

HOW TO ACT BEFORE THE ARRIVAL OF IMMIGRANT STUDENTS WITH LACK OF AWARENESS OF LANGUAGE

The student arrives

- We check if you bring documents to extract all the information we can from them:
 - If you have been schooled
 - If you can read or write in your language
- We find out your age: documents, other immigrants, medical tests, ..

We assign you level

- Depending on:
 - age
 - curricular level

We decide the program that we are going to work

- Responsible for carrying it out
- Coordination between them
- Methodology
- Schedule
- Materials
- Individual / Small group
- In / out of class

OBJETIVES

- 1. Promote intercultural education in the center from a global approach, aimed at all students and assumed by the entire educational community.
- 2. To foster positive attitudes of reception by the entire school community towards immigrant students and their families.
- 3. Encourage collaboration and participation of parents in the center regardless of the culture to which they belong.
- 4. Provide immigrant students with teaching materials that facilitate the learning of language and correct the curricular mismatches that occur.
- 5. Provide students with didactic materials that facilitate attention to diversity and coexistence between people of different cultures, promoting positive attitudes and behaviors that avoid discrimination because of the culture of origin, cultural or economic level, sex, religion, etc.

GUIDELINES

- Create a school environment in which the new students and their families feel welcome.
- Facilitate registration procedures.
- Contribute to a quick knowledge of the facilities of the Center that allows students to move around easily.
- Establish in the classroom a climate that makes the first moments more pleasant and that favors the interrelation between the new students and their classmates.
- To improve the responsibility, the capacity of empathy and the companionship among the students in order to facilitate a quick and effective integration.
- To help immigrant families feel at ease and to perceive the school as a place where their integration is facilitated, they are valued, their culture is given importance and prominence and they are offered channels for their participation.
- Avoid the tendency to self-isolation of new children in an unknown situation, such as arrival at the center.

IMMIGRANT STUDENT

situations and actions

**KNOW THE LANGUAGE
OF WELCOME**

**DOES NOT KNOW THE
WELCOME LANGUAGE**

**DOES NOT HAVE
ASSOCIATED
SCHOOL
CHALLENGE**

**HAVE
ASSOCIATED
SCHOOL
CHALLENGE**

**DOES NOT HAVE
ASSOCIATED
SCHOOL
CHALLENGE**

**HAVE
ASSOCIATED
SCHOOL
CHALLENGE**

**NORMALIZED
SCHOOLING**

**EDUCATIONAL
SUPPORT**

**LINGUISTIC
IMMERSION**

**EDUCATIONAL
SUPPORT**

TEACHER STRATEGIES TO FACILITATE COMMUNICATION

- Adapt the rhythm of the speech. It is good to speak at a speed a little lower than usual. When addressing those who have difficulty understanding, they have to adapt the discourse to the characteristics of the listener. Speaking more slowly, favors understanding.
- Complete the message with gestural language. Accompanying the speech with illustrative gestures helps to increase the possibilities of comprehension of the interlocutor. In order for the new pupil to take advantage of this strategy, one condition must be met: that visual contact be established with the teacher. This fact is subject to cultural guidelines (in certain cultures, looking at the teacher in the face constitutes a challenge to authority and a lack of respect), so it is necessary to take time to adapt before insisting that the student assimilate them.
- Repeat the message, whenever it is considered necessary, with the maximum of naturalness.
- Pauses give more time to process what the teacher has said and, therefore, facilitate understanding.
- Be careful with the pronunciation. Use a clear articulation and a standard style and vocalize well being careful with the pronunciation of endings of words and phrases, since these are carriers of meaning and facilitate the understanding of the grammatical structure.
- Exaggerate intonation. It is good to emphasize the suprasegmental elements of the phrase, since the intonation distinguishes the interrogation, the exclamation, the enunciative phrase ...
- Simplify the vocabulary. Replace complex words with simpler ones, more frequent and close to the student's environment.
- Simplify the grammar. In an initial moment, it is good to simplify the grammatical structure of sentences. Brief statements will be used, with a simple structure and full messages will be given but containing only what is essential for understanding. Long, subordinate sentences will be avoided. At first it is good to avoid using compound times: adapt the language to the level of the student, but not distort or impoverish it.
- Modify the speech. To be understood, it is advisable that the teacher answer their own questions by repeating the formulation.