

Inservice Units to Support the Implementation of the
Primary Reform Curriculum

**Unit 8:
Bridging to English**

**Module 1: The context
of bridging**

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Name: File N^o:.....

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Module 1 - The context of bridging

Module introduction

Welcome to *Module 1: The context of bridging*

This module begins by providing you with a broad overview of the whole unit, stating who the target group is and its aim. Next you develop a shared view and a common starting point through defining the key concepts of ‘bridging’, ‘transition’ and ‘bilingual education’. Then you move on to increase your understanding of the use of vernacular and English in elementary school and the need to link with elementary language outcomes. Finally, you broaden your understanding of the concept that vernacular literacy is a support for English language development.

To undertake this module you will need access to the seven lower primary syllabuses and the matching teacher guides. These are shown on page 4-7 of the *Unit Introduction*. All activities in this module are based on these documents. If you do not have access to them, you will not be able to do this module. For copies of these documents contact your head teacher, inspector, provincial reform curriculum coordinator, provincial inservice coordinator or the provincial materials supply officer.

If you are seeking academic credit, as you work through this module, it may be useful to keep a running record of sections, parts and pages of the module where you can show evidence for particular unit outcomes. You may wish to record such information in your *Learning Contract*.

Module learning outcomes

When you have worked through this module you, the learner, can (are able to):

1. discuss the contents of the *Ministerial Policy Statement (No. 3/99): Language Policy in All Schools* as it applies to lower primary schools
2. use a KWL chart as a learning tool in a classroom situation
3. discuss the link between elementary and primary grade 3 and related issues with elementary teachers
4. discuss the elementary language outcomes and determine the levels of vernacular and English language skills that your grade 3 students have
5. explain how the guidelines for bilingual education and bridging to English will affect your current practices in planning and programming
6. explain the concepts - 'bilingual education', 'transition' and 'bridging'
7. explain how vernacular learning can be used to support English language learning
8. read information (relating to bilingual/transition education) from a number of sources and make connections to your classroom practice
9. organise meetings and facilitate collaborative activities to strengthen links between elementary and primary schools
10. translate information about vernacular support for English language learning to your current classroom practices
11. reflect on your own teaching styles and changes you would consider to suit your classroom needs.

Section 1: Introducing the module

This module has been developed to support you, a lower primary school teacher, senior teacher or head teacher teaching students who have come through elementary schools, or an education officer or a primary school inspector in your supervisory role. According to the *Language Policy in All Schools*, classroom learning and teaching will be conducted in a bilingual situation where the student is encouraged to sustain and develop the initial first language literacy that was provided in the elementary sector. This means at the lower primary level, you, the teacher, also begin to introduce literacy in the second language, which is English, while continuing to develop your students' literacy in the vernacular.

This module supports this policy on bilingual education in the lower primary; therefore, it aims to ensure that you are equipped to teach in a bilingual situation and that you are prepared to support students' transition from vernacular to English through grades 3–5.

This module trains you in bilingual teaching strategies, models and examples linked to the *Language, Lower Primary Syllabus* and supporting documents.

It also provides implementation support for you, who have the main responsibility for designing a classroom curriculum and bilingual learning environment to meet the varied needs of your students.



Take a few minutes to read the following information about a KWL chart.

What is a KWL chart?

A **KWL** chart is an effective method to work out the level of interest in and prior knowledge of a student on a topic.

The **KWL** activity helps students remember what they already know about a topic, interpret what they read, decide on things they want to learn more about and helps to revise what has been learned.

- The **K** stands for Know: Here the students list everything they already know about the topic to be studied individually or as a group.
- **W** stands for Want to Know: This is often in question form. Here your students and you list all the questions they have about the topic, and any gaps in the knowledge they already have.
- **L** stands for Learned: this section of the chart is filled in during the study of a topic. When students discover the answer to one of their questions or how to fill in the gap in their knowledge, they complete this column. Following is a sample **KWL** chart.



K - know	W – want to know	L - learned

K - know is to write what you know,

W - want to know is to write what you want to learn

L - learned is to write things you learn as you go along.

