



UNIT 211

CONTRIBUTE TO SUPPORTING BILINGUAL LEARNERS

In this unit, you will cover the following outcomes:

- 211.1** Be able to interact with bilingual learners
- 211.2** Be able to support bilingual learners to develop skills in the target language
- 211.3** Be able to support bilingual learners during learning activities

UNIT 211 (LEVEL 2 UNIT, 2 CREDITS) CONTRIBUTE TO SUPPORTING BILINGUAL LEARNERS

What this unit is about

This unit describes work with pupils who have English as a second language. This may be a key area of your work. You will need to know and understand how to support the development of the target language while still respecting and appreciating individual home languages and cultures. You will need to show knowledge and understanding of the interconnection between reading, writing and speaking and listening in learning a target language.

An example

This is one example of how a learning support professional might cover this unit:

You are working with a group of pupils who all speak the same home language. Although they have language in common their needs and abilities are different. D has recently arrived in this country and she speaks very little English. B has always lived in this country and needs support with his English because he speaks his home language at home. He is of average ability. R is reluctant to speak even though she is bright academically and quite able to.

How would you support the different needs of pupils? What would you do to support them as individuals even though they are in a group?

Useful words

Target language

The additional language that a pupil wishes to learn.

Inclusion

Making the organisation and learning open to all individuals in ways that promote their progress.



WHAT THEY SAY...

Understanding a concept in one language can help with doing so in another.

Developing Bilingual Learning in Schools

Guidance on evidence and assessment

You need to show performance evidence for this unit. Discuss with your assessor how you are going to achieve this. There is space provided at the end of this unit for you to note down your planning. You might find this guidance helpful:

- In order to provide evidence for this unit you will need to be observed performing the activities described in the unit outcomes. The observer must have experience in delivering bilingual learning. You could be observed by a specialist from your school, or by your assessor. Discuss this with your assessor.
- Prepare carefully before you are observed. Discuss the observation with your assessor / tutor. Good preparation and planning could mean that you cover all of this unit in one observation. That is the best way to do this.
- The unit involves some quite specialised words and ideas. You might discuss this either with the teacher responsible, or with a learning support worker who has a lot of experience in bilingual support.



HINTS AND TIPS

It would be a good idea to watch a specialist in bilingual support at work before you are observed.

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Cross reference

You may be able to combine evidence for this unit with the following units: 202, 203, 204, 206, 207, 208, 209, 210, 212 and 307.

Assessed Evidence

You need to show that you understand and are able to complete all the criteria in this unit. Evidence of your knowledge and competence should be recorded by your assessor or by you, and referenced in the box below. On the next pages, these evidence references can be written in the relevant boxes.

Evidence reference	Evidence title	Assessment method

- Assessment method key**
O Observation **Q** Questioning **A** Assignment
PE Product Evidence **WT** Witness Testimony
PD Professional Discussion **RA** Reflective Account

Outcome One

Evidence references should be entered in the shaded areas below. You must cover **all** the points listed.

1 To be able to interact with bilingual learners, you must show that you can:

1.1 Interact with bilingual learners in a way that demonstrates:

a respect for their first or home language(s), values, culture and beliefs

b sensitivity to individual needs

1.2 Use language and vocabulary which is appropriate to the learner’s age, level of understanding and proficiency in the target language.



HINTS AND TIPS

It can be interesting and valuable to find out about the home culture of your bilingual learners. Also, find out what bilingual and multilingual resources are available in your school.

Outcome Two

Evidence references should be entered in the shaded areas below. You must cover **all** the points listed.

2 To be able to support bilingual learners to develop skills in the target language, you must show that you can:

2.1 Use knowledge of the needs and interests of individual learners to support development of the target language

2.2 Use a range of techniques for supporting learners in developing language skills in the target language

2.3 Show ways of encouraging and supporting bilingual learners to interact with others using the target language.

Outcome Three

Evidence references should be entered in the shaded areas below. You must cover **all** the points listed.

3 To be able to support bilingual learners during learning activities, you must show that you can:

3.1 Select learning resources to meet the needs of bilingual learners

3.2 Apply skills and techniques for including bilingual learners in learning activities

3.3 Use appropriate techniques to support the learning and language development needs of individual learners

3.4 Provide feedback to the teacher on the learner's participation and progress in relation to:

a the learning activities

b language development.



IN THE KNOW

Although the unit does not test knowledge separately it would be a good idea to do some reading about this unit and to find out about the resources available to you. Some of the books for this area are heavy going, so discuss reading with your assessor / tutor.

