



Learning *in 2(+)* Languages



SCOTTISH EXECUTIVE



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SCOTTISH EAL ORGANIZATIONS COUNCIL

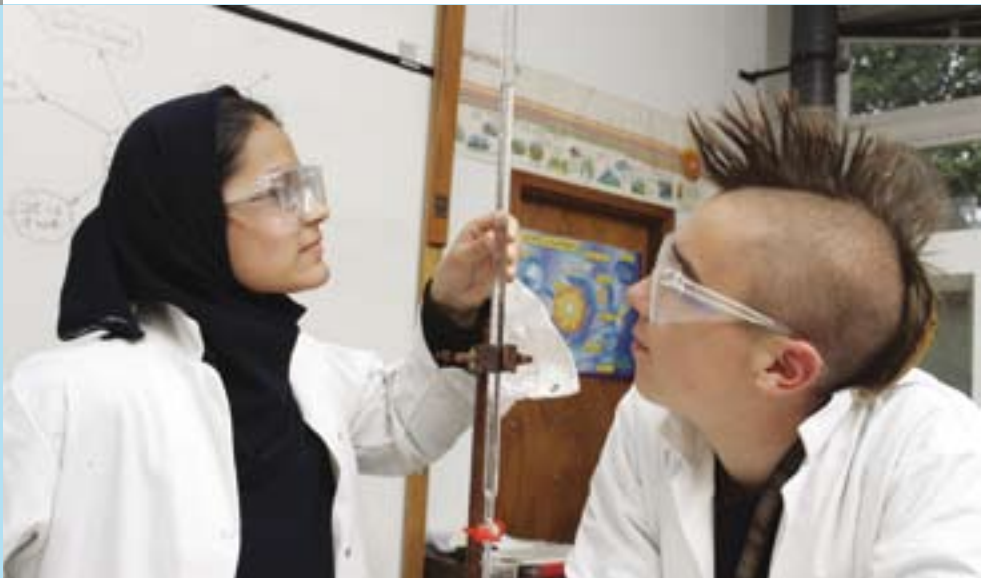




Learning ⁱⁿ 2 (+) Languages

Ensuring Effective Inclusion
for Bilingual Learners

Good Practice for Teachers, Educational
Establishments and Local Authorities



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Foreword

I am very pleased to be able to introduce this new resource which aims to help those working with bilingual learners in schools by identifying good practice in supporting children who are accessing the curriculum through English as an additional language (EAL).

Bilingual children have a number of unique strengths, in particular the advantages of having, and being able to share, an understanding of the cultures underpinning their different languages. However, some will require additional support if they are to maximise their progress in school and to become what we want all our children to be: successful learners, confident individuals, responsible citizens and effective contributors to society.

The Scottish Executive is committed to developing a more inclusive society, and to encouraging people to consider coming to live and work in Scotland. Education has a key role to play in working towards these goals, especially in maximising the potential of children who have English as an additional language. This resource builds on the provisions in the Additional Support for Learning Act, 2004 and on the programme of reform being taken forward through *Ambitious, Excellent Schools*. It offers advice for staff in educational establishments on how best to support bilingual learners.

I would like to pay tribute to the Scottish EAL Co-ordinating Council and the advisory group for the thought which went into producing this resource. I hope that all who use it find it helpful in their work with children and families.



Peter J. Peacock

Minister for Education and Young People



Introduction

The purpose of this document is to identify good practice in supporting children who are accessing the curriculum through English as an additional language (EAL). There have recently been considerable changes in legislation and policy that impact on support for bilingual learners. The main changes have focused on encouraging educational establishments to be more proactive in addressing the learning needs, and raising the achievement, of bilingual pupils.

This document aims to help staff in educational establishments to understand better the strengths and development needs of bilingual learners and to address them more effectively within the mainstream classroom. The contents should also be helpful to educational managers and local authorities, as well as to other professionals in the educational field.

Inclusion, race equality, cultural diversity, bilingualism and effective additional language provision must be considered by all educational establishments, regardless of their current ethnic composition.



Section 1

Introduction to bilingualism

What do we mean by 'bilingual learner'?

Bilingual learners are pupils who function in more than one language in their daily lives.

The term 'bilingual' emphasises that learners already have one language and that English is a second or additional language. The term does not imply an equal or specified level of fluency in two or more languages.

Who are the bilingual learners in Scotland?¹

Bilingual learners live throughout Scotland and the demography of the country is changing rapidly. Bilingual learners are not a homogeneous group. They differ from each other in many ways, including (in no particular order):

- their home language(s)²
- the number of other languages they speak
- their cultural or religious background
- their previous educational experience
- their level of proficiency in English and home language(s)
- their personalities, learning styles and other individual differences
- their other additional support needs including for example the potential for high achievement, general or specific learning difficulties, sensory impairment
- their pastoral needs
- their level of community and home support
- the breadth of their exposure to English language and Scottish culture
- their social and economic backgrounds.

¹ Although much of the good practice will be equally applicable to learners of and through Gaelic and to speakers of Scots and Doric, the support of Gaelic learners and the need to raise the profile of Scots and Doric within the curriculum are addressed directly in other documents.

² The term 'home language' is used in this document to refer to the language(s), other than English, used by the child with his/her family/carers. The home language is usually the first language that the child learns, the medium for pre-school learning and will be the vehicle through which pre-literacy skills are developed.

What every teacher needs to know about bilingualism

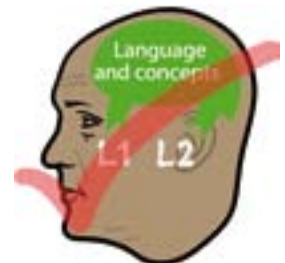
Seventy per cent of the world's population is bilingual and regularly uses more than one language in daily life. In global terms bilingualism is the norm.

One common perception of bilingualism is that the brain has a limited capacity for learning language; therefore, the first language that a child learns (L1) will interfere with the learning of the second language (L2). Learners would be advised to concentrate on English at the expense of their home language.



But research worldwide has shown this view to be wrong

The reality is that the brain has an unlimited capacity for learning language. The first language that the child learns provides the best foundation for learning additional languages and new concepts. It is vital to continue progress in the home language, as additional languages and new concepts are developed at school.



Bilingualism brings with it definite cognitive advantages

Many of these advantages are important for raising the achievement of bilingual learners across the curriculum. They may include:

- greater awareness of how language operates. This can help with the development of literacy skills, especially decoding, and with the learning of other languages
- enhanced problem solving abilities, which are useful for maths and ICT
- heightened creative potential, which may display itself in writing and critical understanding
- an awareness of the importance of context and audience in language use.

We can appreciate the nature of these advantages if we look at the following analogy³:

Jane has one pair of glasses with yellow-tinted lenses. To her, the world looks only yellow.