Steps to follow in your classroom

1. Draw a KWL chart on the board.
2. Teach the different parts of the chart to the students. (This step is done only when you first introduce KWL chart).
3. Get the students to brainstorm what they already K - know about the topic being studied.
4. Write their responses on the chart (in the first column).
5. Next get the pupils to suggest new things that they W - want to know. They could suggest questions they have about the topic.
6. Write their responses in the middle column
7. Do not write in the L - learned column. This will be completed during the study of the topic.



Working with another colleague, preferably a grade 3 teacher, complete a KWL chart.

- Start by brainstorming things you K - know about *teaching in the bridging years of the lower primary school*. Write them in the first column. In the second column, write new things that you W - want to learn about *teaching in the bridging years of the lower primary school*.
- Do not write in the L - learned column. This will be completed later, as you work through the sections of this module.

K - know	W – want to know	L - learned

HINT: What you list under each column will depend on how much in-depth knowledge you have about teaching in the bridging years. Your response will also require you to assess yourself and help you identify areas of need.



Take your KWL chart and discuss it with another person from your school or your cluster group. As you are comparing and discussing, do the following:

- What are some more things that you want to know about *teaching in the bridging years of the lower primary school*? Find out as much as you can during your discussions with your colleagues.
- Perhaps after you have talked to those above, you may now be able to write some things in the L - learned column.
- List the areas of focus for teaching in the bridging years of the lower primary school.



Did you find the KWL a useful learning tool for you?

- Do you think you will be able to use it with your class in your classroom? If not – what do you need to know more about before you can adapt this learning model for use in your classroom?

HINT: A personal response is required here.

It is important to understand that you know already a great deal about teaching, and about teaching grade 3-5 students. This module is intended to build on this existing knowledge.



Share what you already know about teaching in the lower primary with your colleagues. Make some notes here.

Section 2: What are bilingual education, transition and bridging?



Read the information on bilingual education in the seven lower primary syllabuses. (Pages references are listed below.)

Arts: pages 3-4

Community Living: pages 4-5

Environmental Studies: pages 1-2

Health: pages 3-4

Language: page 3

Mathematics: pages 3-4

Physical Education: pages 3-4



Discuss with a colleague what you have read, then answer the following questions in 2-3 sentences.

- What have all the above documents said about:
 - education in general at the lower primary level?
 - the approach to first languages in schools in the reform process?
 - transitional bilingual education?
 - strategies and activities for implementing bilingual education?

HINT: The indicated pages of the seven lower primary syllabuses will provide information for you to answer the four questions above. Discussion here should evolve around the importance of bilingual education in the lower primary.



Still working with a colleague, read the *Ministerial Policy Statement No: 3/99, Language Policy in Schools* which is copied below, and take down bullet point notes about the most important messages in the statement. (Use the space provided after the statement to record your notes.)

Ministerial Policy Statement re: Language in Schools

FILE: GC5-1.1/CM2-4-2

Date: 03/09/99

MINISTERIAL POLICY STATEMENT NO: 3/99

SUBJECT: LANGUAGE POLICY IN SCHOOLS

The authority of this Ministerial Policy Statement is Section 27 (1) (h) of the Education Act (Chapter No. 163) as amended.

The purpose of this circular is to advise authorities of all institutions within the National Education System regarding the use of languages in schools. This statement should be read in conjunction with the Ministerial Policy Statement No. 1/91 and Secretary's Circulars No.1/91 and No. 38/99.

The future directions for language use in the formal school system as stated in Secretary's Circular No. 1/91 is that the language of the community, together with its cultures, spiritual and work practices will form the basis for the activities of the school.

In practice, using the language of the community as the basis for the school activities means the use of vernacular, or a language spoken by both the students and the teacher, in the school system for teaching and learning. The use of vernacular languages establishes strong cultural bonding between children and their community. This is one of the aims of the education reform in Papua New Guinea.

Research findings also support the use of vernacular languages in schools. The findings indicate that:-

- *there are academic achievement benefits for the student from being bilingual*
- *to stop students learning in their first language and forcing them to learn only in a new language can be harmful and obstructive to their development*
- *it usually takes an English language learner 5 or more years to develop the ability to use English for learning complex concepts; and*
- *beginning schooling in the children's first language, and using this language for continued learning and development while the English language is being learned, is the best way for children to develop to their full potential in schooling.*

On the basis of this information, the reform curriculum calls for a program of bilingual education in primary schools. Children who graduate from elementary schools will enter this new bilingual program in Grade 3.

