

Working with other adults to support bilingual learners

Introduction

This session is not intended to be an introduction to EAL. The materials assume that student teachers will already have had some input on issues related to bilingualism and second language acquisition and to the teaching and learning of English as an additional language. However, in addition to understanding how linguistic influences affect children's learning (Q18) and how to make provision for EAL learners (Q19), in order to meet the Professional Standards for the award of Qualified Teacher Status (TDA 2007) all student teachers will also need to: '*demonstrate a commitment to collaboration and co-operative working*' (Q6); '*Know and understand the roles of colleagues with specific responsibilities*' (Q20); and '*ensure, that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil*' (Q33). This session provides tutors with suggestions for building student teachers' professional attributes, skills and knowledge in order to work effectively to support the learning of bilingual pupils with colleagues in their particular contexts.

It is suggested that the session would be most effective after student teachers had already had some experience of schools through their initial placements. The sessions are likely to fit well within Professional Studies in Year 3 or prior to the second placement in a PGCE.



Within the session, student teachers will consider a range of evidence, including video and audio extracts from staff, readings and research findings. The use of multimedia and source material allows all student teachers to benefit from the sessions, not only those who are training in a multilingual, ethnically diverse environment. The materials used within the session are intended to provide student teachers with some understanding of these issues even if their own placements are in largely monolingual schools. Materials cover both primary and secondary contexts so that tutors can adapt the session to suit the needs of their student teachers. The materials include pre and post session activities and suggestions for assessed tasks.

The suggested session lasts three hours, though it has a three-part structure that enables it to be used more flexibly in shorter time slots. It will introduce student teachers to the roles of different adults in relation to EAL and bilingual learners. Student teachers will have an opportunity to consider different models of collaboration that they might encounter, or wish to develop, in their classroom with specialist EAL teachers or teaching assistants, moving from some background theory to examples of practice. It involves student teachers in thinking about the role of bilingual staff in more detail and how collaboration to support bilingual learners may differ from collaborations to support other groups of learners.





Pre-session readings: Students should be encouraged to familiarise themselves with the section on the NALDIC website on 'Working with EAL specialists and other support staff'




For tutors, the extracts from Creese (2005), Cable (2004) and South (1999) are recommended as preparation for the session. The section on the NALDIC website on 'Bilingualism and Second Language Acquisition' will also be useful.




Presentation slide 1	Working with others to support bilingual learners
Presentation slide 2	Aims:


	<ul style="list-style-type: none"> • To provide student teachers with an insight into the roles of other adults in relation to meeting the teaching and learning needs of bilingual learners when working with other adults • To develop student teachers' ability to demonstrate that they can collaborate and co-operate effectively with other adults to meet the needs of bilingual learners
Part 1: 1 hour 15 minutes	
Presentation slide 3	Professional Knowledge: Achievement and Diversity Q20 Know and understand the roles of colleagues with specific responsibilities
<p>Discussion</p>   <p>Film extracts</p> <p>20 minutes</p>	<p><i>As an introductory activity, encourage student teachers to reflect on what they have experienced in their school placements about the different ways in which adults other than the class teacher have a role in the teaching and learning of bilingual pupils.</i></p> <p>What other adults in a school setting have a role in the teaching and learning of bilingual pupils? Short thought storm on roles/jobs they know from their school placements. Then compare to http://www.naldic.org.uk/ITTSEAL2/teaching/Principles.cfm Discuss any additions/omissions</p> <p><i>Now show the brief filmed extracts from Teachers TV illustrating a variety of these roles, and take comments linked to the previous discussion. The extracts are not presented as best possible practice, but do exemplify some of the range student teachers are likely to meet. Further discussion about the specific role of additional adults who are bilingual is included later in the session.</i></p> <ul style="list-style-type: none"> • Video 231 3.06 – 3.57 (Early Years, bilingual TA translates story) • Video 2864 2.08 – 2.32 (Secondary – English teacher talks about expertise of EAL Teacher) • Video 231 10.39 – 11.50 (Nursery Nurse collects mini-beasts with EAL learners in EY setting) • Video 17833 11.14 – 12.50 (Secondary – Polish TA runs homework club) • Video 244 10.28 – 12.05 (Primary – EMAG Coordinator working with withdrawal group, talks about his role in inclusion) • Video 2757 11.30 -13.08 (Secondary – EMA Coordinator runs a reading club) • Video 17833 18.45 – 20.16 (Primary – retired volunteer helps EAL learner with reading) • Video 245 10.23 – 12.18 (Primary – Somali EMA Teacher talks about Gaadhitaan (Achievement) Project)
Presentation Slide 4	Professional attributes: Communicating and working with others Q6 Have a commitment to collaboration and co-operative working.
Presentation slide 5	Models of collaboration: <ul style="list-style-type: none"> • Withdrawal • Support Teaching • Co-operative Teaching • Partnership Teaching

