

REFERENCE No.

Full report of research activities and results

Developing bilingual learning strategies in mainstream and community contexts

Background

Current Government policy emphasises the importance of using bilingual learning strategies in schools to raise the educational achievement of children from ethnic minority backgrounds, since ‘continuing development in one’s first language can support the learning of English and wider cognitive development’ (DfES, 2003: 31). This study set out to enhance theoretical understanding of bilingual learning and devise ways in which it can be built into classroom practice, through action research with children, mainstream teachers and bilingual assistants participating in the Primary National Strategy Pilot for EAL (English as an Additional Language) in the London Borough of Tower Hamlets. Teachers from the children’s Bengali after-school classes were involved via partnership with Tower Hamlets Community Languages Service, since community classes are sites where children already use both mother tongue and English for language and literacy learning (Robertson, 2002; Martin et al, 2004).

Previous studies on bilingual learning have mostly been conducted with first generation children and/or in countries where there is mainstream bilingual education. A unique aspect of this study is that the children involved were second or third generation British Bangladeshi, mostly more fluent in English than in their mother tongue, who would not otherwise have had the opportunity to use their full language repertoire within the mainstream curriculum. Our research examined whether and how the cognitive and cultural benefits of bilingual learning found in other contexts might apply in this particular setting.

We aimed to investigate the following theoretical ideas: *conceptual transfer* (the understanding of a concept in one language being used to help understand a similar concept encountered in another language: Cummins, 1984; Lemberger, 2002); *translation and interpretation* (highlighting semantic differences and leading to ‘enriched conceptualisation’: Moore, 2002); *linking new material to familiar worlds* (drawing on cultural understandings built up in one language when working with texts or practices in another language: Martin-Jones and Saxena, 2003); *developing metalinguistic skills* (increasing knowledge about how language works: Edwards et al, 2000), and *building learner identities* (drawing on links between language and cultural identity: Cummins, 1996; Creese et al, 2006).

Objectives

1. To discover how children draw on linguistic and conceptual knowledge from each of their languages when learning bilingually
2. To investigate how working bilingually impacts on children’s identities as learners

REFERENCE No.

3. To bring together educators from mainstream and community language schools to reflect on the bilingual learning process
4. To develop bilingual strategies that can be used by children as co-learners with peers
5. To consider how bilingual and monolingual educators can support children in using these strategies

These objectives were met (see 'Meeting objectives' below).

Participants and setting

Seventeen children from two Tower Hamlets primary schools participated:

School A	Year 2 (4 children)	Year 4 (5 children)
School B	Year 2 (4 children)	Year 6 (4 children)

These age groups were chosen in order to look at the potential for bilingual learning at Key Stages 1 and 2. The participant children were also attending community language classes in Bengali. In School A, the Bengali class was held on site, two days a week after school, taught by one of the mainstream teachers in his own classroom. Children from School B attended Bengali classes in homes or mosques.

Most Tower Hamlets families speak Sylheti, a variety of Bengali that no longer has a written version. Children encounter Standard Bengali in books and newspapers, and on TV. They are also taught Standard Bengali in community classes. Some families speak varieties other than Sylheti, and the term 'Bangla' is used in the Tower Hamlets community to cover all varieties including Standard Bengali. We use the term 'Bangla' for the same purpose. We found children were aware of differences between varieties of Bengali, and that working with written texts during the research helped them add to their repertoire of Standard Bengali.

Methods

Observation in community class

Where possible, we visited the children's community classes to find out how they were learning language, literacy and mathematics in their mother tongue. Data was collected via fieldnotes, digital video and digital audiorecording. In School A, where the Bengali class was held on site, children were learning to read and write Bengali from textbooks specially designed for the UK. Speaking and listening were supported by dual-language storybook tapes and roleplays with puppets, and numeracy through activities such as shopping roleplays. Some work was explicitly linked with the mainstream curriculum, such as posters produced in Bengali during Healthy Eating Week.

REFERENCE No.

