



Bilingualism and Bilingual Learning

Bilingualism and Bilingual Education

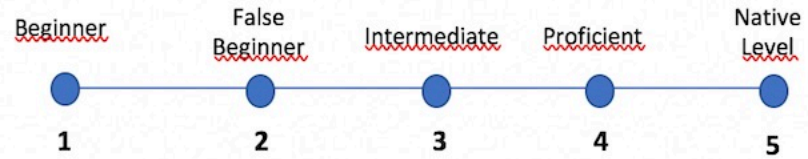
Name _____

K	T	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
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What does it mean to be bilingual?

Bilingualism is....

My Language Profile



Order	Language	Listening Comprehension	Speaking	Reading Comprehension	Writing
1					
2					
3					
4					

Key Questions

- What does it mean to be bilingual?
- What does a bilingual education look like?
- What are the advantages of bilingualism and a bilingual education?
- What does bilingual education look like at ISM?
- How can I support my child as a bilingual learner?
- Is our bilingual programme working? Evidence??

What does it mean to be bilingual?

- Bilingualism means different things to different people

Basic
competence in
second language

Native-like
control in both
languages



Discuss with partner and define

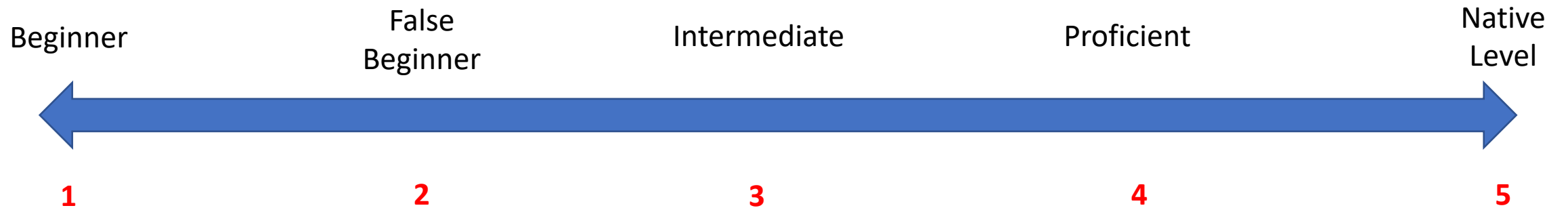
Degrees of bilingualism:

This can be assessed in the individual's command of the following skills:

- Listening Comprehension
 - Speaking
 - Reading Comprehension
 - Writing
-
- Some bilingual students (particularly those in immigrant communities) have all four skills only in the official language of their country of residence.
 - In their parents' language they have only the oral skills of listening comprehension and speaking.

My Language Profile

Order	Language	Listening Comprehension	Speaking	Reading Comprehension	Writing
1	English	5	5	5	5
2	French	4	4	4	3/4
3					
4					



Types of Bilingualism

Early bilingualism:

makes reference to children who have learned a second language before the age of six. This type of bilingualism is usually the one that adult second language learners envy. I'm sorry, but you can't have everything in life!!!

Late bilingualism:

is the process of learning a second language after the age of six. At this stage, the speaker already masters a language, so he will use his first language as a reference to learn a second language.

Even though we may achieve a certain proficiency in a second language, it is quite probable that once in a while, our first language will interfere with the second one, leading us to make unconscious grammatical mistakes in our second language.

Types of Bilingualism

Simultaneous early bilingualism:

Children who learned two languages at the same time, since the moment they were born, fall into this category. This is the typical situation where a multinational couple raise their child by speaking to him in two languages.

There are several methods that parents can use to achieve this, such as the “One parent, One language” method. Here, each parent will exclusively use their native language when talking to the child. Another popular way is the so called “Minority language at home” method. For example, if a German-French family is living in France, then both parents will only talk to their son or daughter in German.

Types of Bilingualism

Successive early bilingualism:

Consecutive or successive bilingualism occurs when a child is still consolidating his first language when he starts acquiring the second one. The process should happen within the range of the first six years of life. Nevertheless, one of the two languages will always be the dominant one.

This is usually the case of children who have moved from a country where X is spoken, to a country where Y is spoken.

At first, children will get confused, but they will quickly learn the second language.

Types of Bilingualism

Additive Bilingualism:

The concept of additive bilingualism makes reference to the case in which someone has learned a second language in a manner that enables him to communicate in both languages, without diminishing his skills in the first language; it is a situation where a second language is an asset, rather than being a hindrance to the first language.

Types of Bilingualism

Subtractive bilingualism:

Subtractive bilingualism emerges as the opposite of its additive counterpart, and is the phenomenon where someone has learned a second language, but not without after effects for the first language. This means that while proficiency in the second language will increase, the proficiency in the first one will decrease.

This type of bilingualism is usually found in groups of people whose mother tongue is positioned as a minority language.

Types of Bilingualism

Passive bilingualism:

Finally, we can find what could be considered a middle stage of bilingualism, due to the fact that it describes people that can understand a second language, either written or spoken, but cannot speak it.

The previous description makes reference to passive bilingualism. This kind of bilingualism is usually present in communities that have migrated to other countries.

Bilingualism Review – Your Profile

- Are you bilingual? Multilingual (Proficiency in 3 or more languages)?
- Were you an early or late bilingual?
- Are you:
 - a) A simultaneous bilingual learner
 - b) A successive bilingual learner
 - c) An additive bilingual
 - d) A subtractive bilingual
 - e) A passive bilingual

What does a bilingual education look like?

- A bilingual learner is, in its broad sense, a student who uses their first language at home/in the community and is learning through a second language, for example English, at school.
- Their learning may take place in a variety of educational contexts. For a programme to be deemed bilingual, the key is that both languages must be used as a media of instruction and thus to deliver curriculum content.
- This excludes:
 1. Programmes that include bilingual students but which do not involve bilingual instruction.
 2. Submersion majority language programmes, where students are only taught in the majority language , irrespective of their language background.
 3. Programmes where a second language is taught as a subject only.

- A bilingual education may be said to start when more than one language is used to teach content (e.g., Science, Mathematics, History, Geography) rather than just being taught as a subject itself.
- This means that immersion models that teach majority language students predominantly through a minority or “target” language, such as French immersion programmes in Canada, are also clearly bilingual programmes.

