

Unit 21: Support Bilingual Learners

Unit code: Y/601/7724

QCF Level 3: Specialist

Credit value: 4

Guided learning hours: 23

Unit aim

This unit provides the knowledge, understanding and skills needed for supporting bilingual pupils. It is suitable for those who provide support for English as an additional language (EAL), or Welsh or Gaeilge as a second language.

The unit requires demonstration of competence in supporting bilingual pupils in language development and learning in the appropriate additional or second language.

Unit introduction

This unit focuses on the role of learning support staff who support bilingual pupils. Bilingual pupils are those who have been exposed to two or more languages. The term encompasses those who are newly arrived and are new to the language used to deliver the curriculum, and more advanced bilingual pupils who can communicate confidently in the language used to deliver the curriculum but need further support with language use in academic contexts.

Building rapport and developing trusting relationships are key to promoting pupils' self-esteem and confidence. Learners will explore how to interact with bilingual pupils to build rapport and trust, taking account of cultural and language differences. Valuing diversity, respecting differences and reinforcing positive self-images of bilingual pupils are key aspects of this unit.

The unit explores the internal and external influences affecting approaches to supporting bilingual pupils, including organisational policies and procedures and theories of language acquisition. Learners will examine the impact of these on working practices.

Learners will also consider the significance of finding out as much as possible about the background, interests and previous experience of bilingual pupils to inform expectations of their stage of language development and to make appropriate links within the curriculum.

Learners will explore ways of supporting bilingual pupils to develop skills in the target language ie the additional or second language needed by bilingual pupils to access the curriculum. Learners will also support bilingual pupils to access the curriculum – either within a subject area or across the curriculum according to their role. This involves developing appropriate resources; supporting teaching, learning and assessment; encouraging pupils to become increasingly independent in their learning; and providing feedback to the teacher about pupils’ participation and progress.

Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to interact with bilingual learners	1.1 Interact with bilingual learners in a way that: demonstrates respect for their first or home language(s), values, culture and beliefs, shows sensitivity to individual needs and reinforces positive self-images for the learners 1.2 Use language and vocabulary which is appropriate to the learner's age, level of understanding and proficiency in the target language
2 Be able to support bilingual learners to develop skills in the target language	2.1 Summarise the organisation's policy and procedures for supporting bilingual learners 2.2 Summarise theories of first language acquisition and additional language acquisition and learning 2.3 Use knowledge of language acquisition theories and the needs and interests of individual learners to support learning and development of the target language 2.4 Demonstrate ways of introducing learners to new words and language structures to extend their vocabulary and structural command of the target language
3 Be able to support bilingual learners to access the curriculum	3.1 Develop learning resources to meet the needs of bilingual learners 3.2 Demonstrate teaching, learning and assessment methods to support the learning and language development of individual learners 3.3 Deal with the challenges of the language demands of learning activities in ways that maintain the learner's confidence and self-esteem 3.4 Encourage learners to become increasingly independent in their learning 3.5 Provide feedback to the teacher on the learner's participation and progress in relation to: the learning activities, language development and subject knowledge, understanding and skills

Unit content

1 **Be able to interact with bilingual learners**

Interact with bilingual learners: situations eg on a one-on-one, group; being respectful eg by actively listening and avoiding assumptions, valuing diversity eg first/home language, cultural expectations, social differences, prejudice, preconceptions, stereotyping, building rapport and developing relationships using the appropriate form of communication; importance of relationships eg building self-esteem, learning reinforcing positive self-images for bilingual pupils; communication skills - listening, questioning, understanding and responding to what is being communicated; manner of speaking; body language; cultural differences in interpretation of non-verbal communications; empathy eg responding to emotional state; involving pupils in decisions that affect them

Language and vocabulary: appropriate to the pupil's age, stage of development, language and communication needs, and personal circumstances; being aware that a bilingual pupil may not have understood what is being communicated

2 **Be able to support bilingual learners to develop skills in the target language**

Policy and procedures: policy and procedures within a specific organisation for supporting bilingual pupils eg for inclusion, equality of opportunity, valuing diversity, multiculturalism and anti-racism; roles and responsibilities eg senior staff, teachers, support staff, parents

