

# The Bilingual Child in the Primary Languages Classroom

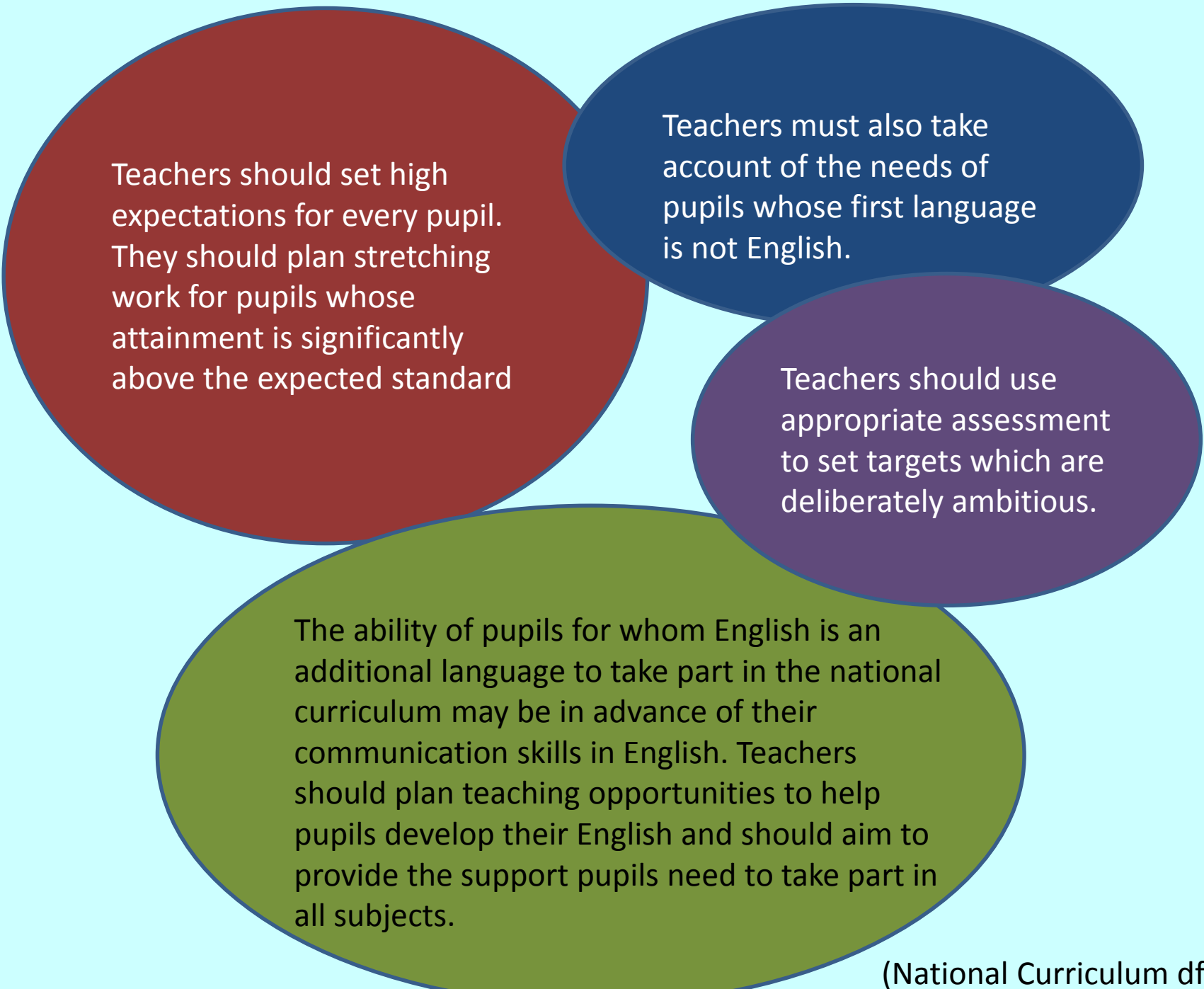
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# What do young children gain from learning a foreign language?