It proved more difficult to visit the Bengali classes attended by children in School B, since in the current political climate there is understandable reluctance to allow access to homes or mosques. Fortunately, one of our researchers had existing personal contacts with a family in School B, and she was able to videorecord a lesson at home in which the grandmother skilfully orchestrated activities so that children from toddlers to upper primary level were all involved in reading, writing and speaking Bengali. Books used came from Bangladesh and, like the poetry that children recited with the grandmother whilst they were practising their writing, served the purposes of religious education as well as language and literacy learning.

Devising bilingual tasks for the mainstream classroom

In the first term of action research, we met with children's mainstream teachers to plan bilingual tasks in literacy and numeracy that were relevant to the primary curriculum and linked with children's home backgrounds. Each group of children carried out one task in literacy and one in numeracy. In order to obtain clear audio and videorecordings, the tasks took place in settings such as groupwork rooms or the school library.

After each task, the children viewed extracts from the videorecording and were asked to comment on how and why they had used Bangla and English, and on the experience of learning bilingually. At the end of the first term, a seminar for the participating educators (mainstream and community teachers, bilingual assistants, and EAL Pilot consultants) viewed videorecordings of children learning in community classes and in the action research tasks, and discussed how bilingual strategies could be further developed.

Primary teachers and bilingual assistants then took a stronger joint role in planning and facilitating new tasks to link children's learning in mainstream and community classes. In School A, the Bengali class teacher helped produce resources, and the grandmother from School B read and wrote with children using a *Snow White* storybook in Bengali. In both schools, tasks were taken home to involve input from parents. Another seminar at the end of the second term enabled educators to consider the implications of the new tasks for bilingual learning. Three of the mainstream teachers subsequently conducted a whole-class bilingual lesson.

Research questions

1. In what ways do children draw on linguistic and conceptual knowledge from each of their languages to accomplish bilingual learning?
2. How are children's identities as learners affected by using their home language as well as English in the classroom?
3. How can bilingual and monolingual educators help children to develop bilingual learning strategies?

REFERENCE No.

Analysis

The body of data (audio and videorecordings of planning sessions, group tasks and whole-class lessons; children's comments from stimulated recall; and educators' comments from seminar discussions) was examined in the following ways to address each research question:

Exploring how children accomplish bilingual learning

- Which concepts children were familiar with in Bengali as compared to English, and how children switched between or combined concepts in each language to facilitate understanding
- How children dealt with the challenges of translation, particularly when words and phrases did not have identical meanings in each language
- How children drew upon shared cultural experiences and negotiated understanding of less familiar cultural references
- How children commented on differences in linguistic structure
- How the above strategies inter-related to enable the overall accomplishment of the task

Exploring the effect on children's identities as learners

- How children related to their peers as bilingual co-learners
- How children and teachers related to each other as they negotiated approaches to bilingual tasks
- Whether children and educators perceived any differences in response when children were learning bilingually rather than monolingually

Exploring how educators can help children develop bilingual strategies

- How children used strategies from Bengali or English class to negotiate the task
- What generic bilingual strategies could be developed to support learning
- How educators from mainstream and community schools could collaborate to understand and facilitate bilingual learning

In the discussion of findings below, representative examples have been chosen from our substantial body of case-study data in order to illustrate each point. Question 2, concerning identities, is discussed first since this proved to be a key issue affecting children's learning.

Question 2: Children's identities as learners

Institutional constraints on speaking Bangla

Children at first found it difficult to speak Bangla within official school spaces, despite being encouraged by researchers who themselves spoke Bangla. This silence contrasted with behaviour in the playground, where as one teacher commented: 'You hear them

REFERENCE No.

switching to and fro all the time...it's amazing...they put a Bangla word in the middle of a sentence, or one child asks a question in Bangla and the other one answers in English'.

Classrooms were, in effect, monolingual spaces. Because children seemed fluent in English, Bangla was no longer being used for learning. Teachers knew bilingualism was an asset, but were not sure what role it played in the lives of second and third generation children, and thought children might be learning sufficiently through English only. They also wondered how bilingual strategies could be used in a multilingual class.

