



Module 1 Guide

Cambridge International Certificate in Teaching Bilingual Learners 6238

This syllabus is for centres using ePortfolios for collation of evidence and submission of portfolios



Contents

1 Introduction

2 Learning outcomes

Unit 1 Understanding principles of teaching bilingual learners through an additional language

Learning outcome A: Explain their understanding of the challenges for their learners of learning a curricular subject through an additional language in their own teaching context.

Learning outcome B: Review teaching methods and learning activities they think help the learning of both content and language in their own teaching context.

Learning outcome C: Explain their understanding of the term “assessment” and its purposes in supporting bilingual learners to progress in content and language.

Learning outcomes D: Identify and explain key features of what they think makes an effective lesson focused on content and language, and evaluate the impact any new learning will have on their future professional practice.

Unit 2 Teaching a lesson for bilingual learners with a focus on understanding content

Learning outcome E: Plan a lesson that has a coherent structure and identifies appropriate

teaching methods, learning activities and resources (adapted where necessary) to meet clear content and language learning objectives.

Learning outcome F: Teach a lesson that builds on students’ existing learning to develop new learning using classroom language, teaching methods, learning activities and resources that engage and motivate students to learn.

Learning outcome G: Teach a lesson in which the students’ learning, including understanding of content and language, is regularly checked at appropriate stages using appropriate formative assessment methods.

Learning outcome H: Evaluate a lesson using feedback from their mentor and their own reflections to develop future practice.

Unit 3 Teaching a lesson for bilingual learners with a focus on active learning and productive language skills

Learning outcome I: Plan a sequence of lessons that are coherent and focused on content and language to stimulate students’ active participation in the lesson and to develop productive language skills.

Learning outcome J: Teach lessons using learning activities that are based on well-managed active learning approaches, and ensure learning includes differentiation.

Learning outcome K: Teach lessons using a variety of formative assessment and feedback

methods to activate participation and productive language skills.

Learning outcome L: Evaluate lessons to identify strengths and areas for further development in their professional practice using feedback from various sources.

3 Assessment criteria

Introduction

Assessment criterion 1 – Understanding teaching bilingual learners

Assessment criterion 2 – Developing thinking and practice in teaching bilingual learners

Assessment criterion 3 – Analysis and discussion

Assessment criterion 4 – Communication and presentation

4 Bibliography

5 Key words

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Cambridge International Certificate in Teaching Bilingual Learners

Module 1 Guide

The main aim of this guide is to exemplify standards for the Cambridge International Certificate in Teaching Bilingual Learners (6238)

This document contains guidance on:

- each learning outcome and related key questions
- summative assessment requirements
- how the assessment criteria are used by an examiner to grade a candidate's portfolio of evidence.

This guide must be read in conjunction with the syllabus.

Learning outcomes

For ease of reference the format below has been used for each learning outcome.

- Key words: These key words will help you identify the focus of the learning outcome.
- Principal Examiner comments: Here you will find clarification as to what candidates are expected to know and/or do to meet this learning outcome.
- Key questions: Provide the indicative knowledge and skills content for each learning outcome.
- Guidance for summative assessment: Brief guidance is provided on what candidates must submit for their evidence of practice, learning or reflection.
- Recommended resources: Recommended text and web-based resources are listed.

Assessment criteria

For each assessment criterion the following format has been used.

- Key skills: This will help you understand the key skills required for each assessment criterion.
- Principal Examiner comments: Here you will find clarification as to how candidates will be assessed and what examiners are looking for.



This guide is interactive

You can navigate through this document using the contents bar on each page. To return to this page, just click on 'Introduction'.



Learning outcomes – Unit 1

Understanding principles of teaching bilingual learners through an additional language

Learning outcome A: Explain their understanding of the challenges for their learners of learning a curricular subject through an additional language in their own teaching context.

Key words: theory • concepts and terms • language levels

To convey that the challenges have been understood and considered, candidates should engage with some key underpinning theory to establish their knowledge and position in the field. This is an opportunity to consider how second language acquisition theory, research into bilingualism and relevant learning theory (such as constructivism) helps candidates to understand the challenges their bilingual learners face. However, candidates must avoid analysis that refers to generic ideas about teaching and learning; candidates need to identify the particular challenges for their learners of learning a curricular subject through an additional language. These challenges for bilingual learners are likely to include:

- Understanding the language objectives for a lesson
- Needing specific grammar or language skills for the language demands of a lesson
- Requiring support to talk or write about the lesson topic.

Candidates should also examine the constraints which are likely to affect successful implementation of content and language learning approaches in their own context, such as their own language level as well as that of their learners.

At the same time, it would be sensible to conduct a survey of their learners to obtain some evidence of learners' language levels and needs, and then to use an accepted mechanism to convey this (such as the Common European Framework of Reference for Languages).

Guidance for summative assessment

Evidence of learning

1 Explain your personal understanding of the challenges for your learners of learning a curricular subject through an additional language in your own context.

2 Identify the teaching approaches that you think help the learning of both content and language.

Candidates must identify and describe their understanding of particular challenges for their learners of learning a curricular subject through an additional language. Discussion of generic challenges that face all learners in all education contexts must be avoided. Reference should be made to relevant underpinning theory or models of learning where applicable.

Recommended resources

- Coyle, D., Hood, P. & Marsh, D. (2010) *CLIL: Content and Language Integrated Learning*. Cambridge: CUP.
- Cummins, J. (2000) *Language, Power and Pedagogy: Bilingual Children in the Crossfire*. Clevedon: Multilingual Matters.
- Mehisto, P., Frigols M.J. & Marsh D. (2008) *Uncovering CLIL*. Basingstoke: Macmillan.

Web-based resources

- Ball, P. (2011) What is CLIL? One Stop English
<http://www.onestopenglish.com/support/methodology/teaching-approaches/what-is-clil/156604.article>
- Cambridge Assessment International Education (2017) Bilingual Learners and Bilingual Education
<https://www.cambridgeinternational.org/Images/271190-bilingual-learners-and-bilingual-education.pdf>
- Cambridge Assessment International Education (2017) Getting started with Language Awareness
<https://www.cambridge-community.org.uk/professional-development/gswla/index.html>

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Learning outcomes – Unit 1

Understanding principles of teaching bilingual learners through an additional language

Learning outcome A: Key questions

KQ1 What useful terms can we use when discussing concepts related to teaching bilingual students?

Draw on some key background theory to show an understanding of relevant key concepts and principles that help to explain the challenges for bilingual learners learning a curricular subject through an additional language.

Concepts and terms likely to be useful for candidates to help show their understanding include:

- The term 'first language' and the abbreviation 'L1'
- The term 'second language' and the abbreviation 'L2'. In bilingual education, the second language is sometimes also referred to as the 'additional language' or 'target language'
- The terms 'bilingual' and 'bilingual learner', which might be defined according to: proficiency; skill (being able to use all four skills – speaking, listening, reading and writing – in at least two languages); use (needing to use more than one language in life)
- Content and Language Integrated Learning (CLIL) as a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language
- The distinction that Cummins (2000) makes between conversational and academic language. To describe these differences, he uses the terms Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP).

KQ2 Does your school use a system to describe levels of foreign language competence (for example, the Common European Framework of Reference for Languages (CEFR))?

There is an opportunity to show an understanding of a particular mechanism for judging learners' language levels and which is used within a specific school context. Also, to demonstrate an ability to apply this mechanism in identifying the language needs of a group of bilingual learners.

KQ3 How would you describe the language level(s) of your students and yourself in the target language?

It would be sensible to conduct a survey of learners to obtain some evidence of their language levels and then to use an accepted mechanism to convey this. An honest appreciation of the candidate's own language level is also relevant.

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Learning outcomes – Unit 1

Understanding principles of teaching bilingual learners through an additional language

Learning outcome B: Review teaching methods and learning activities they think help the learning of both content and language in their own teaching context.

