

Supporting Advance Bilingual Learners



May 2017

Aims

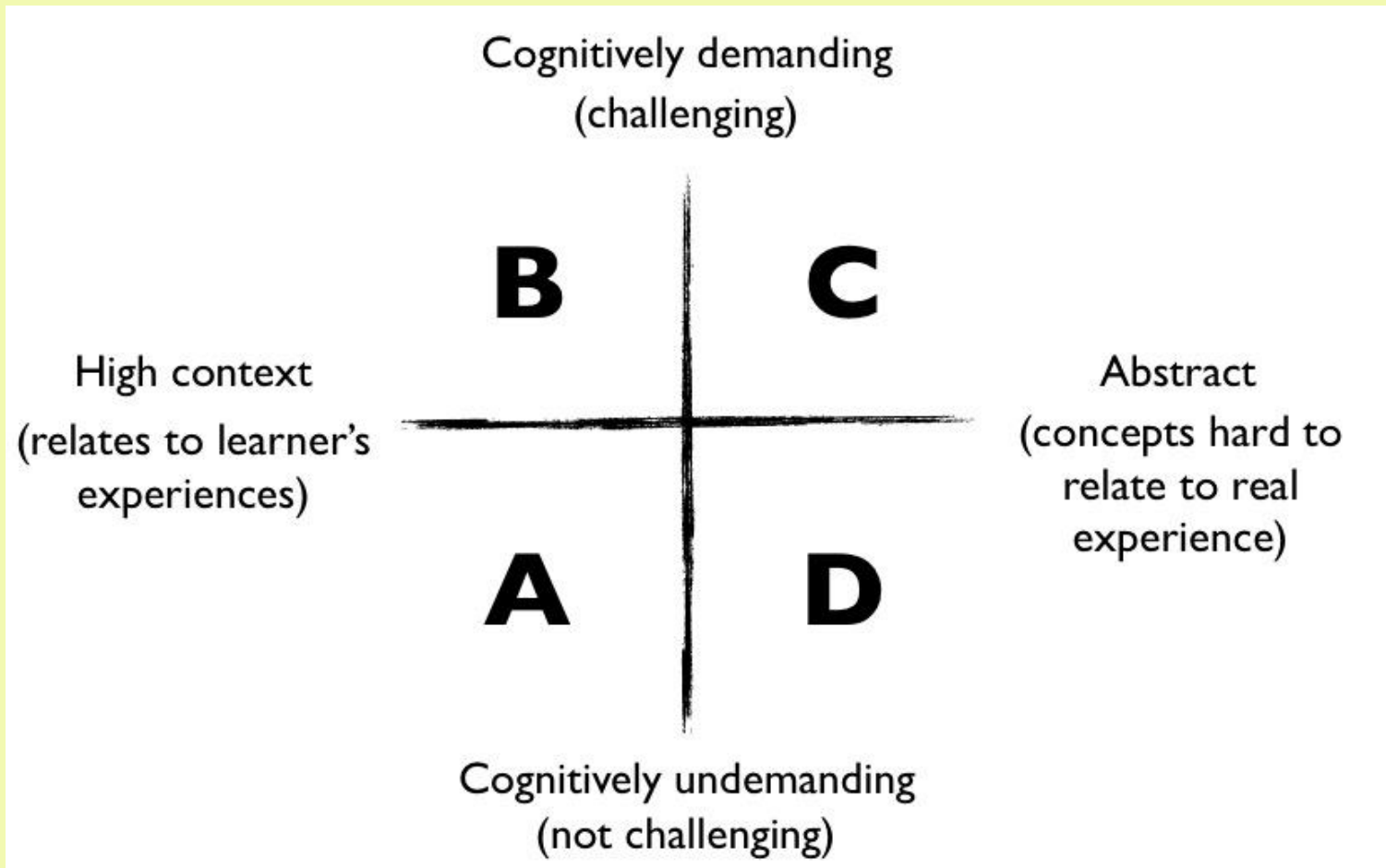
- To identify the needs of Advanced Bilingual learners
- To discuss strategies to support Advanced Bilingual learners in the classroom
- To highlight the importance of an Integrated Curriculum

Main themes?