Imran has two pairs of glasses. One has yellow-tinted lenses. When he wears these, the world looks yellow. The other pair has blue-tinted lenses. When he wears these, the world looks blue. He has a choice of how to view the world – through yellow- or blue-tinted lenses. He can compare his different perceptions



of the world with the different shades and tones that the different lenses highlight. He can choose when to wear the different lenses, and can share perceptions of the world with

other yellow-tinted spectacle wearers, or compare perceptions with those who wear blue or any other colour of lens.

He can also wear the yellow and blue lenses at the same time and experience the merging of the colours into green, but can recognise – unlike Jane – that the world is not yellow or blue or green, but that the perception of the world depends very much on the lenses through which one views it. Further, Imran can share his kaleidoscopic-world view with Jane who is confined within her yellow-tinted picture of reality.

In other words ...⁴

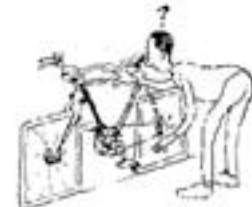
One wheel can get you placed...



So can a big wheel and a little wheel...



However, when your wheels are nicely balanced and fully inflated you'll go further...



Provided, of course, the people who meet the wheel knew what they were doing...

³ Taken from *Languages for Life: Bilingual Pupils 5-14*, Dundee: SCCC, 1994
⁴ From: Cummins, J, *Bilingualism and Minority Language Children*, Toronto : Ontario Institute for Studies in Education, 1981

Key questions when considering bilingualism

What do we mean by language proficiency?

Current research⁵ into classroom language distinguishes between the learner's ability to use any language for:

- **social purposes** – this includes the language used during play, everyday conversation and normal classroom interaction. In other words, the language is used in situations where the meaning is made clear by the context and the cognitive demand is low.
- **academic purposes** – this includes the use of language for learning, to access the curriculum. The meaning is carried largely by the language alone and the cognitive demand is higher.

How long does it take to develop this proficiency in an additional language such as English?

- Language for social purposes – this can develop in two years or less.
- Language for academic purposes – this can take from five to 11 years to develop, depending on the previous educational experience and the extent of home language development.

What are the implications for educational staff?

- The home language is vitally important – the school needs to provide the parents/carers with every encouragement to maintain and develop it.
- Competence in social English does not necessarily mean that a pupil will have understanding at a deeper conceptual level.
- Judgements about the child's academic potential should not be made on the basis of their competence in social English alone.
- Support for bilingual learners needs to be carefully planned in order that they develop language for academic purposes.
- Strategies which support the development of language for academic purposes are beneficial for all pupils.

⁵ Cummins, J., *Bilingualism and Special Education: Issues in Assessment and Pedagogy*, Clevedon: Multilingual Matters, 1984 (see also www.iteachlearn.com/cummins/bicscalp.html)



Section 2

The education of bilingual learners in the current Scottish context

Recent policy statements and legislation have explicitly raised the profile of bilingual learners in Scottish educational establishments. Key directives emphasise the need for local authorities and schools to address the needs of bilingual learners – individually, proactively and inclusively.

The **Education (Additional Support for Learning) (Scotland) Act 2004** emphasises the need to match provision to the needs of each individual learner, including bilingual learners. The **Supporting Children's Learning Code of Practice** specifies that:

'A need for additional support does not imply that a child or young person lacks abilities or skills. For example, bilingual children or young people, whose first language is not English, may already have a fully developed home language and a wide range of achievements, skills and attributes. Any lack of English should be addressed within a learning and teaching programme which takes full account of the individual's abilities and learning needs.'

The **Standards in Scotland's Schools etc Act 2000** places duties upon local authorities to ensure that schools meet the needs of all their pupils, encourage them to achieve their full potential and raise educational standards.

The **Children (Scotland) Act 1995** places a duty on local authorities to:

'have regard so far as is practicable to the child's ... cultural and linguistic background'.

The **Race Relations (Amendment) Act 2000⁶** (RR(A)A) places a general duty on public authorities (including education authorities) to:

- eliminate unlawful racial discrimination
- promote equality of opportunity and
- promote good relations between people of different racial groups.

Scottish Ministers impose *specific duties* on certain public authorities to help them meet the general duty. As part of this specific duty order, education authorities must publish a race equality policy setting out, among other things, how they will assess and monitor the impact of their policies on pupils of different racial groups, with particular reference to their attainment levels, but also to more general aspects such as admissions, assessment, or the use of disciplinary measures against them.

Local education authorities and schools/other educational establishments are required to identify and tackle barriers to achievement including institutional racism. **The Macpherson Report 1999** defines institutional racism as:

'the collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture, or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people. It persists because of the failure of the organisation openly and adequately to recognise and address its existence and causes by policy, example and leadership'.

⁶ For more details on the provisions of the RR(A)A 2000 and its implications for local authorities and schools see *Education for Race Equality – the Antiracist Toolkit*, produced by the Centre for Education for Racial Equality in Scotland (CERES): www.antiracisttoolkit.org.uk

Each of the **National Priorities in Education** applies to bilingual learners.

National Priority

1. Achievement and attainment	To raise standards of achievement and attainment for bilingual learners, to identify and tackle underachievement, monitor impact and measure improvements in performance.
2. Framework for learning	To ensure that approaches to teaching and learning take full account of the linguistic strengths and needs of bilingual learners, in their home language and English.
3. Inclusion and equality	To promote equality by ensuring that bilingual learners are given full access to the mainstream curriculum and are given the opportunity to learn alongside able and articulate speakers of English.
4. Values and citizenship	Staff, pupils, parents and the community should work cooperatively to develop all areas and aspects of citizenship thus ensuring that bilingual learners are recognised as making valuable contributions to the community.
5. Learning for life	To equip bilingual learners with the skills, strategies, attitudes and expectations necessary to enable them to learn independently through their home language and through English.

Local authorities have a statutory duty to produce improvement plans that outline how they are meeting the National Priorities. Educational establishments will also have a duty to produce development plans, in consultation with pupils and parents. As part of this process local authorities must also make a more general statement on how they will promote equal opportunities.

Ambitious Excellent Schools 2004 effectively encapsulates the aims of this document by declaring that schools should enable all Scottish learners, including bilingual learners, to become:

- successful learners
- confident individuals
- responsible citizens
- effective contributors.

‘By providing structure, support and direction to young people’s learning, the curriculum should enable them to develop these four capacities. The curriculum should complement the important contributions of families and communities ...

With support from education authorities and schools, teachers will have the task of providing activities which will enable each learner to develop to their full potential in the four capacities. Much of what is needed already exists, but it also requires clear guiding principles to assist teachers and schools in their practice and as a basis for continuing review, evaluation and improvement’.

The remainder of this document will suggest principles and strategies for achieving the aims of *Ambitious and Excellent Schools 2004* for bilingual learners and their families.



Section 3

Partnership with parents/carers

Bilingual parents/carers should be involved in their child's learning at home and in schools or other educational establishments. They can introduce and reinforce concepts in the home language that can be consolidated in English at school. Research⁷ shows that a strong basis in the home language is a key factor in enhancing bilingual learners' achievement and self esteem. Bilingual parents/carers are often the only people available who are able to provide this kind of support.