Key words: constructivism – active learning • language needs • language demands

Candidates must review both teaching methods and learning activities. Candidates should consider a range of teaching and learning strategies, with some early evaluation, and a sense that certain approaches are more beneficial to the candidate's bilingual teaching context than others. A full review is not expected and is not viable given the word count available. However, the teaching methods and learning activities identified should emphasize the need for supporting language and the need for learners to experience and experiment with the language by producing output – both spoken and written. This means that effective teaching in a bilingual education context is likely to include the following characteristics:

- Understanding the language that students will need for a specific lesson
- Identifying what the particular language learning objectives for a lesson will be
- Identifying which language skills - reading, listening, watching, speaking, writing - learners will use in the lesson
- Identifying what specific support learners will need to develop those language skills.

Candidates should understand that there are several approaches which might work in achieving the balance between learning new subject content and developing language. Showing awareness of the

various ways of supporting language learning is the challenge here for subject teachers.

Candidates are expected to introduce some of their reading to support points made. Reference to a minimum of two relevant theories and concepts should be made. These references should help explain the candidate's exploration of the use of bilingual teaching methods and approaches in their school. Candidates should connect their discussion to their comments made for learning outcome A.

Guidance for summative assessment

Evidence of learning

2 Identify the teaching approaches that you think help the learning of both content and language.

Recommended resources

Ball, P., Kelly, K. & Clegg, J. (2015) Putting CLIL into Practice. Oxford: OUP.

Chadwick, T. (2012) Language Awareness in Teaching. Cambridge: CUP.

Web-based resources

Cambridge Assessment International Education (2017) Education Brief: Active learning
<https://www.cambridgeinternational.org/images/271174-active-learning.pdf>
[Accessed: 17 Apr. 19]

Cambridge Assessment International Education (2017). Getting started with Active Learning
<https://www.cambridge-community.org.uk/professional-development/gswal/index.html>
[Accessed: 17 Apr. 19]

Montalto, S., Walter, L., Theodorou, M. & Crysanthou, K. (2015) The CLIL Guidebook. European Commission.
<https://www.languages.dk/archive/clil4u/book/CLIL%20Book%20En.pdf>
[Accessed: 17 Apr. 19]

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Learning outcomes – Unit 1

Understanding principles of teaching bilingual learners through an additional language

Learning outcome B: Key questions

KQ1 Which teaching strategies help students with the challenges they face in learning a curricular subject through an additional language, particularly in your own teaching context?

It is important to be selective and to focus on explaining specific strategies. Aspects of teaching and learning in a bilingual context to consider at this stage are:

- How to select varied input to expose learners to different ways of talking about the lesson topic
- How to involve learners in talking and/or writing about lesson topics
- How to get learners to use the language of a subject in different ways
- What specific kinds of scaffolding (or support) learners require

KQ2 Which teaching strategies help the learning of both content and language?

Again, it is important to be selective and to focus on explaining specific strategies that can support the learning of both content and language. For example, candidates can show an awareness of supporting language at three levels:

- How to activate vocabulary at a word level
- How to support (or scaffold) at a sentence level using activities such as substitution tables or gap fillers
- How to work with speaking and writing frames and tasks to guide learners' spoken or written output at a text level

KQ3 What are the underlying principles and concepts of learning and teaching that can be related to the teaching strategies you have identified?

Draw on some key underpinning theory to show an understanding of relevant concepts and principles. Ensure that these concepts and principles relate to teaching bilingual learners rather than to general teaching contexts. Relevant key areas of learning theory for candidates to look at include: *constructivism*, *bilingualism*, and *second language acquisition theory*.

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Learning outcomes – Unit 1

Understanding principles of teaching bilingual learners through an additional language

Learning outcome C: Explain their understanding of the term 'assessment' and its purposes in supporting bilingual learners to progress in content and language.

Key words: assessment for learning • formative assessment • summative assessment

Candidates must show at this early stage of their portfolio evidence of understanding wider assessment practice, by explaining both summative and formative assessment purposes and functions in a bilingual classroom

It is important here that candidates do not stray into generic ground and promote assessment methods and strategies without placing these in the context of supporting bilingual learners. At this stage, it is strategies which should be considered rather than specific activities; strategies which seem to be effective in achieving progress in learning content and in developing language skills simultaneously.

Candidates should also refer to underlying principles of assessment in a bilingual education context. For example, formative assessment in bilingual education can be planned for in terms of whether the teacher wants to get feedback on a learner's progress with subject content or feedback on their language use. The concept of linguistic demand is useful here: sometimes learners might be asked to display their understanding of subject knowledge without having to use lots of language, so linguistic demand is lowered. At other times, teachers can assess progress with both content and language development when learners do, for example, a presentation: linguistic demand for the learner in this case is higher.

Candidates should also note that a concern with formative assessment is an important thread throughout the module, as well as a key aspect of a spiral of learning: see also learning outcomes G (Unit 2) and K (Unit 3) which provide candidates with further opportunities in their portfolios to build on their understanding of formative assessment principles and practice in bilingual teaching and learning contexts.

Guidance for summative assessment

Evidence of learning

4 Provide an explanation of the purposes of assessment in supporting bilingual students to progress in both content and language.

Candidates must explain the differences between formative and summative assessment and how they are used for different purposes. They should support their explanation with relevant examples from their existing teaching practice and their experiences as a learner.

Recommended resources

Genesee, F. & Hamayan, E. (2016) *CLIL in Context: Practical Guidance for Educators*. Cambridge: Cambridge University Press

Wiliam, D. (2017) *Embedded Formative Assessment: Strategies for Classroom Assessment That Drives Student Engagement and Learning*, 2nd Edition. Solution Tree Press.

Web-based resources

Cambridge Assessment International Education (2017). Education Brief: Assessment for Learning <https://www.cambridgeinternational.org/Images/271179-assessment-for-learning.pdf> [Accessed: 17 Apr. 19]

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Learning outcomes – Unit 1

Understanding principles of teaching bilingual learners through an additional language

Learning outcome C: Key questions

KQ1 What are the key features of an effective lesson focused on content and language?

This question is intended to provoke some thinking about what makes a lesson for bilingual learners different to other teaching contexts. The next step will be to think about which of the features of an effective lesson focused on content and language relate to assessment practice. This question should prompt thinking about ways of checking progress with and giving feedback on the language that students need for a specific lesson and/or the language skills – reading, listening, watching, speaking, writing – students will use in the lesson. Connections can be made between an awareness of the need for particular language learning objectives for a lesson and the candidate's assessment practice.

KQ2 What is your understanding of the term 'assessment'?

KQ3 What is your experience of assessment as a learner and a teacher?

KQ4 Why is it important to know the differences between formative and summative assessment and to know their purposes?

KQ4 What formative and summative assessment methods do teachers commonly use in their classroom practice?

These questions should support thinking about assessment practice in general. This thinking is needed to ensure that key aspects of assessment practice are understood before relating these concerns to the specific needs of bilingual learners.

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Learning outcomes – Unit 1

Understanding principles of teaching bilingual learners through an additional language

Learning outcome D: Identify and explain key features of what they think makes an effective lesson focused on content and language, and evaluate the impact any new learning will have on their future professional practice.

Key words: impact of learning • professional development • scaffold learning

Candidates will draw upon the lesson they have observed which was taught by an experienced colleague, and they will focus on strengths, and one or two areas for improvement. The focus for this learning outcome is on identifying what candidates have learned from the observed lesson and what impact this learning may have on their own future practice; however, this impact must include the candidate's critical evaluation and identification of areas to improve in the observed lesson which the candidate would like to implement in their own teaching.

