

#### **C. Setting short-term objectives**

A study was conducted on a group of 40 students, with low performance in mathematics and who had a certain aversion to this subject. Some students were taught to set short-term goals and tasks, others long-term, and others did not set such goals. After seven learning sessions, students who learned to set short-term tasks began to enjoy activities that they once considered repulsive. At the same time, they achieved superior performance and became more aware of their own effectiveness and ability in mathematics.

#### **D. Verbal and written appreciation**

In many cases a tangible reinforcement is not as effective as the teacher's verbal appreciation. Praise is the most natural and easiest to administer among the motivational techniques a teacher has. We emphasize that more important than the amount of this praise that the teacher can use is its quality, ie the way it is offered. We refer in this case to the degree of relationship of the praise with a well-defined desirable behaviour, to its specificity and credibility. Specificity refers to the fact that the teacher appreciates a student for a specific behaviour and not for a general "good". Praise is credible if it is sincerely offered for a good concrete thing done. A study was conducted on the way in which teachers praise poor students and those who exhibit maladaptive behaviors. His finding was that,

frequently, these teachers show an easily noticeable discrepancy between verbal language, which addresses praise and non-verbal language materialized in: tone, accent, posture, inflections of the voice as well as in other nonverbal primers. The teacher's written comments on students' work also have a significant positive impact on subsequent test performance. At the same time, there is an effect on the student's subsequent effort, attention and attitude towards learning. However, not all students react uniformly to praise. For example, extroverts (people who are mainly interested in external things and social life) may be motivated by rebuke rather than praise; while in the case of introverts (people centered more around their own thoughts and feelings) praise is much more effective.

**E. Judicious use of grading** The grading system used in most schools has three different functions simultaneously: assessment, feedback and mobilization.

**F. Stimulating discovery, exploration, epistemic curiosity** New, surprising, complex or ambiguous stimuli create a kind of "cognitive awakening" called epistemic curiosity. It creates the premises for motivation to look for new ways of understanding and solving problems.

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## VISUAL MEDIA AND THE LEARNERS OF ENGLISH VOCABULARY



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### **Abstract**

*Learning in general is a complicated process. Research studies prove that people can store information through images and words in their memories and bring to mind in the forms of pictures and/or words. People can store images in their memories for a short period and create patterns for long-term memory. Therefore, visual tools help students to remember vocabulary and make use of it whenever needed*

A language is the representation of a cultural community. The world, our thoughts, our ideas are best represented with the richness of our linguistic tradition. Language is the ability to use different coded symbols to communicate with others, but the way, the form it is used can guarantee individuals' society ranks and can distinguish them among the literate community.

The use of visual tools during English classes seems logical because a great number of students are visual learners and due to their daily activities, they are exposed to visual stimuli almost everywhere. The more words one can speak the richer is the vocabulary the individual has acquired to speak a language; be it a foreign language or a person's mother tongue. Being able to speak a set of words individuals are part of a society that values culture through the way the language is spoken.

Language and culture are closely related; you can only get to understand a person very well if you can speak his/ her language namely you know part of his/ her vocabulary or vice versa.

Visual media ‘are powerful tools which increase understanding’. There are several types of visual tools: **pictures, photos, posters, illustrations, symbols, sketches, figures, postcards, mind maps, bitmap images, speech bubbles etc.**

Furthermore, some audio-visual tools are worth mentioning, such as movie clips, videos, cartoons etc. because their *visual layout* may help learners contextualize the topic faster than *the sound* itself.

The visual media tools encourage students to engage in many interpretations and to use their imagination to decode the language. The same picture can have various interpretations and students are required to use their creativity and provide meanings. Given the fact, that images and visuals in general give a close capture of the surrounding world, they also help students come up with connotations to the same items.

Vocabulary acquisition is a life-long learning activity, which is not something that can ever be perfectly mastered; it is something that improves and develops over the course of an individual’s life. Instruction in vocabulary involves far more than looking up words in a dictionary and using the words in a sentence.

Vocabulary is sometimes acquired incidentally due to the indirect ways in which learners are exposed to words, and intentionally through specific learning strategies and extensive instruction of specific items. When engaging in the studying of vocabulary, learners should pay attention to the four elements of an effective vocabulary-learning programme:

- expanding word knowledge through reading,
- learning specific words to easily comprehend texts containing those words,

- instruction in activating a learner specific word-acquisition strategy
- creative activities to motivate word learning. (Graves, 19)

Students who want to communicate and master English like native speakers need to be aware of the importance of vocabulary-knowledge. If the purpose is to communicate and to convey a message immediately, vocabulary is even more important than grammar. Also, as the *word system* is like an *open-ended database*, there is always something new to be studied when grammar has already been learnt.

Words are needed for expressing meaning and in using the receptive (listening and reading) and the productive (speaking and writing) skills. It should be considered as an internal part of learning a foreign language since it leads the way to communication.

The way a teacher uses the language provides students a model for their vocabulary development. While using sophisticated words, teachers can encourage students to improve their vocabulary and widen their own lexical entities.

Bearing in mind that vocabulary plays an important role in language acquisition teachers should pay attention to five roles of the lexis, when it is taught in the classroom:

Lexis is vital and it is important to be dealt systematically; it is not a grammar lesson, but a long-term process.

The teacher's job does not end with presenting and possibly explaining the new lexis; students need help to practice, learn, record, remember, and use them.

Encourage students to use monolingual dictionaries for self-study.

Distinction is to be done between lexis for productive skills and for receptive skills.



Not only single-word entries should be taught but also multiword items like phrasal verbs, idioms.

The main and most important point in teaching vocabulary is the *selection of words* teachers want to introduce in the lesson. At a lower level, it is easy to teach *concrete words* at the beginning and then use items that are more abstract. Moreover, the frequency of the items needs to be considered, too.

Generally, words are taught according to the *themes and topics* that are enlisted in the National Curriculum for the study of English, but in some cases, teachers have the allowance to choose their own topics. Special attention though, is to be provided for the frequency of the words; students have to be aware of specific terms, not just basic lexical items.

Teachers face a variety of challenges daily, but perhaps their most important one is to help students become successful in what English and foreign languages are concerned. A successful way to ensure that all students experience the same levels of progress is to find engaging ways to teach in an innovative manner to facilitate active participation of the students in topics that might not be of their interest.

Even though, vocabulary might not be the most interesting subject for high school students learning new words and meanings is essential in what foreign languages are concerned.

Given the above situation, a question arises of what is to be done about making students active participants of *vocabulary learning*. Moreover, what is the best way to engage them in subjects that they may not be the most passionate about?

Varieties of strategies that may help the teaching-learning activity are affordable; moreover, direct instruction is highly effective for vocabulary learning.

Although students will learn many words from the various classroom language experiences, explicit instruction of carefully selected words is needed for students to understand content-specific texts.

The vocabulary topics teachers choose is influenced into some extent by the text book and the extra materials they use. However, the teacher has the right to decide on the emphasis given to individual items. (Gairns and Redman, 231)

Firstly, the teachers should take into account *the learner's needs*. It is essential to provide the learner with words for 'general use' just at the beginning of the learning process. And predicting what words the student needs to know for talking about everyday life, people and things around them it is important for the teacher: 'when such words are learned, the new language can immediately be put to use'. (Gu and Johnson, 659)

Amidst different teaching strategies, many linguist educators believe that using *pictures/ visual media* to teach English as a Second Language is appropriate and suitable in the same time. Learners acquire *new words* through picture- conducted activities and these benefit *English vocabulary acquisition* because the meaning is conveyed with pictures instead of definitions.

Traditionally, using pictures at English classes is mostly associated with teaching English vocabulary to young learners (e.g. using cards). Moreover high school students can also take advantage from *visual stimulus* so photos and pictures and all visual media are on hand to illustrate the meaning of words that are to be learned

Teaching vocabulary using pictures is these days a fundamental topic for many teachers; they have become conscious of the fact that without an essential well-functioning vocabulary, no student can possibly engage in an eloquent active communication. Moreover, active communication in English is a cornerstone in the globalized world nowadays.

‘Visuals’ can be operated at English classes as well as to reach conclusions on why they work and in what way precisely they help to recall the memorized words; simply because the visual media helps us to discover the world we live in and name it with certain lexical items, ‘words’. Visual media such as *pictures, posters, postcards, word calendars, charts, graphic organizers, picture books, television, videos* can help students understand and retain the main topics that they have learned at the English class.

Students have different feedbacks and expressions for the visual media because of their different educational and cultural environment. Using visual aids can enable students to figure out the profound meaning of a topic and come up with similarities and differences between them.

Overall, the most important reason for different perception of a visual aid is that each student has a different cultural background and experience. Therefore, one picture can be presented and internalized by different people in many different ways, and this is where the teacher intervenes to choose the best vocabulary topics.

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## **COOPERATIVE LEARNING- THE JIGSAW**



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Cooperative learning is an important instructional strategy that can be used to create a non-threatening environment, which encourages learning, participation and promotes positive social interactions. Students who learn to work together in the classroom are better prepared to meet life's obligations.

One of the most popular Cooperative learning strategies is the Jigsaw.

It was invented and developed by Professor Elliot Aronson and his students in the 1970s at the University of Texas and the University of California as a solution to racial conflicts. It encourages students to work together and help each other in order to achieve their goals. It has 4 steps: 1.Preparation, 2.Introduction to Home Groups, 3. Break into Expert Groups, 4.Regroup with "Home Groups"

It has been used to mainstream academically handicapped students, and to immerse language deficient students to give them the necessary skills to survive in an increasingly interdependent society.

Cooperative learning is one of the main instructional strategies that can be used to create a non-threatening environment, which encourages learning, participation and promotes positive social interactions. Forming positive relationships with peers and developing socially are extremely important for all children. Children who have difficulties in these areas are more likely to suffer

from problems in other areas of their lives. When a child relates well to others it promotes positive feelings toward self and others.

Since most problems are solved by means of cooperation, students who learn to work together in the classroom are better prepared to meet life's obligations. In fact, through Cooperative learning activities children are asked to do things in the English as a foreign language class that they can be asked to do in real life. By working together, they learn to rely on one another, using a considerable amount of language for discussion. When students feel they are making significant contributions to the group process, and these contributions are valued by the group members, they are more likely to feel successful academically and so their self-esteem is improved.

The key point in Cooperative Learning is that our students "learn by doing". There is a lot of evidence that shows that this is how we effectively learn skills, such as playing a musical instrument, swimming, driving a car as well as learning a language. We learn what we do. Children must be given opportunities to develop their own skills. They must also be encouraged to help each other and correct each other, and they will do so if they are given the appropriate situations, and consistent, long-term encouragement. One of the most popular Cooperative learning strategies that address these issues is the Jigsaw.

It was invented and developed by Professor Elliot Aronson and his students in the 1970s at the University of Texas and the University of California. Initially, it was a solution to a number of racial conflicts which emerged in Austin city schools due to the competitive environment of the classrooms. It encourages students to work together and help each other in order to achieve their goals.

According to *theteachertoolkit.com* editors: "This Cooperative learning reading technique gives students the opportunity to specialize in one aspect of a topic, master the topic, and teach the material to group members. Asking students

to work together using the Jigsaw builds comprehension, encourages cooperation, and improves communication and problem-solving skills.”

In order to use this technique the following steps must be followed:

### **Step 1. Preparation**

The teacher divides the reading selection into four segments. Or, he/she prepares four separate reading selections on the topic he/she is teaching. The students are divided into groups of four. These groups will be the “home groups” of the jigsaw. A direction sheet can be prepared to help students answer questions and gather information on each segment or selection.

### **Step 2. Introduction to Home Groups**

The class is divided into their home groups. The strategy and the topic of study is explained. The students are informed that they are going to be responsible for teaching one segment or selection to the group they are sitting with now.

### **Step 3. Break into Expert Groups**

Now students will leave their home group to sit with a group of students assigned to the same reading segment or selection, their “expert group.” The students begin reading to themselves, or have them take turns reading aloud into the same expert group. When students are finished reading, the group should discuss their segment, fill out their direction sheet, and decide what and how they should present to their home groups.

### **Step 4. Regroup with "Home Groups"**

Students regroup with their home groups. Each student is responsible for teaching their reading segment or selection to their home group. All students are responsible for learning all material. Students to organize and summarize all the information they have learned.

Overall benefits of the jigsaw techniques: it encourages cooperation and active learning, positive peer interaction– each student has the chance to

contribute meaningfully to a discussion it promotes valuing all students' contributions, each student develops an expertise and has something important to contribute to the group students get to know each other better and support one another towards a common goal students practice self-teaching the material which increases the use of the target language and level of understanding of the material

In conclusion, Cooperative learning has been considered as the answer to many educational problems. It has been proposed as an alternative to ability grouping, special education. It has been perceived as a tool to introduce critical thinking skills and to ensure that students learn basic skills. It has been used to mainstream academically handicapped students, and to immerse language deficient students to give them the necessary skills to survive in an increasingly interdependent society.

Schools have the opportunity to help students develop academically and socially by using appropriate instructional strategies and implementing social skill instruction into the curriculum and extensive research indicates that Cooperative learning is a highly effective instructional approach, one that encourages students to put aside their differences and work together in order to achieve success.

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## TEACHING FOREIGN LANGUAGES TO DISADVANTAGED STUDENTS



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### ***Abstract:***

*Students with language learning difficulties can learn foreign languages in school, when they have appropriate instructional modifications. Some students may be experiencing FL difficulties because they don't know how to learn a new language. At-risk students in particular may need extra help organizing, processing and comprehending what is read or heard, planning homework and long-term assignments, studying for tests, and determining good test-taking strategies. To ensure success in FL classes, teachers should make time for practicing versatile strategies that can be effective in inclusive foreign language classrooms.*

Many students have difficulties learning a new language system. Students who have moderate to severe difficulties in most or all of these language systems in the native language are likely to experience the most problems learning a foreign language, particularly in language classrooms that emphasize an oral communication approach. Language problems can range on a continuum from mild to moderate to severe. Students who have difficulties learning a foreign language are sometimes referred to as "at-risk" because of their struggles in the regular foreign language classroom. Some of these students may have been classified by the school as having language learning disabilities or dyslexia. This does not mean that they are dyslexic or that they have a learning disability. Just as there are some students who have particular strengths in math, science, or any



other discipline, some students have particular strengths in learning languages. There is great variability in people's success in studying a foreign language in school settings. Because some students classified as dyslexic or as having learning disabilities (LD) and those not classified as dyslexic or LD generally display similar difficulties and struggles with foreign language, these students are sometimes referred to as at-risk.