1. *At the elementary school level, (Prep to Elementary 2), this means that the language of instruction is completely in the student's vernacular language, or the community lingua franca, with an introduction to oral English at the end of Elementary 2. Children will leave elementary school literate in their first language.*

The community through their Parents and Citizens' Association (P & C) and the Board of Management (BOM) will decide the language to be used at the elementary level of education.

In practice, the community must be informed in order to make the decision on what language should be used at elementary level. The language chosen should be the

language that is shared in the community, and used for most communication in that community.

2. *At the lower primary level, (grades 3 - 5) the learning and teaching will be conducted in a bilingual situation, in which there is planned, gradual bridging from vernacular (or the lingua franca) to English. Oral and written vernacular language development will continue throughout lower primary. Oral and written English development will gradually be introduced and established as the major language of instruction by the end of grade 5, using "Teaching English to Speakers of Other Languages" (TESOL) methodology.*

At this level, while English is being learned, the language mostly used for teaching and learning should be the same language that the children used in elementary school.

Where a number of active languages exist in one community, the main language of interaction between the language groups and of commerce in the community should be the language selected, that is the local lingua franca.

Every effort must be made to appoint vernacular speaking teachers to the lower primary grades, particularly those who have received inservice in bilingual education strategies.

3. *At the Upper Primary level, (grades 6 - 8), class activities will be conducted with English as the main language of instruction, but students should still be provided with opportunities to further develop their oral and written vernacular (or lingua franca) skills.*
4. *At the Secondary level and Provincial High school level including Vocational schools, lessons will be conducted in English. But advantage should be taken where opportunities arise for students to further develop their oral and written vernacular (or lingua franca) skills or if a concept can be better explained using the vernacular or lingua franca.*

Whereas students must be encouraged to learn and use English, all schools at all levels should not discourage free communication in vernacular languages that the children speak in and out of school grounds. This will establish confidence in students to use vernacular in academic learning.

**HONOURABLE PROFESSOR JOHN WAIKO, PH.D, MP.
MINISTER FOR EDUCATION, RESEARCH, SCIENCE AND TECHNOLOGY**

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- Use the space below to record your bullet point notes about the most important messages in the statement. (3-5 points)

- Are they new to you?

HINT: A personal response is required here - depending on what new knowledge you have gained from reading the language policy.



Now compare your notes with those of your colleague. What are the important points/new information you have both written? Discuss them.

HINT: In your discussion, try to make connections between the ministerial policy statement and the additional piece of information you are about to read.



Now read the information below with your colleague and make links to the ministerial policy.

The terms ‘bilingual education’, ‘transition’ and ‘bridging’, are often used to describe the kinds of language education that students will experience when they enter lower primary school.

- ‘Bilingual education’ is when a second language is used in school for the teaching of subjects.
- The term ‘transition’ means moving or changing from one situation to another.
- The term ‘bridging’ has been used to represent the movement from using vernacular to English as the main language of instruction.
- There are different types of bilingual education. In PNG, DoE has adopted a **transitional bilingual education** program.
- A **transitional bilingual education** program is where the vernacular is gradually replaced by English as the language for teaching school subjects. The use of a student’s vernacular when he or she enters primary school is gradually reduced in favour of English for teaching school subjects.
- The learning of oral English begins in the final year of elementary school (E2). The transition to teaching school subjects in English begins in Grade 3 and continues through to Grade 5.

According to the Ministerial Policy Statement (No. 3/99): Language Policy in all schools, the learning and teaching will be conducted in a bilingual situation where the student is encouraged to use and further develop the initial literacy provided in her or his first language in the elementary sector.

At the lower primary level you also begin to introduce literacy in the second language of English.



Find out from 3 to 4 other teachers within your school/cluster about their familiarity with the ministerial policy, ie, do a mini survey of what the teachers are aware of. (Tick the appropriate column)

	Yes	No
• Are teachers familiar with the contents of the Language policy?		
• Are teachers aware that in lower primary two languages (vernacular and English) are used for teaching subject content?		
• Have teachers seen and read the language policy?		
• Are teachers actually implementing the language policy?		
• Do teachers understand the 'gradual transition' process?		
• Are teachers aware of the advantages of the use of vernacular languages in schools?		

