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Working with bilingual pupils in secondary education

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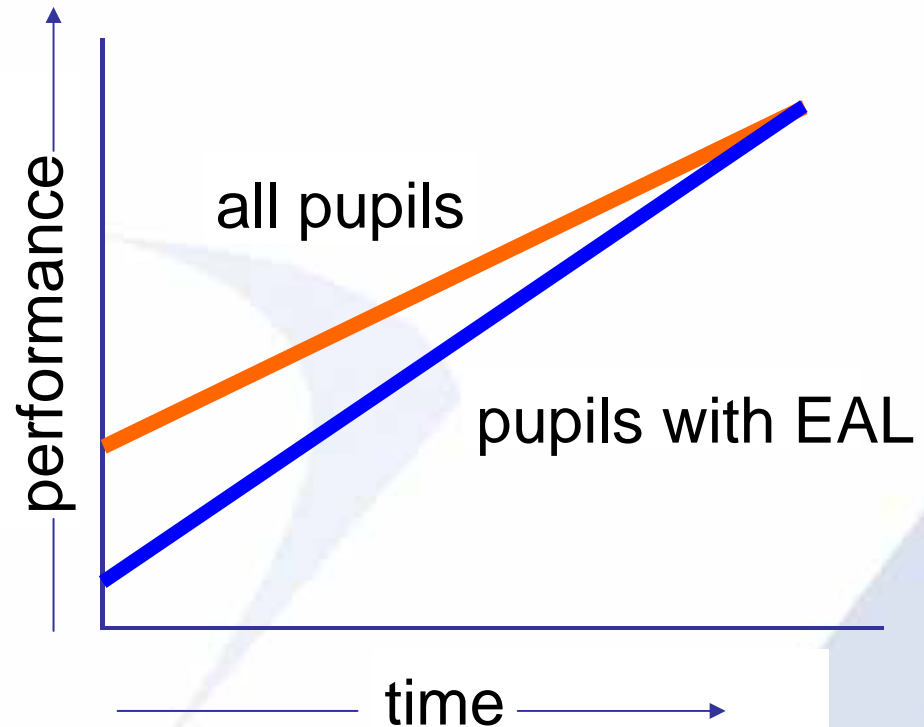
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Purpose of Training

- Information on good provision for bilingual pupils
- Strategies for supporting early bilingual learners in mainstream classroom
- Awareness of recommended group work and homework guidelines for early bilingual learners

The Collier-Thomas understanding

- Typical English speakers make one year's progress in one year of schooling
- Every year for at least five years, EAL pupils need to make one and a half year's progress in one year of schooling in order to catch up
- It takes most pupils with EAL seven to ten years to match the academic performance of native speakers of the same ability.



What inspectors look for (1)

- enhanced opportunities for speaking and listening
- effective models of spoken and written language
- a welcoming environment in which bilingual pupils feel confident to contribute
- a recognition that the use of the first language will enhance understanding and support the development of English
- teaching that assists learners of English as an additional language (EAL) to internalise and apply new subject-specific language
- teaching that recognises that more advanced learners of English need continuing support
- grouping strategies that allow EAL pupils to work at their own intellectual level even though their English is not yet proficient

Ofsted: Inspecting EAL 11-16

What inspectors look for (2)

- specific development of speaking and listening skills
- provision of effective models of spoken and written language
- use of the first language when appropriate to support learning
- high quality, culturally relevant visual and other resources
- partnership teaching, involving EAL specialists
- the use of bilingual support assistants who are well qualified and briefed appropriately

Ofsted: Handbook for inspecting secondary schools

Things that work

New to English	Developing Learners of English	More Advanced Learners of English
<p>Welcome new pupils and provide an unthreatening environment. Stress can be a barrier to language learning. Learn and be able to pronounce their names and talk to them individually.</p>	<p>Encourage communication rather than accuracy. Developing language contains systematic errors, which are actually signs of progress as pupils (over)generalise what they are learning, e.g. <i>he maked</i> or <i>she runned</i></p>	<p>They may need training in how to read for the specific purposes of the task, such as scanning for relevant information rather than reading an entire text from start to finish.</p>
<p>Seat them near the front so they can hear and see clearly and pick up gestures and body language.</p>	<p>Provide plentiful opportunities for pair work and group work to develop oral skills and explore ideas.</p>	<p>Provide plentiful opportunities for pair work and group work to develop conceptual understanding.</p>
<p>Pupils new to English may need a silent period as they adapt to their new surroundings and experience and internalise their new language. They may participate in group work, though not necessarily through speaking.</p>	<p>Pre-reading tasks engage interest and enable them to draw on their experiences so they can predict as they read and focus on meaning rather than decoding.</p>	<p>Provide extensive modelling and guidance as to what is required through, for example, writing frames, which take them through the stages of writing up a scientific investigation, a historical argument, a personal account etc.</p>
<p>Provide plentiful opportunities for pair work and group work to develop confidence and oral skills.</p>	<p>Encourage active reading through techniques such as labelling diagrams, tables and flow charts in order to facilitate access to texts and to guide writing.</p>	<p>Provide explicit feedback in terms of what is required to improve their work.</p>
<p>Relate content to pupils' previous experience, allowing them to use their knowledge of the world.</p>	<p>Provide models of required writing. Use prompts and frameworks such as tables and flow charts to guide written work. Provide opportunities for drafting writing.</p>	<p>They need considerable exposure to the variety of texts they are expected to read and write.</p>

Homework for Early Bilingual Learners in Mainstream

Homework is important for:

- Self-esteem
- Reinforcement of learning
- Inclusion



Organising group work

- Pair work (same language/proficient/non-proficient)
- Pairs to fours
- Expert/research groups
- Assigning responsibilities to ensure inclusion e.g. scribes, chair, reporter, timekeeper

Accessible Homework Tasks

- Cloze – filling the gaps (provide jumbled answers)
- Wordsearch – key terms from class topics
- Label diagram or picture
- Match beginnings and endings of sentences
- Sequence cut-up paragraphs or sentences
- Add to own bilingual glossary – for pupils literate in first language
- Learn to spell key topic words
- Writing in first language
- Remember – you may have to provide resources for projects, collages etc