

Case Studies

- with Amanda Bellsham Revell
- data supplied by Lambeth R+S

Lambeth Stages of English

Stage 1: New to English

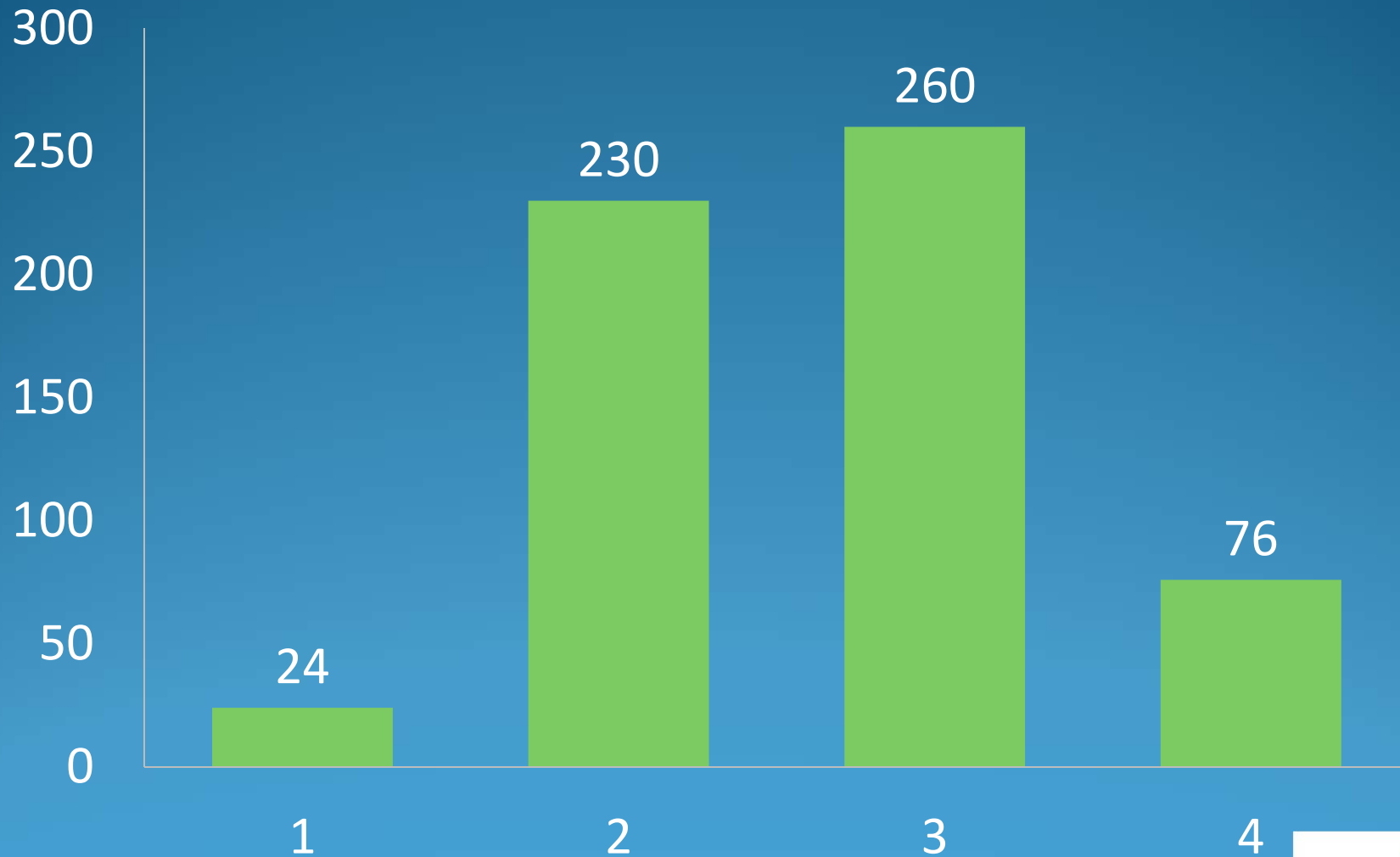
Stage 2: Becoming familiar with English