HINT: Record the responses of each teacher in the table above, in the form of a tally, then analyse. Use the information to answer the next few questions.



What does your survey reveal about the common language issues in your school?

- List the issues and discuss them with your colleague.

HINT: Your response here will depend on the information you have obtained from your survey in the last activity and any other language issues that may have come up from reading the language policy.

- Are you in a position to respond to these issues now that you have read the language policy statement? If not, who will resolve them?

HINT: Response will depend on how much and what new information you have attained and if any of your earlier questions about language issues can be answered now. Who would be the appropriate people whom you could talk to about these issues?



Share your findings from your mini research with other teachers in your school/cluster and discuss.

HINT: Discussion should focus around the data you have analysed. This should be a good opportunity for a bit of awareness on the language policy.



List at least four immediate needs/problem areas within a bridging classroom in the table below and explain how each can be addressed. Ask some colleagues to do the same.

Needs/problems	Strategy (how it can be addressed)

HINT: Your explanations should take into consideration the context or practical situations within your school. The indicated strategies should be appropriate for your classroom.

- Compare your strategies listed in the table above with your colleague and discuss any differences or similarities you may have.

HINT: Discussion should evolve around the reasons for the differences between the preferred strategies, if they are practical enough to use, and what the chances of success are if these strategies are used.



How will your learning so far change your classroom practice?

HINT: Your response is personal, which may require you to honestly assess your own understanding. Discuss any changes you are planning to make in your own practice from what you've learned.

- Consider whether the strategies you have listed are realistic enough to address your problem areas.

Section 3: Vernacular and English in elementary school



What do you know about language of instruction, curriculum, and approaches to teaching and learning used in elementary school?

- Discuss with your colleague and summarise what you know in five sentences.

HINT: A personal response is required here; honestly consider how much you know about the above.



Now take a few minutes to read the text below.

The use of Vernacular and English in primary school

Most children coming into primary school Grade 3 will have been to an elementary school for 3 years where they will have had instruction in a vernacular language for 4 hours a day. The curriculum focuses of that instruction will have been: Culture and Community, Cultural Mathematics and Language.

Culture and Community is an integration of the content areas: music, community living, environment, dance and drama, arts and crafts, religious education, health and physical education. These subjects are taught through integrated learning activities, which reflect local community cultural events, and activities. Cultural Mathematics is based on the Community School Maths 1, 2 & 3 curriculum. Language develops the skills of listening, talking, reading and writing in the vernacular.

Elementary teachers have been trained to prepare yearly programs based on community calendars, the national school year, and the nationally prescribed elementary curriculum scope and sequence.

In preparing lessons, elementary teachers have been encouraged, where possible, to use a thematic approach to integrate content areas and literacy skills. A similar approach has been adopted for the teaching of lower primary (grades 3 - 5). Shell books and Big books are used for shared and guided reading lessons. Elementary schooling uses student-centred and activity-based approaches to teaching and learning. Students are often grouped to work on different activities at different learning centres. Teachers use pair-work, whole class and small groups to vary the way learning is organised.

- Compare your summary on page 13 with the information given in the short text on the same page. Are they similar or quite different?

HINT: Your response will focus on the similarities and differences between your own understanding of transitional bilingual education and the information from the text. You might also want to indicate why differences have come up.



Discuss any new terms with another person and write a sentence about each term.

HINT: Discussion should focus on any new terms from the text on page 13, based on your current understanding.



Still working with your colleague, read the information given below about elementary language outcomes.

Elementary Language Outcomes

By the end of Elementary Two (E2) students are expected to have the following Language skills.

Talking and listening	Reading	Writing
<p>In vernacular:</p> <ul style="list-style-type: none"> • Know sounds, vocabulary and language structures • Talk to different people in different ways • Tell and retell stories • Give instructions • Ask and answer questions • Give explanations • Rephrase things in their own words 	<p>In vernacular:</p> <ul style="list-style-type: none"> • Read a range of printed materials • Engage in silent reading, reading aloud and with others • Read and understand instructions • Read and understand main points • Work out the meaning of words in context • Use pictures to help understand new words • Read new words using knowledge of letter sounds 	<p>In vernacular:</p> <ul style="list-style-type: none"> • Label a range of objects • Write names of things • Write stories by themselves and in groups • Order events in stories • Edit and improve the content of written work • Write poems, instructions and opinions • Rewrite village stories in own words • Write neatly • Write down familiar words and sentences from dictation