Theories of first language acquisition and additional language acquisition: theories eg Skinner, Piaget, Chomsky, Vygotsky, Krashen's Theory of Second Language Acquisition, Communicative Language Teaching, cognitive approach to second language acquisition, immersion

Support development of the target language: using theories eg approaches to teaching and learning, language development, use of first language; identifying links within the curriculum to the culture and language of newly arrived pupils; promoting engagement in learning eg by drawing on the pupil's interests or cultural background

Introducing new words and language structures: techniques eg explaining and reinforcing key vocabulary and language structures, modelling or demonstrating the use of key vocabulary and language structures, providing opportunities for pupils to repeat and produce the language in context eg through well-planned pair or group work, encouraging the use of bilingual and/or picture dictionaries, encouraging pupils to develop their own personal word lists, providing visual support, scaffolding oracy eg using frameworks for talking and active listening tasks, integrating speaking, listening, reading and writing in the target language

3 **Be able to support bilingual learners to access the curriculum**

Learning resources: range eg culturally relevant handouts, bilingual and/or picture dictionaries, artefacts, pictures, graphic organisers, dual-language materials

Teaching, learning and assessment: methods eg allowing time for bilingual pupils to adjust and become familiar with the structure and pace of lessons, ensuring learning objectives are explained clearly through visual supports, providing key visuals and displays that illustrate the process of tasks and the steps to take, using peer support to promote thinking and talking in first languages to support understanding, observing pupils to monitor learning and achievement, listening to how pupils describe their work and their reasoning, asking questions to check understanding, giving feedback in a constructive way so that the pupil can use his/her errors as a learning tool, allowing the pupil time to summarise and reflect on what he/she has learned using open-ended questions

Maintaining confidence and self-esteem: provide eg opportunities to rehearse the required language and content before the lesson, praise and constructive feedback, encouragement for self-expression, value for pupil's first/dominant language

Encouraging independence: helping pupils to develop learning strategies eg providing information, advice and opportunities for the pupil to choose and make decisions about his/her own learning

Comment on pupils' participation and progress: feedback eg effectiveness of learning activities in meeting the learning and language development needs of bilingual pupils, examples of pupil progress and achievement, including language samples and evidence of subject knowledge, understanding and skills, identifying successes, difficulties and challenges in supporting pupil participation and progress, factors that hindered pupil participation and progress, feedback to the teacher – verbal, written

Essential guidance for tutors

Delivery

This unit enables learners to develop the knowledge, understanding and skills needed to support bilingual pupils and demonstrate competence in applying these in the classroom. At this level learners will be supporting bilingual pupils under the direction of a teacher but will have some responsibility for initiating, adapting and completing tasks and procedures within limited parameters. Learners will also develop awareness of different perspectives and approaches to supporting bilingual pupils.

Learners who have previously achieved the Level 2, *Unit 12 Contribute to Supporting Bilingual Learners* unit will have covered some of the content of this unit. Providers should build on rather than duplicate previous learning.

This unit is closely linked to *Unit 9: Support Learning Activities*, *Unit 5: Promote Equality, Diversity and Inclusion in Work With Children and Young People* and *Unit 7: Support Assessment for Learning* – all of which are mandatory units in the Edexcel Level 3 BTEC Diploma in Specialist Support for Teaching and Learning in Schools. It also has close links to *Unit 17: Support Literacy Development* in the Level 3 Diploma. Providers should identify and use links across these units to develop and reinforce previous learning and experience.

Visiting specialist speakers would enhance learner experience, particularly for those with limited access to bilingual pupils. Use of DVD/video material could also be used to extend learner awareness of the diversity of bilingual pupils for example newly arrived bilingual pupils, those who are new to the language used to deliver the curriculum, more advanced bilingual pupils, bilingual pupils with additional needs for example mobile pupils, asylum seekers.

Learners should be given an opportunity to explore the issues involved in developing rapport and supportive relationships with bilingual pupils including related to culture, background, language and promoting positive self-images. Observation of experienced teachers and/or teaching assistants working with bilingual pupils (in the workplace and/or on DVD/video) could be used to illustrate the skills needed. Role play could be used to practise skills and would also assist in developing empathy with the needs of bilingual pupils.