Students who appear to have the most difficulty are those who have experienced moderate to severe reading and spelling difficulties in their native language in their early schooling and now are required to study another language in school. Others without histories of difficulties also may find the study of a foreign language challenging.

Research findings on students in the U.S. suggest that at-risk students who have difficulty with foreign language learning generally have experienced overt or subtle problems with the oral and/or written aspects of their native language. These problems can occur in any combination and at different levels of severity in three areas of language: (1) the phonological/ orthographic area (sounds and sound-symbol relationships, letter combinations), (2) the syntactic area (grammar, how words connect in sentences), and (3) the semantic area (meaning of words and word parts). For example, students who had difficulties with the phonological/ orthographic component of English in elementary school may have had difficulty learning and remembering the sounds of the consonants and distinguishing the different sounds of vowels. Later, as they study a foreign language, they may have difficulty learning to pronounce, read, and spell words.

Below there are a few specific suggestions for foreign language teachers, versatile strategies that can be effective in inclusive foreign language classrooms.

**Multisensory** Teach the language using multiple input/output strategies — visual, auditory, tactile, and kinaesthetic. Use several learning channels

simultaneously (listening, speaking, reading, writing, and mnemonic devices for memory). When teaching new sounds and symbols, teach only one or two at a time. Use visual aids when appropriate. Examples are picture clues for words, hand and mouth movements to illustrate a sound, or colour coded endings to illustrate gender and subject/verb agreement.

**Repetitive** Provide guided pair work activities to practice and reinforce a concept, pairing a strong student with a weaker student. For reinforcement, provide ample time to discover, practice, and use meaningful mnemonic devices, such as songs with specified grammatical sentence structures or special rhythms; reinforce concepts by using acronyms (for example, USA = United States of America), drawings, and gestures.

**Structured** Teach language concepts in a logical progression and help the student categorize concepts. Provide structured, explicit overviews of the material covered. Examples include study guides of the day's activities, summary sheets, graphic representations, and semantic maps. Directly and explicitly teach grammatical, syntactic, and morphological patterns engaging all learning channels for maximum outcomes.

**Sequential** Organize language concepts from simple to complex. For example, consonant +vowel+ consonant patterns with three letters should be taught before using blends or digraphs for four- and five-letter words.

**Cumulative** Directly teach the student the sounds of the language and the letter(s) those sounds/sound sequences represent. Progress from most frequently to least frequently appearing letter-sound patterns so that students can experience success as quickly as possible.

**Alphabetic/Phonetic** Directly teach the student the sounds of the language and the letter(s) those sounds/sound sequences represent. Progress from most

frequently to least frequently appearing letter-sound patterns so that students can experience success as quickly as possible.

**Metacognitive** Help the student think about the language concept to be learned and to explain the concept in his/her own words. This process helps the student understand why certain rules or procedures occur in the language of study. Knowing why assists the student in learning to develop self-confidence in identifying and correcting his/her own errors.

**Analytic/Synthetic** Show the student how to break apart words, especially words with more than one syllable, and then show him/her how to put the parts back together again. This approach will help students self-correct and improve their decoding and spelling. Oftentimes these principles are combined.

There is evidence that students with language learning difficulties can succeed in their study of a foreign language, especially if they have appropriate instructional modifications.

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## STUDENTS AT RISK AND THE STUDY OF FOREIGN LANGUAGE IN SCHOOLS



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### **Abstract:**

*Beginning foreign language (FL) courses in high school often have high numbers of learning disabled and at-risk students, perhaps because many students who are considered to be college bound begin foreign language study in middle school. This paper examines FL difficulties as well as effective strategies that others have used to conquer these challenges.*

The study of a foreign language is becoming increasingly important in our global economy and multilingual society. Many at-risk students can reap the benefits from the study of a foreign language in the appropriate learning environment.

Research indicates that LD students and at-risk students both have FL learning difficulties, due to deficiencies in their native languages. Research suggests that teachers should use multi-sensory approaches; however, they should also explicitly teach phonology/orthography and grammar, as these may be necessary for LD and at-risk students to understand and use the target language.

Students who have significant difficulties in one or more of the four language systems in their mother tongue (i.e., reading, writing, listening, and speaking) may experience problems with foreign language learning in school. The extent of this difficulty in the foreign language classroom is likely to depend on the

nature and severity of their oral and written native language problems. Students who have difficulties in most or all of the four language systems are likely to experience the most problems learning a foreign language, particularly in traditional language classrooms. Language problems can range on a continuum from no difficulties to mild to moderate to severe difficulties. Research findings suggest that there is not a specific disability for learning a foreign language. Rather, the difficulties are an extension of a continuum from very good to very poor language learners.

In general, foreign language teachers are not trained to identify specific learning needs, nor are they trained to provide specific accommodations. Their training may have stressed whole-language-like strategies for in-class learning and testing of the four language areas in the foreign language. Oral communication, language laboratory practice with listening tapes, and computer-assisted learning are currently traditional components of foreign language learning classes. These methods of instruction may serve the ideal learner without language processing problems, but they are often detrimental to the at-risk learner, who may need a more systematic, structured, multisensory approach.

Some students exhibit mild to moderate language difficulties, such as the following: maintaining the pace of the class; being unable to respond immediately when called upon spontaneously for a response; spending more time on foreign language study than other school subjects ;knowing how to study a particular foreign language concept, such as learning new vocabulary or analysing a grammar or pronunciation rule; comprehending spoken language, especially when it is spoken quickly; understanding a language concept and applying it correctly in specific testing situations; understanding directions when they are given in the foreign language; producing spelling errors in writing.

Students who exhibit severe language difficulties may display some or all of the following additional problems:

- learning and remembering the sounds or phonemes of the new language, especially those sounds or phonemes that have little or no resemblance to the native language.
- repeating sounds, words, phrases or sentences that are provided by the teacher or through an audiotape or computer.
- breaking down words of more than one syllable, such as words with prefixes and suffixes, or compound words.
- reading and spelling multisyllabic words.
- recognizing common spelling patterns across words.
- understanding and applying grammatical rules, such as forming plurals and possessives and using proper word order, especially when these rules are different from the native language.
- comprehending spoken language even when it is spoken slowly. hearing a word and then recognizing it as the same word in writing.

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## **WAYS OF LEARNING AND TEACHING FOREIGN LANGUAGES FOR DISADVANTAGED STUDENTS**



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Respecting the equal right to quality education from the perspective of accepting difference and promoting equal rights implies the integration of children with SEN in mainstream education in the conditions of providing additional educational assistance. This automatically involves adapting the curriculum and teaching methods to the ability and need of each student. Inclusion involves:

- Equal value of all students and staff;
- Increasing the participation of all students in education and, at the same time, reducing the number of those excluded from the culture, curriculum and community values promoted through mainstream school;

Restructuring the culture, policies and practices in schools, so that they respond to the diversity of local students;

- Reducing barriers to learning and participation for all students, not just those with disabilities or those labelled as having “special educational needs”;
- Learning the lessons resulting from attempts to overcome barriers to accessing school and participation by some students;
- Understanding the differences between students as a resource for the learning process, not as a problem to be overcome;
- Recognition of students' right to education in their own locality;

- The evolution of the degree of inclusion in schools, both in terms of staff and students;

Differentiated teaching for students with SEN integrated in the mainstream school aims to:

- valuing the potential of each student;
- adopting different learning materials and means, depending on the different rhythms in which students learn and their specific life experiences.

The class teacher together with the support / itinerant teacher or only the class teacher (if there is no support / itinerant teacher) makes curricular adaptations depending on the age and interests of the children, but also on the individual particularities of the students. Curricular adaptation refers to:

- Adaptation of contents in quantitative aspect;
- Adaptation of teaching processes.

In teaching they can adapt: the size and degree of difficulty of the task (number and type of tasks);

- teaching methods (teaching game, cooperative learning);
- working time (will be adapted to the needs of students to solve a task);
- level of support (with the help of the support teacher / itinerant students with SEN will receive additional support);
- teaching materials (intuitive materials will be made).

Adapting the learning environment - physical, psychological, social (will arrange the classroom arrangement, furniture design, teaching materials, behaviour depending on the type of disability of the student / students integrated in the class).



Adaptation of the evaluation process - realization of projects, products, practical activities according to the individual potential; it will start from the initial individualized evaluation.

In the inclusive environment, the initial assessment is:

- directly related to learning programs that all students follow (those with and without SEN);
  - the need for the results of the initial assessment to be in line with the objectives of the curriculum;
  - performed with the clear intention of supporting a student in a boarding school;
  - evaluation from the perspective of decision making in the teaching process.
- The methods and techniques provided can be grouped into two categories:
- General pedagogical methods, used directly in the activity with the deficient student.
  - Specific organizational pedagogical methods, which ensure, first of all, an adequate framework for the educational activity are direct learning methods.

General pedagogical methods aim at optimizing the learning process for students with SEN. In the case of recovery activities for students with special educational needs, it is recommended: to build lessons based on students' previous knowledge; to use the student's daily experiences; to provide learning functionality (giving students the opportunity to apply knowledge acquired in everyday life); and to awake interest in content (the use of stories plays an important role); to relate learning to other disciplines (thus providing an interdisciplinary view of the information acquired); to use experiential learning through travel and excursions; to use games (can stimulate but also reward learning);

Cooperative learning within the group of students (social acceptance of these students may be higher if a student of the same age provides assistance to another student, as a mediator, for the purpose of training);

Learning through collaboration between the class teacher and other adult support people (these people may be in addition to support / itinerant teachers and parents or volunteers who will be trained and will complete a checklist with a description of what is expected of them);

Teaching based on partnership between school teachers (teaching in teams of topics that are suitable for interdisciplinary approaches; in this case the disciplines can be valued as providers of learning experience, combating sequentially and excessive fragmentation of learning, brings students closer to reality);

Computer - assisted learning is beneficial for the differentiated instruction of students with CES because: develops students' ability to operate with signs and symbols, trains, practices, develops visual and auditory perception, motivates the student and develops creativity and problem-solving skills. The use of methods that favour an active learning, such as problematization, learning by discovery, case study, role play, debate, determines a change in the student's school activity. The rigidity of teaching-learning methods, the emphasis on memorization and reproduction, as well as the exclusively frontal activities generate learning problems for many students. Differentiated treatment of students is a way of training based on the individual execution by students of tasks in accordance with their individual possibilities, with the level of understanding and preparation and with their own pace of work. The differentiation of the training therefore implies the correlation of the didactic activity with the individual particularities of each student. The essence and purpose of differentiated treatment of students is to increase school performance and eliminate school failure. Used in all school

systems, differentiated treatment pays off through the quantitative and especially qualitative results obtained by students. Ongoing investigation is a source of real information on the level of knowledge acquired by students. It is necessary a permanent investigative attitude and with well-determined projections from the teacher, which will put him in the situation of detaching from what point of view the differentiated action in the respective class is required.

Methodological landmarks regarding the differentiated treatment of students: Differentiation involves a gradual action, both in terms of content and intellectual demand. The student, consciously and progressively acquiring his knowledge, gradually expands his area of applicability through exercises, problems, questions, practical activities, in works designed by the teacher with a well-defined content and purpose and in relation to the requirements. The differentiated activity integrated in the lesson involves reflections and creativity from the teacher to ensure the unity of the lesson, to perform the instructive-educational tasks and for an effective guidance and control.

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## HOW TO MOTIVATE AT-RISK STUDENTS TO LEARN ENGLISH



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### **Abstract**

*The teacher is expected to have the right teaching techniques, to provide students with appropriate materials, and to create positive classroom environment in order to prevent students dropping out of school and improve academic outcomes. One of the techniques that the teacher can apply is the game. This is a potential activity that gives students the feeling of freedom to express themselves without the fear of being criticized or feeling humiliated in front of the class. Language learning is often a difficult process, constant effort is required and well-chosen games are really valuable because they allow students to practise language skills, and at the same time to have fun. Setting games in the classroom encourages students to communicate, minimize anxiety and develop language abilities.*

Successful learning is a goal that every teacher hopes for and effective methods and techniques can help them accomplish this goal. Trying to motivate our students is a difficult task, especially if they are at risk of academic failure or dropping out of school. Students in poor, rural areas are at potential educational risk as a result of economic decline or geographic isolation. When we talk about "at-risk" students we refer to students who have raised concerns based on specific behaviours observed over time that indicate they are more likely to fail or drop out. A broad range of students' characteristics can be emphasized, from situational risk-factors to innate difficulties:

- ✓ Physical disabilities and learning disabilities
- ✓ Prolonged or persistent health issues

- ✓ Delinquency
- ✓ Absenteeism
- ✓ Family welfare or marital status
- ✓ Income levels, employment status, or immigration status

There are many reasons causing students' difficulties in learning English: the curriculum emphasis on passive learning rather than active learning, class conditions, too much focus on grammar, boring classes and limited opportunities outside of class to practice language. Therefore, teaching English can be a challenge both for teachers and students, therefore, finding the best solutions so that students stay in school and perform well in school is a major priority.

Teaching strategies have changed over the years from the traditional methods when students were learning by recitation and memorization, to modern methods that focus on interaction and students' participation. Teachers are an important source of language for students, and for some of them the classroom is the only opportunity to listen to English being used. The teacher's role is to expose students to language as much as possible. In many cases, teachers use first language for classroom management, depriving the students from the experience of using language in real communication. In order to develop the communicative competence, teachers should motivate their students by applying certain strategies and techniques. Students should be exposed to authentic, natural communication as much as possible and also interesting and challenging materials should be used for successful communication.