Educational establishments will already have procedures and practices for developing partnerships with parents. There are additional issues that need to be taken into account when involving parents/carers of bilingual learners.

This section will look at:

- establishing an ethos that welcomes bilingual parents/carers
- initial contacts and enrolment
- use of interpreting/translation services
- involving bilingual parents/carers in their child's learning and the life of the school.

Establishing an ethos that welcomes bilingual parents/carers

When a parent enters your establishment, do the pictures on the classroom walls, the displays in the reception area and corridors and prospectuses and other literature convey that your school reflects a multilingual and multiracial Scotland? Would parents from black and minority ethnic communities and those who use a language other than English at home find your establishment welcoming?

'Our school literature contains photographs from different ethnic backgrounds and includes specific references to our support of home languages and cultures, and interests. We refer to a family literature project which we established within the school. One part of this involved parents in writing stories about their children's grandmothers in their home language. These books were a great hit with all children.'

'Our authority has recently employed a part time bilingual classroom assistant in our school. This has had an amazing impact on the children's willingness to use their home language both at home and at school and has led to much greater involvement by their parents in the life of the school. All the children became fascinated with different scripts and different forms of expression in each others' languages.'

'We have multicultural book bags that are available to all parents. These contain a story book, usually dual language⁸, and a number of artefacts reflecting aspects of the story and its culture. They can be taken home and shared with children.'

'Our local authority has provided training for school office staff and other front line staff in communicating with parents/ carers who speak little or no English. This looked at how to use gesture and visual support as well as internet translation services.'

⁷ For a review of research on bilingualism and cognition, see: Baker, C, *Foundations of Bilingual Education and Bilingualism (3rd edition)*, Clevedon: Multilingual Matters, 2001, pp.135–161

⁸ Dual language books are available from a number of publishers and websites (see Appendix A). The text is written in English and in the child's home language, on the same page or on alternate pages.



Initial contacts and enrolment

Enrolment is an important first step in identifying, and gathering information about, a new bilingual learner. This may take place at the time the parent/ carer first makes contact with the school or other educational establishment. However, it may be more appropriate to set a later date for enrolment to allow the establishment time to arrange for an interpreter and other key staff to be present and to gather relevant literature in the home language⁹. At initial contact, you should find out:

- whether an interpreter is required (see below)
- language(s) used in the home
- contact name and telephone number.

You should set a date for enrolment, if possible.

The enrolment interview is an opportunity to put the parents/ carers at their ease, show them around the establishment and find out, as part of standard enrolment procedures:

- the correct spelling and pronunciation of the learner's name
- the learner's preferred name
- the language(s) spoken at home, by whom and to whom
- the learner's experience of reading and writing (including pre-literacy experience) in their home language
- previous education, subjects studied, likes and dislikes and any previous experience of English
- any dietary, health or cultural requirements
- lines of communication with the home, whether communication should be verbal or written (or both), and the need for translators and interpreters
- whether the learner has any other additional support needs and any steps taken to identify these.

⁹ *Education Guide for Asylum Seekers and Refugees in Scotland* www.scotland.gov.uk/Publications/2005/05/04143503/35049 for information on how to locate and use translation and interpreter services, if they are not available in your area, see www.qca.org.uk/10005_10028.html For downloadable translated letters for schools, see www.dgteaz.org.uk

The **school/establishment** should make sure that parents/ carers:

- are introduced to the class or pastoral care teacher, pre-school staff and other personnel such as support staff (as appropriate)
- understand that they have an important part to play in maintaining and developing the learner's home language
- are familiar with the authority's arrangements for interpreting and translating
- know about the relevant language classes including English for Speakers of Other Languages (ESOL for Adults), and home language classes for children through local/community-based provision
- are encouraged and enabled to take full part in the school/establishment community
- understand the rules concerning uniform, punctuality and absences
- are aware of their rights regarding free school meals and clothing grants
- know about the school and authority procedures for dealing with racism and other forms of bullying
- are provided with copies of the school handbook and information about EAL support. If parents are unable to read the handbook, the interpreter should take them through it, possibly at a separate meeting.

Use of interpreting/translation services

Educational establishments should normally consider using a trained interpreter when they wish to communicate with parents whose preferred means of communication is not English. The use of relations, friends, their own children or senior pupils as interpreters is not 'best' or 'good' practice. Unless the school is satisfied that lack of English will not present a significant barrier to communication for any of the participants, an interpreter should be employed where possible.

Local authorities have a duty to make interpreting and translating services available to educational establishments. This includes telephone services as well as face-to-face services. These arrangements should be made clear to all educational establishments.

‘Our authority has produced guidelines for schools on the use of translating and interpreting services. These have helped us to make the best use of interpreters.’

Some authorities produce a bank of translated materials such as standard letters. These are available from the internet (see Appendix A).

Involving bilingual parents/carers in their child’s learning and in the life of the school/establishment

The following example of good practice shows one way in which parents/carers of young bilingual learners were involved in a bilingual paired reading programme.

The three principal aims of the programme were to:

- set up a paired reading programme using dual language books so that the parents would be directly involved in their children’s reading and in talking about books
- encourage parents to use the home language as well as English to support their children’s learning and in that way to develop their home language and English *in tandem*
- combine the paired reading programme with a weekly coffee morning so that the parents could come into the school and meet each other and staff in a relaxed, friendly atmosphere.

We organised quite an extensive library of dual language books for the parents/carers to use with their children. We arranged for interpreters to come to the first meeting so that nobody would feel that there was a language barrier. We watched a video¹⁰ which promoted the message about the benefits of bilingualism.

Parents/carers who were literate in their home language and English gradually grew more confident in using the dual language texts and their home language freely at the meetings. Some of the parents/carers, who were not literate in their home language, used only the English portion of the dual language texts initially. Later, they often used their home language to reinforce their children’s understanding.

It was quite a revelation to all the staff that some children who were quite passive in class were full of enthusiasm and really relished the opportunity of working with their parents/carers. One or two of them were instrumental in ensuring that their parents/carers attended! All the parents/carers also became very enthusiastic about coming into the school to work with their children. One of the most successful aspects of the programme was the establishment and reinforcement of good relations with the parents.

¹⁰ Watson, S, and Humby, T, *Supporting Young Bilingual Children and their Families*, Edinburgh: City of Edinburgh Council, 2005. Available from the City of Edinburgh Council Education Department, 10 Waterloo Place, Edinburgh EH1 3EG



Section 4

Supporting the development of English as an additional language in the classroom

This section will look at how appropriate support can be planned and managed in the classroom. It includes consideration of the following:

- Class and group allocation
- Planning for EAL learners
- Strategies for delivering appropriate support for EAL learners
- Early reading and writing
- Extending reading and writing in different subject areas
- The functions and roles of the EAL Service.

Class and group allocation

Schools/establishments should place bilingual learners in the appropriate year group for their age regardless of their proficiency in English or previous educational background. Learners should be involved in mainstream class activities from the start. At all times they should also have opportunities to mix with able and articulate speakers of English and, where possible, with speakers who share their home language.

