

THINK TANK

Creating Captivating Teaching Strategies for Vulnerable Learners

CASE STUDY N.º 1 / PAPER B

- **WORKING GROUP:** the group is formed by 15 participants, 12 learners and 3 staff, 7 women and 8 men. Ages range from 20 to 63 years old. All the participants have jobs most of them being factory workers. The exceptions are two men: one is 29 and the other is 54.



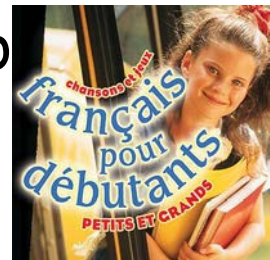
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- **Why not try...?**
- 1. Playing board games (e.g. Bingo, word puzzles, dominoes, Snakes & Ladders, etc.) or crosswords to develop their speaking, listening, reading and writing abilities.
- **Material / Place / Time:**
- 1. Board games, crosswords / living quarters (asylum seekers) or municipal facilities (illiterate adults) / at regular sessions.
- **Possible obstacles:**
- 1. Misunderstanding the rules of games or never having played them before, consequently, finding them too difficult.

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- Why not try...?
- 2. Singing songs, for example, alphabet or children's songs, using easily identifiable melodies or popular songs everyone knows the melody of in order to develop their listening and speaking abilities.
- Material / Place / Time:
- 2. An MP3, MP4 player, plus some sound system or just the participants' voices / where asylum seekers live / at regular sessions.
- Possible obstacles:
- 2. Little motivation. Refusal of asylum seekers to participate.



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- Why not try...?
- 3. Role-playing different concrete everyday situations that may take place in the supermarket, the chemist's, the baker's, the restaurant (even choosing menus), etc, to develop the learners' listening and speaking abilities.
- Material / Place / Time:
- 3. Some simple objects, like pictures, pieces of clothing, miniature objects / where asylum seekers live / during regular sessions.
- Possible obstacles:
- 3. Little motivation. Cultural barriers.



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- Why not try...?
- 4. Organising guided visits to the village where asylum seekers could stay in contact with local people in concrete situations to develop their speaking and listening abilities.
- Material / Place / Time:
- 4. A van, taxi, bus or train, plus tickets or fares / at the village centre / at the weekend or during regular sessions.
- Possible obstacles:
- 4. Shyness. Difficulties in interacting with local people.



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- Why not try...?
- 5. Using the media: newspapers, movies, radio to improve both the asylum seekers and the illiterate adults' reading, speaking and listening abilities.
- Material / Place / Time:
- 5. Newspapers, magazines, DVD, radio / where asylum seekers live or in municipal facilities or in a municipal auditorium / during regular sessions for asylum seekers and in the evening or weekends for the illiterate adults.
- Possible obstacles:
- 5. Difficulties in understanding the information. Unavailability of the necessary facilities.



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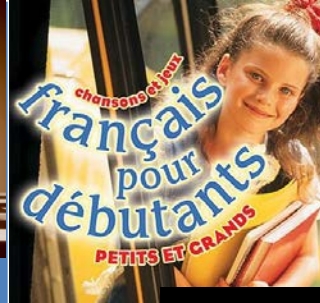
- Why not try...?
- 6. Organising some sports activities or playing traditional games to increase the asylum seekers' motivation and encourage them to communicate, as these activities only require simple communication interchange.
- Material / Place / Time:
- 6. Comfortable clothes and shoes / outdoor facilities or a municipal pavilion / at regular sessions or at any other available time.
- Possible obstacles:
- 6. Difficulties in hiring a pavilion. Lack of sports facilities available. Little motivation. Lack of comfortable, adequate clothing or shoes. Refusal of learners to participate.



Curiosity

- Learners gave only a few suggestions regarding the illiterate adults because, though surely every country has similar cases, they had some difficulties comprehending how adults in a country like Belgium could be illiterate and just kept asking, “*Don’t they have mandatory education over there? So, they must have a certificate of, at least, the 9th form. How can they be illiterate?*”

ILLUSTRATION



LA CHANSON
DE
L'ALPHABET