An important aspect in the process of language learning is the interaction that takes place, especially in a *group*. In order to maximize foreign language acquisition, students should be exposed to language as much as possible which is a little beyond their current level of competence. The question is what classroom

activities provide the students the opportunities to practise language and help them stay in school? One of the most efficient methods is *the use of games*. Using games in the classroom helps the teacher and also the students. The teacher creates a context for learning while the students have a purpose, a meaning for using language.

Nowadays games are a part of our students' lives, they play games on the computer, on their cell-phone but not very often in the classroom. The potential of games in a language learning classroom is not fully used. Games are entertaining, amusing and interesting and help students develop all four skills: listening and reading, writing and speaking. While playing games students interact with each other using English, expressing their opinions and feelings in a relaxed atmosphere, thus becoming more fluent and less anxious.

The teachers should introduce language teaching games step by step, choose the most suitable game as a supplementary activity. The rules may need explanations in the mother tongue so that students understand clearly how the game works, demonstration is also effective.

Games should be played with a spirit of friendly competition, some students tend to be over competitive and others give up too quickly, therefore a balance should be achieved, allowing everyone to participate. It is better to stop a game before students get tired of it and change to something else so that their interest and focus is kept. Preparation is essential, for example certain games need special printed materials, dice or markers, it is very important to review the game and gather the material needed.

The concept of game also implies reward, to end a game in a positive note, it is motivating to give students small prizes such as praise, applause or candies. Students should be encouraged to congratulate each other for their hard work, emphasizing at the same time the learning outcomes.

Playing helps students learn, as games are a natural tool of learning. Children learn by playing, they explore the world around them, communicate with others, learn how to do new things and have fun while they do all this. As a result, we considered that using games is an effective tool to develop students` language learning skills in a natural and engaging way, as well as helping at -risk students stay in school and improve their academic outcomes.

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## **WAYS TO LEARN AND TEACH LANGUAGES FOR DISADVANTAGED PRESCHOOLERS - IMPACT AND PRACTICAL IDEAS**



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One of the most important aspects when working with children in general is individual approach. This individual approach becomes even more relevant when it comes to children with risk. Another extremely important step for the adaptation of migrant children and children belonging to ethnic minorities is language. The teacher uses the tools Information Technology Communication to bring in the activity with the preschooler the traditional elements of his culture. Through these methods, discussions based on the information discovered, participants learn to identify personal goals, and his colleagues will learn more about him. Among the key issues relevant to the participants are the following: methods related to learning biography, orientation, positioning; methods of motivation to participate in training and education; methods of transmitting learning techniques. Other types of non-formal educational support are often provided in the form of help for migrant children to learn. Colleagues of migrant children could have a very positive effect on their adaptation to the new environment, this practice is implemented under the name "Our Book of Emotions". Through this activity we created a climate of coexistence and mutual respect between children, revealing to them the potential and the ability to carry out a common project. The activity consists of two stages. In the first stage of the



activity, the pre-schooler with needs participates in a workshop organized and conducted by the kindergarten teacher. The subject of the workshop consists of emotions, their recognition and expression in Romanian and English. Pre-schoolers select a series of emotions and define their meaning. The group presents the selected emotions and explains why they chose these emotions. The foreign child presents the emotions in his native language. The last session takes place in the workshop where children learn to work on a bag of surprises. All the children work together making the bag and the surprises for their colleagues, which are then completed with images that express the emotions most relevant to them. Children have learned to value and respect each other. We carried out activities in which the children used both their native language and English in communication. The themes of the activities were related to health, nutrition and leisure, activities that involve the use of money, conflict management by organizing workshops in which the parents of all children were involved.

They all had the opportunity to reflect and support each other. In the artistic activities we had as objective: to learn to play the whistle, to make musical instruments, to sing traditional songs specific to different nationalities, to play roles that produced the interaction with common elements. Examples: - organizing Christmas / Easter fairs in which they played the whistle and sold their products, with the support of local corporations, the children set up their own businesses and operated with terms and documentation specific to the economic field, but approached by their colleagues;

Activity "**My future job**" - children gathered information about different professions, presented the profession they love, through various creative means; the children thoroughly researched the beloved profession, in the documentation stage they used IT resources and drew up models, drawings, as illustrative material; "SIC mini-company" was an activity to promote a healthy lifestyle

through components related to food, stressors, personal hygiene and the workplace, all of which were put into practice in a simulated campaign, organized at a local community level.

Other examples:

The activity "**Respect**" - volunteering in a centre for the elderly for which children prepared materials developed by them, told stories, carolled, discussed on various topics, including the role of kindergarten in human life;

- investigative activity on the topic "We are all children"

- conducting interviews with migrants / ethnic groups, etc. on the importance of education, participation in studies and the obstacles they face in social integration, the interviews were conducted by children with their own parents conducted through the game method "Living Library"

The **Living Library** aims to promote respect for human rights and human dignity, to draw attention to diversity in all its forms, to stimulate dialogue between people. Why this dialogue? Because often the differences between people are not capitalized as resources, most of the time these differences lead to discrimination, suspicion and rejection. Children learn English words like: dignity, human, equal rights.

Another game method used is **Photovoice**. Sometimes it's hard for you to talk, talk about what (or who) you like, or explain what's upsetting you. When words are out of your reach, you can show what you think through pictures. PhotoVoice is a way of telling stories through photography. Through PhotoVoice you speak with the help of the photos you take yourself. And to make sure that each photo is understood the way you want, next to the photo you will be able to say a few words to tell what you saw when you took the picture.

After gathering many photos, the participants in the meetings choose the ones they think "talk" best about what they want to say. Next to the photos they

add the accompanying story. And then they turn the photos into an exhibition that can be seen by as many people as possible. The game allows and involves adaptation according to the participants, a generic description would not clarify this method enough. It is a pleasant, voluntary activity, with more or less strict rules, it is an activity in which the participants feel free, unconstrained, explore and value their known and less known skills, their own being. Learn standard English words and communication dialogues.

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## FOR EVERYTHING THERE IS A SEASON



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### **Abstract:**

*For everything there is a season, and a time for every matter under heaven:/ a time to be born, and a time to die;/ a time to plant, and a time to pluck up what is planted;/ (...) / a time to seek, and a time to lose;/ a time to keep, and a time to cast away; / (...) / a time to keep silence, and a time to speak (...). Ecclesiastes 3:1-8*

In these times of the pandemic, our struggle as teachers has intensified. Educators all over the world tend to grope for online recipes, attend endless hours of webinar-presentations, and, unawares, have become, almost overnight, IT ‘experts’. But COVID-19 has also challenged our students immensely. Trust me, for the moment, we cannot see the whole picture of the impact the lockdown has had on them. Besides the new school ‘format’ and constant changes in curricula and guidelines, our students have encountered social isolation, emotional distress, increased amount of screen-time, impending health issues, and learning difficulties. For us, educators, this is the time to brace up and fine-tune our teaching to our students’ needs. I don't want to dedicate an anthem to multilingualism, to the appeal of the English language, digitization, differentiation or educational games, but rather briefly present a field report. And maybe things turn out not to be so hopeless, after all.

The longer we work in the teaching profession, the more varied, exciting, innovative, engaging, and convincing our lessons should be. Does this happen in reality? No, unfortunately. On the contrary, we often become bitter, more impatient, biased, and our teaching is often irrelevant or subjective and unfair. We try to spot the guilty party or a scapegoat, complain and rant and overlook our own limitations. Sure, there are exceptions, so I apologize to you, dear exceptional teachers. Still, I would like to mention a few scientific studies that might help us out in troubling times.

1. According to John Hattie's 2011-study, what makes the difference in our job is what teachers actually do. And that implies training, further education, and self-development. Today, there is also much talk about 'growth mindset'. What do we learn from the study? We must never rest on our laurels, but constantly strive for self-development, thoroughly plan and think through each step of our lessons, regularly reflect on our actions, and ceaselessly expand and adapt our strategies and techniques.

2. According to Curt Richter's experiment (from the 50s), hope plays a major role. Richter's case-study involved rats, which usually drowned in narrow water tanks after a 10-15-minute battle for survival. However, those rodents which were rescued from the brink of drowning, did not give up next time they were dropped into the tanks. Swimming relentlessly, 60 hours later, they were still fighting for their lives. In our case, hope is accompanied by optimism, trust, faith, well-being, perseverance, joy, life meaning, and so much more. Without hope we all drown in frustration, despair, doubt, and fear. The moral of the story: A positive attitude and the willingness to take risks are a must. If you find the class difficult and uncooperative, try a different, pupil-friendly strategy, surprise your students with a pinch of humour or an energy-packed activity or let them take over control and play the role of the teacher for a day.

3. According to Robert Rosenthal's experiment (from the 1960s), also known as the Pygmalion Effect, students made visibly greater progress in just a few months' time when scientists aroused positive expectations in their teachers and made the latter believe that their students were something special, possibly high achievers. As soon as teachers believe in their learners, have more patience, are ready to help and encourage them, students' motivation is strengthened and their performance improves significantly. Well, that's not difficult to do, is it? Entering the classroom with a smile, nodding encouragingly, giving thumbs-up signs, etc. should never be downplayed as kindergarten behaviour. Even the smallest gesture can work wonders.

4. According to the Copsy study (December 2020 - January 2021), virtual lessons during the corona virus crisis not only put additional psychosomatic and social stress on students, but also dramatically reduced their joy of learning and motivation. COVID-19 has left deep marks in our society and the scars are not all recognizable and measurable. To address the consequences of the pandemic, timely measures have to be taken. Only through special tutoring programmes can we probably remedy the failures and gaps, and only through active humane participation may we limit the psychological damage.

Conclusion: Our subject matter is only as understandable, practical, and attractive as we, the teachers, understand to convey the content. In front of us, whether in the classroom or on screen, there are the future bakers, priests, politicians, doctors, shoemakers, and lawyers. They will all enjoy learning and have the courage to speak out their minds, as long as we continue to develop as teachers, have a positive attitude towards our profession and our calling, and are willing to appreciate and support the students entrusted to us.

Finally, please forgive my boldness, I dare to assign a short math exercise for every language teacher: How long have you been teaching? How many

students do you have per year (on average)? How many lives have you shaped and impacted so far? How many have dear memories of school? How many speak (good or broken) English or any other language thanks to you? And, yes, we all can turn our difficulties into a blessing. Rest assured: The seeds you are planting this season, will thrive and bloom.

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## FACTORS INFLUENCING THE ASSESSMENT OF ENGLISH LANGUAGE LEARNERS



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### **Abstract**

*Some of the factors to consider when developing assessments and making decisions regarding testing accommodations for ELLs are the **language factors, educational background factors and cultural factors.***

*In what concerns the language factors, we should take into account students with a wide range of linguistic backgrounds which are very important when considering the use of native language testing accommodations. Related to educational background factors, the primary challenge for the students who come from more formal schooling is to transfer their existing content knowledge into English. ELLs from educationally advantaged backgrounds and with high levels of English language proficiency may not be accustomed to standardized, large-scale assessments and may be at a disadvantage in these testing situations. Last, but not least the cultural factors play an important role as students who are unfamiliar with British culture may be at a disadvantage relative to their peers because they may hold different assumptions about the testing situation or the educational environment therefore respond to questions differently*

When developing assessments and making decisions regarding testing accommodations for ELLs there are a number of factors to consider, which provide useful context for the guidelines presented below.

### **Language Factors**

Different linguistic backgrounds—ELLs possess a wide range of linguistic backgrounds.



This is particularly important to keep in mind when considering the use of native language testing accommodations, since it may not be possible to provide assessments in all native languages represented in a large school district or a state.

Varying levels of proficiency in English—ELLs vary widely in their level of English language proficiency, and furthermore, ELLs may have varying levels of oral and written English proficiency. Do not assume that students who can converse easily in English will have the literacy skills necessary to understand the written directions for a standardized test. Some ELLs may be proficient in the English used for interpersonal communications but not in the academic English needed to fully access content-area assessments. Studies show that the level of language proficiency has an influence on processing speed. In other words, compared with native speakers, ELLs generally take longer on tasks presented in English. This is important to keep in mind when designing and scoring the assessment, as well as when making decisions about testing accommodations.

- Varying levels of proficiency in native language—ELLs also vary in their levels of proficiency and literacy in their native languages. Therefore, do not assume that speakers of other languages will be able to understand written test directions in their native languages. This is important to keep in mind when considering the use of native language accommodations.

### **Educational Background Factors**

Varying degrees of formal schooling in native language

As mentioned previously, ELLs vary widely in the level of formal schooling they have had in their native languages. The degree of native-language formal schooling affects not only native language proficiency—specifically, literacy in the native language—but also the level of skills and knowledge. The primary challenge for the students who come from more formal schooling is simply to transfer their

existing content knowledge into English. Again, these factors come into play when making decisions about appropriate accommodations.

#### Varying degrees of formal schooling in English

ELLs also vary in the number of years they have spent in schools where English is the language of instruction. A distinction may also be made between students who have studied English as a second language for a different number of years. Furthermore, ELLs differ in the type of instruction they have received while in English-speaking school

#### Varying degrees of exposure to standardized testing

It should not be assumed that all ELLs have had the same exposure to the standardized testing. Students may have had no exposure to multiple-choice questions, while others may never have seen a constructed-response question. Even ELLs from educationally advantaged backgrounds and with high levels of English language proficiency may not be accustomed to standardized, large-scale assessments and may be at a disadvantage in these testing situations.

#### **Cultural Factors**

Cultural factors can also be potential sources of construct-irrelevant variance that add to the complexity of appropriately assessing ELLs.

- Varying degrees of acculturation to U.S. mainstream

ELLs come from a wide range of cultural backgrounds, and cultural differences may place ELLs at a disadvantage in a standardized testing situation. Lack of familiarity with mainstream English culture, for example, can potentially have an impact on test scores for ELLs. Students who are unfamiliar with British culture may be at a disadvantage relative to their peers because they may hold different assumptions about the testing situation or the educational environment in general, have different background knowledge and experience, or possess different sets of cultural values and beliefs, and therefore respond to questions

differently. Students from cultures where cooperation is valued over competition, for example, may be at a disadvantage in those testing situations in the United States where the goal is for each individual student to perform at his or her best on his or her own. Students from economically disadvantaged backgrounds may also respond to questions differently and may have background knowledge and experiences that are different from those presumed by a test developer.