<p>In English:</p> <ul style="list-style-type: none"> • Understand simple classroom instructions • Join in rhymes and songs • Use greetings 	<p>In English:</p> <ul style="list-style-type: none"> • Read the letters of the alphabet and know their sound 	<ul style="list-style-type: none"> • Make alphabetical and numerical lists.
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Explain in a paragraph of 5 to 6 sentences how vernacular literacy skills outlined above can support the transition to English?

HINT: It may be helpful to read the text on page 19 before you begin to write. What sort of activities could you use in your lessons to support literacy development?



It is important that Grade 3 teachers meet with E2 teachers as soon as possible in the first term to discuss the literacy skills of their students.

- Discuss with a colleague and list below the 5 most important things that could be discussed during this meeting.

HINT: Your discussions could focus on issues within your school which are linked to elementary education and that you feel should be discussed with or found out from E2 teachers.



With the help of your colleagues organise a meeting between the Grade 3 teachers from your school and the E2 elementary teachers. In your meeting, discuss the list of things above and those below.

- children's vernacular reading and writing skills
- the kinds of texts children have been reading and writing
- children's ability to understand classroom instructions
- classroom management
- English rhymes and songs children had learned
- children's knowledge of English letters and sounds
- children with special needs

- children's progress in the other curriculum areas
- the elementary timetable
- the kinds of learning activities children were used to
- how elementary teachers organised the children for different activities (whole class activities, learning centre activities, group work, excursions, village events)
- the kinds of community support provided (Did parents assist with activities?)



Consider some issues that come out of your discussions with the elementary teachers.

- Discuss with your colleague and the elementary teachers the strategies (appropriate for your province/ district/cluster) you could use to address these issues and record your answers in the table below.

Issues	Strategies

HINT: These issues may depend on the context of your school/cluster, and the overall progress with the education reform. Make a mention of the lessons learned so far and how you think you could improve the situation, after you have talked to the elementary teachers.



Did you find the meeting with the E2 teachers useful?

- If you did, explain in a sentence or two, how it has helped, eg. in your classroom practice.

HINT: Your response here will consider your individual need. Have you learned anything useful that you found helpful in contributing to improve teaching in your classroom?

- If you did not, explain the reasons why the meeting was unsuccessful.

HINT: Your response will depend on your personal need. Have you mentioned the contributing factors that made the meeting unsuccessful here in your response?



What would you do to strengthen the links between the elementary school and your school?

HINT: Have you thought about some practical things that you may do to establish these links if there are none currently, or strengthen them if there are links already established but do not seem to be functioning. Your response to this will depend on the specific context and situation of your school.



Organise another meeting within your school to share the information you have obtained from the elementary teachers. (You may also share any other important information, especially strategies to strengthen links with elementary schools, as part of awareness and implementation).

- List 4 - 6 ideas that emerged during this activity.



Consider use of two languages in your teaching. How well do you think you can teach subject content in vernacular language while gradually introducing the English language skills?

- What do you need to know more about to help you teach effectively in two languages?

HINT: Your response here is personal; do a self-assessment and indicate here the additional areas in which you would need support.

Section 4: Vernacular support for English language learning



Read the following text and reflect on it.

Using the vernacular to support the learning of English is an important transition strategy.

- **Expect students to be at different stages of development in reading and writing their vernacular**

When Elementary 2 students come to Grade 3 not all of them will have the same vernacular reading and writing skills. Some will read and write well in vernacular, others will not. Some will have learned the alphabet as it is used in English, others will only know the letters of the alphabet used in their vernacular. Some will know the sounds of the letters used in vernacular but not in English. Some will have good sentence writing skills, others will not have had as much practice and may not be able to write neatly or make all the letter shapes correctly. Some will be able to read, write and spell words and write short stories in vernacular, others may not yet do this confidently. Not all students will have learned exactly the same things in exactly the same way.

Besides personal differences, students coming into Grade 3 will come from different elementary schools where their learning experiences may have been different.