Models of Bilingual Education

There are three broad models of bilingual education:

- Transition models
- Maintenance models
- Enrichment models

Transition Models:

This model uses the first language of minority language students in the early stages of schooling but aims to shift students away from the use of their first language, in order to “cope” academically in “mainstream” or general education.

Example: Transitional bilingual programmes were developed widely in the U.S.A. for first language Spanish speakers from the 1970s.

These are in decline since the 1970s but still remain common in some states.

Maintenance Models:

The aim of this model is to maintain the minority language of the student and strengthen the student's sense of cultural and linguistic identity. As such it is clearly an additive and strong bilingual model.

Examples: Welsh in the U.K., Catalan in Spain, French Canadian in Canada

Enrichment Models:

Enrichment programmes aim at promoting a second or a foreign language and, depending on the context, aim at fully developed bilingualism or merely at working competence in the foreign language.

Whilst this model shares certain characteristics in common with the maintenance model, it goes beyond it by not only maintaining the speakers first language but also developing and extending it.

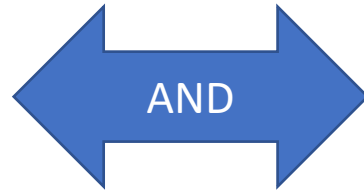
Elite bilingual programmes such as the European schools movement are widely regarded as enrichment programmes.

Which Model??

The enrichment model is widely believed to be the programme with the greatest potential to educate students successfully, given its strong additive bilingual basis.

What should this look like...?

Some non-language subjects – e.g. geography and history – taught through first language



Some non-language subjects – e.g. science and maths – taught through second language

- *Alternatively, they may study the same subject through two languages*

What are the advantages of bilingualism and a bilingual education?

- It is believed by many researchers that bilingualism in any language improves cognitive functioning.
- In particular, it is believed that it increases the cognitive load that the bilingual individual can handle at one time.
- It strengthens working memory, increases metalinguistic awareness, and encourages the development of higher-order problem-solving skills.
- A considerable body of evidence is pointing to a distinct bilingual advantage or premium. It has long been felt that bilingual individuals can look at the world from more than one cultural perspective.

Thus, a bilingual individual that is seeking to solve a problem in one language is thought to be able to draw on the other language and related frames of mind to bring extra cognitive capacity to bear in solving a problem.

The bilingual learner has earlier access to a wider range of interpretations of information than a monolingual, and this holds the potential of greater cognitive flexibility.

Bilingualism and Executive Functioning

Many experts view executive functioning as a group of three skills that allow us to manage our thoughts, actions and emotions to get things done...

1. Working Memory

Being able to keep information in mind and then use it in some way. A child might use this skill to read a passage on an English test, hold on to the information, and use it to answer questions.



2. Cognitive Flexibility (also known as flexible thinking)

Being able to think about something in more than one way. A child might use this skill to answer a math problem in two ways or to find relationships between different concepts.



3. Inhibitory Control (includes self-control)

Being able to ignore distractions and resist temptation. A child might use this skill to keep from blurting out an answer in class. It helps kids regulate their emotions, and keep from acting impulsively.



Executive function is responsible for these five skills:



- Paying attention
- Organizing and planning
- Initiating tasks and staying focused on them
- Regulating emotions
- Self-monitoring (keeping track of what you're doing)

Kids with ADHD struggle with executive function. That's because the three main EF skills are responsible for attention and self-regulation.

- Bilinguals are thought to have greater control over their cognitive processes than monolinguals. The capacity to control or manage one's cognitive processes is known as executive function.
- The executive functions are basic to all cognitive life. They control attention, determine planning and organization, and inhibit inappropriate responding.
- These executive functions are recruited by bilinguals to control attention to the two language systems in order to maintain fluent performance in one of them.
- Thus, for bilinguals, control over the executive functions develops earlier in childhood and declines later in older adulthood.

- The extra cognitive demand of managing two active language systems is believed to improve executive function.
- An essential aspect in executive control is being able to determine which information is worthy of attention and which is not.
- In order to solve a problem one needs to use relevant information and ignore the irrelevant.
- Thus, inhibitory control, the ability of the individual to ignore irrelevant stimuli, contributes towards effective thinking and decision making.

- It is not simply problem-solving that is improved through bilingualism, but learning in general.
- To learn one needs to focus one's attention.
- It is thought that not only can bilinguals better avoid irrelevant information, they can also handle a greater amount of information and solve some types of cognitively demanding problems with greater ease than monolinguals.



Metalinguistic Awareness

- Bilinguals have been shown to have greater metalinguistic awareness than monolinguals.
- Metalinguistic awareness is the “knowledge we have about the structural properties of language, including the sounds, words and grammar of language.
- Heightened metalinguistic awareness allows bilinguals to compare their languages. This can lead to greater precision in the use of language.
- It can also serve as a tool in language learning as it can, for example, help a bilingual student decode words in a text by drawing on knowledge from both of their languages.

- A bilingual mind draws on its metalinguistic awareness to understand that words can have more than one meaning or vary in their scope of meaning from language to language.
- Bilinguals are more likely to identify ambiguity in communication as they seek precision in the meaning of not just words, but of underlying concepts.
- This can help bilinguals to solve word problems in mathematics or contribute to greater sensitivity in interpersonal communications.

What does bilingual education look like at ISM?

Early Years

Kindergarten

Activities in both languages are introduced simultaneously by an **English**-speaking teacher and a **French**-speaking assistant.

Transition

Teaching is in **French** every morning. Activities involve developing pre-reading and pre-writing skills with a French teacher, as well as a bilingual classroom assistant.

English is taught, with an English teacher, four afternoons each week.