<p>Handout 1a and 1b Task and discussion 20 minutes</p>	<p>How do adults work together successfully to promote provision for the needs of EAL and bilingual learners?</p> <p><i>Explain that the ways in which teachers work together and form professional relationships are very complex, and that modes of collaboration overlap. An EAL teacher may be involved in different forms of collaboration within one lesson or work in different ways with different teachers. The following models are identified by Creese (2005) drawing on the work of Bourne and McPake (1991) on teacher collaborations and adding 'withdrawal' as a further model.</i></p> <p>Provide student teachers with the table (Handout 1a – a completed handout is provided for tutors (Handout 1b) which details some of the main points concerning the four models of collaboration below).</p> <p>Ask student teachers to identify further advantages and disadvantages of each model. Which model is the nearest to practice they have observed?</p> <p>Models of collaboration:</p> <ul style="list-style-type: none"> • Withdrawal • Support Teaching • Co-operative Teaching • Partnership Teaching <p><i>Explain that withdrawal refers to learner/s being taken out of class and taught separately by EAL teacher or other adult. This usually requires some kind of collaboration with the teacher in terms of planning, feedback, etc.</i></p> <p><i>Support teaching is where the language support teacher / TA works with targeted learners in lessons planned and delivered by the class or subject teacher. Support may take the form of targeting different pupils, and may include adaptations of the curriculum materials.</i></p> <p><i>Co-operative teaching is where two teachers plan the curriculum and teaching strategies together, taking account of learners' needs. Both have equal status and responsibility, taking turns to lead the class.</i></p> <p><i>Partnership teaching, according to Bourne and McPake, is an extension of co-operative teaching. It allows for practitioners to develop the curriculum while also developing themselves. Emphasis is on reviewing practice, setting short-term goals, experimenting (teacher action research), evaluating results and disseminating results to the rest of the school.</i></p> <p><i>Students may encounter elements of partnership teaching as this mode is often seen with newly qualified teachers, in some ways to support the new teacher rather than the pupils (Lee 1997). While Creese (2005) tends to favour Partnership Teaching over other models of collaboration, she emphasises her view that other models could provide 'important learning opportunities for individual pupils' (p112). In addition, as she states, partnership teaching is not unproblematic.</i></p> <p><i>Tutors may want to refer student teachers to Chapter 6 and 7, 'Teacher Collaboration in Support and Withdrawal Modes' and 'Teaching Partnerships', in Creese, A (2005). Teacher Collaboration and Talk in Multilingual Classrooms. This work details ten models of collaboration and looks at the advantages and disadvantages of each. It is also outlined in less detail in Creese (2001).</i></p>
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 Video 1, 25 minutes	<p>Student teachers now view (part or all of) Teachers TV Video 1471 which shows a Teaching Assistant in a Primary School who is involved in different modes of support (withdrawal, in class, etc.), and also demonstrates good practice in collaborative planning, with the TA sometimes taking the lead. It shows support across the curriculum and not simply in literacy lessons, as well as touching on links with parents.</p> <p><i>In discussion following this video, ask students to refer back to Handout 1a/b and try to identify which modes of collaboration are touched on here.</i></p>
<p>Listen to the audio extracts (1a, b, c, d, e), note and discuss</p>   10 minutes	<p>What attributes do student teachers think a TA or specialist teacher working in collaboration in the classroom with EAL learners needs? Listen to what Sarah says about Carolina's qualities (p6 Audio Extract 1a), what Alice says about Zaitoun (Audio Extract 1b), and Zaitoun's statement (Audio extract 1c). Ask student teachers to note down any attributes that are mentioned and add any more that you think are essential.</p> <p>Zaitoun (Extract 1d) feels she can adapt the details of the teacher's planning to better meet the needs of the pupils she is supporting, as long as the objectives are the same. How would student teachers react if their TA did this?</p> <p>Zaitoun and Alice clearly have a very close and trusting relationship (p.10 Extract 1e). How do student teachers think this can be developed?</p> <p><i>If student teachers do not bring this up in their discussions, you may want to open discussions about relative power in this situation and the relationship of status to language (and ethnicity). For example, in a study carried out by Creese (2001), subject knowledge was more highly valued by teachers and pupils than the knowledge about language brought by specialist EAL teachers. Many subject teachers regarded language issues as a problem impeding curriculum learning aims. Creese (2005) points out that these inequalities tend to lessen in partnership work.</i></p>
Part 2: 45 minutes	
Presentation slide 6	Professional knowledge: achievement and diversity Q20 Know and understand the roles of colleagues with specific responsibilities
<p>Read and complete table</p>  (Handout 2a and 2b) 20 minutes	<p>Carolina says "The parents are the key. I feel that parents have to work closely with the school". Read the extract from Cable (2004, pp 212-215 – Handout 2a) about the various ways in which bilingual TAs mediate communication between home and school, and complete the table (Handout 2b) which attempts to categorise this according to whether the communication is formal or informal, and whether it is related mainly to curriculum, problem solving or putting the parents' point of view. Ask student teachers to identify issues that this throws up and how any possible problems can be addressed.</p> <p><i>Student teachers may find that most of the ways in which bilingual TAs facilitate communication, except those related to curriculum, are informal rather than formal. Presenting the parents' point of view is seen by Cable as particularly problematic: she feels that in practice the schools are much more interested in conveying to the parents what the school expects rather than what the parents think or want to know about. This may lead to discussion on how aspects of communication could become</i></p>