- **Plan to use children's vernacular reading and writing skills in the teaching of English**

In order to support each student's bilingual learning, primary school teachers are required to do much teaching in vernacular and build upon what they already know, and can do. Language teaching will be a process of planning and programming the best way

- to support the vernacular literacy of each student
- to support the English language development of each student
- to support the transition from vernacular to English as the language of classroom talk, and subject content learning.

- **Plan to teach Vernacular literacy separately from English**

The guidelines set out in the next reading suggest that planning for vernacular and English literacy should be carried out separately. One reason for this is because children will be further advanced in vernacular literacy, than in English literacy; another reason is that vernacular and English are used in different ways, often for different purposes, and in different circumstances. To teach them together would be confusing to children.

While both languages should not be taught at the same time, they can be used at the same time. Teachers in Grade 3, for example, will use vernacular to give instructions about English language learning activities, they may use vernacular to introduce new English words and expressions and explain what they mean, and when they are used. (*Adapted from Bilingual Education and Bridging to English Handbook*)



Working with a colleague, write down 4 - 6 key points from the reading above (that are issues in your school) and discuss how each of these issues could be addressed.

Key points	How to address each

HINT: Key points have been bolded (on page 18). Any of them may be listed according to the context of your class/school/cluster.



Read the following text.

One aim of bilingual education in Papua New Guinea is to develop two languages in the lower primary grades. Using separate programming for the teaching of vernacular language and English is one part of the recommended approach to bilingual education and bridging to English. All lower primary teacher guides support this approach.

To make a good program for teaching any subject, the curriculum outcomes must be appropriate, the teacher needs to understand these outcomes, and they need to make sure the activities they plan achieve these outcomes. These criteria apply to bilingual programs and must be applied to each language. For outcomes to be appropriate, they need to be different for each language. This is because students have different levels of skill in each language.

Skills in vernacular language:

Students should start grade 3 as confident speakers of their vernacular language in everyday life, and they should have basic skills in using it for school learning. They should also have basic literacy skills in their vernacular language. For the lower primary vernacular language curriculum to be appropriate, it should help the students develop

- in their use of more mature forms of everyday language
- in the ways they use language for learning
- in the ways they use literacy in everyday life and in learning.

Skills in English language:

When students start grade 3, they are not confident speakers of English, they have no experience using English for learning, and they don't have basic English literacy skills. For the lower primary English curriculum to be appropriate, it needs to help the students develop

- skills in using English for communication
- in the use of English for learning
- in the use of English literacy.

(Adapted from Bilingual Education and Bridging to English Handbook)



Discuss with a colleague how these guidelines may affect planning and programming and record your answers below in a paragraph of at least 6 sentences.

HINT: Your response may be a summary of your discussion, mentioning the implications for your teaching. Have you considered the differences these guidelines would make if you decide to incorporate them into your teaching programs? What sort of changes would this bring about? Are teachers prepared to accept and adapt these changes? (If you are having difficulty responding, you might want to read the text on page 18 again).



The text mentions students coming in from E2 to be at different stages of development in reading and writing their vernacular.

- Consider the students in your class and try to establish the different stages of development in reading and writing their vernacular and English.

Reading

Stage of development	What students are able to do in vernacular	What students are able to do in English

Writing

Stage of development	What students are able to do in vernacular	What students are able to do in English

HINT: Your response requires you to complete both tables above. The information you record will depend on the grade/class you are currently teaching. Consider how you would determine the level of reading and writing of students in your class - what evidence would help determine the stages? For example; samples of students' writing in both languages.



Now that you have done the above, what do you see as the areas of need for the students? List three and think about how you would make a start in addressing these.

HINT: Your response here will be determined by the specific needs you have identified for your students, in the last activity. Have you thought about what you may be able to do in the course of your teaching to cater for the range of writing and reading needs of your students?



Read pages 32-35 of the *Language Teacher Guide, Lower Primary*.

These pages describe language teaching strategies such as using questions, modeling and shared reading.

- Describe what you already know about the suggested strategies with a colleague.

*HINT: Your response will require you to honestly consider the extent of your knowledge about the approaches and strategies indicated in the *Language, Lower Primary Syllabus and Language Teacher Guide, Lower Primary*.*



List the strategies you need to know more about and describe the aspects of these approaches and strategies for which you would need help.