Learners should be given the opportunity to compare a range of school policies and procedures for supporting bilingual pupils and consider how these may impact on working practices in the schools. Tutors could provide examples of policies and procedures from local schools or learners could be asked to bring in copies from their own schools.

Tutor input could be used to introduce learners to the main theories of first and second language acquisition. Guided research, including structured observation exercises, could be used to match theories to practice in the classroom.

For supporting bilingual pupils to develop skills in the target language learners could be asked to research and develop plans for supporting a bilingual pupil in their school. The plan should include details of support strategies they would use; how these address the pupil's needs; how they would use knowledge of the pupil's interests and background to promote their engagement in the learning process; and the strategies they would use to extend the pupil's vocabulary and structural command of the target language. Constructive feedback from the tutor could be used to address any misconceptions and/or gaps in the learner's knowledge and understanding.

In supporting bilingual pupils to access the curriculum, learners will need to explore the sorts of learning resources that could be used to assist bilingual pupils to develop subject knowledge and skills. Learners could be asked to research and develop resources for different subjects, ages and abilities of bilingual pupils and to share these with their peers.

Tutor input and structured observation of practice could be used to identify the skills and techniques needed to support bilingual pupils to access the curriculum. This should include ways of maintaining bilingual pupils' confidence and self-esteem and encouraging them to become independent learners.

Learners will also need to explore ways of observing, reviewing and reporting on pupil participation and progress. Structured observation tasks could be used to support skills development. Learners could also investigate observation, assessment and reporting processes used in their schools and share findings within the group.

For all aspects of this unit, learners will need to demonstrate competence in the workplace. Therefore it is essential that learners are given time for workplace application and progress towards competence before assessment. Structured workplace activities could be used to support progress towards competence. It is important to involve the teacher in planning structured activities to ensure they are appropriate to the pupil's needs and circumstances, as well as to the school context.

Assessment

Assessment criteria 1.1, 1.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4 and 3.5 must be assessed in the workplace. Assessment of knowledge-based assessment criteria 2.1 and 2.2 may take place in or outside of the working environment.

Suggested assessment activities

Assessment will be through tasks, projects and other activities completed individually to meet the assessment criteria. Assessment of workplace practice is a requirement for all the assessment criteria for this unit except 2.1 and 2.2. This may involve observation of learners working with bilingual pupils, witness testimony, professional discussion and evidence from workplace activities, for example lesson plans, examples of pupils' work and feedback reports for the teacher. However, assessment in the workplace must include direct observation as the main source of evidence.

As the basis for observation of practice in the workplace learners could develop a case study of a particular bilingual pupil they support. The case study could also be used to assess the knowledge-based assessment criteria 2.1 and 2.2. The case study should include a pupil profile with details of the pupil's age, gender, background (social, cultural and educational), dominant/first language, language development needs and interests, hobbies and previous experiences.

For data protection and confidentiality reasons the pupil's name and personal details should not be included in the profile.

The case study should include a learning support plan for the pupil. Learners should justify their learning support plans in relation to:

- the pupil's needs and previous experiences
- the school's policy and procedures for supporting bilingual pupils
- theories of first and second language acquisition.

There are ample opportunities for workplace assessment of learning outcome 1 alongside learning outcome 2 and/or 3 Using a holistic approach to assessment is more effective and makes better sense to the learner.

Observation of learners working with bilingual pupils could generate evidence of:

- interactions with bilingual pupils (learning outcome 1)
- supporting target language development (learning outcome 2)
- supporting bilingual pupils to access the curriculum (learning outcome 3).

Observation of performance in the workplace could be supported by assessment of work products such as lesson plans, learning resources, examples of pupils' work including language sample analyses and feedback reports to the teacher.

Witness testimony, for example from the teacher, or professional discussion with the learner could also be used to support observation of performance but should not be the sole assessment method used for any of the Learning outcomes.

Learners should be assessed working with at least two different bilingual pupils and in different contexts, for example one to one, group work and whole-class activities.

Essential resources

As this is a competence-based unit, learners must be directly involved in supporting bilingual pupils in a school.

It is essential that learners have access to an appropriately qualified person to deliver this unit.