- An opening to other cultures.
- Curiosity about and a deeper understanding of the world.
- Ability to express ideas and thoughts in another language.
- Respond to speakers of the language in speech and writing.
- Communicate for practical purposes.
- Learn new ways of thinking.
- Read great literature in the original language.
- Provide a foundation for learning other languages.

(National Curriculum 2013)



Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard

Teachers must also take account of the needs of pupils whose first language is not English.

Teachers should use appropriate assessment to set targets which are deliberately ambitious.

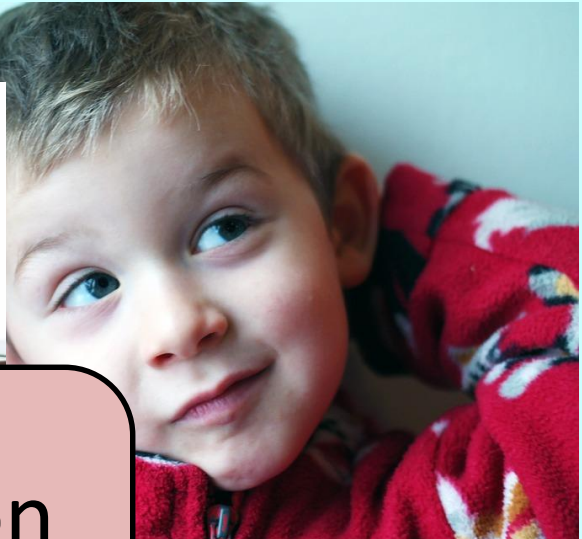
The ability of pupils for whom English is an additional language to take part in the national curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects.

(National Curriculum dfes 2013)

# Options

- Bilingual learner concentrates on English Literacy during French lessons.
- Bilingual learner studies a third language during French lessons.
- Bilingual learner takes part in French lessons on the same basis as other children but sometimes takes a teaching rôle.
- Bilingual learner concentrates on French Literacy during French lessons.

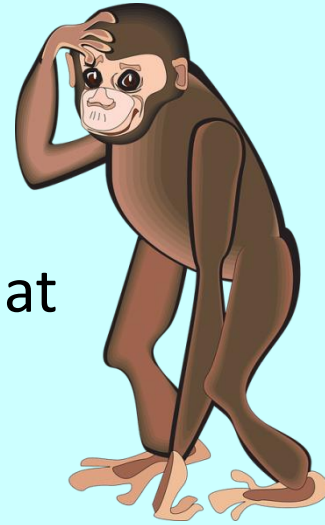
# Which approach is best?



It depends on  
the child!



# What do I need to know?



- How much French and how much English is spoken at home?
- Is it “standard French”?
- How long has the family been in the UK?
- Does the child read in French? Does the family share stories in French?
- Is the child at the expected level for their age in English?
- Are there any additional special educational needs to take into account?
- Is the child outgoing or shy?
- What language or languages is the child likely to study in year 7?

# Bilingual learner concentrates on English Literacy during French lessons.

- Might be desirable at first and for a limited period.
- Doesn't provide an opening to other cultures.
- Doesn't provide challenge for a child whose attainment is above average in French.



# Bilingual learner studies a third language during French lessons.

- Use of internet language programmes and apps makes independent language learning possible e.g. Duolingo
- Need to find a way of ensuring two-way communication e.g. through mentoring





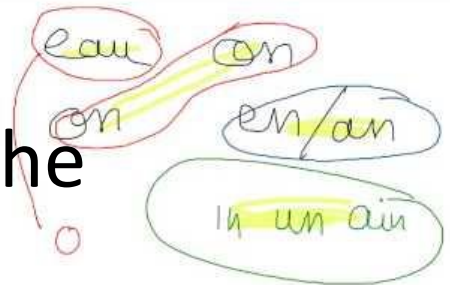
# Bilingual learner takes a teaching role.

- Most children love playing the “expert”.
- Good model of pronunciation for the rest of the class.
- Allows the teacher to model conversations.
- Can enable focused teaching to take place.
- Can be excellent for the child’s self-confidence.
- Validates the child’s home language and culture.
- May not “stretch” the bilingual child.
- May discourage the rest of the class.