There is no need to supply an observation-style report in this section of the portfolio (as that will feature in the supplied evidence of practice) but rather to extract what was meaningful as evidence of reflection and to explain how this will therefore inform the future practice and development of the candidate. The areas identified for modification will be indicative of the candidate's proposed new learning.

Guidance for summative assessment

Evidence of practice

- A completed **Module 1: Observation visit Form** for each of the observed lessons.

Candidates will need to observe an experienced colleague teaching in a bilingual education context. They will discuss the observed lesson with their mentor which will support their reflections. This observation must focus on the bilingual aspects of

the lesson, rather than regard the observation as a more general appraisal. There is no need to elucidate on general teaching and learning moments; observers need to use the observation form to prioritize feedback to candidates so that they can improve their practice in working with bilingual learners.

Evidence of reflection

1 Analyse the key features of what you think makes an effective lesson focused on content and language.

Using the outcomes from the observation of the experienced teacher's lesson and their experiences as a teacher, candidates must now analyse the key features of what they think make an effective lesson focused on content and language. Because this is an analysis, views and opinions expressed must be supported with relevant theory, concepts or principles. It is recommended that at least three but no more than five key features are identified and analysed.

2 Evaluate the impact your new learning and experiences from Unit 1 have had on your practice and how this will help you to prepare for Unit 2.

After reflecting on their new learning and experiences from Unit 1, candidates must identify what they have learned from the observed lesson and what impact

this learning may have on their own future practice. This impact could include the candidate's critical evaluation and identification of areas to improve in the observed lesson which the candidate would like to implement in their own teaching. It is expected that the concept of active learning will strongly feature as part of the evaluation. By reflecting on their learning in Unit 1 candidates need to consider how that learning will help for undertaking Unit 2.

Evidence of Reflection throughout the module is intended to emphasize a spiral of learning (this is also an expectation for the *Evidence of Learning* and *Evidence of Practice*). Target setting can also be used as a way to plan and review a candidate's on-going professional development.

Recommended resources

Marsh, D. & Langé, G. (Eds) (1999) *Implementing Content and Language Integrated Learning*. Jyväskylä: TIE-CLIL

Pollard, A. (2008). *Readings for Reflective Teaching*. London: Continuum. *Readings for Reflective Teaching*.

Cummins, J. and Early, M. (2011). *Identity Texts: The Collaborative Creation of Power in Multilingual Schools*. Stoke on Trent: Trentham Books

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Learning outcomes – Unit 1

Understanding principles of teaching bilingual learners through an additional language

Learning outcome D: Key questions

KQ1 What do you consider to be the key features of an effective lesson focused on content and language?

This question will help to reflect on the observed lesson taught by an experienced colleague. Identifying the features of this lesson which supported the learning of both content and language will then help to focus on the areas for development the candidate identifies for their own teaching practice.

KQ2 What formative assessment strategies can support bilingual students' progress in content and language?

Here, links can be made to Learning Outcome C. There is an opportunity to build on the candidate's learning about assessment practice. Responses to this question should be informed by the observation and the formative assessment strategies used by the experienced colleague.

KQ3 What is meant by "evaluation" and why is it important to share ideas with colleagues?

The concept of evaluation, in the context of teacher reflection, needs to be understood. This question also prompts thinking about the candidate's wider relationships within an organisation and their own contributions to the organisation's quality improvement.



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Learning outcomes – Unit 2

Teaching an effective lesson for bilingual learners with a focus on understanding content

Learning outcome E: Plan a lesson that has a coherent structure and identifies appropriate teaching methods, learning activities and resources (adapted where necessary) to meet clear content and language learning objectives.

Key words: lesson plan • learning aim • learning objectives • learning outcomes

The evidence of learning, reflection and practice in Units 2 and 3 represent a teaching and learning cycle: planning, delivering and then reflecting on a lesson in order to identify improvements to take forward.

To plan a successful lesson in Unit 2, candidates need to focus on the specific needs of the bilingual learners they will be working with. The emphasis in Unit 2 is on content and how a teacher provides the support to ensure that the content is understood and can be applied by the students. For this learning outcome, planning involves consideration of prior knowledge, aligning this with appropriate input models, and the selection of resources which may well need adapting due to the bilingual context. This outcome is therefore focused on thinking actively about effective planning for content.

Since the focus in Unit 2 is on guiding learners' understanding of lesson content, candidates should explore mechanisms that allow the teaching of the content to be as effective as possible — i.e. to meet the learners' needs. Multiple input devices are a useful mechanism as this helps to enhance learners' receptive skills, and candidates need to be encouraged to explore a wide range of input devices.

Candidates should also be encouraged to use a 'backwards planning' approach to their lesson planning. That is, the lesson is planned backwards

from the learning objectives for the lesson. The learning objectives describe the new knowledge, understanding and skills, as well as changes in attitudes, which learners will be walking out with at the end of a lesson. These objectives should describe the language learning, as well as the learning related to the subject content, that will take place..

Guidance for summative assessment

Evidence of practice

- A completed *Module 1: Unit 2 Lesson plan*

The lesson plan must have clear aims and objectives, including language-focused objectives, which make the purpose of the lesson apparent. It must also have a coherent structure with a clear beginning, middle section and conclusion. The beginning of the lesson should provide some evidence of how links are made with existing learning to develop new learning.

The lesson plan should indicate how activities, tasks and learning resources are used to guide the learners' understanding of content. Pictures, diagrams and graphic organisers, for example, can all be used to help support learners' understanding of new ideas.

The lesson plan should also evidence how the topic being taught is logically sequenced using a variety of teaching methods, student learning activities and formative assessment methods. The learning

materials and resources used to support teaching and learning must also be evidenced. Immediately after the lesson has finished candidates should make brief comments, in the box provided within the plan, on what they thought went well in the lesson and what aspects require further improvement. All sections of the lesson plan must be completed.

Evidence of learning

- 1 Explain why a lesson plan must have clear aims and objectives and a coherent structure which develops both content and language

Candidates must initially give reasons why a lesson plan must be engaging, motivating and inclusive for bilingual learners. They should then explain how they structured the lesson to ensure it was coherent and meets the needs of their bilingual learners. For example, at the start of the lesson, an orientation phase could be used to share the learning objectives with learners so the learners know where they are heading, as well as activating their prior knowledge in order to build on what they already know. The tasks that then follow should also build on each other. As learners move through the lesson, the teacher could use the three dimensions of CLIL to think about turning up or down the 'volume' controls of the lesson (see: Ball, Clegg and Kelly, 2015), sometimes giving

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Learning outcomes – Unit 2

Teaching an effective lesson for bilingual learners with a focus on understanding content

more or less focus to subject conceptual content or to language or to the procedural elements of the lesson. In the final phase of the lesson the focus could be a reflection task for the learners, which will review the learning. This might also be an opportunity for learners to make judgments about their performance.

Candidates should also explain and justify how learning is sequenced within the lesson, drawing on relevant theory to do so. For example, sequencing with an emphasis on textual input could be planned on the basis of: (1) a pre-reading task, leading to (2) a task to do whilst reading, leading to (3) an after-reading task that requires some kind of transformation by the learners of the knowledge and understanding acquired in the reading stage. At the pre-reading stage the emphasis is on activating prior knowledge (activation needs to happen throughout a lesson) whilst in stage two it is important to draw attention to the text-task relationship: that is, the learners are given a task and a purpose for the reading, rather than reading and only afterwards receiving the task.

Recommended resources

Ball, P., Kelly, K. & Clegg, J. (2015) *Putting CLIL into Practice*. Oxford: OUP.

