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)
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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.


### 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.

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<th>Evidence reference</th>
<th>Evidence title</th>
<th>Assessment method</th>
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**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.
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**Unit sign-off**

The evidence for this unit is a valid, sufficient and an authentic record of the candidate’s current competence and has been assessed under the requirements of the assessment strategy.

I confirm that the evidence provided is a result of my own work.

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I confirm that the candidate has demonstrated competence by satisfying all of the criteria for this unit.

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Signature of IV (if sampled) | Date |

Signature of EV (if sampled) | Date |

Use this space for your notes and planning

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Unit 211

**Unit 211**

**Unit:** Contributing to Supporting Bilingual Learners

**Unit Code:** Unit 211

**Level:** Level 2

**Credit:** 2 credits

**Unit Title:** Contributing to Supporting Bilingual Learners

**Unit Outline:**

**Unit Objectives:**

- Understand the principles and practices of supporting bilingual learners
- Develop skills in planning and implementing strategies for bilingual learners
- Evaluate the effectiveness of support provided to bilingual learners

**Assessment Strategies:**

- Direct Observation
- Portfolio
- Written Assessment

**Assessment Criteria:**

1. **Contribute to the development of bilingual learners' skills:**
   - Identifies and addresses the needs of bilingual learners
   - Plans and delivers support in a culturally sensitive manner
   - Monitors and evaluates the effectiveness of support

2. **Support bilingual learners’ participation:**
   - Encourages active participation in classroom activities
   - Facilitates communication in bilingual settings
   - Supports the integration of bilingual learners into mainstream education

3. **Contribute to the development of bilingual learners’ emotional and social well-being:**
   - Provides support to promote positive self-image and self-esteem
   - Encourages social interaction and peer support
   - Facilitates the development of communication skills

**Learning Outcomes:**

- Understand the role of bilingual education in supporting learners
- Plan and implement strategies for bilingual learners
- Evaluate the impact of support

**Assessment Methods:**

- Direct Observation
- Portfolio
- Written Assessment

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- Direct Observation
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**Unit Summary:**

Unit 211 focuses on the importance of supporting bilingual learners in educational settings. It explores the principles and practices necessary for effective bilingual education, emphasizing the role of the teacher in facilitating the development of bilingual learners' skills, participation, and emotional and social well-being. The unit concludes with an assessment of the teacher's ability to contribute to the success of bilingual learners.