

INTEGRATION OF CULTURALLY DIFFERENT STUDENTS IN MAINSTREAM CLASSES

ALEX KOZULIN¹

*International Center for the Enhancement
of Learning Potential (ICELP)*

Abstract: Today culturally different students constitute the largest group in need of special attention to their integration in mainstream classes. The lack of congruence between their previous learning experience and the demands of the new educational system places many immigrant children at risk of school failure. A new CoReL (Concentrated Reinforcement Lessons) model aimed at solving the learning problems of new immigrant children at-risk has been developed at the ICELP. The CoReL is a limited-time intervention model based on integration of the “Instrumental Enrichment” program with intensive language arts and math lessons infused with the principles of mediated learning. An evaluation study conducted with four groups of new immigrant students from Ethiopia demonstrated a statistically significant change in cognitive performance as well as reading comprehension and problem solving in mathematics.

Keywords: immigrants; cognitive functions; Instrumental Enrichment; reading; mathematics.