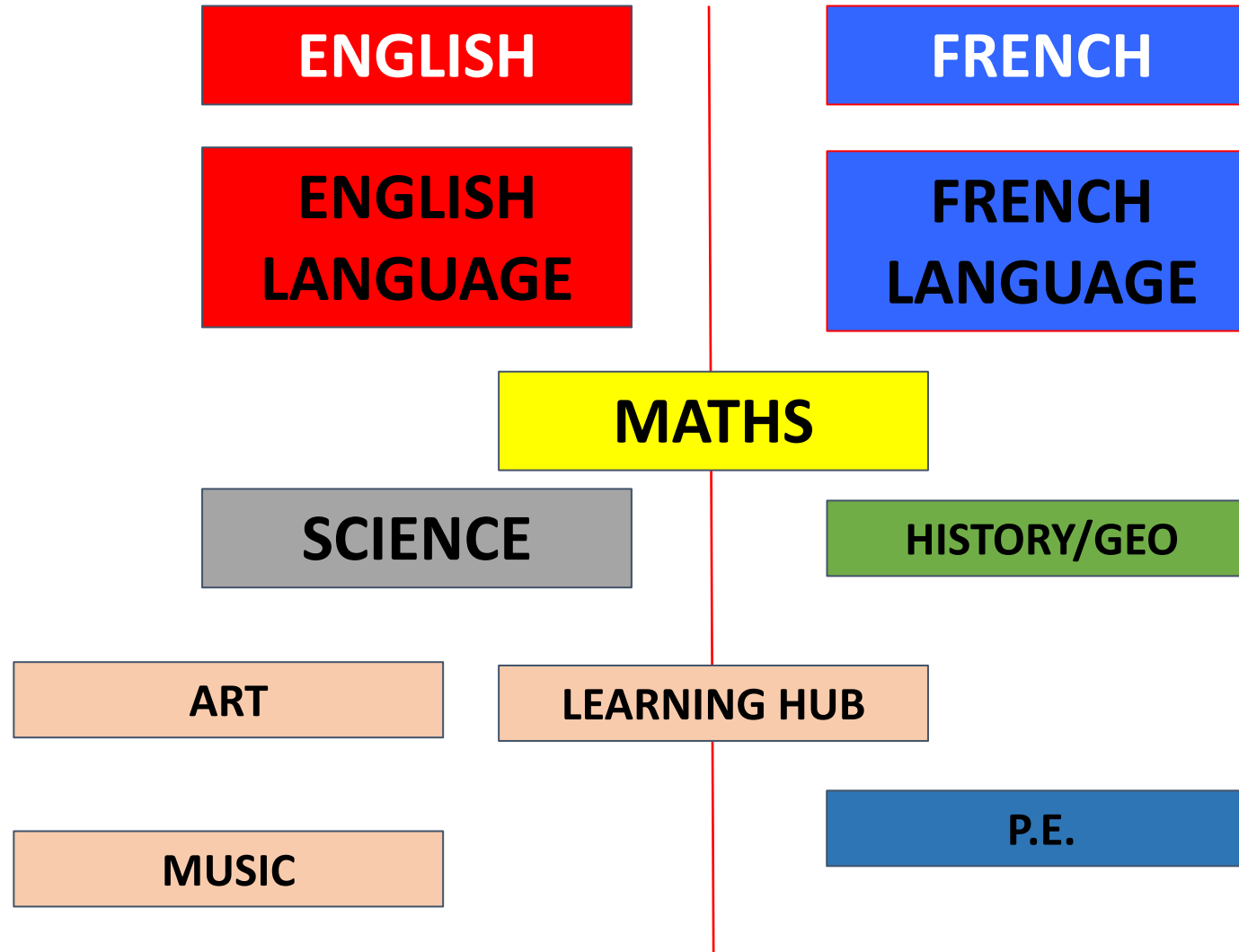
Year One

The emphasis is predominantly **English** with the basic skills in reading and writing being developed, every morning.

In the afternoon, two hours are dedicated to building up vocabulary and fluency in **French**.

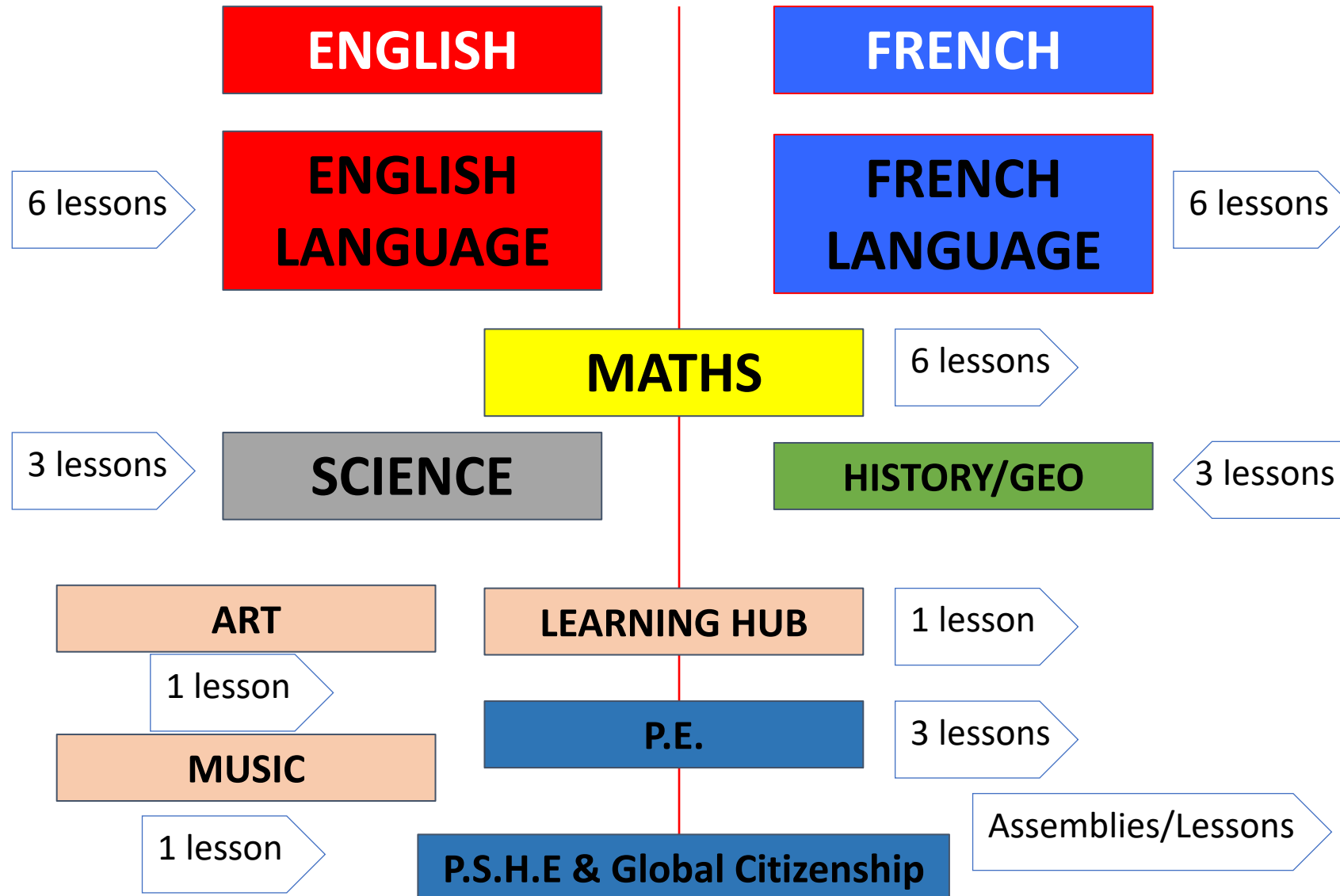
What does bilingual education look like at ISM?