Children's views on bilingual learning

When asked by the researchers, children explained that 'We are not used to speaking Bangla inside the school building' or 'I'm not brave enough to speak Bangla to [my teacher]'. Children knew why teachers felt unsure about the use of Bangla in class. They understood that non-Bangla speaking children could feel excluded, and discussed this issue with sensitivity. However, they were keen to use both languages for learning and were concerned that talk in Bangla was assumed to be 'off-task' when this was often not the case. One child expressed a sense of frustration: 'Why can't we speak Bangla in class?'

Children felt they needed to use Bangla as well as English to fully express themselves. Although they appeared 'monolingual' to their teachers, they were living important parts of their lives in more than one language, and these areas were being excluded from the classroom. As one child commented about the chance to use Bangla: 'We're going to be expressing our culture'.

When asked whether they would prefer to learn only in English, only in Bangla or in both languages, every group of children responded 'Both'. The children articulated several advantages of bilingual learning, such as 'You understand more' and 'You can learn in two different ways'. All saw the purpose of the project as being 'to learn more Bangla', otherwise 'slowly, slowly we forget Bengali and then we will be like the English people only speaking one language'. They recognised their lack of academic vocabulary in Bangla: 'We'd like to know more about Bangla numbers and operations - how to say it'.

Finally, Bangla was key to their identity. The children often referred to Bangla as 'our mother tongue' even though English was their stronger language. One child's comment was particularly poignant: 'It's our mother tongue and we don't know much about it'.

Developing bilingual identities at school

As the project progressed, teachers devised ways of encouraging children to work bilingually. One made signs saying 'Speak Bangla!' and 'Can you think about it in Bangla and explain it in English?' Teachers reminded children 'It's good to speak in...'. and children completed the phrase with 'Bangla!' One group of children proudly produced a display for the school hall on the advantages of learning Bangla.

Teachers were impressed by children's response to bilingual learning. One commented that the project had meant 'seeing the children in a different way', since children felt empowered when demonstrating their knowledge in Bangla. Another said 'It's their

REFERENCE No.

script...it's their language...when they see it they're very excited'. Teachers now understood their pupils' identities more fully. As one put it, the children 'have so much life outside of school – school is only part of their life'. Another said of Bangla 'It's part of who they are'.

Advantages of working bilingually

Teachers found bilingual learning to be relevant to each child in particular ways. A child thought to have learning difficulties 'woke up' on hearing Bangla in the classroom, and volunteered an accurate Bangla translation of the moral of the 'Hare and Tortoise' story: 'slow and steady wins the race'. Children with surface fluency in English but unconfident in academic language understood concepts more easily when they could use both languages. Children already identified as academically successful were revealed to have a particularly strong background in Bangla as well as being highly competent in English. Teachers were not previously aware of this additional linguistic knowledge (one had said of her best pupil 'She's so fluent in English, she's like a native speaker or better - I wonder what her Bengali is like?'), but it is likely to have contributed to children's academic development, as we discuss later. Another child considered by her teacher to be far ahead of the rest of the class explained how to transfer meanings from Bangla:

'If you don't understand a word in English, somebody can just say what it means and think of it in Bangla and just add that word to the sentence'

Teachers gained a fuller understanding of the importance of bilingual learning during the project, as encapsulated in one teacher's comment: 'Any child that has more than one language, it makes them more confident and they can apply those skills to another language'.

Returning to Question 1, we will now consider our findings as to how bilingual learning took place.

Question 1: how children draw on linguistic and conceptual knowledge to accomplish bilingual learning

Conceptual transfer

The research demonstrated that the understanding of a concept can transfer not only when learning a new language, but also for second and third generation children who are working with two already-familiar languages. For example, a group of Year 2 children were given bilingual help to translate into English the poem 'Mirror, mirror on the wall' from a *Snow White* storybook in Bengali. The Bengali poem used similes to describe Snow White as having 'lips as red as blood', 'hair as black as night' and 'a body white as snow'. Nusrat, Fahmida and Raihan translated the similes themselves and discussed how to say them in English. They agreed on 'lips red as blood', and talked about whether to say 'hair as black as night' or 'as dark as night'. Raihan provided the word 'skin' rather than 'body' for 'white as snow', showing sensitivity to the appropriate word in English.

