

5

Techniques and strategies for the preparation of presentations and tests (M14–15)

Overview

Giving presentations and preparing oneself for more extensive tests is part of the usual requirements, beginning with the fourth or fifth grade of primary school. Both of these requirements can mean a great deal of stress for many students, unless they are carefully guided in how to go about it. This can be a double blow for students who still have gaps in the mastery of the school language of their host country. The materials comprised in M14 and M15 offer concrete and detailed tips for both situations «preparing a presentation» and «preparing a test». Both suggestions can easily be adapted and applied in HLT. Here too, it is part of the standard curriculum that the older students give presentations and that, maybe at the conclusion of a larger theme or project, there may be tests or examinations for which the students have to prepare themselves carefully.

Recommendations for implementation

M14

M 14 (Preparing and delivering a presentation) is logically distributed and discussed in class at a time when the HLT students are preparing themselves to give presentations (be they about a topic in connection to the country of origin or about an aspect of growing up in the new homeland). The individual points raised in M14 should be explained and discussed with the students over a period of two to four weeks, in parallel to their preparing for the presentation. The objective must absolutely be that the students acquire the techniques and know-how that will serve them also for other presentations in HLT as well as in the regular mainstream education classes. In this sense, the detailed “methodical” discussions before, during and after the presentations are necessarily meaningful. Naturally, these discussions should also include experiences and strategies which students may have already acquired in regular classroom education.

M15

M15 (Preparing yourself for a test: tips and techniques) is best introduced and explained with examples in the context of a bigger examination. This could be a test about previously covered factual materials (e. g. from the history of the country of origin; a comparison of family structures or the politics in the country of origin and in the immigration country, etc.). It must be made clear to the students that this is not a matter of stress and the pressure of getting good grades, but that they should learn in HLT how to prepare themselves for more important examinations – something that will serve them as well in the mainstream education classes. It is imperative that the discussions also reference other pertinent materials in this booklet, such as the important learning techniques described in M1–4