Indicative resource materials

Textbooks

Alfrey C – (Editor) *Understanding Children's Learning* (David Fulton Publishers, 2003) ISBN 9781843120698

Baker C – *Foundations of bilingual education and bilingualism* (Multilingual Matters, 2006) ISBN 9781853595233

Burnham, L – *Supporting Teaching and Learning in Schools (Primary)* (Heinemann, 2010) ISBN 9780435032043

Burnham L – *Supporting Teaching and Learning in Schools (Secondary)* (Heinemann, 2010) ISBN 9780435032050

Edwards V – *Learning to be Literate, Multilingual Perspectives* (Multilingual Matters, 2009) ISBN 9781847690609

Gibbons P – *Learning to Learn in a Second Language* (Greenwood Press, 1993) ISBN 9780435087852

Gibbons P – *Scaffolding Language, Scaffolding Learning: Teaching second language learners in the mainstream classroom* (Heinemann, 2002) ISBN 9780325003665

Haslam L, Wilkin Y and Kellet E – *English as an Additional Language: Meeting the Challenge in the Classroom* (David Fulton Publishers, 2006) ISBN 9781843121862

Krashen S D – *Principles and Practice in Second Language Acquisition* (Prentice-Hall International, 1987) ISBN 9780080286280 (internet edition available at www.sdkrashen.com/Principles_and_Practice/index.html)

Krashen S D – *Second Language Acquisition and Second Language Learning* (Prentice-Hall International, 1988) ISBN 9780080253381 (internet edition available at www.sdkrashen.com/SL_Acquisition_and_Learning/index.html)

McWilliams N – *What's in a Word: Vocabulary development in multilingual classrooms* (Trentham, 1998) ISBN 9781858560885

Moline S – *I see what you mean: Children at work with visual information* (Teachers Pub. Group Inc. 1995) ISBN 9781571100313

Watkinson A – *The Essential Guide for Experienced Teaching Assistants* (David Fulton Publishers 2003) ISBN 9781843120094

Publications

Altenaichinger A – *Theories of Second Language Acquisition* (2003) www.ecml.at/documents/relresearch/projectseminarDN.pdf

Aiming High: Meeting the needs of newly arrived learners of English as an additional language DCSF (2005) DCSF ref: 1381-2005
<http://nationalstrategies.standards.dcsf.gov.uk/node/88556>

Ensuring the attainment of more advanced learners of English as an additional language (EAL) DCSF (2009) DCSF ref: 00045-2009
<http://nationalstrategies.standards.dcsf.gov.uk/node/187758>

Excellence and Enjoyment: Learning and teaching for bilingual children in the primary years DCSF (2006) DCSF ref: 0013-2006PCK-EN
<http://nationalstrategies.standards.dcsf.gov.uk/node/85322>

Journals

ELT Journal – a quarterly publication for all those involved in the field of teaching English as a second or foreign language

Flynn N – *Good practice for pupils learning English as an additional language: Lessons from effective literacy teachers in inner-city primary schools*, *Journal of Early Childhood Literacy*, Vol. 7, No. 2, 177-198 (2007)

Websites

Various websites are available with information, advice and resources for supporting bilingual pupils. An indicative range of general websites is given below.

www.deni.gov.uk	Department of Education (Northern Ireland)
www.ecml.at	European Centre for Modern Languages
www.education.gov.uk	Department for Education
www.education-support.org.uk/teachers/ids/	Education Support of Northern Ireland

www.emaonline.org.uk/ema/	Ethnic Minority Attainment
www.ltscotland.org.uk/articles/e/genericcontent_tcm4528764.asp	Learning and Teaching Scotland
www.naldic.org.uk	National Association for Language
www.nationalstrategies.standards.dcsf.gov.uk/inclusion/ethnicitysocialclassandgenderachievement/englishasanadditionallanguage	National Strategies
www.ngfl-cymru.org.uk/vtc-home.htm	Teaching resources for Welsh as a second language across all stage of education.
www.sateal.org.uk/index.html	The Scottish Association for Teaching English as an Additional Language
www.scotland.gov.uk/Topics/Education	Scottish Executive Education Department
www.wales.gov.uk/topics/educationandskill	Welsh Assembly Government