Years 2 and 3



What does bilingual education look like at ISM?

Primary School – Years 4-6



For Students that are new to English or French

Additional Language Support in English and French

- **Class K to 1:** Total immersion is considered the most effective way for the learning of the two school languages to take place.
- **Class 2 to 6:** If a student arrives with neither English nor French, emphasis on first acquiring skills appropriate to the Year Group expectations in one language is **advised**. This could be either English or French.
- **Only when one of those languages is considered sufficient will the other one be introduced.**

- Additional support will be given to students who do not have the required level in English and/or French.
- This will be in the form of pull-out beginner support (EAL1, FAL1) followed by one year of intermediate support which could be a mix of pull-out and in-class support (EAL2, FAL2); this for the two languages of instruction.
- Exceptionally, some pupils may require a shorter or longer period of time to reach the sufficient language level.

How can I support my child as a bilingual learner?

- The best way for children to acquire a second or third language is for families to continue to support and consolidate their first language at home.
- If the original or home language is replaced by a second language and all support for the first is withdrawn, some children can lose skills in their first language (this can result in negative consequences for a child both within their family and in their future language development)
- Provide opportunities to practice their language skills outside of the classroom e.g. participating in French-speaking activities in the community...football, gymnastics, tennis etc...
- Ensure that your child is reading regularly in both English and French. Where possible, have a native speaker of both languages hear them read to help develop correct pronunciation.

- Provide regular exposure to both English and French. Where direct contact with native speakers is not possible, books, audio books, radio, television and Internet can provide support.
- Students will tend to use different languages with different friends. Encourage them to avoid them spending all their time communicating in just one language with friends.
- Summer camps can provide opportunities to strengthen one of your child's languages. These are readily available in either English or French.
- Model bilingualism/multilingualism to your child. If they see you speaking two or more languages or making the effort to learn either English or French, they will see that you value these languages and bilingualism/multilingualism.
- Celebrate your child's linguistic achievements. Few of us were able to do what they can at such a young age. They are not only bilingual...they are Biliterate!!

- Be patient in the early years of bilingualism. Although we can make rapid progress in the early stages of learning a language, true proficiency takes years to acquire.
- Avoid making comparisons with monolinguals in the early stages. Your child's vocabulary is spread over two or more languages and they are not surrounded by native speakers.
- Hire a nanny or au pair who is a native speaker of the language you wish your child to develop.
- Hire a tutor who is a native speaker of the language you wish to develop – not just to do homework!! Also to hear your child read, identify and address gaps in their learning and also to develop speaking skills and listening comprehension.

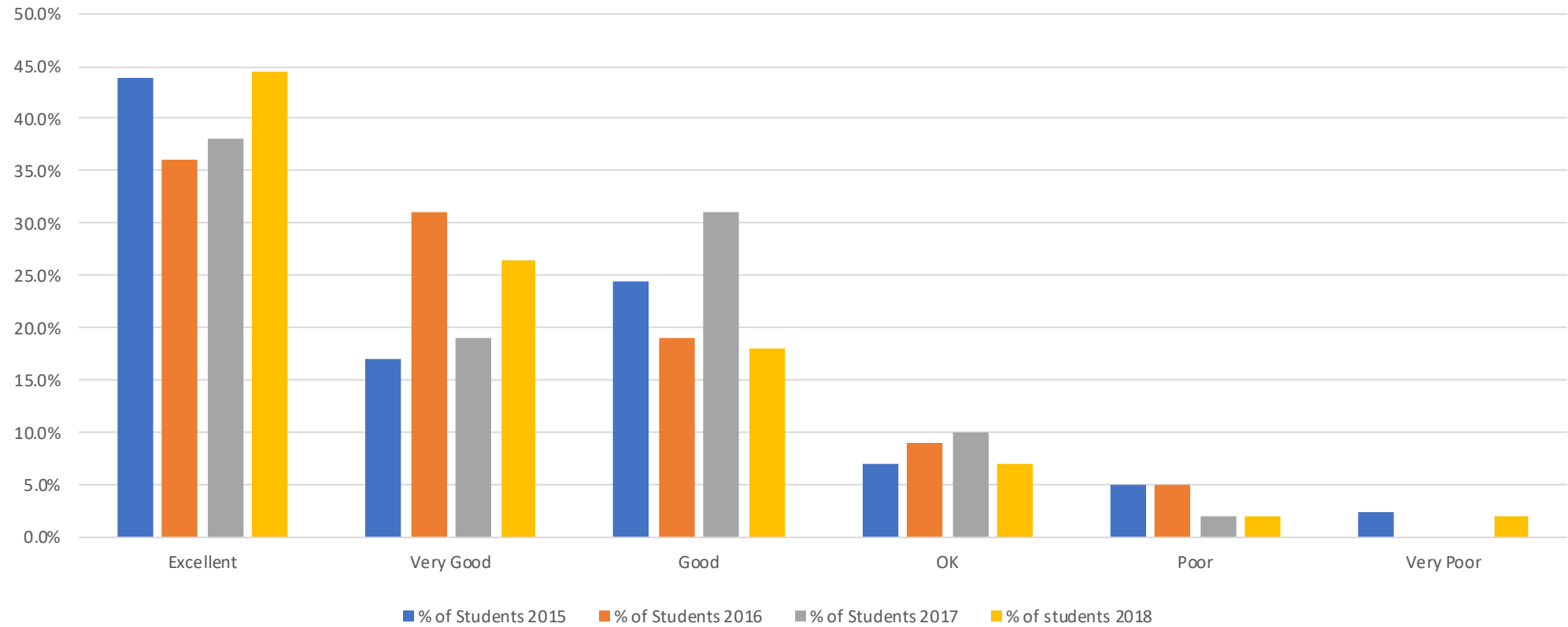
Is Our Bilingual Programme Working?