	<p><i>more formalised and consideration of the implications for schools. In addition, the increasing role of learning mentors, translators, family workers or community assistants is the response of many schools to increasing diversity. In contrast to Bilingual Teaching Assistants, their role is unlikely to include a focus on the language development of pupils and is more likely to focus on social well being.</i></p>
<p>Listen to the audio extracts (2a and b) and discuss</p>   <p>15 minutes</p>	<p><i>The two extracts that follow present somewhat differing views of the use of first language as a tool for learning. In leading the discussion after listening to the extracts, you may find it useful to look at the section on the NALDIC website on 'Bilingualism and Second language Acquisition'</i></p> <p>Carolina (Extract 2a) talks about integration being a long-term process and feels that insisting that EAL learners use English all the time may be counter-productive. She quotes a teacher who said, "Well, hang on a minute – they are here in an English school, they should speak English". In groups, ask student teachers to put together an argument to counter this opinion, based on what they know about the importance of first language.</p> <p>While recognising the value of bilingualism, Zaitoun and Alice (p.8 Extract 2b) talk about limiting the extent of children's dependence on first language. Student teachers should compare this with Carolina's view, and have time to talk through their own views and feelings about the issue of first language support</p>
<p>Handout 3</p>  <p>20 minutes</p>	<p>The table in Handout 3 shows all the roles and responsibilities identified by the two Teaching Assistants in their interviews. How can student teachers maximise the potential of this range of different activities for the benefit of EAL learners in their classroom? Which tasks would/should other support staff not undertake?</p> <p><i>Tutors may wish to lead the discussion here about the role of less specialised teaching assistants in working with EAL learners. For example, many primary and secondary schools use LSAs and intervention programmes to help EAL pupils learn to read or place pupils in lower ability sets or groups so that they can benefit from higher pupil/adult ratios and take part in classroom activities. Highlight some of the difficulties where interventions or support are not specifically aimed at additional language learning and the impact this can have on teachers' expectations. You may want to refer in passing to the previous conflation of pupils learning EAL with those who have learning difficulties and disabilities. Although this is on the decline, student teachers may encounter this thinking, particularly where schools have less experience with EAL learners. It may be less of an issue where pupils joining the school have already had full education overseas, for example in the EU accession countries.</i></p>
<p>Part 3 – 1 hour</p>	
<p>Presentation Slide 7</p>	<p>Professional skills: Team working and collaboration Q33: Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.</p>
<p>Presentation slide 8</p>	<p>The distinctiveness of English as an additional language</p>
<p>Handout 4a and b Discussion</p>	<p><i>Handout 4a (South,1999)provides a planning and teaching framework which takes account of pupils learning EAL. It outlines the stages of planning and delivery which should take place over a lesson or series of lessons. The left hand column shows the core teaching and learning decisions; on the right is the added dimension of expanded</i></p>