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## TEAM TEACHING METHOD-GOOD PRACTICES



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The teaching methods represent the systematic ways of working that teachers can use in the training activity and the students in the learning one, able to lead to the solving of the proposed pedagogical objectives. The choice of one or the other of the methods by the teacher depends on several subjective or objective factors, such as: - the teacher's personality, - his imagination and adaptive power, - professional competence, - the capacity for pedagogical reflection and analysis. For the student, the teaching methods have the role of supporting him to follow the path to knowledge, to the acquisition of new behaviours that increase the value of his personality. In a narrow sense, the method is a technique that the teacher and students use to perform the teaching-learning action, it ensures the practical realization of a mentally designed activity, according to a teaching strategy. Marshall McLuhan said that the student of the future will be an explorer. Therefore, he must be aware of the importance of learning through research, through discovery, the importance of making connections between different disciplines. In the context of today's society, any scientific achievement must be translated into didactic terms.

Team teaching is a modern didactic method that allows the promotion in a concrete way, of interdisciplinarity in education, ensuring coherent syntheses on a certain issue, the approach having a great formative force on students. The

advantages of this work system are the following: students benefit from various personal experiences - teachers have different fields of expertise: some may be passionate about communication, others science or arts, etc. ; students benefit from different teaching styles, which means a strategy to reduce delays in reading, counting, etc. ; more attention is paid to each student; children face a real example of teamwork, communication with parents is done in real time and becomes more efficient; meetings may be more frequent, depending on needs; each teacher has a special time for the preparation of learning activities - morning or methodical afternoon, during which time he meets with colleagues in the sector - which means increasing the quality of teaching - learning - assessment activities.

Team teaching involves a group of instructors who work intentionally, regularly and cooperatively to help a group of students of all ages learn. Teachers jointly set goals for the subject to be taught, design a syllabus, prepare individual lesson plans, tailored curriculum, personalized intervention plan (as appropriate), teach students, and evaluate results. They share opinions, "quarrel" with each other and even challenge students to decide which approach is better. Working as a team, teachers model respect for differences, interdependence and conflict resolution skills. Team members jointly set goals and content to be taught, select common materials such as texts and films, and design assessment tests for all students taking into account students' cognitive development, especially those with special educational needs. The abandonment of the unique, single-course, single-teacher model of education, which has been accepted to be encouraged, encourages other innovations and experiments. For example, students may be divided by gender, age, culture, or other interests, then recombined to stimulate reflection. Remedial programs and honor sections provide other attractive opportunities to provide appropriate and effective curricula for students with special needs or interests. They can approach different study skills and learning

techniques. Team learning can also compensate for the danger of imposing ideas, values and mentalities on minorities or less powerful ethnic groups.

Teachers complement each other. They share perspectives, propose new approaches and test hypotheses. They learn new perspectives and intuitions, techniques and values. Students enter into discussions with each other while debating, do not agree with the premises or conclusions, raise new questions and emphasize the consequences. The presence of another teacher reduces the personality problems of the teachers. In case of emergency, a team member can participate in this issue while the class continues. Sharing decision-making stimulates self-confidence. As teachers see that the quality of teaching and learning improves, self-esteem increases. Of course, team teaching is not the only answer to all the problems that affect teachers and students. It requires planning, skilled management, the desire to change risk and even failure, humiliation, open-mindedness, imagination and creativity. But the results are worth it. Teamwork improves the quality of teaching, because different specialists approach the same subject from different angles: theory and practice, past and present, different genders or ethnic origins. The level of teaching force is combined, and the weaknesses are remedied.

Team learning makes more demands on time and energy. Members must arrange convenient times for planning and evaluation. Discussions can be drained and group decisions take longer. Rethinking the subject to suit the team's teaching method is often inconvenient. Team teaching issues are numerous and complex. No single team teaching model will result in success for a particular teaching situation. Any teaching program of the team must be customized to suit the curriculum, teachers and students. Even in situations where team members have previously taught, new and distinct groups of students will progress through the program from year to year. Different students will influence the curriculum axis,

the direction of the discussions and the interaction of the instructors, which creates a new learning experience for all those involved. Throughout the literature on team teaching, including reflections from teachers who joined during their careers, certain key elements seem to be necessary for a successful team teaching program: compatibility of team members; joint commitment to team teaching and ongoing communication; adapting content or curriculum to real life; a strong desire to quench students' thirst for knowledge. Also, the aims and philosophies of the program, as well as the roles of teachers and administration must be well defined. Although, from the outset, team teaching will inherently take longer and require more trade-offs than other educational approaches, the benefits to both educators and students seem to make team learning extremely useful. The extra time involved in staff development and daily or weekly meetings provides a richer learning environment for students and teachers. Team learning can make learning a cooperative. Listening to two or more perspectives in the classroom probably encourages intellectual stimulation, strengthening new concepts, and openness to a variety of perspectives and interpretations, especially as we recognize the need to respect students' diversity, perspectives, and environments.

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**THE RELATIONSHIP OF FAMILY,  
SCHOOL AND CHURCH IN THE CURRENT CONTEXT**



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From ancient times the inquisitive mind of man has been worried about what is happening in the surrounding reality, he has tried to penetrate the mysteries of the universe, to know them. Along with society, education has appeared as a process of development with distinct particularities from one historical moment to another, as there is social-human existence in its wholeness is constantly evolving.

Education is one of the noblest and most complex human activities. It is absolutely necessary for man, there being in him the desire, the inclination, but also the capacity to spread the dowry of his wisdom and teaching, to perpetuate himself spiritually, beyond the time and space that have been given to him. Through education, mankind endures and endures. From this perspective, an important culture must also have a tailor-made education. Through him, he builds the elements of his survival. This happens if we take into account the two main purposes of education: the first is “to give the child general knowledge that, of course, he will need to use; this is the instruction. The other is to prepare in today's child for tomorrow and this is education. It is not the purpose itself that is valuable, but how, when, and what is updated when needed.



As a method of education, the Old Testament recommends the example of parents who educate their children. The family has a fundamental role in education, which has been preserved to this day. "

The idea of education is also presented in the New Testament, the children being subjected to careful guidance, oriented towards Jesus Christ. This results from His very words: "Let the children come to Me and do not stop them, for of such is the kingdom of heaven." Christian education has as its beginning and end the love of man and God, for the happiness of man on earth and in heaven. Through its realization on earth this education seeks to win the kingdom of heaven.

Christian education means "total conversion to Christ."

In the patristic age, church fathers and writers create a new form of spirituality that implies a new orientation for each individual.

They used different methods of education depending on situations, circumstances and people, they not only talked about education, but applied themselves with great dedication and patience to the soul of each person, manifested a direct, personal guidance and continuous control of the human being.

It was the church that did the education, in the spirit of brotherhood and love, a process in which the personality was not annulled, but integrated into the set of other personalities.

Christian religious education is a specifically human action, carried out in several contexts: family, church, school, society.

"It is a work sustained by love, trust, freedom, and the grace of God.

Just as salvation in and through Christ is possible, so Christian education — as a precursor to human salvation, an action of continual improvement — is possible. For it is the essential premise of salvation, being necessary in the spiritual guidance of the Christian to God, in the development of his moral powers to reach

the ultimate goal: to achieve the likeness of God because "in the biblical and patristic vision, man was called to be the link between the created and uncreated world of God in Christ. Built in the image of God, man is meant to ascend to the likeness of God.

Religious education is provided in the family, church and school by parents, priests and teachers. There is a close connection between these educational factors, their cooperation determining the transmission of the values of faith and the formation of exemplary conduct. A thorough and lasting education is the one started in the family, from an early childhood, continued in school and consolidated through various activities that take place in Church and society.

From the beginning Church laid at its foundation the principle of teaching, according to the Savior's command: "Go, teach all nations" (Mathew 28,19) given to the Holy Apostles and through them to Church ministers of all times.

The attitude of the Orthodox Church towards education has always been positive, considering it a fundamental obligation for each of its members. Its conviction consists in the pedagogical principle that no one can be perfect if she/he does not enlighten his mind with the help of teaching that awakens high feelings and determines the will to achieve good deeds.

The religious education received in school has no echo if the student is not part of a family that speaks to him about God. The first thing that catches our eye in our youth is the neglect of the religious side.

The Romanian Orthodox Church comes to the aid of needy families and realizes charitable projects in schools. Such a project is "Your Easter gift, joy in the soul gives birth" developed in partnership with our school. Many families with limited opportunities enjoyed feasts of food, clothes and toys for children. The churches in the city have social-cultural settlements. One such settlement is the one at the "Saint George" Church, called "The Merciful Samaritan"

At this establishment, since 2002, every year, between 25 and 30 students from School no. 10 and G. Bacovia School, coming from disadvantaged families, receive a hot meal. Also, on the Holy Feasts of the Nativity and Resurrection of the Lord, 30 low-income families receive packages of basic food to enjoy the gifts that God offers, through the care of priests and believers of St. George's Parish. At the same time, through the effort of some teachers who have expressed their desire to support the 8th and 12th grade students voluntarily, in the subjects Romanian, mathematics, foreign languages, in the spaces of the social centre, training courses are held in the school system. after school.

Thanks to the kindness of Teacher Jănică Negruț, a chess club for children aged between 4 and 15 also operates at this establishment, and they also participate in competitions, where they were awarded.

The church organizes literary and plastic creation contests, for example "Light from the inkwell", students participating with icons in honour of St. Parascheva. Some of them were awarded and, in addition to prizes in objects and money, children enjoyed and of a trip organized by the Archdiocese of Roman and Bacău.

Researchers and practitioners have developed a frame of reference for family involvement in education which is defined by the following continuum of types of involvement.

1. Basic obligations of families to support their children's health, safety and development;
2. Basic obligations of schools to communicate with families about school policies and programs (e.g. parent and teacher conferences);
3. Family involvement in the school in various roles: volunteers, aides, audience and attendees at workshop and training meetings;
4. Family involvement in the child's learning activities at home (e.g., homework);

5. Family involvement in school and program governance and advocacy ;
6. Family participation in self development programs (e.g., further education related to job training or certificate/degree attainment) .

Each type of family involvement is recognized as important and valued. To make successful family involvement an integral component of school functions, it is necessary to enhance teacher capacity to work with families as partners in the improvement of their children's education, to make family involvement key to school improvement, and to encourage families in making decisions that affect the quality and content of educational programs for their children.

From this close collaboration between family, Church and school, everyone has something to gain: students will learn more and be better, Church will lead them to salvation, and school will fulfil its mission to educate generations of students who have a civilized behaviour, having a moral conduct.

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## LEARNING BY PLAYING



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### **Abstract**

*How can a child with ASD learn a foreign language with his kindergarten classmates?*

*The luckiest are born in bilingual societies or families and then the learning process becomes natural. When it comes to other children, perhaps similarly lucky, they are frequently exposed to a second language (which their parents know quite well) through cartoons, stories, conversations, songs. When the affinity for that language is born, they are encouraged to use it. In many cases, children with ASD prefer English because of cartoons and movies on YouTube.*

*Taking in consideration the complexity of this disorder, we cannot talk about assured positive effects on any child, because each one is unique. Learning a foreign language does not guarantee any extraordinary quick educational and psychological changes. Yet many ASD children can benefit in the long run on a social, academic, psychological and personal level if a foreign language will become part of their life from an early age.*

Why is it so difficult to integrate a child with autism in a classroom collective? An autistic child doesn't know how to express his needs and desires, one does not develop rational language, and in the event that one develops speech at all, it will be echolalic; he engages in repetitive and stereotypical actions that can bother people around him (this being other children or the teacher), he has strong behavioural outcomes when it comes to frustration, he doesn't imitate the actions of other children or adults and doesn't make eye contact, or isn't able to maintain it over an extensive period of time.

What child can be integrated more easily? The one who manifests precarious cognitive functions, such as language and independence, but who

doesn't present behavioural disturbances? Or the one gifted with impressive cognitive abilities, including language and independence as in the previous case, but with severe behavioural problems?

The presence of an autistic child in a preschool group brings along a number of advantages for his classmates, such as: an increasing degree of attention paid to each other, the development of responsibility and empathy, the blossoming of tolerance towards diversity, leading to less prejudices in the future and the ability to express one's pet peeves.

Given the wide sphere of learning difficulties encountered by an autistic child, the preschool teacher is required to adapt his/her methods to the child's needs. The approach of individualized ways must start from three basic hypotheses: all children have strengths and weaknesses, their approach is at the origin of the ability to learn or not, learning can focus on the shortcomings of the process itself or on the strengths and weaknesses.

How can a child with ASD learn a foreign language with his kindergarten classmates?

The luckiest are born in bilingual societies or families and then the learning process becomes natural. When it comes to other children, perhaps similarly lucky, they are frequently exposed to a second language (which their parents know quite well) through cartoons, stories, conversations, songs. When the affinity for that language is born, they are encouraged to use it. In many cases, children with ASD prefer English because of cartoons and movies on YouTube.

Taking in consideration the complexity of this disorder, we cannot talk about assured positive effects on any child, because each one is unique. Learning a foreign language does not guarantee any extraordinary quick educational and psychological changes. Yet many ASD children can benefit in the long run on a

social, academic, psychological and personal level if a foreign language will become part of their life from an early age.

Learning a foreign language at an elementary level is structured and detail-oriented, which the child with ASD can be easily drawn to. He will notice subtle differences between the sounds of languages, words accompanied by images, also the written form due to the sometimes-superior visual memory, thus memorizing an extended vocabulary faster.

At the beginner level, learning a foreign language relies heavily on specific images or objects, which will eliminate the confusion created by interpretive situations.

Games also allow children to use English on the spot. When playing, children do not worry about using the correct grammatical forms, but turn their attention towards using free speech. Learning through play helps to reduce anxiety, this greatly facilitates the process of learning English.

1. *Listen to Simon*- exercise game that describes body parts

Two chairs are placed in the room, inviting the children to take a seat. Simple, short commands will be formulated in English such as “put your hands over your head”. Both must make the gesture described in the sentence. Then, continue with new commands. It is important for the child to pay attention to the language used, to imitate your gestures and to repeat in English the words that you use.