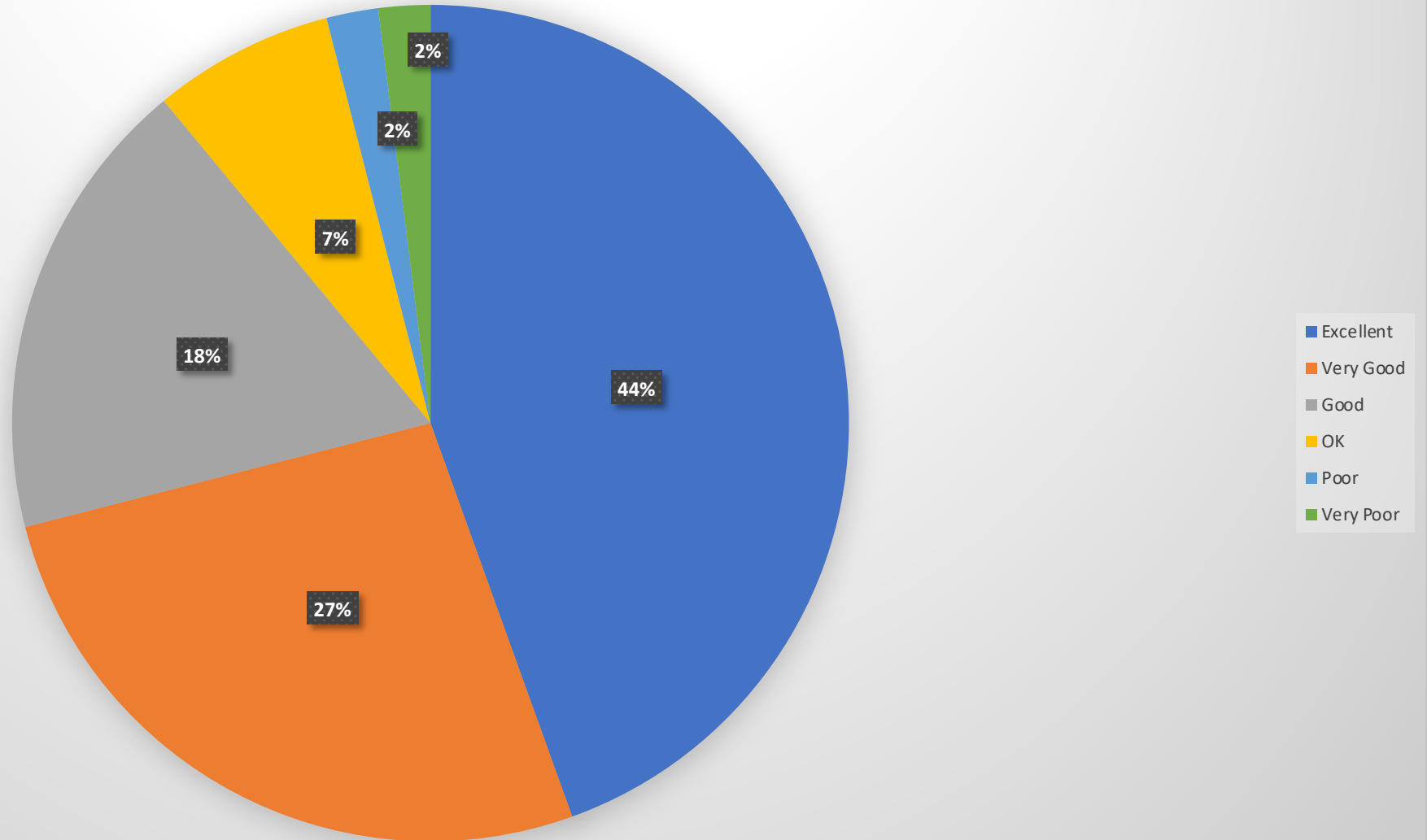
Cambridge Checkpoint English Results – Year 6 – 2015-2018

Bands	Level	No. of Students 2015	No. of Students 2016	No. of Students 2017	No. of Students 2018	% of Students 2015	% of Students 2016	% of Students 2017	% of Students 2018
5.0-6.0	Excellent	18	15	20	20	44%	36%	38%	44.5%
4.0-5.0	Very Good	7	13	10	12	17%	31%	19%	26.5%
3.0-4.0	Good	10	8	16	8	24.5%	19%	31%	18%
2.0-3.0	OK	3	4	5	3	7%	9%	10%	7%
1.0-2.0	Poor	2	2	1	1	5%	5%	2%	2%
0.0-1.0	Very Poor	1	0	0	1	2.5%	0%	0%	2%

Cambridge Checkpoint English Results Year 6 2015-2018



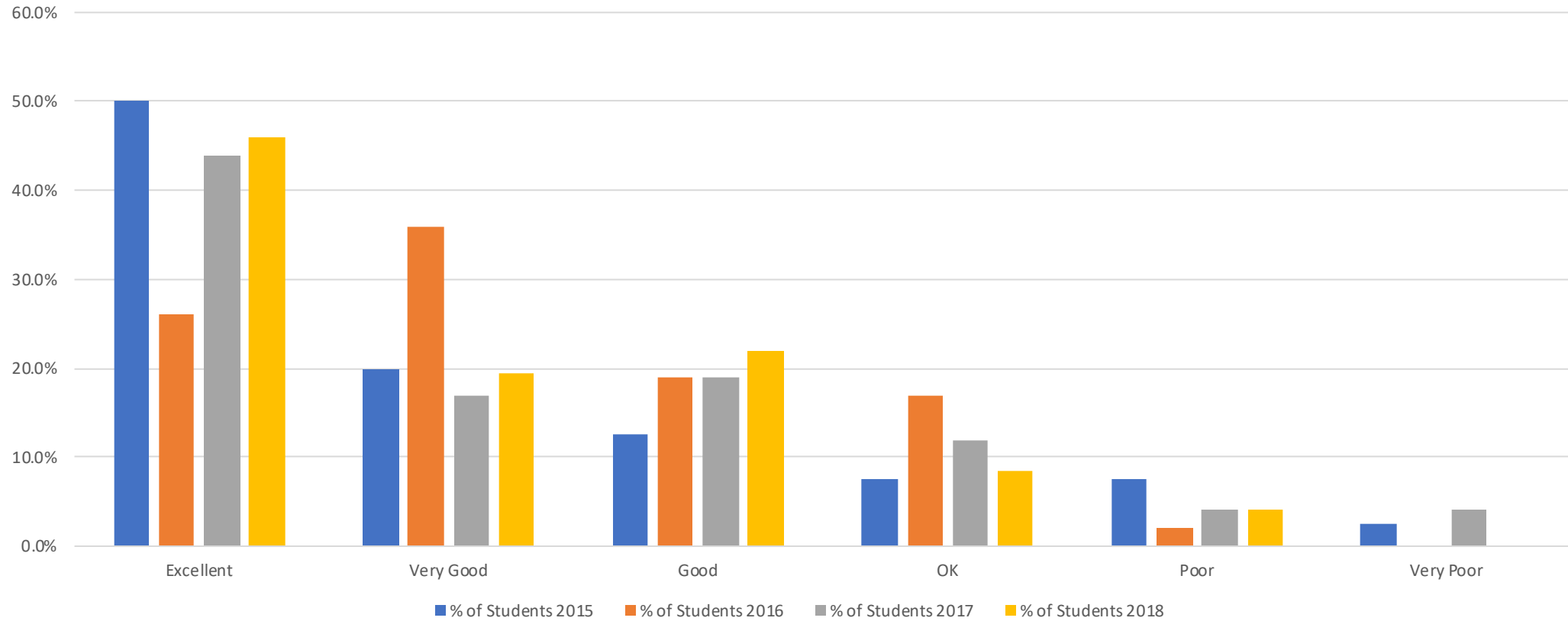
Cambridge Checkpoint English Results 2018