- Research
- Classroom Talk
- Group work
- Writing
- Reading

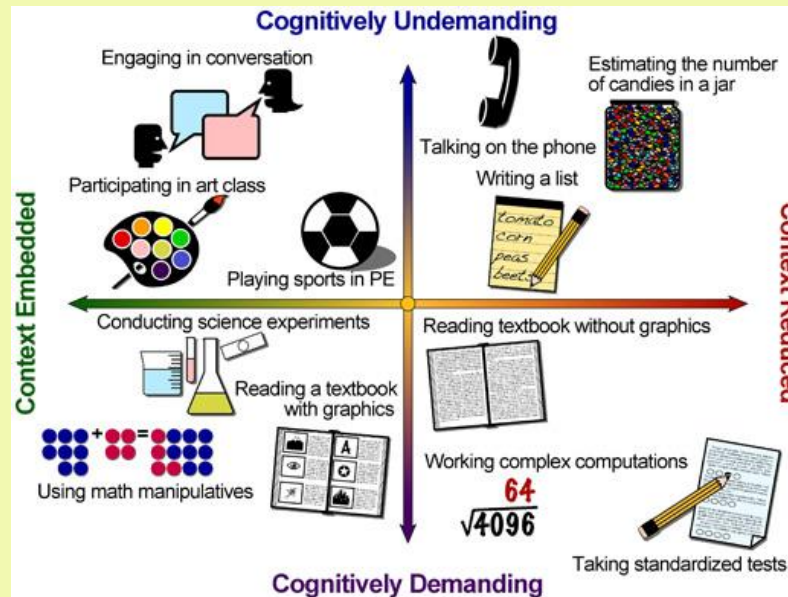


Cummins Framework



Activity

Use the cards to sort into the quadrant you feel they fit the best.



Main Principles

Demonstration

Modelling

Use of Visuals

Graphic organisers

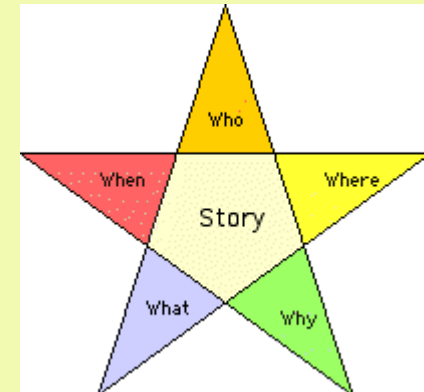
Role play



Using Manipulatives

Mixed groupings

Interactive Teaching



Classroom Talk

“Reading and writing float on a sea of Talk”

Language, the Learner and the School(1969), Penguin:Harmondsworth

DIALOGIC APPROACH



How?

Classroom Talk Structure

Preparation

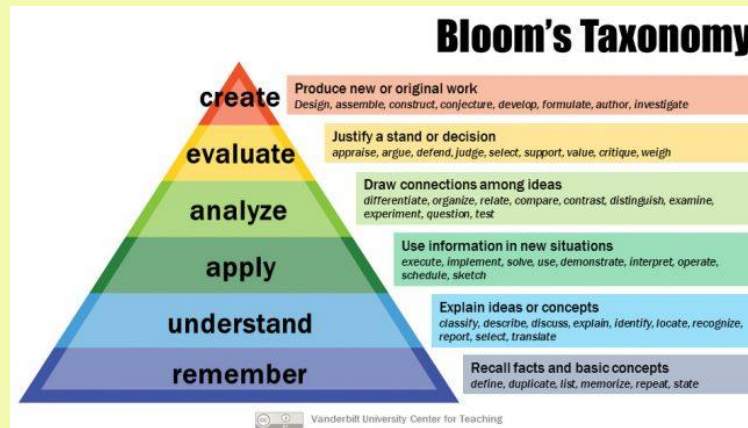
Set Rules

Make Connections

Assign Roles

Sense of shared purpose

Teacher support



Classroom Talk

Modelling Talk for EAL learners

- Disagreeing without upsetting others (***That's an fascinating idea, but...***)
- Competing to take turns without being aggressive (***Could I just clarify something here?***)
- Signposting a change of topic (***Have you thought about...?***)
- Using modal expressions and modal verbs. These can express tentativeness, probability, possibility and can be used in English to soften the impact on a listener. Compare: **'You are wrong!'** with **'Could you be wrong?'**



Group Work

Working together to achieve more than what can be achieved individually.

“ Well designed and well run group work offers many affordances for language learning and has important advantages for second language development”

Gibbons, Pauline, ‘Scaffolding Language, Scaffolding Learning.’