Echevarria, J. M. Vogt & Short, D. (2004) *Making Content Comprehensible for English Learners*. New York: Pearson

Hattie, J (2011) *Visible Learning for Teachers: Maximising impact on Learning* London: Routledge

Web-based resources

Ball, P. (2011) How do you know if you're practising CLIL? One Stop English

<http://www.onestopenglish.com/clil/methodology/articles/article-how-do-you-know-if-youre-practising-clil/500614.article>

[Accessed 17 Apr. 19]

Kelly, K. (2010) The language dimension of CLIL One Stop English

<http://www.onestopenglish.com/clil/methodology/articles/the-language-dimension-of-clil/501228.article>

[Accessed 17 Apr. 19]

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Learning outcomes – Unit 2

Teaching an effective lesson for bilingual learners with a focus on understanding content

Learning outcome E: Key questions

KQ1 What language do students need to understand the content of this lesson (examples may include vocabulary, grammatical structures, reading and listening skills)?

It is important to be specific about the language demands of the planned lesson. As well as the topic specific vocabulary that will be worked on, candidates can also show their knowledge of sentence level and text level learning objectives in their subject area.

KQ2 How will activities be sequenced to support students' understanding and meet the set content and language objectives?

This question prompts the candidate to explain their rationale for the sequencing of activities within the session. Candidates must think about why activities are planned in the order given, as well as how activities build on each other, allow for links to be made between activities and for learning to be consolidated.

KQ3 Why is it important to make the purpose of a lesson apparent to the students?

There is an opportunity to draw on relevant learning theory to explain why bilingual learners will benefit from knowing what the learning objectives of a lesson are.

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Learning outcomes – Unit 2

Teaching an effective lesson for bilingual learners with a focus on understanding content

Learning outcome F: Teach a lesson that builds on students' existing learning to develop new learning using classroom language, teaching methods, learning activities and resources that engage and motivate students to learn.

Key words: scaffolding • guiding input

The emphasis here is on the teaching methods and the teaching materials that have been selected by the candidate. How well have those teaching methods and materials met the needs of bilingual learners and supported effective learning in a bilingual context? There is an opportunity here for candidates to demonstrate knowledge and understanding of aspects of teaching which have addressed their bilingual teaching context.

Guidance for summative assessment

Evidence of practice

- A completed **Module 1: Unit 2 Observer Feedback Form**

Pre-observation discussion

The first section must evidence what the candidate wants to develop in their teaching practice regarding teaching bilingual learners. The candidate and mentor should agree a minimum of three and a maximum of five intended outcomes, which should include something 'new' that the candidate wants to try out in their practice. The intended outcomes should not be too ambitious at this stage of the programme but must focus on the bilingual learners' learning as well as the candidate's teaching.

The second section identifies the agreed focus for the observation, which must be based on the syllabus learning outcomes E, F and G.

Observation record

Mentors must provide feedback that focuses on the agreed intended learning outcomes and in particular on the teaching strategy or learning activity that is 'new' to the candidate's practice. The feedback must be analytical and not simply describe what the teacher and the students did in the lesson. A most important part of the feedback will be to establish if all of the students met the intended learning objectives or outcomes.

Post-observation discussion

The candidate and mentor should preferably meet a short time after the lesson observation so they have both had time to reflect on the lesson. Their discussion should be based on what was agreed in the pre-observation meeting but the context can be widened if thought necessary. The discussion should conclude with agreement on what the candidate should be looking to develop and improve in the next observed lesson.

Evidence of learning

1 State a rationale for the choice of teaching methods, learning activities and resources used in the observed lesson to support students' understanding, and how and why you adapted teaching materials

The explanation must evidence knowledge and understanding of why the candidate chose the

activities, tasks and resources used in the lesson, and must be supported with reference to appropriate theories, concepts or principles of learning and teaching in a bilingual education context. Where possible the evidence should also stem from the candidates' practice, and in particular from the lesson observed by a mentor.

Underlying principles of materials design and adaptation must be referred to in the discussion of how and why materials were adapted for the lesson.

Recommended resources

Ball, P., Kelly, K. & Clegg, J. (2015) Putting CLIL into Practice Oxford: Oxford University Press.

Chadwick, T. (2012) Language Awareness in Teaching. Cambridge: CUP.

Gibbons, P. (2014) Scaffolding Language, Scaffolding Learning, 2nd edition Portsmouth NH: Heinemann

Web-based resources

Cambridge Assessment International Education (2017). Education Brief: Active learning <http://www.cambridgeinternational.org/images/271174-active-learning.pdf> [Accessed 17 Apr. 19]

Cambridge Assessment International Education (2017). Getting started with Active Learning <http://www.cambridgeinternational.org/images/271179-assessment-for-learning.pdf> [Accessed 17 Apr. 19]

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Learning outcomes – Unit 2

Teaching an effective lesson for bilingual learners with a focus on understanding content

Learning outcome F: Key questions

KQ1 How can you use students' prior knowledge and experiences to make their learning more meaningful?

This question should inform the candidate's lesson planning. The lesson plan in the supplied evidence of practice should indicate teaching strategies and resources that are able to activate bilingual learners' prior knowledge and/or experience in meaningful ways. The observer feedback form should confirm that this took place. There is also an opportunity in the candidate's rationale as part of their evidence of learning to justify and explain the ways in which prior learning was identified and built on.

KQ2 Why do active learning approaches to teaching and learning help to engage and motivate students to learn?

This question provides the candidate with an opportunity to show that they can apply learning theory to their lesson planning. The question can be used to help with the candidate's rationale for the choice of teaching methods, learning activities and resources used in the observed lesson, by focusing on how active learning approaches can be used in a bilingual teaching context.

KQ3 What questions can students ask of themselves at the beginning, during and at the end of a given activity?

This question can help the candidate's lesson planning and with their rationale for their lesson plan. The question can prompt the candidate to think about how their learners will reflect on their learning, to consolidate their learning and to make their progress with learning explicit.

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Learning outcomes – Unit 2

Teaching an effective lesson for bilingual learners with a focus on understanding content

Learning outcome G: Teach a lesson in which the students' learning, including understanding of content and language, is regularly checked at appropriate stages using appropriate formative assessment methods.

Key words: formative assessment methods • effective questioning

This learning outcome focuses on formative assessment principles and practice in bilingual contexts and should be considered an opportunity for a candidate to build on their understanding of formative assessment principles and practice first discussed in Unit 1.

Candidates will need to demonstrate that they have planned for formative assessment and swift and regular feedback with the focus on learning new content. A wide range of formative assessment methods is encouraged, but the key aim here is to optimise appropriate and productive means of assessment for learning in a bilingual teaching context. The learning objectives for the lesson in Unit 2 will have focused on learning new content, so formative assessment moments should have been built-in in a progressive way to give learners every chance of understanding and applying the new learning.

There is an opportunity for candidates to show evidence of effective questioning in a bilingual context: for example, showing in the lesson plan evidence of planning big or so-called 'hinge' questions (Wiliam, 2018). Other questioning strategies that candidates might evidence include: use of 'wait time' between asking questions and collecting responses; use of open questions to encourage language use;

planning questions that guide the learners' understanding from lower to higher order thinking or from general to specific concepts; using a 'no hands-up' approach and instead applying techniques that increase learner engagement, such as the use of mini-whiteboards or lolly-pop sticks.

Guidance for summative assessment

Evidence of practice

- A completed **Module 1: Unit 2 Observer Feedback Form**

The mentor needs to provide feedback on how successfully the candidate was able to check learners' progress with their understanding of content and language in the lesson. This checking should be made at regular stages in the lesson using a range of formative assessment methods.

Evidence of learning

3 Describe the assessment methods used to assess the students' learning, including understanding of content and language during the lesson.

The description must evidence knowledge and understanding of formative assessment methods and the importance of swift and regular feedback with the focus on learning new content.

Recommended resources

Dale, L. & Tanner, R. (2012) *CLIL Activities*. Cambridge: Cambridge University Press

Wiliam, D. (2018) *Embedded Formative Assessment*. Second Edition, Bloomington, IN: Solution Tree Press.