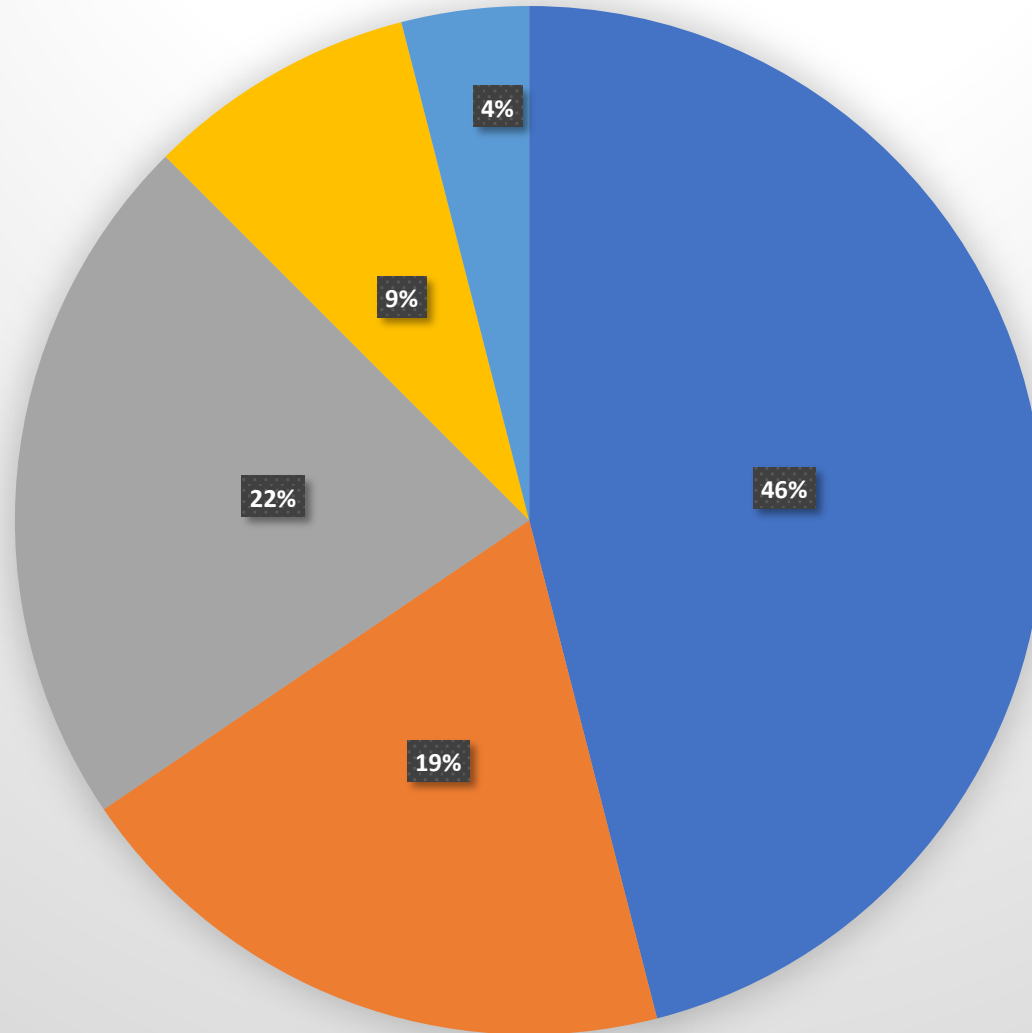
Cambridge Checkpoint Maths Results – Year 6 – 2015-2018

Bands	Level	No. of Students 2015	No. of Students 2016	No. of Students 2017	No. of Students 2018	% of Students 2015	% of Students 2016	% of Students 2017	% of Students 2018
5.0-6.0	Excellent	20	11	23	21	50%	26%	44%	46%
4.0-5.0	Very Good	8	15	9	9	20%	36%	17%	19.5
3.0-4.0	Good	5	8	10	10	12.5%	19%	19%	22%
2.0-3.0	OK	3	7	6	4	7.5%	17%	12%	8.5%
1.0-2.0	Poor	3	1	2	2	7.5%	2%	4%	4%
0.0-1.0	Very Poor	1	0	2	0	2.5%	0%	4%	0%

