



Icelandic and job training

A 9 week special course for unemployed immigrants that want to work with children

Directorate of Labour

Mimir

Icelandic Village

Goals

- Create a new language course along with job training
- Have different institutions work together
- Initiate new teaching methods
- Support multiculturalism in workplaces
- Encourage social and employment participation



emails were sent to 60 kindergartens in Reykjavik



10 answered
6 were chosen

Visit 1 - preparation

- Meetings with staff
- Activate as many people as possible
- Practical arrangements
- Organize material for students and staff

Visit 2 - visit students

- Observation, support, help and demonstration: Teacher encourages and helps students to find places and opportunities for language use

Visit 3 - visit students

- Observation, support, help and demonstration: Teacher encourages and helps students to find places and opportunities for language use



students

13 students

16 started, 13 finished

- Residents in Iceland from 3 to 20 years.
- Many had reading and writing disabilities, some didn't speak Icelandic, some were very shy and with little self-confidence



classroom

5 weeks of lessons

Icelandic lessons - 60hrs

- Traditional Icelandic lessons
- The Icelandic Village learning process:
 - Step 1 - preparation:* document the language in the wild and bring to classroom
 - Step 2 - classroom work 1:* rehearse/practice and prepare conversations for real life situations
 - Step 3 - classroom work 2:* share experience, vocabulary and dialog & discussions
- Kindergarten role play lessons: students came once a week to the classroom while in training to map their language learning, learn more Icelandic and share their experiences and language use

Working lessons - 60hrs

- Subjects and skills about working with children



kindergarten

4 weeks training/working

Job Training

- 70 hours working in a kindergarten
- From practical assistance to teacher's assistance depending on the level of Icelandic; such as, e.g: dressing children for outdoor activities, serving lunch, playing with children and change diapers.

Outcomes

- Students learned vocabulary, songs social behavior and ceremonies related to kindergartens
- Students attained confidence in using language "in the wild"
- Students learned how to apply for a job
- Letters of recommendation from the kindergarten and from the Icelandic teacher
- Kindergarten staff experienced a positive and guided participation in a language learning project that supports multiculturalism

Highlights from the process



Our Icelandic Village slogan:

"Viltu tala íslensku við mig?"

"Do you want to speak Icelandic to me?"

By mapping up language learning opportunities in everyday life and at the kindergarten we systematically trained students to speak Icelandic in as many places as possible during this 9 week project.



Dining:

This is a perfect activity to learn a lot of language. Students' language level depended on how much they were able to control the dining, but everybody could participate at some degree. In this activity students needed to use a strong/direct voice (though not too loud) to maintain good manners and rules at the table and explain different dishes, drinks and so on. This activity can be prepared and practiced in the classroom in advance.

The tree on the wall has all the children's birthdays. It was a good source to practice the dates, especially because children like to say their birthdays again and again.



Tangible resources - Teacher, student, and the little girl:

The teacher participates in the game, and submits words and phrases that are needed in the conversation.

The student is able to repeat the vocabulary many times and, afterwards, writes down in a special book (Holy book) the new vocabulary, which would then be shared in the classroom.

The teacher takes notes on how to support the student in the classroom.



Tangible resources - The chef:

It is important to find as many opportunities as possible for students to speak Icelandic. This lady is one of the kindergartens chefs. Each week during training she could read from the cafeteria folder which vocabulary was good to practice with students. Also, whenever possible, she informed about the day's menu.



Tangible resources - The little girl:

What a brilliant way to learn the alphabet. This little girl loved the attention.



ÍSLENSKUPORPIÐ
THE ICELANDIC VILLAGE

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