Implications for teachers

- Groupings must take into account pupils' potential, and be flexible enough to respond to close monitoring of individual progress.
- Decisions about the level and type of support should not be based on social fluency alone. The learner's apparent competence in social situations can be misleading and additional support may be necessary to enable access to the mainstream curriculum.
- Learners may have grasped a concept, but may not be able to express this in oral or written English. They may not have understood the nature or purpose of the task or may not have mastered the formal language required to communicate what they actually know. This may lead them to underperform in formal assessments or written tasks.

- Bilingual learners' grasp of academic language may not progress in line with the demands of the curriculum. Learners may fail to make expected progress and may require additional support, even if they have not needed EAL support for a long time.

Planning for EAL learners

Three processes are involved simultaneously as a child acquires English as an additional language¹¹:

Social processes

- Learners need to have the opportunity to interact with able and articulate speakers of English within the mainstream classroom. They will then hear good models and be able to try out and modify their own English.

Cognitive processes

- Learners acquire English best through engagement with mainstream learning tasks rather than from a specific English course book.
- As learners hear and read English they are actively involved in working out the structure and rules of the language.

¹¹ Fillmore, LW, 'Second-language learning in children: a model of language learning in social context' in Bialystok, E, (ed) *Language Processing in Bilingual Children*, Cambridge: Cambridge University Press, 1991, pp. 49-69





- They may not be able to use this language accurately or appropriately in their own speech or writing for some time.
- Some learners spend a long time absorbing the new language before they actually use it in speech or writing (sometimes called ‘the silent period’).

Linguistic processes

- The process of acquiring English as an additional language in younger learners is broadly similar to the process involved in acquiring the first language they have learned.
- Younger learners are helped if new language structures are repeated during the natural flow of classroom activities (e.g. during class investigations, story time).
- Older learners are often helped if, once rules have been explained to them, they are given the opportunity to use them during redrafting, oral presentation to other learners, or in a follow-up activity.

These processes are assisted by fluency in the home language. For example, if learners are familiar with concepts such as time, capacity and dimension in their home language, it is easier for them to acquire the English they need to express these concepts.

The following questions should be asked when planning for bilingual learners:

- **What does the bilingual learner bring to the task?**
- **What are the task demands?**
- **What additional support needs to be planned?**

In the grid opposite, this information is used to create a planning template for a 12 year-old British-born Punjabi speaker who is learning about erosion in geography¹²:

¹² Adapted from Gravelle, M, *Planning for Bilingual Learners: an inclusive curriculum* Stoke on Trent: Trentham, 2000, p.8

	What does the learner bring to the task?	What are the task demands?	What additional support needs to be planned?
Social	Good social skills and social English. Familiarity with group work. Tends to rely on friends to provide answers.	Sustaining group work in class, and collaborating in pair work during walk in school environment.	Assign learner to new group. Decide on roles for members of his group – initially give him a listening and recording role. After some exposure to the task, change this to a reporting role.
Cognitive	Experience of erosion during school camp and in environment of school.	To identify causes of erosion and match 'cause cards' to photos of erosion. Describe processes of erosion in school environment.	Clear instructions about aims and phases of lesson. Provide glossary of technical terms. Provide key visual in form of flow chart to show process.
Linguistic	Can use basic expressions of cause and effect in description of process.	Technical vocabulary. Description of processes of erosion.	Need to discuss photos beforehand to elicit key words, e.g. scree, frost/wind damage, wear (n.). Produce sentence frames to consolidate/extend causal sentence structure and use of causal verbs (produce, give rise to, result in).

This template can be customised to accommodate different curricular areas and particular bilingual learner needs.

Strategies for delivering appropriate support for EAL learners

Key to all these strategies is high quality adult-child and child-child interaction.

Recognise and build on previous knowledge and experience

- For pupils who have recently arrived from another country or school, find out as much as possible about their prior educational experience (see Section 3). Use this to inform decisions about appropriate course choice, personal learning planning, extra curricular activities and level and nature of support.
- Many learners who are new arrivals will be familiar – from their previous schooling – with many skills and concepts, and will not need to relearn them; they will however require support to access these in English.

- Be aware that learners may have different cultural experiences, even if they have always lived in Scotland. Teachers should provide opportunities for learners to voice and build on these experiences through questioning, group/pair discussion, use of KWL charts/WALT and WILF¹³ and personal learning planning.
- At the outset of the lesson, ensure that bilingual learners understand the learning aims and outcomes and are aware of the order of topics. It is helpful throughout the lesson if it is clear when one topic has ended and the next is beginning. At the end of the lesson, allow time to sum up.
- Ask open questions to encourage learners to share from their own experience (e.g. instead of asking as a first question Why was Hadrian's Wall built?, ask Why do people build walls? and then follow up with Do you know of any examples of walls being built for these reasons in this country or in other countries?).

¹³ KWL charts – pupils first list what they already **Know** about a topic then what they **Want** to find out and when they have completed the topic they record what they have **Learned**. WILF Acronym: What I'm Looking For. Exemplification of success criteria, developed by Shirley Clarke. WILF is sometimes characterised as an animal or in comic human form. WALT Acronym: We Are Learning Today. Outline of a learning intention, developed by Shirley Clarke. WALT is sometimes characterised as an owl, or an animal.



Make meaning clear by ensuring that it is not communicated only by the English used in class

- Bilingual learners, like other learners, need to be challenged at the appropriate cognitive level
 - cognitive challenge comes with understanding of lesson materials.
- Check comprehension throughout the lesson.
- Cognitively and linguistically challenging activities can become accessible to bilingual learners if there is a high degree of visual and other support to make the meaning of classroom activities clear.
- Examples of these kinds of support are:
 - concrete materials (objects / pictures to move around)
 - key visuals (e.g. a diagram showing the life-cycle of a frog)
 - graphic organisers – flow charts, matrices, time lines
 - activity charts, identification of key lesson points and vocabulary
 - writing, speaking and note taking frames
 - video, PowerPoint, computer graphics
 - demonstrations by pupils or teacher.

Provide opportunities for collaborative work

- Collaborative activities provide learners with opportunities to try out new language and work out new concepts.
- These activities need to be structured and focused on an outcome e.g. completion of a diagram or matrix, sequencing or ranking activities, barrier games¹⁴.
- Group and pair work provide the opportunity for learners to monitor their own language use and learning and for teachers to gain useful formative feedback.

Encourage the use of the home language

The following resources / learning opportunities will encourage learners to use and make links with their home language:

- bilingual dictionaries and glossaries
- dual language resources

- bilingual staff and parents who can support learning by using the home language
- discussion, note-taking, writing in the home language before writing/reading tasks in English
- poems, songs, rhymes in the home language
- multilingual posters and labels
- ICT resources and inter school/international computer networking.