Cambridge Checkpoint Maths Results Year 6 2015-2018



Cambridge Checkpoint Maths Results 2018

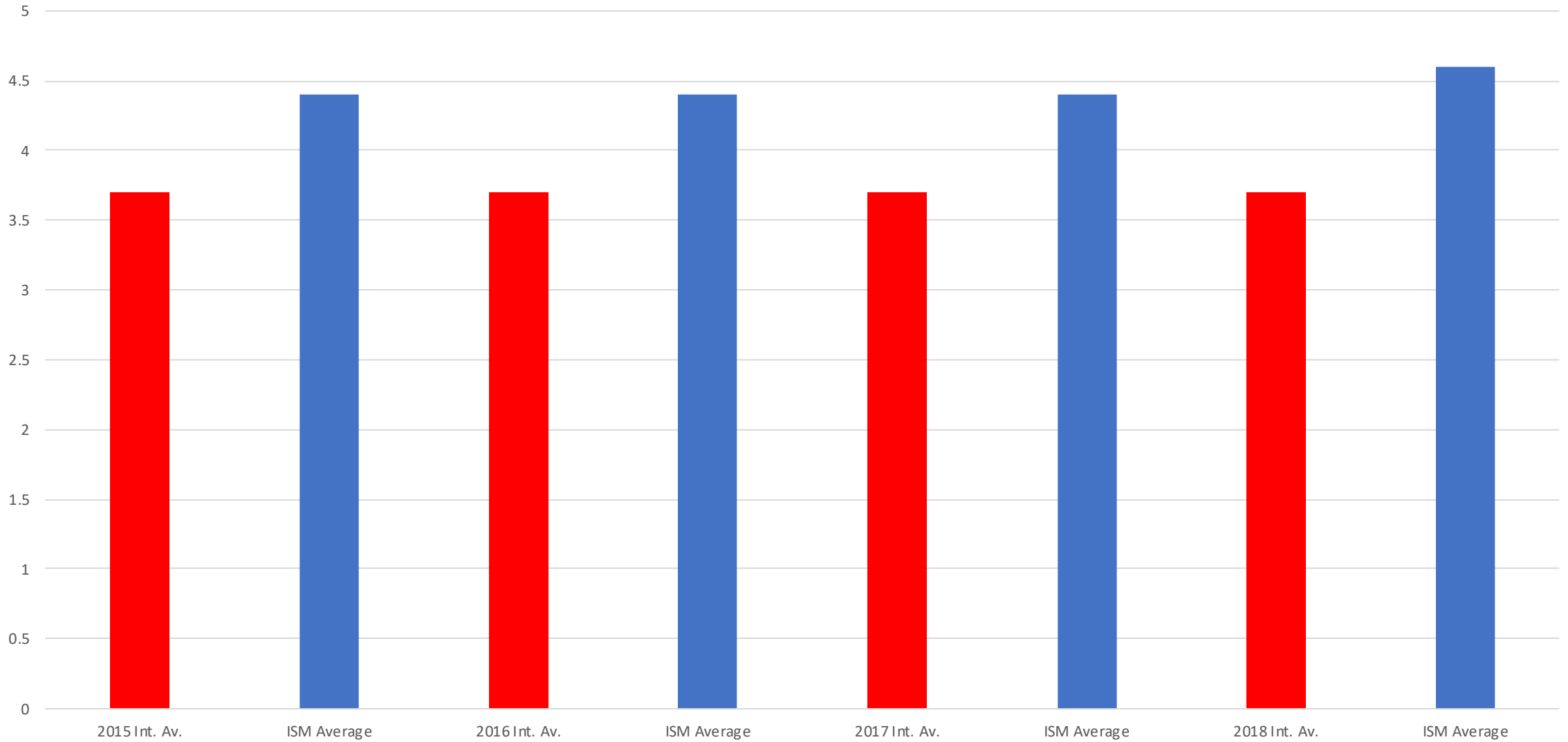


- Excellent
- Very Good
- Good
- OK
- Poor
- Very Poor

Cambridge Checkpoint English – Year 6 – 2015-2018
International Averages versus ISM Averages

Averages	ENGLISH	READING	USAGE	WRITING
2015 Int. Av.	3.7	3.7	3.7	3.7
ISM Average	4.4	4.0	4.5	4.6
2016 Int. Av.	3.7	3.7	3.7	3.6
ISM Average	4.4	4.2	4.4	4.6
2017 Int. Av.	3.7	3.7	3.7	3.6
ISM Average	4.4	4.1	4.4	4.5
2018 Int. Av.	3.7	3.7	-	3.7
ISM Average	4.6	4.4	-	4.6