Group Work

- Have you given clear and explicit instructions to the students?
- Is there a clear outcome?
- Is the task cognitively appropriate to the learners?
- Are all students going to be involved constructively?
- Has an appropriate amount of time been allowed?
- Do the students know the rules of group work?

Group and Paired Work Across the Curriculum

Paired
problem
Solving

Donut
Circles

Hot seat

Talking
Points

Progressive
Brainstorm

Opinion
Clines

Picture
Sequencing

Activity

Match the descriptions of each activity to the correct title.

Choose three activities described and discuss how you could use them in any curriculum area or topic



Writing

“ The Teaching and Learning Cycle aims to foster active student involvement and includes a focus on building the field, modelling the genre, joint construction, and independent writing, along with targeted teacher scaffolding that sets a student up for success.”



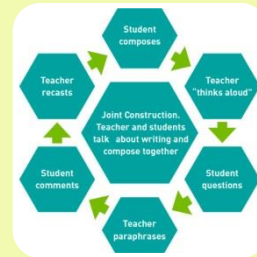
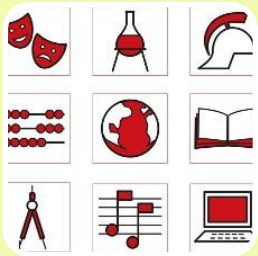
Writing

The structure of language and the conventions of writing for Advanced Bilingual Learners needs to be taught explicitly.

Students need to be encouraged to reflect on how language is used for a range of purposes and with a range of audiences.

Explicit teaching is related to real life use.

Writing



Building
the Topic

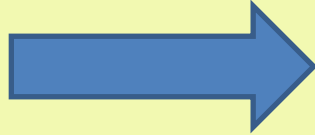
Modelling
the
Genre

Joint
Construction

Independent
writing

Writing

Building the Topic



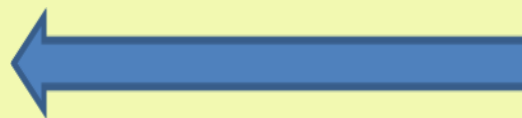

Choose a text that is similar to the one that students will eventually write:

- Read and show an example of the genre to the student
- Draw attention to the 'shape' of the text.
- Discuss purpose/organisation and language features
- Focus on grammatical structures and vocabulary
- Dictogloss
- Write up the main features of the text for display

Focus on what the children have to write about:

- mind mapping
- wallpaper activity
- question gathering
- shared reading
- Internet
- word wall
- Interviews
- Barrier Games
- Watch and video and complete an information grid
- School Visit

Modelling the Genre



Writing

Throughout the process, the teacher and student constantly reread together what they have written (teacher guided):

- Look at the structure of the text
- More appropriate vocabulary needed?
- Grammar
- Spelling
- Punctuation



Joint
Construction

Independent
writing



Lots of scaffolding up until this point.

Remind students:

- To do a first draft
- Self edit
- Discuss with peers
- Discuss with the teacher

Assessing Pupils Writing

Analysing written texts for advanced EAL learners	Comments
Purpose and context	
What kind of text is it? (e.g. narrative, explanation, procedure, report)	
Who wrote it?	
For whom?	
What is it about?	
Overall text organisation	
Can you identify stages - beginning, middle, end?	
Can you describe the function of each stage?	
Text Cohesion	
Are conjunctions/connectives used?	
Are pronouns (e.g. <i>this, it, here</i>) used to refer backwards and forwards?	
Does the vocabulary used help link the paragraph and sentences together?	
Grammatical features	
Does the writer mainly use statements, questions or commands?	
Are there patterns in types of verbs used? (e.g. <i>doing, thinking, being or having</i>)	
Does the writer use appropriate verb tenses?	
Does the writer use long noun clauses? (e.g. <i>the old man who was sitting in the corner</i>)	
Are there some complex sentences with two or more clauses?	
Does the writer use prepositional phrases to show when, where or how things happen?	
Vocabulary choices	
Are there some specialist, subject content words in the text?	
Are there lots of descriptive words to modify nouns and verbs?	
Do the vocabulary choices carry strong feelings or emotions?	
Layout and Script	
Is the layout an important clue to meaning? (E.g. <i>use of greeting in letter or e-mail</i>)	
Are some parts of the text emphasised? (e.g. <i>with bullet points, bold, underlining</i>)	

The Nicest Day of my Life - Autobiographical Writing - Fatma, Year 10

Fourth year in England and haven't seen my country from that time. Whoever knows that I was going to come to London to live and go to my country for holiday except God! Do anyone knew that last time when I was there it was going to be the same time after 4 years, No! said my sister which she borned in England and my family was wishing to see. She was happy about going to see her Nan's, no grandfather dead from when I was born, other when I was 10 or 11. I'm really unhappy about not to see them.