Web-based resources

Cambridge Assessment International Education (2017). Education Brief: Assessment for Learning <https://www.cambridgeinternational.org/Images/271179-assessment-for-learning.pdf> [Accessed 17 Apr. 19]

Skeet, J. (2014) Ten tips for Effective questioning in CLIL CLIL Magazine, Issue 4 https://www.academia.edu/30315654/Ten_tips_for_effective_questioning_in_CLIL [Accessed 17 Apr. 19]

Skeet, J. (2012) Getting the max out of mini-whiteboards CLIL Magazine, Issue 1 https://www.academia.edu/6445527/Getting_the_max_out_of_mini-whiteboards [Accessed 17 Apr. 19]

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Learning outcomes – Unit 2

Teaching an effective lesson for bilingual learners with a focus on understanding content

Learning outcome G: Key questions

KQ1 What teaching methods, learning activities and resources will you use and adapt to support students' understanding and help them to achieve the intended learning objectives?

This question will help with both the candidate's planning for the observed lesson and the evidence of learning task in which the candidate states their rationale for the choice of teaching methods, learning activities and resources used in the observed lesson, as well as how and why teaching materials were adapted to meet the needs of the bilingual learners.

KQ2 What formative assessment strategies will you use to monitor and support students' understanding (for example, using effective questioning or observation)?

This question will help with both the lesson planning and the evidence of learning task in which the candidate describes the assessment methods used to assess the students' learning, including their understanding of content and language as the lesson unfolded.

KQ3 Why must students be provided with opportunities to show their thinking and progress in learning?

This question will help sharpen the thinking that needs to go into the planning for the observed lesson.



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Learning outcomes – Unit 2

Teaching an effective lesson for bilingual learners with a focus on understanding content

Learning outcome H: Evaluate a lesson using feedback from their mentor and their own reflections to develop future practice..

Key words: observer feedback • reflective practice

In Unit 2, candidates are invited to consider the evidence of their own practice and the evidence of their learning generated by the content-themed lesson they planned and taught; they then need to evaluate and reflect upon this to provide evidence of their journey of professional development. At this stage, candidates are probably in the early stages of their journeys, so some recognition of this is expected in this part of the assignment..

Guidance for summative assessment

Evidence of practice

- A completed *Module 1: Unit 2 Observer Feedback Form*

The outcomes evidenced in the post-observation discussion will result from observer feedback and the candidate's own reflections. They must be based on what was agreed in the pre-observation meeting, highlighting both strengths and areas to develop in future practice.

Evidence of reflection

2 Evaluate the effectiveness of the lesson, highlighting what aspects helped to engage and motivate the students to learn, and what aspects require further development for future practice.

Candidates must use the lesson observation feedback from their mentor, and their own reflections, to

evaluate the effectiveness of the lesson so it is drawn from valid and sound evidence. At least two but no more than four aspects of the lesson should be highlighted. Candidates evaluate the impact of learning from the unit and must then consider how this will help them to prepare for Unit 3 (just as they reflected on their learning in Unit 1 and had to consider how that learning would help for undertaking Unit 2). Target setting can also be used as a way for the candidate to plan candidates' on-going professional development. The evidence must be supported with relevant theory or information sources..

3 Evaluate the impact your new learning and experiences from Unit 2 have had on your practice and how this will help you to prepare for Unit 3.

Candidates should evidence at least two but no more than four aspects of their learning and experiences from Unit 2 that have had an impact on their teaching bilingual learners. One of the aspects evaluated should be the teaching method or learning activity using digital technologies they wanted to develop in the lesson that was 'new' to their practice. Candidates must focus on evaluating the impact this teaching method or learning activity had on the students and their learning.

Recommended resources

Marsh, D. & Langé, G. (Eds) (1999) *Implementing Content and Language Integrated Learning*. Jyväskylä: TIE-CLIL

Pollard, A. (2008). *Readings for Reflective Teaching*. London: Continuum.

Web-based resources

Cambridge International Examinations (2015) *Education Brief 4: The Cambridge learner and teacher attributes*
www.cambridgeinternational.org/images/271189-the-cambridge-learner-and-teacher-attributes.pdf
[Accessed 17 Apr. 19]

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Learning outcomes – Unit 2

Teaching an effective lesson for bilingual learners with a focus on understanding content

Learning outcome H: Key questions

KQ1 How can mentor feedback and your own reflections be used to identify aspects of the students' learning and your teaching practice that went well and to identify those aspects that require further development?

Here, the question will help the candidate to focus on the purpose of reflecting on practice. It is important that the candidate understands that reflection is more than writing a description of what happened in a lesson; it is a process of inquiry that involves examining different 'lenses' or views on a lesson, analysing and evaluating specific aspects or moments in a lesson using feedback. The candidate needs to identify specific elements of the lesson that require further improvement and these elements must relate to teaching bilingual learners rather than generic teaching contexts.

KQ2 What new learning and understanding have you recently acquired from your reading, research and discussion in individual study?

KQ3 How have you collaborated with peers to develop new learning and improve your classroom practice?

KQ4 What new learning have you acquired by reflecting on your work-based practice and using feedback from colleagues?

These three questions will help the candidate tackle the evidence of reflection task in which the candidate evaluates the impact of new learning and experiences from Unit 2 on their teaching practice and identifies how this learning will help them prepare for Unit 3.

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Learning outcomes – Unit 3

Teaching a lesson for bilingual learners with a focus on active learning and productive language skills

Learning outcome I: Plan a sequence of lessons that are coherent and focused on content and language to stimulate students' active participation in the lesson and to develop productive language skills.

Key words: plan a sequence of lessons • learner centred

Unit 3 moves the emphasis onto productive language skills. While receptive language skills feature and impact upon the ability to understand and process new content and knowledge (this was emphasised in Unit 2), here is an opportunity for candidates to demonstrate how they plan for students to enhance their productive language skills in active learning modes. This learning outcome places language learning at the fore, and expects candidates to demonstrate language-learning strategies which support the learning of the content using apt and well-planned mechanisms. Developing productive skills alone is insufficient; these must be developed using active learning. This outcome is therefore focused on thinking actively about effective planning for language development across a sequence of lessons.

Candidates are required to plan a 'sequence of lessons' rather than a single lesson. The intention here is to encourage and support a candidate's spiral of learning, so they progress from planning a single lesson in Unit 2 to a sequence of lessons in Unit 3. Planning a sequence of lessons allows a candidate to develop a deeper understanding of relevant teaching concepts and principles. Candidates are expected to show this deeper understanding in the evidence of learning, reflection and practice for this unit, and candidates will need

to consider the learning process rather than focus only on discussing a single lesson.

Guidance for summative assessment

Evidence of practice

• Module 1: Unit 3 Teaching Activity Log

Candidates need to select and analyse a range of teaching activities used in their sequence of lessons. Candidates must briefly evaluate and reflect on a minimum of three activities which show their developing learning and understanding.

Evidence of learning

- 1 Explain how a structured lesson can stimulate students' active participation and develop productive language skills.

The explanation must show the candidate's knowledge and understanding of how to plan sequences of learning that involve the learner using the language of a subject for different purposes.

Recommended resources

Ball, P., Kelly, K. & Clegg, J. (2015) *Putting CLIL into Practice* Oxford: Oxford University Press.

Bentley, K. (2010) *TKT CLIL Cambridge*: Cambridge University Press

Web-based resources

Ball, P. (2016) Using languages to develop subject competences in CLIL-based practice Pulso, Vol. 39, pp. 15-34
<http://revistas.cardenalcisneros.es/index.php/PULSO/article/viewFile/212/182>
[Accessed 17 Apr. 19]

Dalton-Puffer, C. (2011) Content-and-Language Integrated Learning: From Practice to Principles? Annual Review of Applied Linguistics, Vol. 31, pp. 182–204
https://www.unifg.it/sites/default/files/allegatiparagrafo/20-01-2014/dalton-puffer_content_and_language_integrated_learning_from_practice_to_principles.pdf
[Accessed 17 Apr. 19]

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Learning outcomes – Unit 3

Teaching a lesson for bilingual learners with a focus on active learning and productive language skills

Learning outcome I: Key questions

KQ1 Why should teachers plan sequences of lessons?