Stage 3: Becoming confident

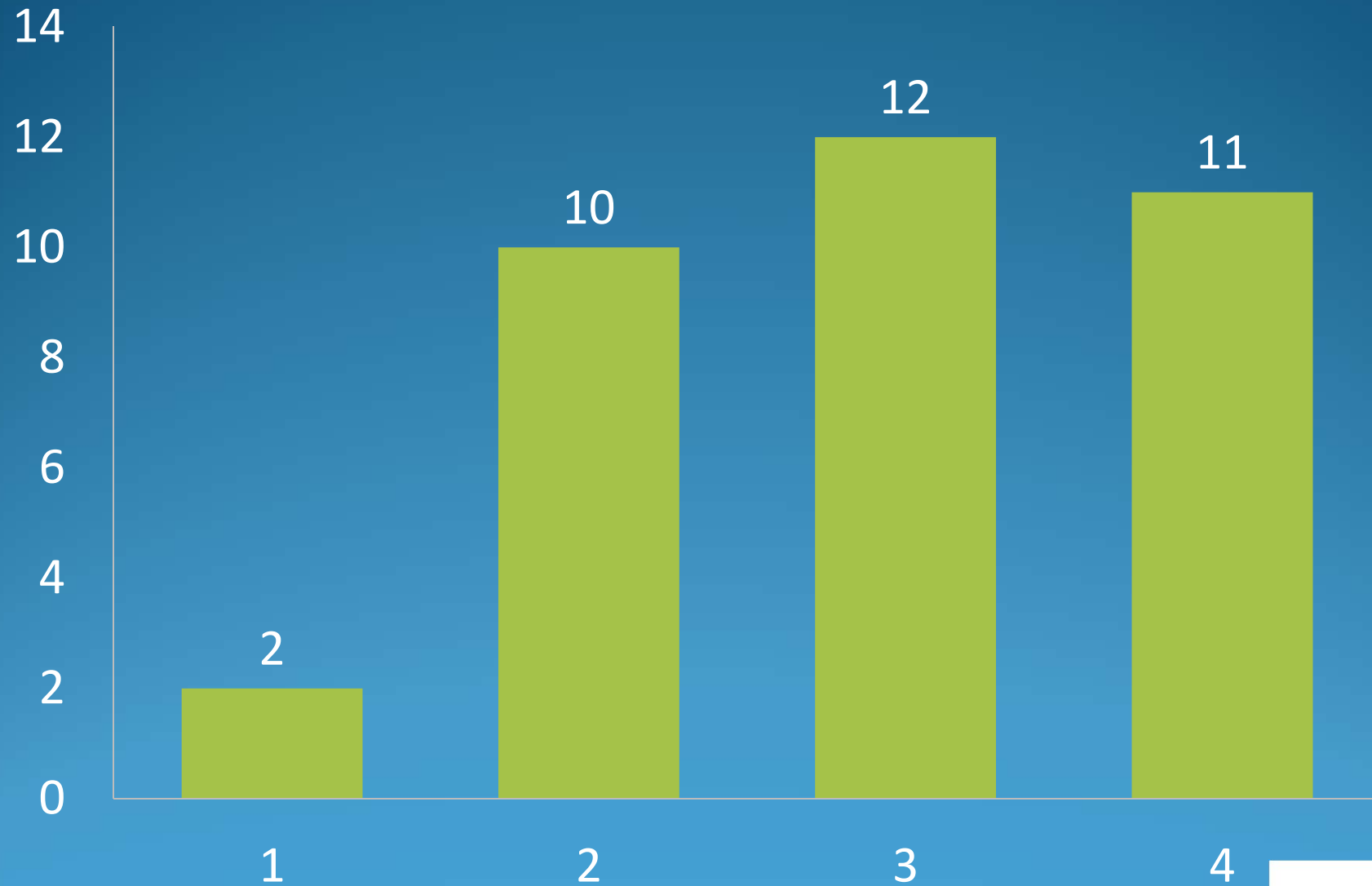
Stage 4: Age appropriate fluency

From Hilary Hester CLPE

Progress after 4 years of 590 pupils entering primary schools as beginner English speakers in 2007/8