2. *Singing a song* - a game of repeating familiar expressions

Choose a song that the child loves and let it be heard in the background. It is important to be one with short lyrics and a simple melodic line. Stop the song every few seconds, to repeat along with the little one, certain expressions in English. It can even be a song with lyrics suggesting movement, which will attract the child's attention even more.

### 3. *Yes / No Game* - practicing food names in English

It takes a light ball for the child to throw, while asking the question "Do you want some". (the name of a familiar food). Answer NO to the questions, so that the little one is challenged to ask a new question, with the name of another food. The game can continue as long as the child is having fun, in order to make a serious foray through the English vocabulary.

In conclusion, the specialists recommend to give up the preconceived idea that children can only learn through serious activities and begin to look openly at the important benefits that games offer:

- Focus on children, who are always the centre of attention.
- Promote the acquisition of communication skills.
- Creates a context conducive to the free use of English.
- Increase children's motivation to learn English.
- Reduce anxiety, encourage creativity and spontaneous use of English.
- Favours the development of children's participatory attitude in the learning process.

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## **PERSONALIZED INTERVENTION PLAN FOR STUDENTS WITH SPECIAL NEEDS**



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The most common disabilities encountered throughout my teaching career are those of students with liminal intellect,( such as my student B.M-A),. emotional and behavioural disorders, but also a lower intellectual mobility and ADHD. These students do not have very good relations with their peers and with their surrounding adults.

Now in the class that I coordinate as principal teacher, I have the student T.T. with cochlear implant, who manifests internalization and nervousness but a good intellect, which can be harnessed through the teaching strategies used. The strategies for working in the geography class are

-placing the student in the first bench in order to better follow the exercises that are carried out -different work, with a schedule and planning of the particular subject, depending on the rhythm of the student, of work (from simple to complex).

-evaluation and dispute assessment items.

-breaks work more often.

-the emphasis is placed on the kinaesthetic/visual/auditory style (his style of education).

- encouraging individual and equipping work.
- the use of different working methods(exercise with low effort, etc.)
- the use of the reward, as a stimulus.

#### DIFFICULTIES FACED BY THE STUDENT:

- fatigue, when asked too much
- can not follow the teacher to the table, that's why you have to differentiate with special and teaching and evaluation fi
- closure itself (certain periods)
- lack of interest and attention(sometimes)

#### FIELD OF INTERVENTION: GEOGRAPHY CLASS

- development of the capacity to receive the oral message
- development of the capacity of oral expression
- development of the capacity to receive the written message (reading/reading)
- development of the capacity of writing expression

#### SHORT-TERM OBJECTIVES:

- to notice the correctness of an oral statement
- to construct short oral texts based on a given visual support
- to pronounce a message clearly and correctly
- to send short messages orally
- to cooperate in different communication situations
- to recognize the content of geographical terms

In my opinion, the possible/existing forms of integration of children with disabilities are: partnership with special school ,cooperation between teachers; and special arranging of desks in the classes, with necessary spaces and resources, special for these children.

Effective communication and collaboration between teachers and parents and co-workers with SEN is based on the following elements: - respect; impartial attitude; empathy;

In the relationship and coalition, in the family or community there must be relations of respect, mutual acceptance, sympathy and admiration, not of suspicion, perplexity or irritation and provocation.

Relations between the coalition, children, their families and the community must be based on contact and collaboration, on the transmission of information and presentation of states of things, on positive influence on the pupils' behaviours, on mutual affective and emotional experiences in different forms of manifestation.

In conclusion, nonverbal communication, active listening, politeness and respect, fairness, promptness, firmness in solving problems, self-control in the case of impulsive states, physical closeness to children, their involvement in decision making, recording and appreciation of the efforts and accomplishments of the pupils' efforts and accomplishments, avoiding confrontations and attitudes of exaggerated authority ,are elements that ensure success in activities with children who present disturbed countries of conduct

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## **PARENT INVOLVED**



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Thanks to the Project financed by UNICEF "Social inclusion through integrated services at community level", I organized and carried out at our school the activity "Parent involved" within this project. The objective of the activity was to strengthen and raise awareness of assertive communication skills between parents and children.

The responsible teacher's team that organized and carried out this activity was formed by: the school counselor Nicoleta Grozescu, from CJRAE Bacău, teacher. Ștefan Dincă, preschool education teacher. Margareta Adochiței, parental educator, prof. Nicoleta-Luminița Gora, parental counselor, Celina Ivan-Toni, and the president of the Association "Parents Center Say Present".

The participants attending this project were 18 parents of children from the target group: 6 parents with children aged 3-6 years (preschool education); 6 parents with children aged 6-10 years (primary education); 6 parents with children aged 10-14 years (secondary education);

The fulfillment of the activity followed 4 steps:

The ice-breaking game.: the first step was taken by each participant (parent / teacher). Thanks to each quality (the most precious!) stated by the candidates, a "Portrait of the ideal parent" was drawn up. The portrait was

endowed with: patience, love, respect, attention, support, tolerance, trust, empathy.

Secondly, the material "Communication between parent and child" was presented. This presentation illustrated the needs and expectations of the child / parent, the time given to communication, as well as the limits of communication.

Due to the games in the third part: "Parent in the child's skin", "Home" and "Case studies", parents had the opportunity to apply the information viewed in the ppt presentation.

The fourth step was the presentation of some anchor ideas on the topic "How do we enter the teacher / parent dialogue and how do we get out?".

Finally, the activity ended with the evaluation form that provided us a positive feedback for this activity.

The participating institutions that took part in this activity were: "Octavian Voicu" Gymnasium School, Bacău -who provided the necessary logistics to carry out the activity.; GPP „Dumbrava minunată”, Bacău - prepared a small protocol; Kindergarten No. 1 / Izvoare - informed the disadvantaged community from Izvoare District, Bacău, where most of the target group came from; CJRAE Bacău - supported the documentation in order to carry out the activity in optimal conditions.;— The association "Center of Parents Say Present", Bacau - supported the interpretation of applications.

How to involve directly parents in the activity supported by the grant:

- take part in watching the viewed materials.
- are actively involved in solving case studies.
- cooperate within the team for the success of the games.
- practice nonverbal and verbal techniques to communicate effectively.
- makes the concordance between the verbal, non-verbal and paraverbal message.

-use active listening. And the most appropriate words in communication."I" type messages.

Expected results following the development of our activity were directed to the following aspects:

- } Improving communication between parent and child.
- } Efficiency of time spent together (parent-child).
- } Increasing the participation of parents in school activities - meetings with parents, extracurricular activities, Parent Education courses - by 7%.
- } Reduction of absenteeism in children in the target group by 10%.
- } Making a collage with photos from the activity displayed in the school.
- } Concluding a Collaboration Partnership with CJRAE Bacău in order to ensure the sustainability of the project and after the termination of the collaboration with UNICEF.
- } Signing a Collaboration Partnership with the Association "Center of Parents Say Present" in order to achieve an exchange of good practices.

Expected impact (on each category of participants, on the school institution)

**For students:** Increasing parental trust. And opening up more in front of the parent and finding a friend / advisor / listener / partner in it.

**For teachers:**

- Training experience; Experience in grant management; Experience in writing projects with extra-budgetary financing.
- Access to didactic resources useful for carrying out the educational activity.

**For parents:** Increasing confidence in school; Strengthening the family-school-community partnership.:- Enriching listening and assertive communication skills.:- Learning and applying an ABC of the parent-child relationship.

**For school:-** Increasing prestige in the community.; Development of non-aggressive communication.

**For the community:-** Intensify effective communication.

- Strengthening the tolerance behavior of some towards others which leads to balanced children / parents.

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## REMEDIAL EDUCATION - METHODS AND STRATEGIES



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### **Abstract**

*Remedial education is part of children's education aimed to stimulate the completion of compulsory education and increasing school success rates for children from disadvantaged groups. Children are supported in assisted homework completion, remedial activities and improvement of learning difficulties thus preventing the occurrence of dropout, domestic violence and conflicts.*

*Low socio-economic level, insufficient resources, poor access to knowledge and sources of information, parents' low level of education, lack of possibility for parents to support their children in school tasks, parents going abroad and leaving them in the care of others, dropping out and risk of school failure are the reasons for some pupils need remedial classes.*

Remedial education must take into account the educational needs of each child, i.e.: learning to read and write, numeracy, building a positive self-image, organisation of work, effective involvement in all activities regarding all other children, individual organisation and support.

The methods and strategies applied must take into account their age, enjoyment of communication and movement, therefore they must be based on play, movement, interaction with peers and discussion that is correctly guided by the teacher to achieve their goal in that activity.

Remedial education is a part of children's education aimed to stimulate the completion of compulsory education and increasing the school success rate for children from disadvantaged groups.

In remedial education classes, children are supported in assisted homework, remedial activities and improvement of learning difficulties, thus preventing dropout, domestic violence and conflicts.

In order for remedial education activities to be effective, several aspects are considered: the diversity, accessibility and aesthetics of the teaching material presented, the environmental setting personalised to the pupils' work or the change of work location, the application of cooperative learning strategies as methods of promoting social harmony, parents' perception and feedback during the course of remedial activities, the involvement of the school mediator in the smooth running of the remedial education activity. It is important to meet the parents who must understand that their role is to be their child's educators, that sometimes they have to learn from their child as well, but also that the school is always close to them and supportive in their child's training and education.

Low socio-economic level, insufficient resources, poor access to knowledge and sources of information, parents' low level of education, lack of possibility for parents to support their children in school tasks, parents going abroad and leaving them in the care of others, dropping out and risk of school failure are the reasons for some pupils need remedial classes.

Pupils have difficulties in achieving their objectives in various subjects because of low attendance, too. They have poor imagination and a mechanical memory, they become passive, wait to be asked, have slurred speech and sometimes find it difficult to fit in. Because of the harsh conditions at home, they are irritable, unable to concentrate for a longer period of time, tending towards absenteeism or finding other concerns. Motivation for learning is very low. Self-image is poor, children are insecure, even when they perform well in one area, they are not aware and convinced of their success. They have difficulty being fair with

others and are often aggressive when relating to others. They have poor personal experience due to their background.

Remedial education needs to be applied at both group and individual level and involves: identifying weaknesses and strengths, setting learning priorities, choosing the most appropriate methods and strategies, recording the pupil's progress, evaluating the intervention. Remedial education must take into account the educational needs of each child, i.e.: learning to read and write, numeracy, building a positive self-image, organisation of work, effective involvement in all activities regarding all other children, personalised organisation and support.

The methods and strategies applied must take into account their age, their enjoyment of communication and movement, so they must be based on play, movement, interaction with peers and discussions that are properly guided by the teacher to achieve their goal in that activity.

In order to achieve the best results, certain changes and teaching strategies are necessary depending on the individual learning style of the learner and the use of appropriate teaching material:

- picture boards as starting points for face-to-face discussions to develop language, attention and creativity;
- handouts for each child to encourage individual work;
- the computer helps pupils to see what they cannot see in their usual environment; games can be used for fixation, for updating knowledge, for teaching;
- the use of play situations in learning, role-playing, dramatization stimulates intellectual functions, models affective-motivational processes;
- interdisciplinarity: creating possible and necessary connections in order to achieve the proposed goal, combining methods used in other subjects: drawing, drawing, colouring, music, recitation, storytelling, rhythmic movement;

- group work offers a wide range of interrelationships that support learning and highlight its social role;
- use of interactive methods;
- creative conflict resolution in the group;
- working with the family;
- strategies for increasing self-esteem and self-confidence.

Early identification of the children needs from disadvantaged communities involves finding solutions for the development of an educational tool for prevention, protection and reintegration, with a complex structure, approaching the educational act, which can be carried out in the space of the educational community, ensuring, for the target group, an active participation, guided by trainers specialized in this field.

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## **WAYS TO IDENTIFY STUDENTS WITH EMOTIONAL DIFFICULTIES AND IMPROVEMENT STRATEGIES**



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*”Here is my secret: You can only see clearly with your heart.  
The eyes cannot penetrate the mystery of things”  
Antoine de Saint-Exupéry*

In school life we often see different types of students, with specific, unique manifestations, sometimes being difficult - as teachers - to identify what is hidden behind observable behaviors in classrooms, or breaks. Children are extremely impressive. The way they are treated determines their behavior. On large extent, the child's behavior - the way the student behaves - is strongly influenced by what he feels, sees and hears in his own home. Children who come from united and loving families are usually much better able to tolerate, to accept those around them, to rejoice, to give, to empathize. Their positive experience leads them to believe that the world is generally a pleasant place and that you can trust others.

On the other hand, children who come from environments in which they are frequently punished and in which they feel unhappy, unloved, not accepted, or they went through a mildly traumatic new event (moving to a different country, leaving a war zone, survival from a calamity, etc.) can show caution, suspicion and even aggression in his role as a student. Thus, the latter can come to school and implicitly in the relationship with the teacher and other colleagues with an

emotional baggage that unbalances them and puts them in vulnerable situations. Students who go through family, social or relational problems, in other words emotional difficulties, can be easily identified in terms of their behaviors, but also through school efficiency and performance.

In other words, learning difficulties or/and disorders may be related to a lack of intellectual development, lack of skills, but they are often a symptom of emotional difficulties, school maladaptation or the effect of a teaching methodology that does not take into account the individuality of students.

The following learning disorders can have emotional causes: sensory disorders, motor disorders, perceptual visual disorders, perceptual auditory disorders, behavioral instability, emotional inhibition, language disorders, psychomotor disorders, deficits of attention and concentration, hyperactivity, impulsivity, or aggressivity.

In order for the didactic act to be an efficient and individualized one, it is necessary the knowledge of the students, by the teacher for:

- Design and efficient development of teaching-learning-assessment activities;
- Creating a positive learning environment in which to assimilate learning experiences;
- Adapting and modelling learning strategies and techniques, contents, assessment methods according to age / discipline / skills and abilities / interests / personal qualities;
- Making transdisciplinary, integrated connections;
- Providing counselling and "coaching" to resolve problematic and crisis situations and develop individual responsibility;
- Developing the potential of each individual and improving evaluation;
- Differentiated and individualized approach of students;

- Ensuring class management and team development;
- Empowering students for school and life success;
- Diversification of opportunities for talent development and performance;
- Gaining and experiencing professional satisfaction – for teacher.