Hours to be there, but a reason, don't believe that I'm going to see my uncles, cousins, nans....after 4 years! In aeroplane by dad his not coming, my sisters crying that's his warning- not to love the biggest one, to love the smallest. His going to miss lovely food and drinks from my mother. Everyone was sleeping, I'm not! That's nice! Watching TV on my own, Turkish one it has it on Turkish aeroplane. Eaten the food like it's going to last but doesn't gonna come back. I really like my country, don't know why maybe cause I don't live there or maybe the culture, the air, the language or peoples. My ears doesn't hear sound, air goes down with my heart like my body stays and I go fast and fast. Aeroplane stops really surprised like it my birthday, like I'm borning now and happy to born in this country and town.

My cousins so changed taller than me so change height, weight and mind, remembered me form first look even she was small.

Activity

Look at Fatima's piece of writing.
Use the writing analysis tool to comment on
the first paragraph.

Feedback.



Reading

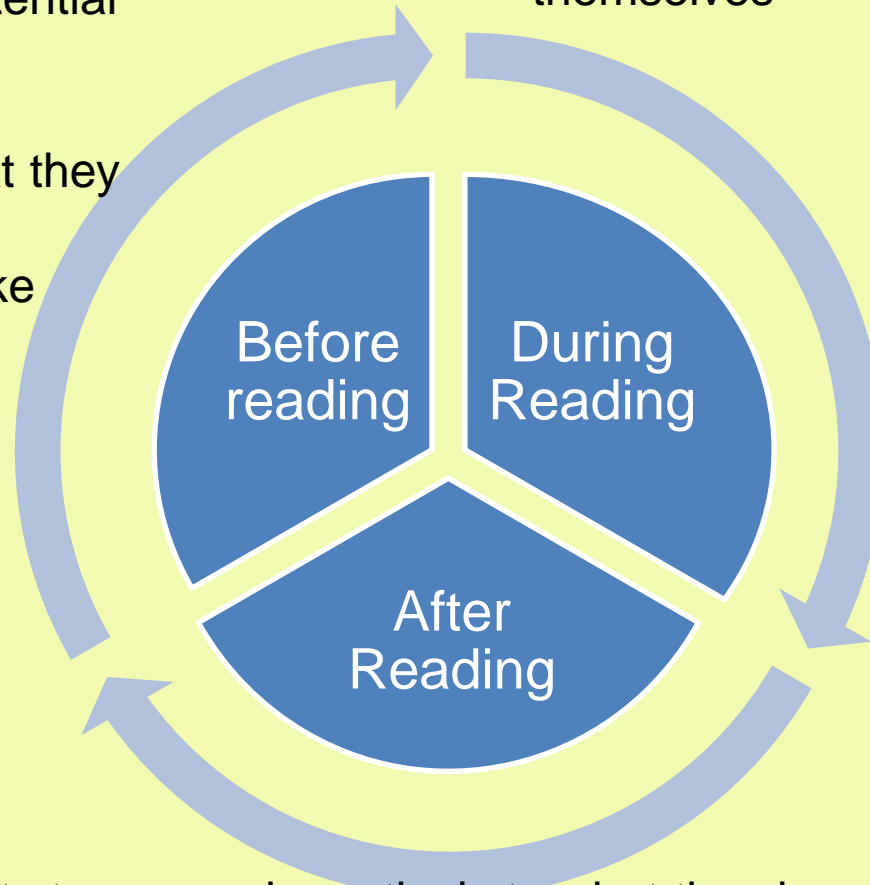
What skills do you need to be an effective reader?

THE PSYCHOLOGICAL POWER OF THE HUMAN MIND. According to a research at Cambridge University, it doesn't matter in what order the letters in a word are, the only important thing is that the first and last letter be in the right place. The rest can be a total mess and you can still read it without problem. This is because the human mind does not read every letter by itself, but the word as a whole.