Pay explicit attention to the language structures and vocabulary of English¹⁵

- Classroom texts introduce and reinforce grammatical forms, for example expressing cause and effect, recalling past events, expressing doubt (may, might), and vocabulary. These can be emphasised during discussion and written work.
- Recurring patterns of inaccuracy in written work should be discussed with older pupils and the correct rule introduced.
- Paragraph structures, genre, and register can be taught, for example, by pointing out topic sentences and how they are extended, using cloze procedure to draw attention to linking words, reassembling scrambled paragraphs.
- Writing and speaking frames provide phrases which help learners to structure long stretches of text.
- Lists of key vocabulary are useful. Activities, like matching words to definitions, can reinforce technical terms.

The purpose of each of these support strategies is to develop learner independence.

¹⁴ For downloadable resources prepared for bilingual learners, see www.collaborativelearning.org

¹⁵ For useful sources of material for all stages of education, see Appendix A



Early reading and writing

Many children who are learning to read and write in English at school have experience of the written word in their mother tongue and in other languages¹⁶. This provides a valuable starting point for the acquisition of literacy in English as well as the further development of their home language.

The child's experience of the written word in another language	Potential benefits for learning to read and write in English
Can read/write the script (decode) but with little or no understanding.	<ul style="list-style-type: none"> Understanding that reading/writing involves expressing the sounds of a language by a written symbol. Development of phonics and visual memory.
Can read/write another language with understanding.	<ul style="list-style-type: none"> Understanding of strategies required to read/write meaningfully in another language. Awareness of the value of reading and writing.
Cannot read/write but comes from home where there is written material in other languages.	<ul style="list-style-type: none"> Experience of seeing parents and other family members reading and writing. Experience of being part of that process by being read to, or by being encouraged to copy their name or to dictate contributions to letters.
Family members cannot read or write in another language, but tell stories, jokes, play language games.	<ul style="list-style-type: none"> Experience of a range of genres. Realisation that using language creatively is fun.

Important implications:

- Teachers need to find out what previous experience bilingual children have of reading and writing in other scripts.** This information is important for planning their early reading/writing experiences in English.
- Children who can decode in another script often have good phonic awareness and will decode well in English.** Fluent and accurate reading aloud can, however, mask poor understanding of the text.
- Poor understanding of a text or slow and unimaginative writing is likely to be due to reasons other than poor decoding or secretarial skills.** Difficulties are frequently caused for bilingual learners by:
 - lack of familiarity with the structure of English sentences
 - a narrow grasp of English vocabulary
 - failure to understand the cultural meaning of a text (e.g. a story about house pets when you only keep animals for guarding or hunting)
 - a maths problem based around fundraising through a sponsored swim, when a sponsored swim is an unfamiliar concept
 - a written task (e.g. a letter to a penpal or an argument for or against foxhunting).
- For these reasons, standardised reading tests may misrepresent the reading potential of bilingual learners.** Bilingual learners may be included inappropriately in literacy recovery programmes geared towards English speakers who have very different needs.

¹⁶ For information about world writing systems, see www.omniglot.com



The support needs of bilingual learners at the early stages of literacy overlap with, but are different in many respects from, those of English speakers. This has been recognised by the introduction of intensive reading programmes, such as the following¹⁷:

‘We used a mixture of fiction, non-fiction texts and poetry at a variety of levels. The learners chose a new book every day before taking it home to share with their family. The school had previously briefed family members, using an interpreter where possible, on how best to support their children. This book then formed the basis for work the next day. A reading diary was also shared with the family so that parents could add their comments about reading and about the texts. We emphasised to the parents that although the majority of books going home were in English any discussion with the child about the texts should be in whatever language the family felt most comfortable using. On occasions we sent home dual language texts which families welcomed.

The next day at school, children were asked to recall the story they had read the previous day. Picture prompts were used after an initial attempt to recall the text. Recounting the story in their own words not only supported understanding but gave practice in using unfamiliar vocabulary and structures. More detailed comprehension questions led into a deeper discussion of the meaning, relevance and implications of the story, which often brought in references to the child’s home culture. When appropriate, children were asked to write, either to practise an unfamiliar spelling pattern or grammatical structure, or to extend ideas from the text they had read.’

Selecting appropriate early reading materials

Early reading materials can be produced by the children themselves individually or as a class, through writing projects involving parents, in single language or dual language versions.

Supportive published texts will contain some of the following features:

- Language that sounds authentic and is a good model of language in use.
- Naturally repeated language structures and vocabulary.
- Cumulative and predictable events.
- Universal themes – e.g. good versus evil; kindness rewarded.
- Themes from learners’ own culture or experience.
- Clear and relevant illustrations.
- Clues to meaning available from the context.
- Clear organisation of text.
- Potential for extension through drama, art, puppet shows and writing.

Extending reading and writing in different subject areas

Support for the literacy development of bilingual learners should aim to:

- **help** the learner to understand a particular written text or engage in a specific writing task
- **teach** transferable strategies for reading and writing, which the learner will be able to employ when working independently on new tasks
- **extend** the learner’s ability to understand and use English.

¹⁷ See video by Watson, S, ‘Bilingual Pupils in the Early Years: Steps to Literacy’ in *Supporting Young Bilingual Children and Their Families*, Edinburgh: City of Edinburgh Council, 2005, available from The City of Edinburgh Council Education Department, 10 Waterloo Place, Edinburgh EH1 3EG



The following approaches are particularly helpful for more advanced learners of English:

Before reading/writing

What the teacher does	How learners use this independently
Using titles, paragraph headings, pictures, notebooks etc., discuss with learners what they already know about the topic – note familiar vocabulary and phrases.	Relate new reading and writing to what they already know about the topic and the language.
Encourage learners to think about: <ul style="list-style-type: none"> the purpose of their reading the aim and audience for their writing. 	We read and write for particular purposes. The purpose tells us: <ul style="list-style-type: none"> what it is important to look for and remember as we read how to construct a written text and which form of writing to use.
Extend pupils' knowledge about: <ul style="list-style-type: none"> the word families which might be used in the text (e.g. a text about slavery might contain words like slave, enslave, slave owner, slave trader, slave ship, plantation, emancipate, fetters, etc) the type of structures and patterns of organisation needed (e.g. for expressing cause and effect, classifying, describing historical events or natural/industrial processes). 	Keep a record of new vocabulary, phrases and sentence structures and try to use them again in writing as soon as possible. Use conventional and topic dictionaries to build up word families. Use different types of texts as models for writing.

During and after reading/writing

What the teacher does	How learners use this independently
Represent the ideas in the text through story boards, diagrams, flow charts, pictures, and use these as the basis for writing about the ideas.	Extend this to note-taking, mind-mapping and planning for writing independently.
Enable the learner to understand inferences and the author's point of view. Encourage learners to compare this with their own experience and opinion.	Use this knowledge to develop: <ul style="list-style-type: none"> skills in critical analysis of text understanding of how different means of expression can be used to put across different viewpoints.
Encourage the learner to pass on the information derived from the text in a different form – e.g. to a different audience, for a different purpose, in a different format.	The information we gather from one source will need to be presented differently if we are to communicate it in another form.
Encourage the learner to edit written work, alone or with a friend and support the learner to produce a redraft.	Edit work before producing a fair copy.