The most easily identified emotional disorders in the classroom are: opposing behavior, anxiety, aggressivity, perfectionism, depression, inhibition, poor self-esteem.

**How do we identify a student with opposing behavior?** You can notice that they are: eternally malcontented, always have something to say/ to comment, have uncontrolled conduct, they seem to lack common sense, they always become the target of threats, warnings, rebukes, thus creating a vicious circle that amplifies the opposing behavior.

*What can be done?* A teacher can: strengthening and rewarding positive behaviors, eliminate / diminution the triggering factors (ie if it seems to him that he is not right and always demands accountability, as a teacher you can ask him to argue or offer additional explanations), stimulate self-confidence and authenticity of communication (putting the student in situations that he can manage), discouraging inappropriate behaviors by ignoring them or offering alternatives.

**How do we identify the perfectionist student?** The teacher can notice that those students are avoiding mistakes, paying close attention to detail all the time, setting a hard-to-reach standard, they are harsh with them, self-critical, reserved in their relationships with others, they want to answer, they are active in class but they squirm when they have to express themselves. *What can be done?* The teacher can: helping the student to set realistic goals, encouraging the student to overcome obstacles, reinforcing the fact that a wrong answer does not lead to low marks or exaggerated sanctions, repeating the fact that perfection does not exist.

**How do we identify the anxious student?** The teacher can notice that those students are mostly afraid, always insecure, very shy, sometimes isolated, in a continuous physical tension - stress at high levels, they find it difficult to respond to oral assessments and are very easily inhibited.

*What can we do?* The teacher can: encouraging the student, putting him in easy contexts, in which they can succeed, fostering self-confidence, avoiding exposing him to others (preferably written assessments, or group activities).

**How do we identify the slightly depressed student?** This type of students are: always withdrawn, speak very slowly and reduced voice, avoiding oral answers, don't have many friends, always believing that are the weakest persons, and they cannot handle it, have suicidal ideation or manifests self-flagellation behaviours, they are sad most of the time, you cannot see them smiling, or having initiative.

*What can we do?* As a teacher you can: offer him opportunities for positive highlighting, offer constant encouragement, evaluate it individually - in writing or in groups, draw the attention of the school counsellor and family.

There are studies that show that some children become better adults in terms of professional and social relationships, and on the other hand, other children with a high-performing, competent educational background and very good school results do not manage to have friends, are not satisfied with their careers, personal life and suffer from depression, are unhappy. What makes the difference is a certain level of development of social and emotional skills, which specialists have called emotional intelligence. (EI) A large number of educators and researchers admit that at the end of the school year, students may be "un equipped" for future challenges, both as individuals and as members of society. The cognitive approach to curricular and didactic approaches is not enough to be successful and happy nowadays. It takes practical skills to manage emotions and not just to "feed" the mind. From the perspective of new theories about the nature



of emotions, through social and emotional learning, if children's emotional intelligence is developed, it is a huge baggage for their personal and professional future. Studies show that E.I is the best predictor for future acquisitions, for success over traditional, cognitive intelligence. It is a transferable skill that allows for rapid adaptation to contemporary social change. In this context, the first step is to understand the unique role that intelligent use of emotions has. Success in life depends on the emotional and social skills that are formed throughout formal education or at least should be pursued as goals, across disciplines.

Experts recommend teachers, school counsellors, parents to develop educational opportunities in the socio-emotional field because it will increase students' ability to learn, will receive tools through which they can aspire to high personal and professional achievements and will be able to experiment and get personal satisfaction. Openness, empathy and tolerance are attitudes without which emotional intelligence cannot develop.

Daniel Goleman provides a considerable list for emotional and social development in school. (Self-Science: The Subject is Me, Karen Stone McCown et al. 1998) Here are some suggestions: self-knowledge (through the whole "arsenal" of methods, the Ego reveals itself and becomes stronger), empathy (knowing your measure, others and situation), communication (cultivating quality relationships has a positive effect on the environment, promoting assertiveness), cooperation / leadership (effective leadership is not based on domination, but on the art of helping people work together towards common goals. The contribution of others and encouraging their participation can do better than giving order and complaining. You need to take responsibility and the consequences of decisions.) and conflict resolution (understanding the mechanisms that triggered conflicts, because most often, the spiral of conflict is one that does not allow visibility on the source.

Regardless of the source of emotional disorders (whether family, relational or social) they are obviously manifested by certain specific behaviors - as I said above, once identified, they can be improved or reduced by using elements of emotional intelligence, As long as the teacher shows tolerance it means accepting the behavior but understanding it), assertive communication, creativity and flexibility in the didactic approach these behaviors, learning disorders or special educational needs can be improved and even diminished, so that they do not turn into life term obstacle.

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## **THE UNICITY OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS**



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There are more and more children with special educational needs and, unfortunately, their number is even higher but their parents refuse to go with them to a specialized evaluation in order to obtain a certificate stating the correct diagnosis.

It is very important and necessary that children with SEN have access to education and attend regular schools and classrooms. Schools must offer equal opportunities for education to every child, regardless of his or her capacity of learning. The community, as well, must be prepared to accept the needs of these children, future adults who must have a job to ensure their living.

The category of children with special educational needs includes both children with disabilities and children without disabilities, but who have stable manifestations of maladaptation to school requirements. This category includes:

- children with sensory and physical deficiencies (visual disturbances, hearing disorders, mental disabilities, cerebral palsy);
- children with mental and behavioral deficiencies (conduct disorders, attention deficit, hyperactivity disorder-ADHD, opposition and resistance disorders);
- children with affective, emotional disorders (anxiety, depression, selective mutism, panic attack, post-traumatic stress disorder, eating disorders: anorexia nervosa, bulimia nervosa, overeating);

- children with associated disabilities;
- children with knowledge and learning difficulties (learning difficulties, Down syndrome, dyslexia, dyscalculia, dyspraxia);
- children with communication and interaction deficiencies (autism spectrum disorders, Asperger's syndrome, delays in language development).

In the following, we will refer to children diagnosed with autism, who may have the following characteristics:

- they do not respond to the adult's name or requests (except when "they want") and do not seem to hear or understand what is being asked of them;
- they do not look where they are shown and do not look at the adult if he wants something from them;
- although they can tolerate other children around them, and can even be happy in their presence, they do not actually interact with children;
- they protest when asked for something and insist on receiving an answer;
- the game is marked by a stereotypical character (they use objects or toys always in the same way, for example: they close / open them, knock with objects in certain places, they spin objects etc.), or they are not attracted to toys but rather to bottles, strings, bags etc.;
- they do not use objects for their usual purpose;
- they present sensory disorders sometimes manifested by the need to touch everything and other times by the refusal to come into contact with certain textures, to taste certain foods, etc;
- they may have stereotypical behaviours: inserting and aligning objects, rotating or waving hands or small objects, etc.
- they may have eating problems and sleep problems;
- they do not want or cannot use words with a sense of communication;
- they walk on the tips, or have bizarre movements of the hands and body;

- they echo (they repeat endlessly sounds, words, TV commercials, etc.).

As a French teacher, I worked with children with special educational needs, diagnosed with autism, almost every year. What I noticed is that, although the diagnosis was the same, children with autism reacted differently to stimuli.

One of the children had moments when "he entered his own world", he even had conversations with imaginary characters or he started to cry suddenly and for no reason. He had some colleagues who used to go to him and who managed to calm him down. Regarding his active participation in French language classes, I can say that the beginning was difficult because he was the first child with autism I had worked with until then and it took me some time to discover him in order to create the perfect didactic activities for him. I admit that the first month was a challenge for me as a French language teacher. At the beginning, he didn't want to communicate with me at all and I couldn't get him to participate during the French classes. But, fortunately, after a short time, he repeated words after me and I noticed that he reacted very well to the words of praise. To my surprise, his pronunciation became fast very good and, moreover, he solved the homework correctly, just like normal students. Initially, I considered that his mother took care of him a lot and that is why he managed to do his homework correctly. I decided to treat him like a normal child, to assign him the same work tasks, to make absolutely no difference between him and the others, and this strategy was successful. The child managed to learn poems in French, learnt the lessons and proved to me that he understood them. Moreover, I managed to convince him to come to the blackboard and he even got a 10 in a test identical to the one solved by his colleagues.

The case presented above was a happy one. The other child with autism collaborated much less, although I did the same: I encouraged him, gave him a lot of attention and prepared activities to help him and to motivate him to participate

actively to my classes. He only agreed to copy from the blackboard or from the book, he used to read only when he wanted to, he did not answer to my questions, but he made his homework and even the portfolios. Unfortunately, he refused to work in a team and to communicate with his colleagues. Another important thing I learnt from these two experiences is that for a successful integration of children with autism in schools, it is required the joint effort of all parties involved: the child's parents, the school counsellor, the support teacher, the teachers who teach in that class, the child and his colleagues.

In conclusion, although these two children had the same diagnosis, the teaching strategy had to be different: the first child was treated largely as a normal child, but the second child had to receive differentiated work tasks and tests according to his level. Every child is different and the teachers cannot use the same strategies and methods for everyone. There is no single pattern of the autistic child. Each autistic person is unique in his own way and with strictly individualized educational needs.

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## EDUCATION, METHOD OF ADAPTATION



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### **Abstract**

*The study of foreign languages has an impact not only educational, but also economic, social and cultural. It is necessary for the education system to include modern study technologies, but also to take into account traditional methods. Humans have different ways of learning. Knowing languages of international circulation makes possible the interpersonal and inter-institutional communication inside this diversity that forms the spiritual legacy of Europe. It is important to include in the school curricula courses in the mother tongue of migrants, in order to ensure the preservation of their cultural heritage. Teacher mobility is very important as an integral part of their training programs*

**Key words:** *foreign languages, learning, teacher mobility, Europe, diversity, identity*

Language is the hallmark of individual identity. The foreign languages learning takes place throughout life, being a continuous activity. The lingual and cultural diversity defined the European Union. There are about 40 languages, with different statuses. This can be a problem in terms of communications. Knowing another language is a condition for understanding others, for being able to collaborate with them and for carrying out common projects.

Education, skills and employment policies should promote and recognize language learning for all, with appreciation of linguistic diversity. The study of foreign languages has an impact not only educational, but also economic, social and cultural. Continuous learning of a foreign language, or the language of the

country in which we live is essential for society. Multilingualism is becoming a necessity, not just a fad.

The full scope of language policy is social, economic and cultural as well as educational. Lifelong learning of languages is essential for societies to sustain and benefit from multilingualism. Children and adults approaches to language in education for migrants and refugees should be able to access integrated and continuous opportunities to develop, enrich and extend their language abilities throughout their lives. It is necessary for the education system to include modern study technologies, but also to take into account traditional methods. In order to learn the language of the state in which the refugees live, it is not enough just to study in the competent institutions. They can learn very well and easily with the help of specialized sites, at home, on the street or on social networks. It is about non-formal education, more relaxed and accessible education.

Humans have different ways of learning. Some students can assimilate in a better way the knowledge received through a certain sense, auditory or visually. (*Educational Technology & Society, New Directions in Advanced Learning Technologies*, 2009 pp. 15-29). We have to use electronic media in different ways, match with different learning styles and implement different teaching strategies. It can be used to assign a practical task to students in such way that students solve the assigned problem in a collective manner. This fits well with sensitive learning style.

Children are efficient (second) language learners. It is important to point out that language proficiency is not necessarily the only or even the most important barrier to academic success among migrants. Depending on the background of specific children or groups, issues related to such factors as poverty; poor health; trauma linked to immigration and/or preimmigrant experiences; cultural differences between home and school; the quality of educational materials,



instruction, and curriculum; teacher's attitudes; and inadequate teacher preparation can jeopardize their academic success

From an academic point of view, the purpose of studying a foreign language is for the student to be able to support a point of view with pertinent arguments, to make analyses, comparisons, to be able to face a debate and to use field-specific terms synthesize and integrate information; follow or give complex directions; hypothesize about the casual relationship between events; justify a prediction, as in a science experiment on osmosis; present a logical argument.

Knowing languages of international circulation makes possible the interpersonal and inter-institutional communication inside this diversity that forms the spiritual legacy of Europe. In multilingual communication, the founding principle of the European Union finds its fundamental principle of achievement. Teaching and learning foreign languages fall under the scope of the mission of the education institution. In this respect, European policies develop the framework for multilingual education, promote methods and instruments of teaching and learning to facilitate and improve this chapter of priority importance of education. The competencies of communication in foreign languages are acquired throughout the entire educational process. Teaching and learning foreign languages represent a priority to educational institutions and a permanent challenge.

The number of migrants worldwide increased from 77 million in 1960 to 244 million by 2015 (UN DESA, 2017a). By late 2018, 75 million people worldwide were identified as “persons of concern,” a category which includes refugees, internally displaced persons (IDPs), asylum seekers, returnees who have not fully reintegrated into their countries/societies of origin, and ‘stateless’ persons (UNHCR, 2019); 95 per cent of these “persons of concern” were displaced by conflict, human rights violations, persecution or forms of violence. Some 41 million people are estimated to be IDPs, 13.6 million of whom are ‘newly’ displaced

(UNHCR, 2018), although this figure is also likely to be underreported (IDMC, 2019).

The international community faces a great and pressing challenge: more people are leaving their homeland than during World War II. Unfortunately, half of them are minors and need to be integrated into an education system. They also have no legal guardians and easily fall prey to human and human trafficking. Forced displacements creates vulnerabilities, including access to discrimination free education. Access to education is very important for children who have experienced trauma or. Those children face many obstacles to education, including a lack of identity documents, legal impediments, unavailability of catch-up programs, a lack of educational credentials, a lack of fluency in the language of the host school, and a lack of financial and other resources to enrol. As an overt marker of ethnic identity, language can further marginalize children, youth and adults or exacerbate the risk that they become victims of discrimination. Maintenance of the home language, and acquisition of the host country language, can alleviate such problems, regardless of whether the migrant remains in the host country or returns to their place of origin.