 <p>20 mins</p>	<p><i>planning and teaching for the EAL learners. This can be seen as supporting the 'personalisation' of learning and teaching referred to in the QTS standards Q19 which some student teachers may wrongly interpret as individualised learning. The distinctiveness comes not only from the type of learning strategies, but also from the breadth of strategies that need to be drawn on. These strategies relate to</i></p> <ul style="list-style-type: none"> • <i>Planning knowledge</i> • <i>Curriculum and language knowledge</i> • <i>Teaching strategies</i> • <i>Activities for learning</i> • <i>Outcomes/assessment</i> <p>Ask student teachers to consider the bullet points in the right hand column of the handout and outline the possible contribution of the specialist teacher or teaching assistant to the five areas. Consider first a teacher or Teaching Assistant who is bilingual, and then one who is monolingual. Ask them to think about what might be different and what the same. Groups or pairs should note their suggestions on Handout 4b and discuss as a group. A few examples have been included on handout 4b.</p> <p><i>Depending on the size of the group and time available, tutors may consider asking small groups to focus on one area only. When each group has completed their suggestions, the groups re-form so that they all now include a representative of each of the different strands. They can then share suggestions and complete the table.</i></p> <p><i>To support this discussion, you might find it useful to read South (1999) pp 14-16, on principles underpinning good practice for pupils learning EAL, with examples of related strategies.</i></p>
<p>Video clips from Teachers' TV</p>   <p>20 mins</p>	<p>View video clips showing aspects of induction of new arrivals:</p> <ul style="list-style-type: none"> • Video 2757 4.25 – 5.54 • Video 2864 4.01 – 4.33 • Video 2864 13.19 – 13.38 <p>In what ways could student teachers work with specialist EAL teachers, Teaching Assistants or other adults, to ensure that new arrivals settle quickly into school and begin to develop their English skills? What involvement should an EAL specialist teacher or TA have in the induction of new arrivals and what involvement should mainstream teachers have?</p> <p><i>Within these and the other Teachers TV clips, student teachers can observe a range of practice which reflects what they are likely to meet on their teaching placements. The significant increase in beginners in EAL has been accompanied by an increase in withdrawal teaching. This may include intervention programmes in primary schools. In secondary schools there may be induction arrangements involving limited withdrawal work for pupils recently arrived in the country or specific options for pupils who arrive during Key Stage 4 with little English and who might otherwise receive no accredited qualifications. In schools with few bilingual pupils, a specialist EAL teacher might only be on site for part of one day, so limiting the impact that they can make on the school, and limiting the access of student teachers to these specialists. In these situations EAL specialists may support teachers through observations of their mainstream sessions, offering advice on how the EAL learners' needs can be met more fully when there is no additional support in place. Or they may offer withdrawal induction sessions, for example, weekly.</i></p>