The functions and roles of EAL support staff

Many education authorities have teams of EAL support staff.

EAL Staff work collaboratively with establishments' management, staff, parents and other agencies to support effective teaching and learning across the curriculum for bilingual pupils.

To maximise the effectiveness of this process, EAL staff should be used in a range of ways. These include the following.

Strategic support

- Liaison with the school or other educational establishment to identify barriers to the achievement of bilingual learners and to work with managers, teachers, other staff and parents to remove these barriers, as part of the process of school improvement planning.
- Staff development by providing short in-service courses, or by working directly with staff in a consultative or collaborative way to establish good practice in supporting bilingual learners.
- Advice on appropriate curriculum and topic development and on the purchase and use of resources.

Operational support

- Support class/subject teachers with assessment and planning for individual bilingual learners or groups of learners and undertake regular reviews of pupil progress with relevant staff. Where a bilingual pupil is thought to have an additional support need not linked to development in EAL, it is important that EAL staff are involved with other staff in the identification, planning and review process.
- Direct teaching of bilingual learners individually or in groups with native speakers of English.

To enable good collaborative practice, time must be made available for these roles to be carried out.



Section 5

Assessing the progress of bilingual learners

This section will consider various aspects of assessing the progress of bilingual learners. These are:

- good practice in assessing bilingual pupils
- bilingual pupils with other additional support needs.

Good practice in assessing bilingual pupils

Teachers working with bilingual learners often become aware that they do not perform as well as they would expect in assessments such as class tests and national assessments/qualifications. There can be a number of reasons for this:

- The language of the test prevents the pupil from demonstrating what they know about the subject matter.
- The pupil does not have sufficient experience of language for academic purposes to engage with the test.
- The assessment may be culturally biased.
- The purpose of the assessment and the setting in which it takes place may be unfamiliar to the pupil.
- The test does not take account of any disparity between a pupil's cognitive ability and their English language development.

In order to succeed in tests and assessments, pupils require to have well-developed skills in language for academic purposes. This can take from five to 11 years to develop in bilingual learners¹⁸. It is therefore important to take account of the pupil's English language development when interpreting test results. This is particularly important when grades are used to make decisions about setting, grouping and programme planning.

Assessing English language development

The most effective approach is to build up a profile of a pupil. This should include:

- home language proficiency and use in learning
- identification of any transferable skills (e.g. literacy skills in the home language, transfer of skills used in the structured environment of the classroom to independent reading and writing)¹⁹
- evidence of the development of English language skills from samples of work in different contexts and subject areas built up over time
- collation of information from different staff who are working with the pupil
- information from the individual pupil and parents/carers.

Stages of English language development

Language development can be described by dividing the process into the following five stages:

- **New** to English.
- Becoming **familiar** with English.
- Becoming **confident** as a user of English.
- A **competent** user of English in most social and learning contexts.
- A **fluent** learner of English.

Each stage is described by listing the key features of language in each of four areas:

- Communication
- Accessing the curriculum
- Technical aspects of language
- Support requirements.

¹⁸ see Section 1

¹⁹ see Section 4 – Extending reading and writing



The stage is determined by considering the overall profile of the pupil and how that matches up to the descriptors.

This can be a helpful way of describing a bilingual learner's English language development. However the following points need to be noted:

- These are not prescriptive but contain some key features of English language acquisition.
- Pupils will not progress regularly through the stages but may demonstrate features of more than one stage simultaneously.
- Some of the key features are more relevant to children at certain ages and stages.
- There are other aspects that can affect the stage of English language acquisition at which the learner is operating, such as the content of the curriculum, the methodology used, and school/classroom ethos. These can also affect pupil progress.
- Progression from one stage to another is not always linear; learners may plateau at a particular stage, if not sufficiently challenged, or may regress when facing unfamiliar learning demands.



Stages of English language acquisition – general descriptions²⁰

Pupils make broad progress in acquiring English as an additional language in different ways and at different rates. Broad stages in this development are identified below as descriptions to be applied on a ‘best fit’ basis. Progression from stage one to stage five can take up to 10 years and individuals are likely to show characteristics of more than one ‘stage’ at one time. A judgement is usually needed over which stage best describes an individual’s language development, taking into account age, ability and length of time learning English.

	New to English	Becoming familiar with English	Becoming confident as a user of English	A competent user of English in most social and learning contexts	A fluent user of English
Communication	<ul style="list-style-type: none"> • Silent period – may participate in activities but not speak. • Relies on gesture to indicate meaning. • Beginning to learn ‘survival’ language. • Uses home language to communicate – spoken and written. 	<ul style="list-style-type: none"> • Understands more English than he/she can use. • More interested in communication than correctness. • Increasing vocabulary. • Moving between two languages. 	<ul style="list-style-type: none"> • Shows growing confidence in using English in most social situations. • May choose to use home language but less reliant on this for understanding. 	<ul style="list-style-type: none"> • Competent in use of spoken English in many different contexts. 	<ul style="list-style-type: none"> • Fluent communicator in English.
Accessing the Curriculum	<ul style="list-style-type: none"> • Literacy in home language appropriate to age/stage and background. • May be able to decode English written texts but without comprehension. • Watches and copies other pupils. 	<ul style="list-style-type: none"> • Oral skills exceed literacy skills. • In the early stages of developing literacy in English. • Learns best with concrete, contextualised tasks. 	<ul style="list-style-type: none"> • Obvious gap between social language levels and ability to access and use academic language. • Beginning to cope with more abstract learning. • May under-perform in formal tests, exams and written assessments. 	<ul style="list-style-type: none"> • Able to express and develop ideas orally but not always transferred so fluently into writing. • Able to access information in complex texts. 	<ul style="list-style-type: none"> • Able to access all aspects of the curriculum.
Technical aspects of language	<ul style="list-style-type: none"> • Beginning to put words into phrases. 	<ul style="list-style-type: none"> • Phrases becoming more grammatically correct. • Increasing awareness of tenses but still limited. • Starting to self-correct. • Requires structures to support writing. 	<ul style="list-style-type: none"> • Widening vocabulary but still gaps, often, but not necessarily, subject specific. • Able to use a variety of tenses and more complex grammar. • Can write independently but requires support for extended writing or more complex structures. 	<ul style="list-style-type: none"> • Still developing understanding of genre, nuances of style, register, voice and purpose, linking and structuring ideas. • Written work still shows grammatical errors such as prepositions, articles, verb endings and agreements. 	<ul style="list-style-type: none"> • Confident using higher order language skills.
Support requirements	<ul style="list-style-type: none"> • Pupil will require considerable support in order to access the curriculum. 	<ul style="list-style-type: none"> • Pupil will still need a significant amount of support in order to access the curriculum. 	<ul style="list-style-type: none"> • Can operate independently but requires support to access the curriculum fully. 	<ul style="list-style-type: none"> • Works well independently but requires support with developing higher order language skills. 	<ul style="list-style-type: none"> • No additional support required.