The most frequent the problems/challenges teachers faced while teaching refugees was: dealing with the diversity of cultural backgrounds of refugee students ; dealing with language differences which create a barrier for communication; adapting teaching methods to meet the needs of refugee students; adapting materials or enriching textbooks to meet the needs of refugee students; the low literacy level of the students; refugee students' prior sporadic schooling experience; very large classes; not knowing how to cater for the needs of the students; not knowing how to maintain a positive relationship with the family of refugees when tensions arise; not knowing how to motivate students to participate in innovative projects; not knowing how to deal with students' traumatic

experiences that have occurred in their lives compared to other students; not being able to contact refugee students' families

The growing diversity of the school population, which is the result of a higher level of migration, challenges teachers who do not receive training in how to adequately address this new form of diversity among students. Cultural differences frequently impede understanding and dialogue between students and between students and teachers. There is clear evidence that the level of education of children from migrant backgrounds is considerably lower than that of non-migrant families; and a large number of children from migrant families are in a precarious social and economic situation. The talents of pupils from migrant families are often undiscovered and remain unused, leading to social, cultural and economic disadvantages for society as a whole.

Children as well as adults from migrant families must have and be willing to take advantage of the opportunity to learn the language of the host country if their full integration is to be achieved. Migrant children should benefit from free education, including the teaching of the official languages of the host country and the promotion of their mother tongue and culture of origin. It is very important that the parents of migrant children, especially their mothers, be involved in programs to learn the official language of the host state, so that they are not separated from society and can help their children to integrate into school.

It is important to include in the school curricula courses in the mother tongue of migrants, in order to ensure the preservation of their cultural heritage. Sport is important in education and training. It has a defining role in the process of integration and social inclusion of those from disadvantaged backgrounds. For this reason, it is important to involve young migrants in various extracurricular activities, which are a powerful means of social integration.

Teacher mobility programs in the country of origin should be encouraged to facilitate the contact of young migrants with the culture and civilization of the mother country. Teacher mobility is very important as an integral part of their training programs. Teachers should be able to spend one or two semesters at universities abroad. The school system needs teachers from immigration, who offer important experience to colleagues, represent the success of social integration and could be a model for children who are experiencing difficulties.

Education is an important factor in adapting refugees to the new country. The emotional and cultural factor is very important. Refugees learn both theoretically and especially in practice. They need to preserve their cultural-religious identity, but also to accumulate new knowledge. Teachers and other students also learn new things about the lives and habits of refugees. Education remains the bridge between the two different worlds. Education is the method of adaptation and progress.

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## **A CHANCE FOR EVERYONE**



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Children are, for most parents, a gift from divinity, supreme joy, family fulfilment or the most important personal achievement. But there are also some children who were born at a chance, by an unfortunate incident or in an already too large family, which can no longer receive them with wide open arms.

Could anyone think that some were born under a lucky star, while others lacked the good fate at birth? We often say that everyone has his own ounce of luck and everyone will smile at his fate at a certain moment.

Mădălina, is a 14-year-old child, who was left by her mother shortly after birth in an orphanage. The father was not even noted on the birth certificate. After a few months, her luck smiled and she was taken into foster care by a family with two older girls. At that time she was only 9 months old. She grew up practically in the middle of this family, who loved her, educated her, integrated her among her members as if she were the blood child. The connection between Madalina and Mrs. T is particularly strong, observable by any person. The little girl addresses Mrs. T extremely intimately, telling her "mother" and proves you through all the gestures and decisions she makes that she has always felt support, love, tenderness.

It is precisely this special closeness and the interest of the family for the good of the child that led to the detection of learning and memorization deficiencies. The teacher advised the family to go with the little girl to a specialist for an evaluation. It was found that the level of intelligence is limited, and the recommendation was for schooling in a mainstream school, but with the help of a support teacher. Mădălina received a certificate for special educational requirements (SEN), so that both in primary and secondary schools, teaching and evaluation were adapted to her possibilities.

Shy, but smiling, emotive, but eager to make friends and help, Mădălina was accepted by many colleagues. But, as there are always people who oppose others whom they consider not to be "normal" or "ordinary", in Madalina's class there were also colleagues who did not appreciate the "indulgence" that the teachers gave to the little girl.

In many situations the support teacher had to advise her, encourage her and show her how she can get over the more difficult situations. All these joint efforts - family, teachers, teacher, support teacher, gave the desired result, and Mădălina finished the gymnasium courses soon.

As a principal teacher, I had for 4 years Madalina in my class, I had enough time to observe her, to stimulate her to have more activities and to help her when needed. I had a great collaboration with Mrs. T., so I learned many of the unknown aspects of raising a child in the foster care system. Monthly, the family has the obligation to notify the authorities about the child's evolution in teaching, about behavior, relations with colleagues and teachers. Also, all expenses are carefully checked. The child may not go anywhere unaccompanied, under any circumstances, until the age of 14. For this reason, Mădălina could not participate in the trip organized in the sixth grade. However, at the end of the eighth grade,

she received the approval of the family to be with her colleagues, on a trip that marks the end of her education in elementary school.

Now, Mădălina is preparing for the evaluation exam. Most likely, he will choose to attend the courses of a vocational school. Thus he could become a cook, waiter or confectioner. She likes to help in the kitchen, and the primate appreciations from those close to her make her feel useful. In order to make a suitable choice, the "mother" accompanied her to a professional orientation visit, in one of the specialized school units. Although at the age of retirement, Mrs. T. admits that she has to learn to do it on her own, not to be dependent on an adult, because in a short time her life will show that she herself will become an adult. Talking to this soulful woman, I can only express my total admiration! He managed through love, involvement, gentleness and his own example to give a child who seemed to be nobody's, a real chance at a normal, beautiful and harmonious life!

I want to have expressed my deep respect for all parents, teachers, children, who consider that every being is important, and through their actions, through support and encouragement, they manage to include in society, but also in their hearts and those whom fate has not comforted from the beginning



## HOW TO DEAL WITH PHYSICAL VIOLENCE IN SCHOOLS



**Nicoleta MĂRIAN**

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Physical violence is on the third place of such problematic school issues, after verbal and social violence. Despite the fact that both verbal and social violence are present in schools and that their consequences can be extremely serious, parents, teachers and other authorities often react only when physical violence occurs. For example, bullying: this type of violence includes situations when one or more pupils, physically or psychologically stronger, harass some of their peers. Such behaviour has not been previously provoked and there is also intention to harm another person with repeated negative actions. The most vulnerable are children from poor families, children with disabilities and refugees. However, extremely gifted pupils can also be victims of physical violence. Unfortunately, there is a constant increase of physical violence in schools.

Thus we can read about the first grade pupils who steal lunches and money from classmates almost every day. Or about a girl who suffered insults and hair-pulling for four years due to her overweight. Eventually, she was forced to leave this school and enrol into another one... Moreover, there are more and more students nowadays who carry truncheons, knives and other weapons in their backpacks, which can cause serious injuries to their peers.



Exposure to this type of violence can have long-term consequences for the child, both physical and psychological. Children who are victims of violence are usually sad, with the lack of confidence, they are withdrawn into themselves, anxious and afraid, even depressed. It sounds strange that the violence occurs in schools which should provide safe environment and enable children to develop and reach their full potential. Children who are exposed to physical violence often refuse to attend classes. The fear of being in school environment leads to lower academic achievement, isolation from peers and feeling of loneliness. Some kids have psychosomatic symptoms as well such as insomnia, headaches, nausea, and sometimes poor appetite. The presence of these symptoms without established organic basis, together with a change of behavior or habits can be a sign that a child is suffering, is exposed to stress and parents should consider the possibility that their child may be the victim of bullying at school.

When it comes to children who act violently, it is important to emphasize that such behavior towards peers and bad relationship with teachers may continue until adulthood and then evolve into more serious forms, such as criminal behavior and violence in different kind of relationships (with colleagues and friends, in emotional relationships, towards their children). There are several risk factors that can lead to violent behaviour. Some of them are unstable family environment, parental permissiveness, lack of continual supervision for kids, there are no limits, tolerance of aggressive behaviour or physical punishment of children... There is also the influence of the media. Every day children can see violent scenes on television and the Internet, or when playing war games. The more they watch violence, the less sensitive they become to its effects and lose their compassion. Thus, there is an increasing possibility to start behaving in that way.

What can we do? To look away when we witness a child using physical force and violence towards another one, or to react? It is extremely important that

all of us – parents, family members, teachers, other school staff, and competent institutions act and prevent violence of any type at school. As role models, parents and teachers should raise children not to use physical force in order to win something they want. Furthermore, they should point out the consequences, both physical and psychological ones, that violent behaviour may cause. We should also try to develop empathy in children and help them step into someone else's shoes and understand how that person feels as a victim of violence. We should also encourage respect, friendships and nonviolent communication. As for schools and institutions, it is important to establish clear rules of behavior and introduce appropriate penalties.

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**THE NEED TO KNOW  
LANGUAGES IN THE AGE OF GLOBALISATION**



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The term *globalization* comes in Romanian from the French word. “globe”, respectively from Latin. “globus”, and its definition is: "a phenomenon of transformation of the world into a unity, which manifests itself on the scale of the entire globe through the creation of institutions and superstate political bodies, through an economic and common security policy, etc. The term was first used in the publication of *Towards New Education* in 1952, meaning a holistic view of human experience in education. This concept has reached many definitions and interpretations. As globalization refers to political, economic and cultural aspects, it has become one of the most widely used concepts over time. While globalization can bring many beneficial changes, it has been proven that it also causes a lot of damage.

The phenomenon of globalization is a complex process of the contemporary, representing an objective reality that refers to a multitude of economic, political, technological, ecological problems, as well as to the novelties related to language, communication, the striation of national and cultural identity.

In linguistics, the term *globalization* has appeared as a consequence of the situation in the economy and illustrates the link between the changes in society

and the requirements of communication. The concept of linguistic *globalisation* is considered a mean of communication in economic relations around the world. The need for a language which would correspond to the requirements of an accurate and precise communication, which would eliminate ambiguities of meaning in the decoding of information, with a specialized lexicon founded on mono-Semitism and which would correspond to the norms of the standard language, has become apparent.

The intensification of economic and political relations worldwide has contributed to the acceptance of the universal language –English, which is at the heart of the global language system, becoming a veritable *lingua franca*. Without a doubt, English is the most used language in the world. The imposition of English as an universal language of linguistic globalization took place for several reasons, such as: the rapid development of information technology, of the financial field that took place earlier in the U.S., where English is spoken.

The intensive use of English in all areas of social life is explained by several factors: English is the main tool of linguistic globalization for transmitting and strengthening cultural and material values; for access to new communication technologies: computer, Internet, mobile phone; for in foreign countries, etc.

The Internet, television, is touring cultural barriers. The spitting of values, norms, and culture tends to promote the ideals of western capitalism. In this way, local culture falls victim to this global culture, based on consumption. For example, The Romanians prefer to celebrate Saint Valentine, and forget Dragobete, a Romanian celebration

Studying English in primary, secondary and higher education is growing more and more. Regardless of the specialization of the student, foreign languages are compulsory subjects for his/her training and training, at the level of the licensing cycle and the master's degree. Access to doctoral studies is conditioned by

the proof of communication skills in a language of universal circulation, namely English or French.

It is estimated that the percentage of those willing to study English in relation to other foreign languages is increasing, and the percentage of those willing to learn French has decreased significantly. Due to the fact that English became the *lingua franca* of the XXI century, more than two billion people study this language. Once we study a language we have access to a multitude of ideas, customs, traditions and values. From a personal and professional point of view, in the twenty-first century the emphasis is placed on the general knowledge of people. The Internet has changed the way we perceive the exchange of information, the availability and the distance between us and the citizens of other countries. The reality of a linguistic globalization is not accepted by all the world because of the danger of renouncing values, traditions and national identity.

Therefore, the promotion of a single language that facilitates global communication poses a danger to the less known national languages. The impact of linguistic globalization is perceived as a threat to national languages that may with time disappear. Researcher Elena Cobianu affirms that the linguistic globalization "is based on national languages, cultural traditions, different religions". (Cobianu, 17) The disappearance of the content of belonging to a particular social group and its replacement with a global content, the promotion of virtual models of anxiety, alienation, anomaly through films, advertising, cartoons, video games, and the degradation of traditional cultural identity are some negative consequences of linguistic globalization.

At the same time, linguistic globalization can mean a progressive process, if various cultures and national societies take part in this cause fairly, helping to ensure the social balance of national and spiritual identity. In reality, linguistic globalization is a phenomenon that consists in the global use of a common

language, and at the level of national language sit is reflected in the excessive use of English-language borrowing.

In conclusion, linguistic globalization is an universal phenomenon which involves the use as means of international communication of a common language and of English, and at the level of national languages it is manifested by the excessive use of Anglicisms, i.e. lexical meanings and abbreviations of The English language. But the twenty-first century demonstrates that, in parallel with English as a universal language, national languages continue to exist, not only as tools for communication between peoples, but also as social functions that will help to ensure the social balance of the national and cultural identity of the peoples of the world.

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**SUPPORTING LOGICAL THINKING OF STUDENTS, INCLUDING THOSE  
WITH SPECIAL EDUCATIONAL NEEDS USING ACTIVATING METHODS  
IN COMBINATION WITH ICT**



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Nowadays, young people are deeply fascinated with modern technologies. Our students unintentionally acquire the knowledge, skills and practice needed to work and study. Proper use of these skills can benefit the student and the teacher. The use of information and communication technology (ICT) combined with active methods becomes important and effective especially at work with students with diverse educational and development needs.