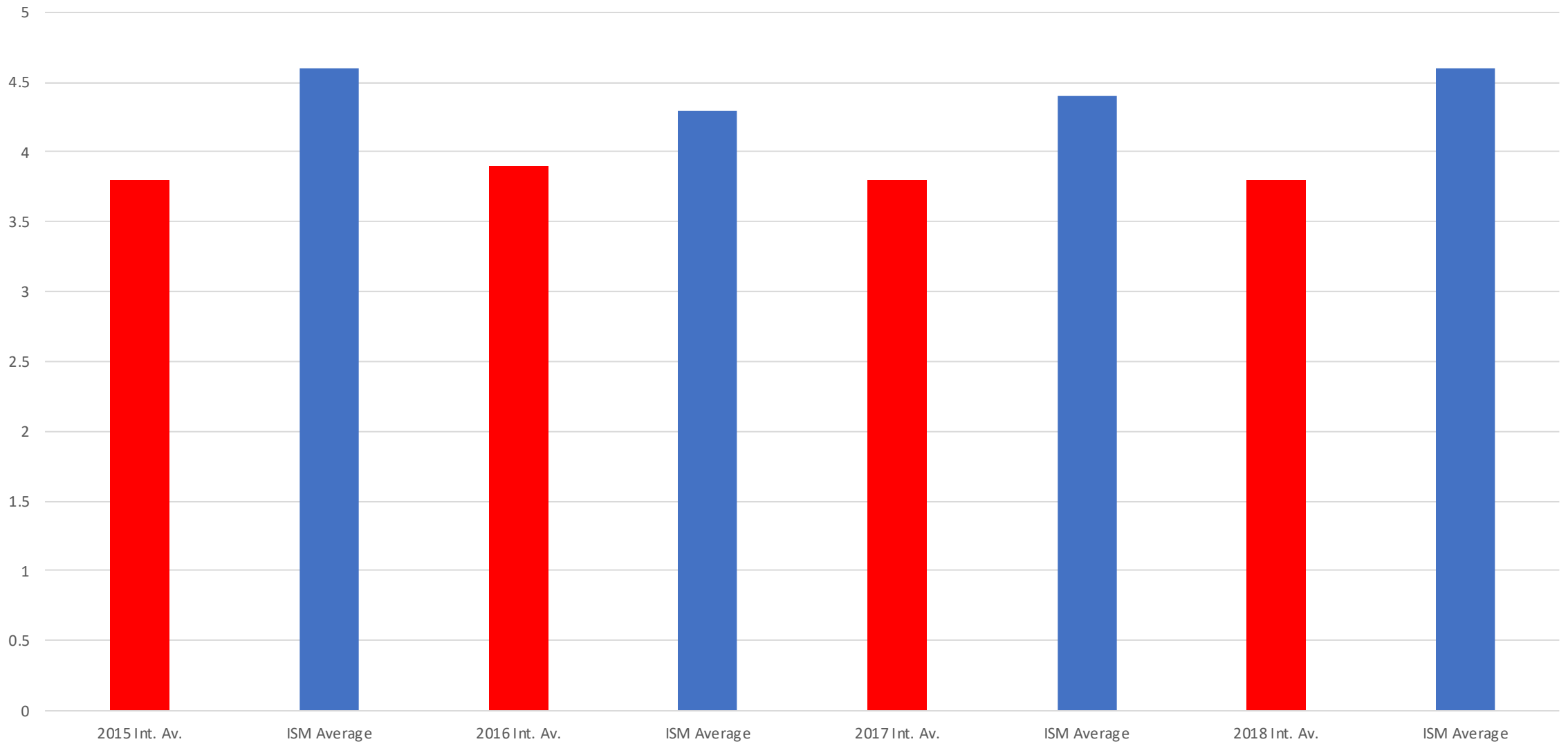
Checkpoint English Results 2015-2018



Cambridge Checkpoint Maths – Year 6 – 2015-2018
International Averages versus ISM Averages

Averages	MATHS	GEOMETRY/ MEASURES	HANDLING DATA	NUMBER
2015 Int. Av.	3.8	3.8	3.8	3.8
ISM Average	4.6	4.5	4.6	4.5
2016 Int. Av.	3.9	3.8	3.8	3.8
ISM Average	4.3	4.0	3.7	4.5
2017 Int. Av.	3.8	3.8	3.8	3.8
ISM Average	4.4	4.4	4.4	4.4
2018 Int. Av.	3.8	3.7	3.8	3.7
ISM Average	4.6	4.3	4.3	4.7

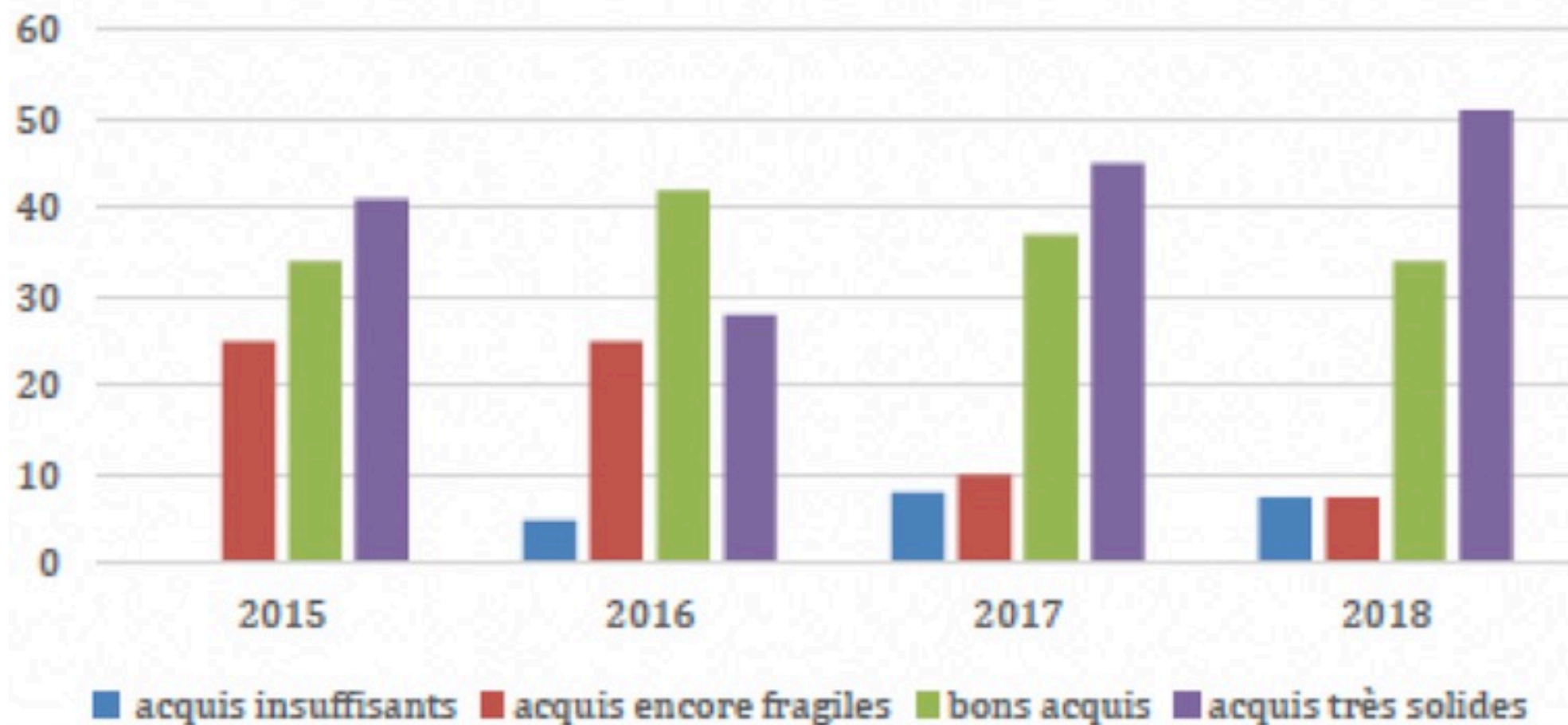
Checkpoint Maths Results 2015-2018



Evaluation Nationale des Aquis des élèves en CM2 (Year 6)

	Nombre d'élèves				Pourcentage			
	2015	2016	2017	2018	2015	2016	2017	2018
Acquis insuffisants	0	2	4	3	0	5	8	7.5
Acquis encore fragiles	8	9	5	3	25	25	10	7.5
Bons acquis	11	15	19	14	34	42	37	34
Acquis très solides	13	10	23	21	41	28	45	51
At or above expected level	24	25	42	35	75	72	82	85
Below expected level	8	11	9	6	25	28	18	15

Français Education Nationale Test Results 2015-2018



Francais Education Nationale Test Results 2015-2018 (by % of students)