This question will help the candidate to think about their rationale behind their sequence of lessons. The candidate needs to think about their reasons for the order that the lessons are given, and this thinking must include planning for the learners' language development over a series of lessons.

KQ2 What language do students need to discuss the content for this a particular lesson (for example, vocabulary, grammatical structures, speaking and writing skills)?

This is a prompt for the candidate to show their understanding of the language of their subject, including language at sentence and text levels.

KQ3 Where in a lesson will you check for any preconceptions or misconceptions the students might have?

Planning for checking on learning is an important aspect of meeting the needs of bilingual students. This question will help the lesson planning that the candidate needs to undertake as well as their evidence of learning task in which they explain why formative assessment is an important part of the learning process, supporting active participation and helping to develop productive language skills.



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Learning outcomes – Unit 3

Teaching a lesson for bilingual learners with a focus on active learning and productive language skills

Learning outcome J: Teach lessons using learning activities that are based on well-managed active learning approaches, and ensure learning includes differentiation.

Key words: scaffolding • supporting output • differentiation

There is a dual aim here, and that is to use the principles of active learning so that students can play a role in constructing some of their own language learning. This is another opportunity for candidates to make links with the concept of constructivism and why using an appropriate range or variety of approaches can help meet, to some degree, their learners' needs.

For their evidence of learning, candidates must explain how they planned lessons to stimulate students' active participation and develop productive language skills. The candidate must provide concrete and specific examples relevant to teaching bilingual learners and avoid referring to generic teaching approaches.

They may then give further examples of how the sequence of lessons supported students' active participation: for example, not letting a minority of students answer questions, devising speaking and writing tasks; using co-operative learning formats. Candidates also need to understand the concept of differentiation and show how they differentiate the learning within the group of learners and across the sequence of lessons.

Guidance for summative assessment

Evidence of practice

- **Module 1: Unit 3 Lesson Plan**

For the Evidence of Practice in Unit 3 candidates submit a single lesson plan which should be for one lesson taken from the planned sequence of lessons.

Evidence of learning

1 Explain how a structured lesson can stimulate students' active participation and develop productive language skills.

The candidate needs to explain how to motivate learners to produce language in lessons. Candidates should demonstrate awareness of a range of active learning approaches to developing productive language skills, and a variety of teaching and learning strategies should be discussed. The candidate should also explain effective differentiation strategies, such as providing extension activities or using additional support mechanisms.

Recommended resources

Dale, L. & Tanner, R. (2012) CLIL Activities. Cambridge: Cambridge University Press

Gibbons, P. (2014) Scaffolding Language, Scaffolding Learning, 2nd edition Portsmouth NH: Heinemann

Kyriacou, C. (2014). Essential Teaching Skills. Cheltenham: Nelson Thornes.

Web-based resources

Montalto, S., Walter, L., Theodorou, M. & Crysanthou, K. (2015) The CLIL Guidebook. European Commission.
<https://www.languages.dk/archive/clil4u/book/CLIL%20Book%20En.pdf>

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Learning outcomes – Unit 3

Teaching a lesson for bilingual learners with a focus on active learning and productive language skills

Learning outcome J: Key questions

KQ1 How will a lesson be structured to stimulate students' active participation and to develop productive language skills to meet set content and language objectives?

This question invites the candidate to think about the shape of a lesson: the start and end to a lesson, the ways in which activities are linked and the ways the lesson involves the students in their own learning. The emphasis is on how the lesson structure supports learners' productive language skills: that is, how learners are encouraged to produce spoken or written output. There is an opportunity for the candidate to explore using co-operative learning ideas and formats.

KQ2 How is learning differentiated?

Here, specific strategies for differentiation must be considered and this can then be shown in the lesson plan that is included as part of the evidence of practice.

KQ3 Why is it important for lessons to be well paced and well managed?

Although this question is relevant to all teaching contexts, the candidate needs to reflect on this aspect of their teaching bilingual learners.

KQ4 What teaching strategies, learning activities and resources will be used and adapted to help students participate in the lesson and think, speak and write about the given topic?

This question invites the candidate to discuss teaching strategies, learning activities and resources that encourage learners' active participation in the lesson and that develop their productive language skills.

Candidates may choose to consider these strategies, activities and resources in terms of how they function at word, sentence and text levels. For example, to support language at a word level, teachers may use a labelling activity using subject specific vocabulary. At a sentence level, learners can work with a substitution table when writing sentences, in which they are given the basic shape of a sentence and then possible options for filling in the correct information to complete the sentence. They might also be given the start of sentences. Sentences with gaps to fill in can also give support with sentence writing. Sentence starters and gap fill exercises, model texts, writing and speaking frames can be ways to help support learners in their production of language about new ideas and prepare them for producing their own texts, whether written or spoken

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Learning outcomes – Unit 3

Teaching a lesson for bilingual learners with a focus on active learning and productive language skills

Learning outcome K: Teach lessons using a variety of formative assessment and feedback methods to activate participation and productive language skills.

Key words: assessment for learning • collaborative learning • formative assessment

This learning outcome returns to the concern with formative assessment practice that has been a key element of Units 1 and 2, but this time the emphasis is on how to use formative assessment to support students' active involvement in a lesson and to develop their productive language skills.

There is an opportunity for the candidate to consider the role of self- and peer-assessment in involving learners in assessment and to meet their individual needs as bilingual learners. Candidates might also explore how they use questioning and feedback to contribute to the assessment process in a bilingual teaching context.

Guidance for summative assessment

Evidence of practice

• Module 1: Unit 3 Observer Feedback Form

The mentor must provide feedback on how successfully the candidate used formative assessment approaches that are relevant to a bilingual context. For the Evidence of Practice in Unit 3 candidates are observed teaching a single lesson only, which should be taken from the planned sequence of lessons.

Evidence of learning

- 1 Explain why formative assessment is an important part of the learning process and can support active participation and help develop productive language skills.

The explanation must evidence knowledge and understanding of formative assessment methods that support the development of learners' speaking and writing skills. At this stage in Unit 3 the candidate is expected to demonstrate an understanding of key underlying principles for formative assessment in bilingual education contexts.

Recommended resources

Llinares, A., Morton, T. & Whittaker, R., (2012) *The Roles of Language in CLIL* Cambridge: Cambridge University Press

William, D. (2018) *Embedded Formative Assessment. Second Edition*, Bloomington, IN: Solution Tree Press.

Web-based resources

Assessment Reform Group (2002). *Assessment for Learning: 10 Principles*.
<https://www.aaia.org.uk/content/uploads/2010/06/Assessment-for-Learning-10-principles.pdf>

Cambridge Assessment International Education (2017). Getting started with: Assessment for Learning
<https://www.cambridge-community.org.uk/professional-development/gswafl/index.html>

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Learning outcomes – Unit 3

Teaching a lesson for bilingual learners with a focus on active learning and productive language skills

Learning outcome K: Key questions

KQ1 What is your understanding of the basic principles of assessment?

KQ2 How do you use formative assessment to support as well as monitor your students' learning?

KQ3 Why does having an understanding of the concept of Assessment for Learning (AfL) help a teacher to use formative assessment methods more effectively?

KQ4 Why is providing formative feedback an important part of AfL practice?

KQ5 How is formative assessment and feedback used to support participation and productive language skills?