	<p><i>This session may lead to a discussion of the need for pupils to learn English before they enter the mainstream classroom. Student teachers may have had an opportunity before now to discuss the time usually taken to develop fluency in English. If not you may need to recap that oral communicative fluency is generally acquired in 1-2 years. Deeper fluency takes much longer. Whatever arrangements are made for induction, pupils are unlikely to arrive at a point where they are 'fluent' before they are placed in a mainstream class.</i></p>
 <p>20 mins</p>	<p>Ask student teachers to listen to/read the edited transcripts of the interviews with the two teaching assistants</p> <p>Discussion points</p> <p>Extract 3a (Zaitun, Carolina) Assessment, recording and reporting. What information do student teachers think they would need to have about EAL learners in their class? How can student teachers ensure that the information TAs and specialist teachers collect about EAL learners is used effectively by all relevant personnel?</p> <p><i>Student Teachers may have examples from their own experience of how this might work in practice. It will be important that they consider ways in which planning takes into account the language demands of the curriculum and includes opportunities for assessment and evaluation that will help them to ensure that pupils progress in their language learning.</i></p> <p>Extract 3b (Carolina) Carolina gives an example of a Polish boy using his prior knowledge in a science lesson and achieving a feeling of success. How might student teachers work with the EAL support teacher or Teaching Assistant to tap students' prior knowledge in this way?</p> <p><i>Student teachers need to understand that activating EAL learners' prior knowledge is one of the principles of good EAL practice outlined in South (1999) and may be particularly important for learners who come into schools with a background of education in their country of origin. Bilingual staff will be particularly effective in finding out what pupils already know.</i></p> <p>Extract 3c (Zaitun) Zaitun sums up what it means to be a bilingual assistant. In supporting EAL learners, Zaitun says "We work on the weaknesses within their own language and base that on how to develop their English as well". Why do student teachers think Zaitun does this?</p> <p><i>If necessary, make student teachers aware of the research evidence showing that high levels of skill in the first language, in particular if these include literacy, are a major indicator of success in learning English. Concepts developed in one language can readily be transferred to another. However, young children coming into the school system at a time when neither language is fully developed may be at risk and for these children it is important that the development of their first language should be supported as well as their learning of English.</i></p> <p>Extract 3d (Carolina) Carolina sees it as part of her role to work on teachers' sometimes negative perceptions about pupils' use of first language. What do student teachers feel about these views? Do they think it is part of the TA's or specialist teacher's role to work on</p>

	<p>teachers' perceptions?</p> <p><i>Student teachers will need to understand that, as well as skills in supporting second language development, EAL specialist teachers and TAs will have knowledge about bilingualism and second language acquisition, cultural and linguistic diversity, inclusion of EAL learners in the curriculum etc, that they can draw on.</i></p>
<p>Post-session task</p> <p>If they are in a suitable placement or have appropriate contacts in schools, student teachers should interview an EAL specialist support teacher, consultant or teaching assistant. They could devise an interview schedule with five or six questions to explore their perspective on issues covered in the session and readings. Alternatively they may wish to use Handout 3 during their discussion to track what types of activity specialists in their setting are involved in. Handout 5, further edited transcripts from the interviews with the TAs, will give additional background.</p> <p>An alternative would be a written and assessed task outlining the role of additional staff either in their school, or more generally following the session.</p> <p>A further option would be annotated lesson planning which demonstrates the role of additional EAL staff within a session.</p>	
<p>Assessment opportunities</p> <p>The current Guidance to accompany the Standards for Qualified Teacher Status (QTS) (TDA, 2007) contains the following questions for tutors to consider:</p> <ul style="list-style-type: none"> • How effectively does the trainee involve other adults in the work of the classroom by drawing on their specific insights or expertise? (Q6) • Is the trainee able to form an accurate view of children and young people's development, progress, well-being and needs, supported by evidence from, for example, learners, parents/carers and other colleagues?(Q18) • Is the trainee aware of the whole-school ethos and the policies, procedures and approaches relating to the range of factors that can affect learning and well-being?(Q18) • Does the trainee know to whom they should refer for support and advice on EAL including bi-lingual learners, SEN, disability and diversity? (Q19) • Is the trainee aware of the various roles of colleagues in the wider workforce in contributing to personalising learning? (Q19) • Is the trainee able to engage parents and carers in decisions about the design of provision to meet learners' needs and interests?(Q19) • Does the trainee recognise, value and utilise the knowledge and expertise brought to the classroom by colleagues undertaking a range of roles across the children's workforce? (Q32) • Does the trainee demonstrate an awareness of the ways that colleagues can be involved constructively in the classroom to support learning, teaching and well-being?(Q32) • How well does the trainee understand the roles of colleagues in supporting the learning of children and young people?(Q33) • How effectively does the trainee plan the work of colleagues to utilise their specific skills and expertise?(Q33) • Does the trainee ensure that colleagues are involved, where appropriate, in assessing and recording learners' progress? (Q33) <p>To meet these standards, student teachers will need to engage with EAL specialists and the wider workforce to monitor, manage and support the learning of bilingual pupils. They will also need to establish an understanding of these specific roles and utilise their skills effectively</p>	

References

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