



Project Number: 2016-1-FR01-KA201-024133



TEMPLATE: IO1.D – CASE STUDIES

Each partner must identify at least 10 case studies on how teachers deal with integration issues in secondary schools as well as on their knowledge of non-discrimination value and human rights. Particular attention has to be given to non-formal educational strategies.

TEACHER INFORMATION

Name	Asta Jankauskienė
Picture of the teacher (Optional)	<i>Please enclose a jpg image of the teacher</i>
Email	a.jankauskiene@gedminai.lt
Country	<input type="checkbox"/> Belgium <input type="checkbox"/> France <input type="checkbox"/> Greece <input type="checkbox"/> Italy + Lithuania <input type="checkbox"/> Portugal
Subject taught	Lithuanian language
Years of experience	22

SCHOOL INFORMATION

Name of the School	Gedminai progymnasium
School Typology	<input checked="" type="checkbox"/> Lower Secondary School <input type="checkbox"/> Upper Secondary School <input type="checkbox"/> Vocational School
Country	<input type="checkbox"/> Belgium <input type="checkbox"/> France <input type="checkbox"/> Greece <input type="checkbox"/> Italy + Lithuania <input type="checkbox"/> Portugal
City	Klaipėda
Web site	http://www.gedminai.lt

Case Study Title

Interculture dialogue: Language as social practice

Background and Context

Please collect information related to:

- Description of the school (number of students, student facilities, etc)
- Social context of the district where the school is located
- Percentage of immigrant student in the school
- Percentage of immigrant student in the class

Klaipėda Gedminai progymnasium is located in a port city. 888 students study in this school and 17 students who came from foreign countries. It is mainly children of mixed marriages (Lithuanian



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and foreign citizens).

Factual Description

Please describe:

- *Time frame of the project (start and end date)*
- *When and if discrimination issue started within your class*
- *How would you describe the interaction between national and immigrant students*
- *How would you describe the interaction with parents, both nationals and migrants*
- *Describe whether other discrimination issues were raised (gender, religion, sexual orientation)*
- *If no migrant students are present in your class please describe whether issues concerning the refugees crisis in Europe were raised or were discussed*
- *Main actors involved*
- *Impact of the situation on the class (, didactical results and motivation, etc)*
- *Impact of the situation on the teachers (difficulties during the lessons, etc)*

Since I did not have any experience working with students who came from abroad, it was a challenge to teach the 5th grade boy who came from the United Arab Emirates to learn Lithuanian language in which he almost could not speak.

I wanted the boy to learn as soon as possible to communicate in Lithuanian language because it could help him adapt in the school that has different physical, cultural, linguistic and social environment than it was in his native country. I realized that the first thing is to get to know the student's previous environment, experience, and understanding.

Activities carried out

Please describe

- *Which actions were undertaken to facilitate the integration process or stop the discrimination*
- *Describe if any education experts or NGOs were involved in the activities*
- *Describe whether non formal education tools were applied in class*
- *The actions and the point of view of the teachers involved (trainings, external experts, intercultural competences tools, etc.)*
- *The actions of the students involved*
- *The actions and reactions of the parents involved*

Individual lessons were designed to achieve this objective. As neither colleagues nor I did not have the experience of working with a student of foreign origin, I have itself been looking for methods and a system how to influence the teaching. I have been reading the educational pedagogical literature and was very interested in other countries teachers' experiences. I really contributed to the fact that first I tried to get to know the boy, his former sociocultural environment, his needs, interests and aspirations. He has learned new words, grammatical forms by telling about himself a lot - we used a mind map to make it easier to express thoughts. During these lessons, I taught the topics related with the child's former residence and learning environment, at the same time I familiarized the students with our school culture. We discussed communication norms, customs, traditions, daily life, human relations, and the originalities of non-verbal expressions that are common in Lithuania. I paid the particular attention to language etiquette, culture, as the differences of linguistic expressions differences (in English and Lithuanian languages) were initially difficult to understand. So personal, cultural, social cognition has been

integrated into the Lithuanian language teaching. The following methods were also very useful: interviews, concept maps, channel switching, treasure, ladybird, name history, alphabetical dialogue, and role-plays. When the student have learned to speak Lithuanian, he, like other class members prepared presentations about his hobbies, family, country, school, and demonstrated them to his classmates who asked many questions, because they wanted to know more about a new friend.

To make his integration more effective, the pupil was invited to participate in the international program Erasmus + project "We are children, we are the world." The student had the opportunity to get to know our country's culture and make friends participating in informal activities and at the same time to learn more about other European countries (Greece, Croatia, Romania), Turkey, their history, their culture; to participate in learning activities, to interact with peers from the other countries. During the project 3 progymnasium community events were held (which were attended by students, their parents, teachers, administrators), where students presented their country's history, traditional cuisine, the most interesting facts about the country, folk songs, dances and games in the various forms.

- Individual lessons.
- General lessons.
- Participation in various activities of the international project.

Assessment and lesson learnt

Please describe

- *The results achieved*
- *The impact on the different actors (immigrant students, other students, teachers, parents, etc)*
- *Your opinion on the case study*
- *The replicability of the strategy applied*

All selected measures have helped the student very quickly and easily integrate into our school learning in a completely different education system and successfully communicating and collaborating with peers, teachers, engaging in school events as well. The student has learned the language (freely to express himself verbally) within two months. The boy's mother also helped him achieve these excellent results because she actively communicated with the teachers, she supported and promoted the son and participated in the organized school events herself.

It was a great experience, in order to maximize the impact while teaching children who come from abroad.