

migrant
literacies



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Doing Ethnography

by Tilburg University

To cover relevant topics that go beyond the regular learning materials, but which do cover topics that are important for the learner to learn culture, specific language uses (such as jargon), and to get acquainted with the same topic from a multimodal approach. The approach we went with was "highly" academic, as it was relevant for the pre-Bachelor students to get acquainted with the possible academic fields they may want to explore in their future career.

GENERAL DESCRIPTION

SHORT SUMMARY	We invite an external professional into the classroom and let them talk about a relevant topic, preceded by the learners reading/watching an article/video linked to the topic of the lecture. Afterwards, the learners proceed to write an essay/a summary about what they have learned. The entire experience: preparation, questions during the lecture, notes, and the final essay form the basis for assessment.
TARGET GROUP	Size: N/A Age: Adult Literacy Level: High, B2 – and higher Digital Literacy Requirements: Intermediate
TIME	3 hours in-class and 3 hours of homework
FORM	Included in the regular classes, homework
SPACE	Classroom and at home, an internet connection is required if the learner wants to spend more time looking up information.
TOPICS COVERED	Writing, listening, reading(, and to a lesser extent, speaking)
TOOLS	<ul style="list-style-type: none">• Book• pen and paper• computer and internet connection
OBJECTIVES	To cover relevant topics that go beyond the regular learning materials, but which do cover topics that are important for the learner to learn culture, specific language uses (such as jargon), and to get acquainted with the same topic from a multimodal approach. The approach we went with was “highly” academic, as it was relevant for the pre-Bachelor students to get acquainted with the possible academic fields they may want to explore in their future career.

LINGUISTIC SKILLS	Reading, listening, writing, and to a lesser extent, speaking.
DIGITAL/ MEDIA LITERACY REFERENCE	Students develop an understanding of a relevant topic through an introduction to ethnographic interpretive methods of enquiry which includes the use of a computer and Internet (writing an essay and looking up necessary information through a search engine, for example what is ethnography and how is ethnography done).

STEP BY STEP DESCRIPTION

STEP 1

Time

1 hour

Objective

Using a topic in relation to language learning that improves both the language skills and the theoretical understanding of a certain topic.

Material

- Computer
- book
- pen and paper

Literacy skills

Linguistic comprehension skills, basic digital media skills, reading skills, general academic development.

Activity description

Preparing the lecture by reading a relevant web page, Wikipedia page, article, etc. (in our case: a summative article about an ethnographic study).

STEP 2

Time

2 hours

Objective

Consolidating and expanding on previously learned information. Discussing and talking about the topic in-class.

Material

- book
- pen and paper

Literacy skills

Speaking skills, language comprehension skills.

Activity description

An in-class lecture/presentation provided by a person that is linked to the topic that was introduced through the article/video.

STEP 3

Time

2 hours

Objective

Using a relevant topic that improves both the language skills and the understanding of the topic. Learning to understand a topic that is relevant to the learner's career/integration.

Material

- Computer
- book
- pen and paper

Literacy skills

writing skills, reading skills, basic digital media skills.

Activity description

Writing an essay/summary about what was discussed during the lecture, with the aid of the article/video and the notes that have been made. Given the intensity of this task, a summary should not have to be a specific length, but half a page should be the desired minimum. Some students may find it easy to write about the topic, but struggle with deleting parts, making it a very labor-intensive task.

STEP 4

Time

1 hour

Objective

Consolidating and repeating previously learned information. Discussing and talking about learned material.

Material

- Book
- pen and paper

Literacy skills

Self-reflective skills, linguistic skills.

Activity description

The results are formatively being discussed in the classroom: elements that many students were struggling with are discussed with all students involved, for the individual struggle, the teacher can decide to discuss it one-on-one.