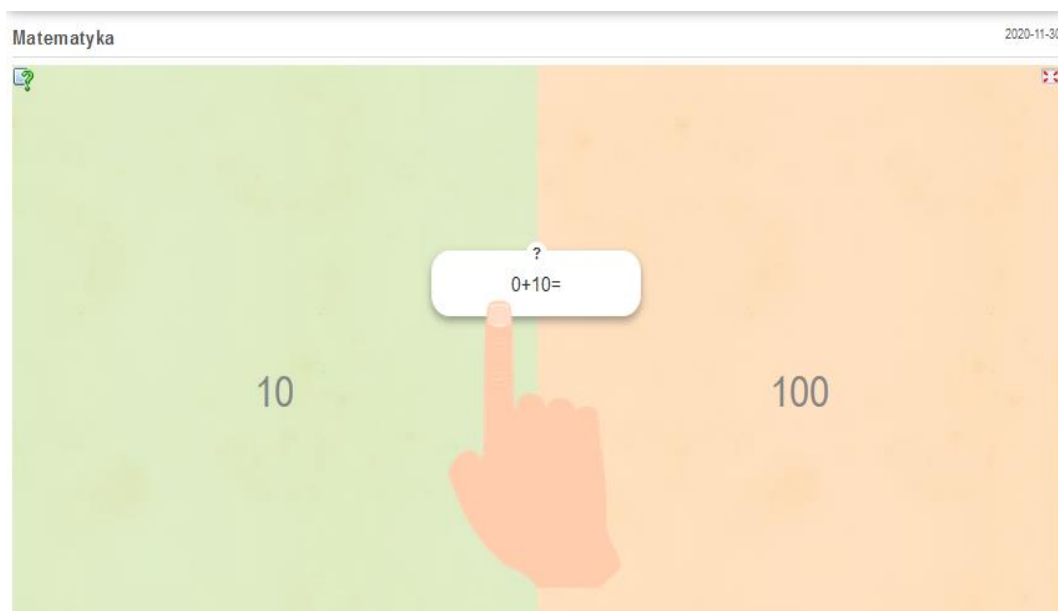
Young people who have manifested difficulties in learning, often struggle with reduced motivation to learn too. So, a traditional classroom lesson doesn't always work as intended. Often low self-esteem and problems related to the dysfunction or illness do not lead to undertaking additional activities by the student. Each activity of the student leading to filling the gaps in knowledge or skills leads to the intended equalization of opportunities.

We clearly notice that modern technologies are friendly and accessible to every student and teacher. Such tools are therefore becoming a very effective way to improve frequently disturbed areas and to support the revalidation of people with various disabilities. These tools also make didactic and compensatory classes

more attractive, which compensate for educational deficiencies and students' backlogs. They also help the teacher introduce issues from “what is close to the student” and then continue to "what is distant". With the help of well-chosen and adapted programs or applications, teachers can have a multi-sensory influence on the student.

When it comes to mathematics education, such applications supporting the student's learning process can be:

a) LearningApss - is an application with which we can create many attractive games and online tasks for the student. You can create, among others: multiple-choice tasks, jigsaw puzzles, puzzles or matching in pairs.

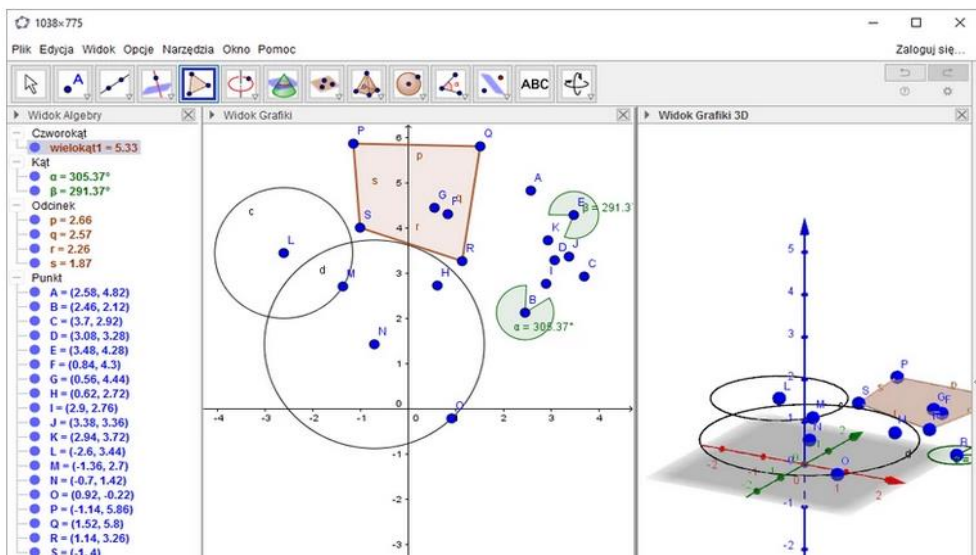


b) WordWall - is a portal that allows you to create interactive exercises in the form of tests, matching, word games, etc.



$15 : 15 =$	$134 : 1 =$	<input type="text"/>	7	<input type="text"/>	1
$0 : 15 =$	$9 * 6 =$	<input type="text"/>	64	<input type="text"/>	6
$4 * 9 =$	$9 * 9 =$	<input type="text"/>	134	<input type="text"/>	5
$20 : 4 =$	$56 : 7 =$	<input type="text"/>	0	<input type="text"/>	54
$42 : 7 =$	$49 : 7 =$	<input type="text"/>	52	<input type="text"/>	12
$3 * 5 =$	$13 * 4 =$	<input type="text"/>	8	<input type="text"/>	36
$8 * 8 =$	$144 : 12 =$	<input type="text"/>	81	<input type="text"/>	15

c) GeoGebra - is an interactive application for learning geometry, algebra and statistics.



d) Testportal - is a web application that allows teachers to create their own tests and check them online.



Nazwa testu: WZORY - kl.8

**Pytanie 1/26** (1 pkt.) Udzielenie odpowiedzi jest wymagane

Wzór określający pole całkowite dla sześcianu to?

$P_c = P_p \cdot H$

$P_c = 6a^2$

$P_c = a^3$

ZATWIERDŹ ODPOWIEDŹ

e) Matzoo - is a portal thanks to which children learn through play.

**Klasa 4**

**Temat: PORÓWNYWANIE UŁAMKÓW**

A comparison interface for the fractions  $\frac{3}{5}$  and  $\frac{2}{5}$ . The fraction  $\frac{3}{5}$  is on the left and  $\frac{2}{5}$  is on the right. Between them are three green buttons: the top one contains a less-than sign (<), the middle one contains an equals sign (=), and the bottom one contains a greater-than sign (>).

Many other applications, platforms or student support programs can be listed here. However, we, the teachers, have to choose such tools that the student would be able to achieve even the smallest success.

**HOW TO WORK  
WITH STUDENTS WITH DIFFICULTIES IN COMMUNICATION**



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Children of immigrants, refugees and children with hearing loss often suffer from isolation from their peers, exclusion and inability to communicate with them and the school community. It is important that these pupils were given special care and that they could be integrated with their peers in an inclusive education. The children should receive support, a wide range of help, and the school should provide such conditions that students feel good in it and develop properly. Such help at the beginning of the difficult path of their upbringing and education will allow them to strengthen, help in acceptance, constructive action and cooperation with specialists at school. The effect of this would be to create an atmosphere conducive to the development of the child. From that moment on, parents should become partners of the school.

From the beginning of the student's stay at school, it is necessary to create appropriate conditions for learning, a pleasant atmosphere in the classroom, take care of a suitable place, low noise level, take into account breaks at work and various forms of relaxation. Usually, it is from the very beginning of their stay at school that has an impact on the child's mood at school. It makes him feel safe in the group, he makes faster verbal contact with his colleagues. It should be remembered that the reception of speech is mainly auditory and auditory-visual

and ensure that the messages are supported with appropriate visual material (gestures, illustrations, objects). Children are generally active in the learning process. They learn new words and concepts quickly. They are interested in everything that surrounds them. They are curious about the world, they ask a lot of questions, and thus they are more willing to attend school. The involvement of children in carrying out additional tasks, e.g. the class gardener, has a huge impact on gaining self-confidence in the group. The child, fulfilling his obligations, creates an excuse to praise him. Such students should be appreciated more often even for their small successes, their strengths and what they still have to work on.

A team of specialists (teacher, pedagogue, speech therapist) in cooperation with parents should prepare and implement an Individual Educational and Therapeutic Program tailored to the needs and capabilities of the child. That gives a good chance of successful therapy. It is worth covering the student with the following forms of psychological and pedagogical help:

- speech therapy classes (3 times a week) - exercises in the field of phonetic and lexical speech therapy, orthophonic exercises and games with music as well as exercises stimulating the overall development of the child should be conducted. It is worth enriching the student's vocabulary based on text, pictures, explaining incomprehensible words and implementing them to build statements about the read text,

- classes developing emotional and social competences (an hour a week) - aimed in particular at developing the skills of coping with difficult situations, coping with failure, shaping correct self-esteem, monitoring the child's mood, inclusion of relaxation and visualization elements.

In order to help the student in the fulfillment of compulsory schooling as much as possible, he should be included in revalidation activities lasting 2 hours weekly. The use of appropriate methods in the field of surdo pedagogy at work,

ensuring optimal development, both cognitive and emotional and social, will also positively affect the level of his general linguistic skills. Further, the student may participate in speech therapy (group) classes in order to: improve general linguistic skills (enriching the vocabulary, improve the ability to express yourself with complex sentences that are grammatically correct), conduct auditory training, exercise attention and auditory memory, improve speech organs and exercise logo rhythmic.

Here are some of the exercises used in therapy:

1. The game "Chain of words" - enriching the dictionary resources, exercises in auditory analysis, consolidating the sounds learned. The task is to search for words in such a way that they form a string (the last letter of one word is also the beginning of the next one). eg ball - lampshade - elephant- train and so on)

2. Auditory training - careful listening - games developing a child's hearing and auditory attention prepare them for proper perception of speech sounds and development of speech hearing.

Game: "How many sounds can you hear?" Count the bangs on the drum, the claps on the table top. The child closes his eyes and counts the sounds made by the teacher. You can recognize the sounds of musical instruments while blindfolded. recognition of famous songs, famous melodies. We turn on a known melody or hum. The child guesses the title or the words of the song.

3. "Chinese whispers" - listening carefully and understanding speech. In this game you have to repeat the whisper you hear to the next person. The participants of the game sit in a circle. The person who starts the game says a made-up word or sentence into the left ear of the person sitting next to them. The last person says aloud the "transmitted" word. Then the "round" goes to the right ear of each person

4. Logorhythmics - correcting speech defects and hearing disorders, sensitizing to common features of music and speech such as: rhythm, melody, tempo, dynamics and timbre.

"Cloud" - training exercises accompanying the conscious rhythm:  
Children walk around the room imitating the flowing clouds in the sky, softly saying the syllable "shooooooooo".

In order not to collide with another cloud, the bags on the floor are avoided. To the drum rhythms and the words of the teacher "Storm", the children in the designated place crouch and speak "boom, boom, boom". A sound signal (rattle) means that the children move freely around the room again, saying quietly words "shooooooooo".



**GOOD PRACTICES  
IN THE EARLY DEVELOPMENT OF CHILDREN**



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Kindergartens and preschool groups, in addition to normally developing children, are also attended by those who, due to their disability, have received opinions from the Psychological and Pedagogical Counseling Center about the need for early support for a child's development. Most often it concerns children with cerebral palsy, post-disturbance of consciousness with cerebellar ataxia, behavioral disorders, delayed psychomotor development and delayed speech development. In addition to the fact that they attend preschool groups, they are additionally supported by specialist classes - speech therapy. They are also under the constant supervision of specialist doctors, e.g. a neurologist. At the beginning, a team of teachers working with children with opinions develops a Multidisciplinary Assessment of the Child's Functioning Level for a given child. The team summarizes the work and progress of children in the presence of the parent twice a year.

Initially, these children are withdrawn and distrustful when dealing with adults and peers. They react to commands selectively. Most often they do not participate in classes, but only watch them from a distance. Some of them make eye contact, react with a smile to a smile. They can identify certain body parts, familiar objects in pictures and in the child's closest surroundings, recreate simple block structures, imitate animal sounds, repeat vowels and even use simple words: "mom", "dad", "come on", "over there". However, they are reluctant to undertake exercises to improve the speech apparatus. They also show serious difficulties in solving logical, visual and spatial tasks with understanding the

concepts related to space and directions. They have a low level of general knowledge.

The following games and exercises are carried out during the activities as part of early support for the development of children and the provided psychological and pedagogical help:

- developing gross motor skills through games: "Do what I do", sitting down, standing up, clapping, playing with the ball - rolling, passing, kicking, throwing, obstacle course, tunnel, jumping on both feet and hopping on one leg, walking on the designated track,

- development of the verbal and conceptual sphere through: thematic games, reading books, educational games and activities, pointing to interesting phenomena in the world of nature at different times of the year,

- developing perception and visual memory: observing phenomena and objects, naming their characteristic features, searching for objects and toys in the shape of geometric figures, looking for missing elements to a whole, matching the same pairs of objects (memory), selecting according to various criteria (shape, size, colour, destiny),

- stimulating logical thinking: exercises in classifying, differentiating, grouping, composing simple picture stories,

- the use of play elements using the method of V. Sherborne related to motor games in contact with another person (massages, rolling, tickling, etc.),

- developing awareness of your own body and space through the use of the Knill's method,

- communicating with children in an understandable way - simple, clear, specific instructions, instructions given on a regular basis,

- independent self-service activities, completing commenced activities, praising minor progress achieved,

- speech therapy: the use of breathing exercises, speech organs, vowel exercises, logorhythmic exercises, short songs, nursery rhymes, TPR (games with showing and dancing).

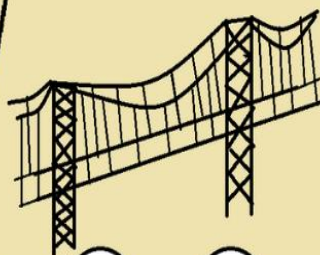
When assessing the children's progress in accordance with the adopted lines of action, the team of teachers pays attention to independence of children, participation in activities and games, understanding and following orders, establishing relationships with peers and adults, increasing active vocabulary,



articulating sounds correctly, building simple sentences, remembering the words of rhymes and songs.

Children most often have the most difficulties with tasks that require logical thinking (arranging a picture story), perceiving (pointing out differences in pictures) and comparing.

**Bridges over  
opened  
minds**



Erasmus+