REFERENCE No.

Mathematical concepts can also be enriched by thinking in more than one language. The same group of Year 2 children were given word problems to solve, centred around the theme of Bangladeshi weddings, a celebration familiar in their lives outside school. When they were working out how many fish they needed to divide between a certain number of guests (if each fish fed ten people), they were asked to identify which mathematical operation they were using. Fahmida was unsure, but when prompted with the Bangla word '*baita*' ('sharing'), she immediately pointed to the symbol for division.

Translation

Translation does not always occur through a direct one-to-one correspondence of concepts in each language, but requires reformulation of ideas through a process of interpretation. We found our participants used their knowledge of both languages to generate 'enriched conceptualisation' (Moore, 2002). One example arose when children were discussing how to translate the word 'caught' in the story 'The Lion and the Mouse' from English to Bangla. For 'the lion caught the mouse', they knew *dorse* was the correct Bangla word. But when it came to the lion being caught in a net, they realised *dorse* was not appropriate. Whereas 'caught' covered both meanings in English, in Bangla different words were required. So instead of taking the English word 'caught' for granted, the children had to think about the particular meaning of 'caught' in this case, which in fact would be 'trapped' and is passive rather than active.

In mathematics, concepts such as age and time may be expressed differently between languages. Drawing on both systems can aid learning. If children are having difficulty linking the idea of 'half past seven' with 'seven and a half years old' in English, Bengali offers the same structure to express each one, with a suffix at the end indicating age or time. A bilingual assistant working with Year 2 children helped them to clarify the idea by translating 'Mohammed is 7½ and likes watching EastEnders at half past seven' from Bengali to English.

Metalinguistic awareness

Although their English was often stronger than their Bengali, children's bilingualism still gave them a heightened knowledge of how language works. They could consolidate this knowledge through explicit discussion of differences between language structure in Bangla and English, which often took place in community class and was extended through the research to mainstream class. The Year 2 children translating 'The Lion and the Mouse' explained to their teacher why their English translation did not map directly onto the Sylheti one. They understood that the definite article 'the' is necessary in English but not used in Bangla.

Jameela: reads out 'The lion is sleeping in the cave'

Teacher: Where's the word 'the'? (noticing there are fewer words in the Bengali transliteration)

Miqdad: No 'the'!

Teacher: Why didn't you just say 'lion is sleeping'?

Amal : Because there is 'the' in there but when you say it in English you add the 'the'

They showed their understanding of word order in Bangla and English in the following example:

REFERENCE No.

Tow oondure shinghor loge mattse (transliterated Bangla)
Then mouse lion's with talking (literal translation)
 Then the mouse started talking to the lion (the children's translation)

When their teacher asked why they had changed the order and added 'started', the children said that otherwise 'it won't make sense'.

Metalinguistic awareness was also demonstrated when children were transliterating (using English letters to write Bangla sounds). Even though most of the children had never done this before, they applied phonic strategies learned in primary school and showed acute sensitivity to the accurate recording of pronunciation. A discussion between Year 6 children on how to transliterate the Bangla word '*kbene*' ('why') exemplifies this:

'How do you spell kbene?'

'Just sound it out and...'

(They sound out '*kbene, kbene*', emphasising the guttural sound at the beginning)

'Just write kene, OK'

(Two of the children settle for this, recognising that the sound cannot be represented precisely through English script, but the other two are dissatisfied and prefer '*kbene*')

Drawing on cultural knowledge

These second and third generation children were growing up bicultural. As well as having experiences and interests developed through English in mainstream school, they felt an emotional involvement with their Bangladeshi origins - a culture which they partly saw as their own and yet was partly unknown to them because they had grown up in London. Bilingual activities gave children the chance to use, but importantly also to extend, the range of their bicultural knowledge.