²⁰ Based on the work of Barrs, M, Ellis, S, Hester, H and Thomas, A, *Patterns of Learning*, London: Centre for Language in Primary Education, 1989, and Cameron, L, *Writing in English as an Additional Language at Key Stage 4 and post-16*, London: OFSTED, 2003 (for summary, see www.naldic.org.uk/docs/NN295.doc). In Scotland, these descriptions should be used in conjunction with the 5-14 attainment targets for Listening and Talking.

Bilingual pupils with other additional support needs

When a bilingual child is failing to make expected progress it is important to identify as early as possible whether that child also has another additional need that is affecting academic or social development. For example, some pupils could have a physical disability, a sensory impairment, a specific language disorder, social, emotional and behavioural difficulties.²¹ Some bilingual learners may be particularly able and will need a more challenging curriculum.

In some cases it is not difficult to identify that a bilingual learner has another additional support need – for example, a visual impairment or a physical disability. However in many cases this can be a more difficult judgement to make. Where the pupil is failing to make expected progress and it is not clear whether the lack of progress is because the pupil is accessing the curriculum through English as an additional language or has learning difficulties or both, the following actions will be helpful in reaching an early decision:

Take account of language and educational background

- How long has the pupil been learning English? Has there been enough time to develop social and academic English?
- How well developed is the home language? Is the learner literate in the home language? What previous educational experience does the pupil have? The more transferable skills the child has developed in the home language the easier it will be to develop these in English. However, if these skills have not been sufficiently developed in the home language, then development in English will inevitably take longer.

- Is the pupil experiencing similar difficulties in the home language? Find out from parents about their child's previous learning and language experience. If a pupil has a learning difficulty or a specific disorder this will be apparent in the home language as well as in English.

Take account of other factors that may affect learning

- Is the methodology and the curriculum supportive of bilingual learners? Does the school have a positive attitude to bilingualism? Do teachers take account of the needs of bilingual learners in their planning?
- Are there outside factors that could be affecting the pupil's ability to learn? Is the pupil a victim of racial harassment? Are there problems at home? Has the learner suffered trauma?

Take a holistic approach to the assessment

- Standardised tests may be biased against learners from groups other than those on whom the test is normed. If used, they should be considered alongside other assessment evidence and scores must be explicitly qualified by a statement such as: *For cultural and linguistic reasons the norms of this test are not valid for this child. This score can at best be regarded as a measure of relative attainment and not as an indicator of ability or potential.*²²
- Collate information from all staff who work with a pupil.
- Involve parents/carers throughout this process.
- Review on a regular basis decisions made on the basis of assessment.

²¹ For database of research articles on bilingual learners with additional support needs, see www.edu.bham.ac.uk/bilingualism/database/database.htm

²² City of Edinburgh Council Psychological Services, *Assessment of Bilingual Children: policy and guidelines*, Edinburgh: City of Edinburgh Council, (no date), p.4



Supporting pupils with other additional support needs

When planning support for bilingual pupils with other additional support needs, the principles outlined in this document apply, with any adaptation necessary because of the nature of the pupil's other needs.

In particular it is important to:

- provide opportunities for learners to use their home language
- ensure that pupils and parents are fully involved in decision-making by using interpreters where necessary
- be sensitive to the family's cultural and religious background.



Section 6

Checklists for action

What are the features of a supportive school/ educational establishment?

1. Does the establishment recognise through its general ethos – including communications, displays of work and wall decorations – that Scotland is a multilingual and diverse society?
2. Does it have excellent relations with all sections of the community it serves, employing interpreters and translators where appropriate?
3. Do surveys show that all sections of the community feel involved and welcome in the establishment?
4. Are all staff aware of good practice in enrolling, supporting and assessing bilingual pupils?
5. Does the establishment maintain policies on bilingualism, race equality and equal opportunities that have the support of all staff and parents and that include provision for regular monitoring, evaluation and review?
6. Does the establishment, as a matter of course, take account of the presence and needs of bilingual learners and their families in all policy formulation, publications and communications?
7. Does the establishment's improvement plan take full account of the above issues and give them priority within the staff development and review process and in planning staff development?
8. Are EAL and other support staff seen as full members of the academic community who can contribute at whole-school level to policy-making, improvement planning, curriculum planning, materials development, evaluation, reporting and teaching?
9. Is joint planning time allocated to allow EAL staff to liaise with other staff on a regular basis?
10. Are the purposes and intended outcomes of the support of bilingual learners clearly established and supported by management?

Does your establishment have good relationships with parents/carers?

1. Do you reflect on how linguistic and cultural diversity are shown in the visual aspect of the environment of the school/establishment?
2. Do you provide interpreting services at new enrolments, parental consultations, review meetings and other activities?
3. Do you use the particular skills and experience of bilingual staff – where available – to promote bilingualism?
4. Do you involve other establishment staff such as EAL teachers, pastoral care teachers and senior managers in establishing effective links with bilingual parents/carers?
5. Is there regular review of your establishment's procedure and practice in enrolment of pupils and involvement of parents/carers?
6. Do you ensure good communication with parents through the use of interpreters and translated materials and by having flexible arrangements for consultations?
7. Are home language and dual language materials available and used?
8. Do you involve bilingual parents/carers in the full range of activities taking place in the establishment and not just those which are related to their own culture, faith or language? (This will include PTA and School Board membership, participation in inspection and review processes and social events.)
9. Are local events that recognise and celebrate diversity publicised to the whole school/ establishment community?
10. Are all parents/carers – regardless of ethnic origin – kept informed about inclusion and race equality initiatives?



What are the features of a supportive classroom?

1. Is the classroom welcoming and does it show a positive attitude to cultural diversity?
2. Are wall displays, including pupils' work, changed regularly?
3. Is the work of the class or subject teacher and that of the EAL teacher understood by all to be complementary and their roles flexible?
4. Are grouping arrangements flexible?
5. Are resources and different areas of the room clearly labelled in home languages and English, where possible?
6. Are agreed rules of behaviour clearly displayed and do they include messages about fairness and combating racism?
7. Are dictionaries readily available in English and other relevant languages?
8. Is there strong visual support for the topics being studied, including key vocabulary and concepts?
9. Are there plenty of opportunities for collaborative working where talking is central to the purpose of the lesson?
10. Is good practice disseminated?

What are the features of a supportive group?

1. Are bilingual pupils – regardless of their level of English – allocated groups with children of their own academic ability?
2. Are the bilingual pupils with little English included in mainstream curriculum activities with appropriate support?
3. Do group members understand what the outcomes of their collaboration should be and that their talk should be focused and productive?
4. Do the pupils listen to each other and involve classmates with developing English?
5. Do the bilingual pupils feel secure in the group and understand that they can make mistakes and take risks with their English without being ridiculed?
6. Do pupils who share a first language feel comfortable using it during group work without this creating a barrier to other members of the group?