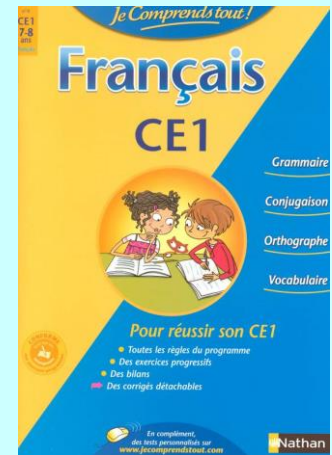


# Bilingual learner concentrates on French Literacy during French lessons.

- Can ensure a suitable level of challenge.
- Validates the native language.
- Difficult to find motivating resources.
- Difficult to judge the degree of difficulty of resources.
- Can be difficult to give feedback.
- Can isolate the bilingual child in the classroom.



# Formal education in France



CP	Cours préparatoire	Year 2
CE1	Cours élémentaire 1 <sup>re</sup> année	Year 3
CE2	Cours élémentaire 2 <sup>e</sup> année	Year 4
CM1	Cours moyen 1 <sup>re</sup> année	Year 5
CM2	Cours moyen 2 <sup>e</sup> année	Year 6

# The Suffolk iPad Project

[www.suffolklearning.co.uk/11-19-learning-teaching/computing/the-ipad-project](http://www.suffolklearning.co.uk/11-19-learning-teaching/computing/the-ipad-project)



# The Suffolk iPad Project

- To what extent can an iPad assist a native speaker to make progress in the Primary Languages classroom?
- Which apps enable a native speaker to make progress in reading independently without becoming demotivated?
- How can an iPad develop the writing skills of a native speaker?



# Français CM2



Bonjour  
Emma

## GRAMMAIRE



13/23

8

## ORTHOGRAPHE



13/22

5

## CONJUGAISON



9/21

# Français CE2

EXO Nathan  
Lite

# Français CE1



- Grammaire
- Conjugaison
- Orthographe
- Vocabulaire



12:05



Aujourd'hui, comme chaque jour,  
la tour Eiffel a reçu la visite de touristes  
venus des quatre coins du monde.

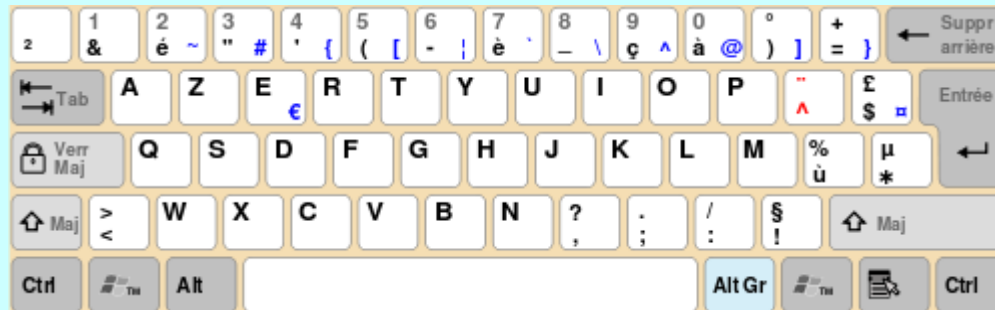
À son tour, la belle rêve de vacances :

Moi aussi  
je veux voir du  
pays !



# Writing

- Add French keyboard: AZERTY - identifies spelling mistakes in French
- Easy to write accents.
- Hear what you've written read back to you.
- E-mail work directly to another native speaker?





# iPad Project Results

- Improved motivation and engagement.
- Improved spelling, through phoneme/grapheme recognition.
- Ability to auto-correct because of immediate feedback in app.
- Ability to auto-correct in response to hearing own writing read back.
- Provides linguistic challenge.
- Isolates the learner.



# Conclusions

- Bilingual children must be appropriately challenged.
- The nature of the challenge depends on the child and his or her background.
- Certain authentic iPad apps provide a tool which enable the bilingual child to make progress independently.
- The bilingual child must also have opportunities for social interaction in the Primary Languages classroom.