For example, when studying a Bengali lullaby a Year 6 group did not at first comprehend why a fish head was being offered as a gift in the poem, or why the baby's forehead had to be marked with a black spot. They wrote questions to ask their parents, and returned with answers that helped them feel greater ownership of their cultural knowledge. Suraiya's transliterated questions and answers, shared collaboratively with her classmates, were as follows:

asstha mach deona kene?

'Why don't you give the full fish?'

kene banglaintha machor muro balapayne

'Because Bengali people like the fish head'

kene tip lage?

'Why do you need to touch the forehead?'

tip lage manooshe nozordita nakon

'We need to touch the forehead so that people can't cast the evil eye!'

Children could also combine knowledge from Bangladeshi and English aspects of their worlds to generate new ideas. The Year 6 group looked for similarities and differences between the Bengali lullaby and 'Hush little baby, don't you cry', a lullaby they knew from early primary school days, and more recently through popular Anglo-American culture in a version by rapper Eminem. This led to a thought-provoking comparison

REFERENCE No.

between the types of gift valued in Bangladesh (food) and in Western countries (the diamond ring that the father in the song offers to his baby if she will go to sleep).

A transcript of the Year 6 group discussing the information they gained from their parents about the Bengali lullaby appears in Appendix 1, together with the poem itself plus translation and commentary. The ‘analysis’ column shows that conceptual transfer, translation, metalinguistic awareness, and drawing on cultural knowledge are all demonstrated at some point during this activity, as was typical throughout our data. Crucial to the development of conceptual understanding is that children become more confident in their bilingual identities as the session progresses. Their teacher encourages them to use Bangla at the start, but it takes some time before they feel comfortable doing so. They begin by playing with language, speaking Bangla with an English accent and vice versa. Gradually they switch languages more freely and use Bangla as well as English both for informal talk and for academic discussion. Finally one child speaks Bangla in front of the teacher and translates for her when they are reporting their findings. Conceptually, the children clarify the meanings and metaphors involved in the poem by pooling their knowledge gained from home, with Suraiya (who had the fullest discussion with her parents) taking a particular lead.

We now turn to an analysis of strategies developed by children and teachers during the project.

Question 3: Developing bilingual learning strategies

Children’s use of strategies from Bengali and English class

Children fruitfully combined strategies from both their learning contexts when engaging in bilingual activities. A transcript of Year 2 children writing their own version of ‘The Lion and the Mouse’ in Bangla (see Appendix 2) demonstrates this. In Bengali class, children build up strengths as independent learners, since the class is multi-age and multi-level, and they can only receive occasional attention from the teacher. Once the teacher has assigned a particular task and introduced new language, the child practises and revises alone, calling the teacher over when ready to demonstrate their knowledge. Children constantly observe each other’s learning and help others as needed. Jameela continues this role with Amal as they begin to write ‘Lion and Mouse’, translating for her and offering advice. Amal shows the alertness and self-discipline required in Bengali class, quickly picking up new language and practising it. Meanwhile, the four children also draw on the strategies learned from mainstream class: working as a team, turntaking, composing collectively and exchanging ideas. The group successfully completes the task, exploring complex conceptual and metalinguistic issues, yet seeking help only twice from the Bengali-speaking researcher present in the background.

The following strategies also emerged from the study:

Using transliteration

Transliteration opened the door to bilingual learning. Non-Bangla speaking teachers and children could read out words and phrases and discuss meanings together with Bangla speakers. Children who spoke Bangla but were not yet confident in Bengali script could understand texts and create their own (writing stories, for example). Transliterated words

REFERENCE No.

could also be used as a bridge to Bengali script as children could study the sounds and work out how to represent them using Bengali letters.

Presenting key vocabulary and language structures bilingually

It is good practice in the teaching of English as an Additional Language to check understanding of key vocabulary before an activity and help children rehearse language structures that enhance thinking skills (eg 'I wonder what will happen if we...?', 'It might happen because...') Our findings showed that if bilingual learning is to be put into practice in schools, second and third generation children also need discussion of vocabulary and modeling of structures in mother tongue.

When introducing a bilingual activity, teachers worked collaboratively with bilingual assistants to present key vocabulary and language structures in both Bangla and English. For example, Bangla words and phrases were transliterated and presented on the interactive whiteboard alongside English. Children could drag the words across the whiteboard to match up the Bengali and English versions.