Progress after 4 years of 35 pupils entering KS2 as beginner English speakers in 2007/8



American research on academic achievement in a second language (Collier and Thomas, 1989 - 2004) has concluded that immigrant pupils who have several years of L1 schooling acquire the English language proficiency needed to achieve academically much faster than pupils who were born in the USA and or have had little or no formal schooling in their mother tongue.

*Wayne P. Thomas — George Mason University

*Virginia P. Collier — George Mason University

from www.naldic.org.uk

Case studies - common factors

- Some are exceptionally able
- Almost all were educated to a level appropriate to their age in their first language
- All speak their first language at home
- Most are continuing to read in their first language
- Most followed their father to London and were looking forward to coming
- All like and appreciate school here
- All remembered particular interventions

Pupil A

- Arrived at the beginning of year 3
- Had attended 2 years of nursery school and 1 year of school in Slovakia
- Had started to learn to read and write there
- Speaks only Slovakian at home
- Likes reading
- Gained level 5s in KS2 SATS
- No special interventions at secondary school

Pupil B

- Arrived at the beginning of year 5
- Had attended nursery school / school from the age of 6 in Poland
- Described himself as not liking school in Poland
- Was looking forward to coming to England (his father came first)
- Speaks only Polish at home
- No special interventions at secondary school
- But does all his homework and helps his family with English
- Wants to join the British Army

“It’s easier for children because they go to school.”

Pupil C

- Arrived at the beginning of year 6 from Sudan/Eritrea
- Speaks Arabic, Tigrinya and English at home

Of his primary school in Kennington:

“It was a lovely place. They used to help you a lot”

“There was a teacher who used to come to my class and take me out to practise spellings and words that sound the same like there and their.”

Pupil C continued.....

Of homelife

“My Dad used to help me after school. He had come here first.”

- Gained Level 3s in KS2 SATS

Secondary school

- Still needed support in Year 7 and 8

“They used to take us on trips to art galleries”

- Wants to become a film producer

Pupil C continued.....

Teacher's view

If we cannot teach everyone in their first language how can we help everyone progress??

Successful intervention programmes

- Portuguese projects
- Cultural projects (Triangle)
- After school clubs
- Saturday schools
- GCSE tutors
- Pupils' awareness of bilingualism
- Creative writing

The Arvon Foundation (M)other tongues project:

(M)other Tongues is a project, funded by the Gulbenkian Foundation and pioneered by Arvon which encourages young people to write in both English and their mother tongue.

So far, 64 pupils in Lambeth have taken part:

www.arvonfoundation.org

In December 2009, 16 young people from Brazil, Portugal and Mozambique took part in a week-long residential led by two professional writers (who communicated in both Portuguese and English) at Lumb Bank, Arvon's centre in Yorkshire. Following the success of the first residential, a second Portuguese group took part in 2010, then a group of Yoruba speakers in March 2011 and Somali speakers in December 2012.

Yoruba

"This has been a ground-breaking project in terms of recognition of Yoruba culture and language and has benefited everyone concerned."

Lambeth

"It has helped me be more confident of being dual heritage."

Student

Portuguese

"Now I write a lot at school and read lots of books."

Student

"I have never seen such a big difference in so short a space of time."

Teacher

Somali

“Amazing, amazing work by one of the most delightful groups of young people I have ever worked with”

Arvon

Schools assisting with case studies

- Lilian Baylis TS – Peter Henry
- Lambeth Academy – Ann Horton
- The Elmgreen School – Anthony Gunning
- The Norwood School – Nerea Olano
- St Martin-in-the-fields High School –
Lubjana Matin
- Sam Holmes