All these questions build on the work undertaken in Units 1 and 2 on formative assessment. The focus here on Assessment for Learning is intended to highlight for the candidate the purpose of their formative assessment practice: that it is used to move learning forward and not merely as a way of recording progress. Candidates will need to think about how formative assessment functions and an aspect of this will be the way they modify their teaching based on the results of a formative assessment activity. There is an opportunity for the candidate to then reflect on this aspect of their formative assessment practice as they consider in their evidence of reflection the changes made during the delivery of a lesson to the lesson plan.



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Learning outcomes – Unit 3

Teaching a lesson for bilingual learners with a focus on active learning and productive language skills

Learning outcome L: Evaluate lessons to identify strengths and areas for further development in their professional practice using feedback from various sources.

Key words: reflective practitioner • analysis

This reflection on practice requires a broader evaluation than the content-themed lesson in Unit 2. The post observation discussion should focus on medium-term professional development, whereas in Unit 2, the primary aim is to use evaluation to feed into the planned work for Unit 3 (and is therefore short-term). Candidates need to consider a variety of sources to identify strengths and weaknesses, and with a view to perhaps going forward with work on Module 2 of the Teaching Bilingual Learners' Diploma. However, if the Certificate is the 'end point' of the current journey, candidates should convey how they intend to develop their skills, knowledge and understanding of working with bilingual learners, in light of areas for improvement raised by the Observer and their own reflection.

Guidance for summative assessment

Evidence of practice

• *Module 1: Unit 3 Collaboration with colleagues*

This is an opportunity for the candidate to collaborate with colleagues to deepen their understanding and knowledge of how to design and implement teaching and learning using digital technologies.

Evidence of reflection

1 Analyse the effectiveness of the chosen strategies in stimulating students' active participation and developing productive language skills.

2 Explain how you used formative assessment to monitor students' progress with the learning objectives. This will include students' active participation and development of productive language skills, and an evaluation of how effective this was.

3 Evaluate how your knowledge, skills and understanding of teaching bilingual students has developed as a result of your work for the Certificate, any aspects that need further development and how you are going to develop these.

For the Evidence of Reflection in Unit 3 the candidate is expected to analyse the effectiveness of teaching strategies rather than the effectiveness of the whole lesson. This is to encourage candidates to focus on deeper reflection about underlying principles and concepts of teaching and learning in bilingual contexts, and avoid merely describing lesson activities. Candidates are expected to provide a critical evaluation of their teaching, including their application of formative assessment principles

relevant to a bilingual education context. Finally, a reflection on the experience of undertaking the Certificate is required, together with goals and actions for further professional development

Recommended resources

Pollard, A. (2008). *Readings for Reflective Teaching*. London: Continuum.

Dalton-Puffer, C., Nikula, T. & Smit, U. (2010) *Language use and language learning in CLIL classrooms* Amsterdam: John Benjamins.

Strong, J. (2001) *Literacy Across the Curriculum: Making it Happen*. London: Collins Educational/ National Literacy Trust.

Web-based resources

Cenoz, J., Genesee, F. & Gorter, D. (2014) *Critical Analysis of CLIL: Taking Stock and Looking Forward Applied Linguistics*, Vol. 35, No. 3, pp. 243–262

<https://academic.oup.com/applij/article/35/3/243/146345>

Cambridge Assessment International Education (2017) *Bilingual Learners and Bilingual Education*.

<https://www.cambridgeinternational.org/Images/271190-bilingual-learners-and-bilingual-education.pdf>

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Learning outcomes – Unit 3

Teaching a lesson for bilingual learners with a focus on active learning and productive language skills

Learning outcome L: Key questions

KQ1 How are you going to continue learning about teaching a curricular subject through an additional language?

KQ2 How are you going to share what you have learned with colleagues?

KQ3 How are you going to learn from colleagues?

These three questions are intended as a prompt for the candidate as they work on their evidence of reflection in Unit 3. Each question provides a different perspective on the journey they have taken on the Certificate, as well as different ways of thinking about what their next steps will be in their continuing professional development as bilingual teachers.



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Assessment criteria – Introduction



Assessment criteria are used to enable candidates to know what they need to do to achieve the learning outcomes. They are an indication of achievement at a certain level. They are evaluative and holistically applied to the whole portfolio.

When assessing a portfolio the examiner will first establish that each learning outcome has been evidenced to the standard required, which is FHEQ Level 4. Once they have assessed that all the learning outcomes are evidenced the examiner will use the assessment criteria to judge how well the learning outcomes have been met. To achieve an overall Pass grade all four assessment criteria need to be met. To receive an overall Distinction three criteria need to be awarded a distinction grade with the fourth awarded at least a Pass grade. Once the examiner has marked all the candidates portfolios from that Centre they will complete the *Centre Feedback Form*. This is designed to help guide the programme leader in developing the quality of their programme.

Candidates will be assessed for the Certificate according to the following criteria, applied to the portfolio as a whole.

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Assessment criterion 1

Understanding teaching bilingual learners

Distinction	Demonstrates a well-focused understanding of relevant concepts and principles with evidence of analysis of strengths and weaknesses. Applies relevant concepts and principles to own practice with evidence of critical evaluation and limitations.
Pass	Demonstrates a broad understanding of relevant concepts and principles and is able to apply these in a meaningful way to own practice.
Fail	Demonstrates inadequate or poor understanding of relevant concepts and principles. Application to own practice may be very limited, inadequate or inappropriately applied.

A candidate's lesson plans and observer feedbacks provide evidence of how they have applied relevant bilingual teaching and learning principles and concepts to their own practice. In a candidate's evidence of learning, the explanations and descriptions must demonstrate they have understood relevant concepts and principles of teaching bilingual learners by applying them to their own practice. The evidence must be supported, where appropriate, with reference to relevant theories of bilingual learning and teaching. A candidate who demonstrates in their evidence of

practice and learning a broad understanding of relevant concepts and principles of bilingual teaching and learning, and is able to apply them in a meaningful way to their own practice will secure a pass grade for this criterion.

To be awarded a distinction grade a candidate must demonstrate in their evidence of reflection both analysis and critical evaluation of relevant concepts and principles of bilingual teaching and learning. The evidence must be supported with reference to relevant theories of learning and teaching.

Key Skills:

analysis
application of theory to practice
critical Thinking

Recommended resource

Giltrow, J., Gooding, R., Burgoyne, D. and Sawatsky, M. (2009). *Academic Writing: An Introduction*. Peterborough, Ontario: Broadview Press Ltd

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Assessment criterion 2

Developing thinking and practice in teaching bilingual learners

Distinction	Evidences effective practice, with a well-focused understanding of relevant theories and principles underlying practice in teaching, and applied to own practice. Evidence of reflective evaluation of own practice, and identification of learning from experience.
Pass	Evidences effective practice, with a sound and largely accurate understanding of relevant theories and principles underlying practice in teaching. Some evidence of application of theories and principles to own practice. Some evidence of reflective evaluation.
Fail	Little or poor evidence of linking effective practice with theories and principles. Limited or inaccurate understanding of relevant theories and practice. Little evidence of application of theories to and principles to own practice.

In their evidence of practice a candidate's lesson plans and observer feedback provides evidence of effective classroom practice and how it is underpinned by an understanding of relevant theories, concepts and principles of teaching bilingual learners. In their evidence of learning all explanations and descriptions must demonstrate a sound and largely accurate understanding of relevant theories and principles that underlie their bilingual teaching practice. In a candidate's evidence of reflection there must be evidence of reflective evaluation that demonstrates how they are developing their thinking and practice. The work in their evidence of learning and reflection must be supported with references to relevant

theories of bilingual learning. A candidate who meets these standards will secure a pass grade for this criterion.

To be awarded a distinction grade for this criterion a candidate's lesson plans and observer feedback must demonstrate that their practice is not only effective but is clearly improving as a result of reflective evaluation and learning from experience. The evidence in the learning and reflective accounts that demonstrates a candidate's developing thinking and practice must be consistently supported with reference to relevant theories and principles of bilingual teaching and learning.