Providing bilingual resources

With the help of community language teachers and bilingual assistants, teachers produced resources for bilingual work such as:

- 100 squares in Bengali numerals
- cards containing logic problems for mathematics, translated and transliterated into Bangla (the English version on one side of the card, Bangla on the other)
- storybooks and poems in several versions: English, Bengali script and transliterated Bangla

Collaborating with families

Parents and other family members were important contributors to the activities, such as the grandmother helping Year 2 children to discuss *Snow White* in Bengali. Other strategies included sending bilingual tasks home, such as questions for parents on the Bengali lullaby (see Appendix 1), or the Story Sharing activity where children, siblings and parents wrote their own version of 'The Lion and the Mouse' (see Appendix 2).

Adapting to linguistic diversity

Bilingual learning was developed productively in contexts where teachers and children did not all share the same language. Children used Bangla appropriately for on-task talk in whole-class bilingual lessons. Teachers could see children's involvement and distinguish if talk went off-task. Children were sensitive to the needs of others and would not speak Bangla if grouped with children who did not understand it. Pairings and groupings could be rotated in different lessons to give everyone opportunities to be with Talk Partners or groups who shared their mother tongue.

Monolingual children and children with languages other than Bangla reacted positively to bilingual work, discussing meanings of a story or poem and asking questions about the language. For example, a Somali-speaking child said:

REFERENCE No.

'When I spoke a little bit of it from that Bengali writing...I felt that I need to learn more of it'
and suggested also writing in Somali. A monolingual child commented:
'When I used Bengali it made me feel different because it was other people's language - I didn't know it at first - when I started to try it, it made me feel a bit different'
She confirmed this was a good feeling.

Rather than excluding non-Bangla speakers, the bilingual sessions therefore promoted inclusion by enabling children to engage with each other's languages and find out more about them – languages they hear spoken in the playground but have little chance to learn. This indicates that bilingual work can build positive relationships within the whole class.

Meeting objectives

1. To discover how children draw on linguistic and conceptual knowledge from each of their languages when learning bilingually

Findings showed that second and third generation children could engage with tasks bilingually even though English was their stronger language. By using the full repertoire of their linguistic and cultural knowledge they developed deeper understanding of concepts, activated metalinguistic skills and generated new ideas which enriched their learning. However, children are in danger of losing these advantages unless they have sufficient support to develop their mother tongue. This highlights the need for bilingual learning in mainstream as well as community contexts.

2. To investigate how working bilingually impacts on children's identities as learners

Children stated clearly that they would prefer to use two languages for learning at school, both because this helped their thinking and because Bangla was a significant aspect of their identities. The research revealed that by treating children as bilingual rather than monolingual learners, mainstream teachers were able to engage more fully with important areas of children's cultural experience.

3. To bring together educators from mainstream and community language schools to reflect on the bilingual learning process

Through the first joint seminar, primary teachers recognised that important areas of learning were taking place in community classes. Collaborative reflection by the group of educators generated new perspectives on bilingual activities for mainstream school. These ideas were taken forward in the second stage of action research and consolidated in the final seminar.

REFERENCE No.

4. To develop bilingual strategies that can be used by children as co-learners with peers

Bilingual strategies relevant to second and third generation children were devised and trialled in mainstream class teaching. These included using transliteration, modelling academic language in Bangla as well as English, and provision of bilingual resources. Children were found to work co-operatively with peers, adapting to each other's differing bilingual strengths, and classmates who did not speak Bangla felt included in the activities.

5. To consider how bilingual and monolingual educators can support children in using these strategies

Collaboration with community class teachers and bilingual assistants enabled monolingual teachers to devise and carry out the above strategies. Parents and older siblings also proved a key resource. The findings show the need for schools to forge closer links with community classes and families to fully develop children's bilingual learning.