Appendix A

Useful websites

General policy and guidance

The Learning and Teaching Scotland website at <http://www.ltscotland.org.uk/inclusiveeducation/> has a wide range of links to relevant government documents, articles and advice of interest to those working with bilingual learners.

A number of *Aiming High* reports have been produced by the English Department for Education and Skills. They provide advice on *Understanding the Educational Needs of Minority Ethnic Pupils in Mainly White Areas*, *New Arrivals and Refugees and Asylum Seekers* – see www.standards.dfes.gov.uk/ethnicminorities/links_and_publications/

The Centre for Education for Racial Equality in Scotland website at www.education.ed.ac.uk/ceres provides useful advice about practice and whole-school policy. The *Anti-Racist Toolkit* (www.antiracisttoolkit.org.uk) provides valuable staff development information on Scottish race relations legislation and anti-racist practice.

The Scottish Qualifications Authority (SQA) provides a downloadable version of *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk/files_ccc/Alt_Assessment_Arrangements_final.pdf). This contains guidance on the use of bilingual dictionaries for candidates for whom English is an additional language.

English as an additional language (EAL)

Several English local authorities have developed websites for supporting bilingual learners to access the mainstream curriculum. The most comprehensive are: **Hounslow** at www.hvec.org.uk, **Manchester** at www.manchester.gov.uk/education/diversity and **Portsmouth** at www.blss.portsmouth.sch.uk/default.htm

The Portsmouth site has useful pages on the linguistic features of a range of languages other than English and information about the kinds of difficulties which speakers of those languages are likely to face when learning English (www.blss.portsmouth.sch.uk/hsc/)

The English National Primary and Key Stage 3 strategies website contains information on meeting the needs of EAL learners in a range of upper primary and early secondary curricular areas at www.standards.dfes.gov.uk/keystage3/respub/.

The British Educational Communications and Technology Agency (BECTA) has published *Using ICT to Support EAL* by Sheilagh Crowther of Gloucestershire Ethnic Minorities Achievement Service. BECTA has also produced translations of common ICT terms from English into other languages, and sheets about apparatus and health and safety for science classrooms. On the homepage (www.becta.org.uk) search for *ESOL Resources*.

The National Association for Language Development in the Curriculum (NALDIC) – the professional association for EAL teachers in England – provides a range of advice on policy and practice to teachers, managers and teacher educators at www.naldic.org.uk. The equivalent site for Scottish teachers is found at www.sateal.org.uk.



There is a mailing list for teachers working with bilingual learners, where professionals can share information, questions and ideas on policy and practice. To join the list, e-mail majordomo@ngfl.gov.uk, leave the space for 'Subject' blank and in the body of the message write: *subscribe eal-bilingual*

www.multiverse.ac.uk is an English website that provides teacher educators and student teachers with a wealth of resources that focus on enhancing the educational achievement of pupils from different cultural and linguistic backgrounds.

Home languages

The Hounslow site contains downloadable multilingual resources, including words and classroom labels in different home languages at www.hvec.org.uk/hvecmain/: on the homepage search *Multilingual*.

EMA online (www.emaonline.org.uk/ema/) is an online resource base for teachers developed by Birmingham, Leeds and Manchester LEAs. It contains materials for primary schools and in certain secondary subject areas (for example, science) in a number of home languages.

Translated school letters in a variety of home languages can be downloaded at www.dgteaz.org.uk

Information about, and links with, publishers of multi-cultural and dual language books can be found at:

www.literacytrust.org.uk/rif/projectresources/specialist_publishers.htm



Appendix B

Annotated bibliography

The following widely available publications are useful for further reading.

Alpren, R, and McCall, J, *Bilingual Pupils with Special Educational Needs: assessment and intervention*, Wheathampstead: Hertfordshire County Council, 2003 (available from Wheathampstead Development Centre, Butterfield Road, Wheathampstead, Herts AL4 8PY) This book for practitioners suggests ways of gaining information about the strengths and needs of bilingual learners, and outlines key points to consider and key questions to ask when investigating bilingual learners who have possible other additional support needs.

Baker, C, *The Care and Education of Young Bilinguals: an introduction for professionals*, Clevedon, Avon: Multilingual Matters , 2000.

A key accessible reference text for those who are interested in looking more deeply into issues of bilingualism and bilingual education.

Cooke, S, *Collaborative Learning Activities in the Classroom: designing inclusive materials for learning and language development*, Leicester: Leicester City Council, 1998 (available from Resource Centre for Multicultural Education, Forest Lodge Education Centre, Charnor Road, Leicester LE3 6LH) This practical booklet contains many useful ideas on how to create collaborative learning tasks/resources for bilingual learners at primary and secondary stages.

Gibbons, P, *Learning to Learn in a Second Language*, Westport, CT: Greenwood, 1993.

An extremely useful book of practical ideas for supporting bilingual learners at all stages of English language acquisition.

Gibbons, P, *Scaffolding Language, Scaffolding Learning: teaching second language learners in the mainstream classroom*, Portsmouth, NH: Heinemann, 2002.

A practical book of guidance to support mainstream primary teachers with little or no specialised EAL training to meet the challenge of teaching bilingual learners.

Gravelle, M,(ed), *Planning for Bilingual Learners: an inclusive curriculum*, Stoke-on-Trent: Trentham, 2000. This book provides a framework and useful advice for mainstream teachers on how to include bilingual learners in their curriculum planning.

Gregory, E, *Making Sense of a New World : learning to read in a second language*, London: Paul Chapman, 1996. Based on case studies of bilingual children learning to read their mother tongue and English, this book discusses current approaches to the teaching of reading within a multilingual context.

Guppy, P, and Hughes, M, *The Development of Independent Reading: reading support explained*, Buckingham: Open University Press, 1999. Although written principally in relation to native speakers of English, this book contains a lot of practical advice for those who are supporting bilingual learners who are learning to read for understanding.

Hall, D, et al, *Assessing the Needs of Bilingual Pupils: living in two languages*, London: David Fulton, 2001. A very accessible guide to the assessment of bilingual learners who are causing concern.

Kenner, C, *Becoming Biliterate: young children learning different writing systems*, Stoke-on-Trent: Trentham, 2004. Case studies of six-year-olds reveal how children learn to read and write in their home language and English and how this supports their emerging bilingualism.

Smyth, G, *Helping Bilingual Pupils to Access the Curriculum*, London: David Fulton, 2003. Another case study based book which looks at primary children accessing the curriculum as they develop as English language learners.

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CERES, set up in 1991, is a national centre funded by the Scottish Executive Education Department which works with schools and education authorities on specific projects related to social justice and equality in Scottish education.

SEALCC is a national network for staff directly involved in the coordination, management and delivery of local authority EAL services in Scotland. The Council aims to support those who work with bilingual children and young people, their parents and their teachers in a variety of ways including networking nationwide and raising EAL issues with national bodies.