HINT: Indicate the particular approaches and strategies for which you need additional assistance. Do you feel quite competent in trying them in your class?



Spend some time looking through the rest of the information in the syllabus.

- Study how the course is structured for each grade and the sequence of the language skills that are built on from each grade.
- Study the words that indicate progression from each grade level.
- Think about the strategies recommended in the *Language, Lower Primary Syllabus and Language Teacher Guide, Lower Primary*.



Many teachers learn best when they have the opportunity to try ‘new’ practices in their own classrooms and reflect on these with a supportive peer group.

- Organise a meeting of the lower primary teachers in your school. Ask them to bring along their previous and current weekly and daily plans. Share them as a whole group and discuss the following:
 - the levels of vernacular and English languages experiences planned
 - the strategies used
 - if there is some indication within the plans that teachers are aware of the different levels of vernacular and English language content
 - the strategies that seem to be used commonly
 - the possibilities of using a variety of these strategies.



Now consider the particular areas of your teaching styles that are strong points and those that are your weaknesses. List two each, then compare and discuss as a group.

HINT: Your response here will be a reflection of your group discussion, specifically the weaknesses and strengths of your own teaching styles, how they are similar and how they are different and perhaps strategies for addressing the weaknesses.



Consider the following questions and record your thoughts:

- What does the information on page 20 mean for your planning and programming?
- What does this mean for your current teaching practice or your supervisory role?
- What do you need to know more about?
- How does your teaching style need to change or be adapted to suit the needs of your students? Record your thoughts below in 5-6 sentences.

HINT: You may need to do a self-reflection on whether your current ways of teaching accommodate the range of needs of your students. Indicate the things you learned by working through this section or through the discussions you had with your colleagues. Include your areas of need which have come out clearly and the weaknesses and strengths of your teaching style.

Module summary

Congratulations! You have reached the end of this module! You should by now have developed certain knowledge, understandings, insights and skills as they relate to bilingual education and bridging from vernacular to English and been thinking about how to apply them in the context of your work.

In this module you have:

- learned KWL as an effective/useful learning tool
- developed a view and common starting point through defining key terms '*bilingual education*', '*transition*' and '*bridging*'
- increased your understanding of the use of vernacular and English in elementary school and the need for lower primary teachers to link with elementary language outcomes
- explored the concept that vernacular literacy is a support for English language development.

All this should help you to become a more effective teacher and help your students maximise their learning.

All the work you have done and your reflections should help you to perform well in your work context. Let's review your learning and check whether you feel you have achieved the outcomes of the module.

Can you:	Yes/No/ Not sure
1. discuss the contents of the <i>Ministerial Policy Statement (No. 3/99): Language Policy in All Schools</i> as it applies to lower primary schools?	
2. use a KWL chart as a learning tool in a classroom situation?	
3. discuss the link between elementary and primary grade 3 and related issues with elementary teachers?	
4. discuss the elementary language outcomes and determine the levels of vernacular and English language skills that your grade 3 students have?	
5. explain how the guidelines for bilingual education and bridging to English will affect your current practices in planning and programming?	
6. explain the concepts - ' <i>bilingual education</i> ', ' <i>transition</i> ' and ' <i>bridging</i> '?	
7. explain how vernacular learning can be used to support English language learning?	

8.	read information (relating to bilingual/transition education) from a number of sources and make connections to your classroom practice?	
9.	organise meetings and facilitate collaborative activities to strengthen links between elementary and primary schools?	
10.	translate information about vernacular support for English language learning to your current classroom practices?	
11.	reflect on your own teaching style and changes you would consider to suit your classroom needs?	

If you answered 'Yes' to all of them, then you have done very well. If you have said 'No' or 'Not sure' to some, then it may be worth your while to go over the appropriate sections of the module again and have another go at repeating the tasks, and/or reflecting on your difficulties and seeking help. Remember these module outcomes help you to achieve the outcomes of the unit. Refer back to the outcomes of the unit in the *Unit Introduction* and reflect on where you are in relation to those outcomes.

If you are seeking academic credit, you were advised to keep a running record of any evidence you may have for particular unit outcomes. If you have not been doing this, go back over the module and jot down, in your *Learning Contract*, what you might consider to be evidence for the unit outcomes for which you have agreed to provide evidence.

Additional space for your notes

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