Reading Strategies

- Develop knowledge in relation to the overall meaning of the text
- Prepare students for potential language, cultural or conceptual difficulties
- Remind students of what they already know
- Support students to make predictions

- Model good reading strategies
- Engage readers actively with the text
- Help learners to read more effectively themselves

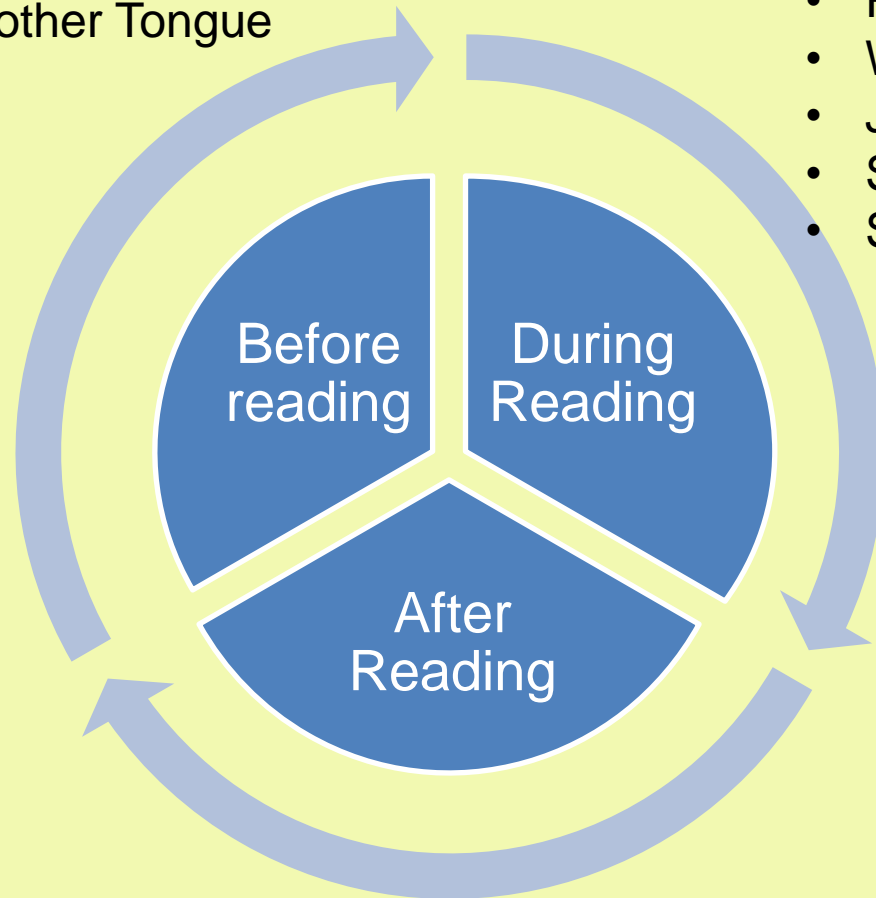


- Allow students to respond creatively to what they have read.
- Focus students more deeply on the information in the text.

Reading Strategies

- Predicting the Visual
- Predicting the main Ideas
- Sequencing Illustrations
- Storytelling in the Mother Tongue

- Modelled Reading
- Pause and Predict
- Shadow reading
- Rereading for detail
- Word masking
- Jigsaw Reading
- Summarising
- Skimming and scanning



- Story Innovation
- Story Map
- Time lines
- Hot Seat
- Freeze frames
- True/False

DARTS

Directed Activities Related to Texts

*The more you read, the more things you will know.
The more that you learn, the more places you'll go."*

Dr. Seuss, "I Can Read With My Eyes Shut!"

DARTs are strategies that encourage learners to pay attention to the way texts are constructed and require them to process information whilst reading.



DARTS

Directed Activities Related to Texts




- Text highlighting;
- Prioritising and ranking;
- Sequencing sentences;
- Matching text to diagrams;
- Matching phrases to definitions;
- Matching sentence halves;
- Filling in gaps in text (cloze);
- True/false statements;
- Sorting and classifying

DARTS

Directed Activities Related to Texts

Complete this graphic organiser using the article about the eagle.

Graphic organiser for 'The eagle'
Resource 2b



Name the four parts you think are most important

--	--	--	--

What if that part did not exist?

--	--	--	--

↓ ↓ ↓ ↓

Summary

- Link to and build on what children bring to their school: their language, culture understandings and experience
- Provide the kind of support, or scaffolding, that is responsive both to the particular language development needs of second language learners and the language demands of mainstream curriculum
- Create classroom cultures that are future orientated, where children are treated as the people they can become.

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Thank you for listening