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## **Interview guideline for the initial interview with newly immigrated pupils**

### **Explanation of the questionnaire**

**(Englisch – Übersetzung durch externen Anbieter)**

The present questionnaire is intended as a discussion guide and provides basic information for the exchange of information between teachers who are conducting admission interviews with newly immigrated children and young people (before entering school in Germany).

In the case of such admission interviews, it should be borne in mind that they only serve as a first orientation or learning group assignment and that not all questions of interest to the school organization can be clarified immediately. Questions that cannot be answered in the first place usually cover topics such as family, flight and residence status, because this could lead to flashbacks with regard to traumatized pupils. Furthermore, financing issues relevant to the realisation of subsidy hours or application for BuT measures (monetary education and participation measures of the JobCenter) should also only be addressed if a relationship of trust between teachers, pupils, parents, custodians or carers as well as school social workers has already been established.

The individual sections of the questionnaire must be formulated and adapted according to the age and language skills of the (future) pupils. Not every question is suitable for every child or young person. It is up to the (host) teachers to decide on this.

The questionnaire follows the core idea of resource orientation. Accordingly, all linguistic resources of the pupils are to be documented. In Section III (language practice in the country of origin) the domain-specific use of language is to be investigated. All sub-skills (speaking, reading, writing, listening) can be taken into consideration.

In addition to the questionnaire, all school and vocational experiences as well as interests and talents of the newly immigrated children and young people in different languages of origin are inquired about. This enables the assignment of learning groups based not only on the current level of language proficiency, but also on motivation and potentials.

Any existing certificates from the countries of origin can be examined by the district government of Cologne for the possible recognition as a basic school-leaving certificate up to an intermediate school leaving certificate.

([http://www.bezreg-koeln.nrw.de/brk\\_internet/leistungen/abteilung04/48/erkennung/auslaendische\\_schulzeugnisse/index.html](http://www.bezreg-koeln.nrw.de/brk_internet/leistungen/abteilung04/48/erkennung/auslaendische_schulzeugnisse/index.html))

In contrast, the district government of Düsseldorf is responsible for the recognition of general university entrance qualifications.

([http://www.brd.nrw.de/schule/schulrecht\\_schulverwaltung/Zeugnisanerkennung.html](http://www.brd.nrw.de/schule/schulrecht_schulverwaltung/Zeugnisanerkennung.html))

You can find an annotated list of literature with textbooks and supplementary materials for lessons with newly immigrated pupils on the ProDaZ website <https://www.uni-due.de/prodaz/>.