**Descriptions of the Dutch audio examples of CRIOP Indicators**

**Classroom Relationships: The dentist (0106)**

Teacher is dressed as a dentist, when teaching about a visit to the dentist (make learning meaningful). Before defining all the words that are part of the lexical network, she asks a couple of children whether they have been to the dentist before they came to the Netherlands. Two children answer, and tell her that in their home country they did not have to wait, or that their teeth were checked standing in a long line.

**Assessment practices (0108)**

The teacher explains a Dutch grammar rule: does the past tense end with a -d or with a -t? Each child writes their answer on a small wipe-out white board. The teacher checks all the white boards and says something like “oh you make me all so happy!”. This example can be considered as a formative assessment practice, leaving room for children to show their learning even if they are not used to speaking up for example.

**Instructional practices (0108)**

The teacher gave the children an assignment on decoding a brief story in hieroglyphs. They are free to decode and translate it to Dutch, or to their Native language. Two boys who speak different varieties of Arabic teach the teacher how she should pronounce ‘Snow’ in Arabic. She is eager to learn, laughs, and says “oh wow this is so difficult”. The boys have great fun, and in no time multiple children stand around them.

**Discourse (0101)**

The teacher divides the children in groups of four. They need to look at the digital school board, where a picture is projected. In groups, they need to discuss what the target word is. The teacher models and scaffolds how they should work together. After a couple of seconds she asks all the ‘numbers 2’ to come forward and provide the answer their group came up with.

**Socio-political consciousness (0105)**

The teacher (re)teaches vocabulary. The word ‘braid’ is the target word. She looks for examples in the classroom, compliments some girls with beautiful braids, gives a definition. One boy says “curls better braids”. The teachers responds: “That is your *opinion* [emphasizes the word opinion], you think curls are prettier than curls. That is possible”. The teacher creates room for different perspectives. But moves on very quickly.

符合CRIOP体系的荷兰教学音频示例说明

课堂氛围：牙医（0106）

在模拟看牙医的情景时，为了使教学更加生动，老师会装扮成牙医。在梳理词汇网络前，她问几个孩子来荷兰之前是否去看过牙医。两个孩子回答她，在他们国家，他们不用排长队等着检查他们的牙齿。

评估方式（0108）

老师解释了一条荷兰文的语法规则：过去式是以-d还是以-t结尾？孩子们在各自的小白板上写下他们的答案。老师检查了所有白板，然后说“哦，你真的让我很高兴！”。这个例子可以视作是一种格式化的评估方式，即使他们不习惯说话，也给孩子提供了展示自己学习成果的空间。

教学实践（0108）

老师给了孩子们一个作业，让他们尝试理解一个象形文字组成的简短故事。他们可以自由地理解并将其翻译为荷兰语或母语。过程中，两个讲不同种类的阿拉伯语的男孩教老师如何用阿拉伯语读“雪”。她渴望学习，大笑着说：“哦，这太难了”。男孩们玩得很开心，很快就有几个孩子被吸引到了他们身边。

沟通交流（0101）

老师把孩子们分成四个小组：他们需要观察学校数字投影板上的图片，然后分组讨论关键词是什么。老师演示并分步讲解了他们应该如何团队合作。片刻后，她请所有的“2号”组员作为代表，来回答他们小组的讨论结果。

社会政治意识（0105）

在学习词汇过程中，“辫子”一词是关键词。老师在教室里寻找例子，称赞一些辫子漂亮的女孩，并给出了该词的定义。一个男孩说“卷发比辫子更好”。老师回答：“这是你的看法[强调意见一词]，你认为卷发比辫子漂亮。那是可能的。”老师为不同的观点创造了空间，但是很快就转到了下一个话题。