Activities

Dissemination conference (jointly organised with Tower Hamlets)

(programme and participants list in Appendix 3)

Directors of the National Languages Strategy, CILT (National Centre for Languages) and the National Resource Centre for Supplementary Education, and representatives from the Primary National Strategy and the Specialist Schools and Academies Trust spoke at this one-day event, to an audience of 120 people, including practitioners from around the country and researchers from the UK, France, Germany and Spain Workshops were run collectively by the mainstream and community teachers involved in the project. A six-page research report for conference participants was also widely distributed by email in response to requests from the UK, USA, Australia and Hong Kong.

Other seminars and conference papers include:

BAAL (British Association of Applied Linguistics) conference, Cork, September 7-9 2006

Culture, Language and Communication guest lecture, Institute of Education, London, November 7 2006

International Symposium on Bilingualism 6, Hamburg, May 30 – June 2 2007

REFERENCE No.

Liaison with other researchers

Joint meetings with two other ESRC-funded research projects on complementary schooling (July 06, March 07, June 07)

Findings disseminated to researchers from seven European countries via the Multilingual Europe network arising from Goldsmiths' ESRC seminar series 2003-05

Seminars on teaching in multilingual classrooms with delegation from Centre for Professional Development, Almeria, Spain, June 5-7 2007

Outputs

'Bilingualism as a learning resource for second and third generation children'. Submitted to *NALDIC Quarterly*.

'Bilingual poetry: expanding the cognitive and cultural dimensions of children's learning'. To be submitted to *Literacy*.

Impacts

Articles on BBC and EU online news websites:

<http://news.bbc.co.uk/1/hi/education/6447427.stm>

http://ec.europa.eu/research/headlines/news/article_07_04_10_en.html

One-day seminar 'Bilingualism and learning: finding the connections' for East Dunbarton EAL Service, Scotland, May 11 2006

Workshop at London Metropolitan University conference 'Bilingualism, Learning and Achievement', March 3 2007

Keynote lecture, University of Birmingham / NASSEA conference 'Bilingualism in Education', July 13 2007

Future research priorities

Joint bid with Tower Hamlets LEA to Paul Hamlyn Foundation to further develop approaches to bilingual learning through partnership between supplementary and mainstream schools.

Ideas arising from the study will be incorporated into a bid with our European partners from the Multilingual Europe ESRC seminar series to EU Framework Programme 7 on 'Integration and educational achievement in a Multilingual Europe'.

REFERENCE No.

References

Creese, A., Bhatt, A., Bhojani, N. and Martin, P. (2006) Multicultural, heritage and learner identities in complementary schools. *Language and Education* 20 (1), 23-43.

Cummins, J. (1984) Language proficiency, bilingualism and academic achievement. Chapter 6 in *Bilingualism and Special Education*. Clevedon, Avon: Multilingual Matters.

Cummins, J. (1996) *Negotiating Identities: Education for Empowerment in a Diverse Society*. Ontario, CA: California Association for Bilingual Education.

DfES (2003) *Aiming High: Raising the Achievement of Minority Ethnic Pupils*. Annesley, Notts: DfES.

Edwards, V., Monaghan, F. and Knight, J. (2000) Books, pictures and conversations: using bilingual multimedia storybooks to develop language awareness. *Language Awareness* 9 (3), 135-146.

Lemberger, N. (2002) Russian bilingual science learning: perspectives from secondary students. *International Journal of Bilingual Education and Bilingualism* 5 (1), 58-71.

Martin, P., Creese, A., Bhatt, A. and Bhojani, N. (2004) *A Final Report on Complementary Schools and their Communities in Leicester*. Leicester: University of Leicester, School of Education.

Martin-Jones, M. and Saxena, M. (2003) Bilingual resources and 'funds of knowledge' for teaching and learning in multi-ethnic classrooms in Britain. *International Journal of Bilingual Education and Bilingualism* 6 (3), 267-282.

Moore, D. (2002) Case study: code-switching and learning in the classroom. *International Journal of Bilingual Education and Bilingualism* 5 (5), 279-293.

Robertson, L.H. (2002) Parallel literacy classes and hidden strengths: learning to read in English, Urdu and classical Arabic. *Reading, Literacy and Language* 36 (3), 119-126.