Key skills:

application of theory to practice

reflection

reflective practice

Recommended resource

Giltrow, J., Gooding, R., Burgoyne, D. and Sawatsky, M. (2009). *Academic Writing: An Introduction*. Peterborough, Ontario: Broadview Press Ltd

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Assessment criterion 3

Analysis and discussion

Distinction	Analyses questions and issues arising from study, inquiry, discussion, and experience, in a well-focused manner, supported by relevant and useful examples drawn from valid and reliable evidence. Evidence of a range of information sources to inform analysis and discussion. Well-structured work.
Pass	Analyses questions and issues arising from study, inquiry and experience in a sound and largely appropriate manner. Some use of relevant examples drawn from sound evidence. Use of some different information sources to inform analysis and discussion. Structured approach to analysis and discussion.
Fail	Descriptive accounts, with inaccuracies and misunderstandings in places. Opinions and views expressed, but without links to evidence and/or relevant examples. Work likely to be poorly organised and structured.

An analysis is a detailed examination of a question or issue that looks in depth at each constituent part from different viewpoints to determine its essential features. A discussion is a written debate that requires the skill of reasoning by providing arguments for and against ideas in order to make decisions. A candidate must demonstrate their skills of analysis and discussion in both their evidence of learning and reflection when considering questions and issues arising from their studies, inquiries or experiences. The work must be structured to make the issue or question being analysed or discussed apparent and supported with relevant examples drawn from sound evidence. Different information sources such as

textbooks, web page or site, journals or articles related to teaching and learning, etc. must be used to inform analysis and discussion and referenced appropriately. A candidate who meets these standards will secure a pass grade for this criterion.

To be awarded a distinction grade for this criterion any analysis or discussion of questions and issues arising from their study, inquiry or experience must be well-focused and supported by relevant examples drawn from valid and reliable evidence. The work must be well-structured and a range of information sources used to inform analysis and discussion must be evidenced and correctly referenced.

Key skills:

analysis
Critical thinking
research

Recommended resource

Giltrow, J., Gooding, R., Burgoyne, D. and Sawatsky, M. (2009). *Academic Writing: An Introduction*. Peterborough, Ontario: Broadview Press Ltd

UCL. (2019). *Thinking Critically* [online].

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Assessment criterion 4

Communication and presentation

Distinction	Presents ideas, arguments and information in a well-structured and consistent manner. Professional approach to presentation of work, with opinions only given when justified and/or backed up by evidence. Academic conventions followed, with appropriate referencing to published work or other accepted sources of evidence.
Pass	Presents ideas, arguments and discussions in an orderly and generally consistent manner. Professional approach to presentation of work. Opinions may be expressed at times without evidential or other accepted support. Academic conventions mostly followed, with attempt to reference appropriately.
Fail	Work demonstrates significant weaknesses in presentation and may be poorly structured, not well organised and not presented in a professional manner. Opinions may be given at length without any attempt to provide support from other sources.

A candidate must structure their work so that all required explanations, descriptions, analyses and evaluations are presented in an orderly and consistent manner that aids effective communication of their understanding, thinking, ideas arguments, information, etc. When opinions are expressed they should be supported with reference to relevant theories, concepts or principles of learning and teaching. This means a candidate must follow academic conventions and reference their work appropriately, preferably using the Harvard style of referencing. A candidate who meets these standards will secure a pass grade for this criterion.

To be awarded a distinction grade for this criterion a candidate must structure their work in a clear and consistent manner that effectively communicates their understanding, thinking, ideas arguments, information, etc. Opinions are only given when supported with reference to relevant theories, concepts or principles of learning and teaching. Academic conventions are consistently followed with appropriate referencing to published work or other accepted sources of evidence, preferably using the Harvard style of referencing.

Key skills:

structure and presentation of work

academic conventions

referencing

Recommended resource

Harvard referencing
<https://www.citethisforme.com/harvard-referencing>

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Key words

A

Active learning – describes approaches to teaching and learning that provide students with opportunities to participate in the learning process by building knowledge and understanding in response to learning opportunities provided by the teacher, the students are engaged in learning activities that challenge and extend their knowledge and understanding.

Analysis – Analysis is carefully considering an idea and weighing up the evidence supporting it to see if it is convincing. Then being able to explain why you find the evidence convincing or unconvincing.

Assessment for Learning – essential teaching strategies during learning to help teachers and students evaluate progress in terms of understanding and skill acquisition, providing guidance and feedback for subsequent teaching and learning.

C

Collaborative learning – students work together in small groups or pairs on clearly defined learning tasks or activities.

Concepts and terms - A concept is an idea. It is the way people see and understand something. The name used to identify a concept is a “term”. Different languages have different terms for the same concept. The terms may be different in each language but the concept is the same.

Constructivism – a theory about how people learn by constructing their own unique personal meanings or understandings of their experiences and then relating their new learning with what they already know.

D

Differentiation – planning different support for different learners according to their different needs. These needs may differ in terms of level, interest, and approach to learning. For example, some learners may require modified input, such as simplified texts or visual aids.

E

Effective questioning – requires the use of both closed and open type questions, and different strategies, to make sure all students participate in the learning process.

F

Formative assessment – is used to support and monitor the learning progress of students.

Formative assessment methods – are used to support and monitor the students' learning at different stages in a lesson so that adjustments can be made to bridge any 'gaps' in their learning.

G

Guiding input - ways to help learners when they encounter text—written, spoken, or visual

I

Impact of learning - the benefit of learning undertaken and the monitoring of how this learning has affected the learner.

L

Language demands and needs - Language demands and needs Language demands refer to the ways language will be used by learners in specific

learning tasks in order to demonstrate learning. Language needs refer to the needs specific learners in any group have with respect to a given task or resource. A lesson therefore makes language demands on a whole class; individuals in the class have specific language needs with respect to those demands.

Language levels - When learners enter a class it's essential to assess their reading, writing, and speaking skills to get an idea of their current proficiency level. The purpose of these initial assessments is to gain information about students' levels of English in order to tailor future instruction to meet learners' language needs.

Learner centred - Learner centred teaching places the student in the centre of the learning process and ensures that students are active participants in their learning.

Lesson plan – a lesson plan is the teachers road map of what students need to learn and how it will be done effectively during the class time.

Learning aim - a broad statement of intent indicating what the teacher must teach and the students must learn.

learning objectives – describe what the students must, should or could learn.

learning outcomes – describe what the students will be able to do as a result of their learning, they specify what learning will be assessed.

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Key words

O

Observer feedback – feedback from observation of a teacher's lesson that's focused on the intended outcomes of the observation and is analytical in

P

Professional development - Teachers continuously and systematically reflect on and improve their professional thinking and practice, engaging in appropriate learning opportunities to improve and upgrade their knowledge and skills.

Plan a sequence of lessons – process of planning several lessons that will be taught consecutively in order to create smooth transitions between lessons and make sure all the required learning objectives for a unit or block of learning can be accommodated.

R

Reflective practitioner – is a teacher who systematically thinks about their classroom experiences in order to develop, change and improve their professional practice.

Reflective practice – The process through which the teacher continuously learns from the experience of planning, practice, assessment and evaluation and can improve the quality of teaching and learning over time.

S

Scaffolding - teaching technique that involves providing students with the supports needed to complete a task or facilitate their learning of new concepts.

Scaffold learning - The teacher provides appropriate guidance and support to enable students to build on their current level of understanding progressively to acquire confidence and independence in using new knowledge or skill.

Supporting output - ways to help learners as they produce subject content through spoken, written, practical or creative work.

Summative assessment – typically end-of-learning assessment tasks such as examinations and tests, to measure and record the level of learning achieved, for progression to the next level or for certification.

T

Theory - a set of principles on which the practice of an activity is based

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