

Language Strand

Unit 6: Implementing the Syllabus

Module 6.1: Bridging and Bilingual Teaching



Lecturer Support Material

Acknowledgements

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Unit outline

Unit	No.	Modules
Unit 6 Implementing the Syllabus	6.1	Bridging and Bilingual Teaching (Core)
	6.2	Integration Strategies for the Four Language Macro-skills (Core)
	6.3	Programming and Planning for Integrated Teaching (Core)

Icons



Read or research



Write or summarise



Activity or discussion



Suggestion or comment for lecturers

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[Notes]

Section 1: The Rationale and Policy for Bilingual Education and Bridging to English

Rationale

In the Elementary grades of the nation's schools, the conceptual and language development of children is conducted in and through the medium of Vernacular languages and Tok Pisin. School pupils are encouraged to transfer gradually to English for all school subjects as they move up the school grades. The years of transition between full use of Vernacular languages and increasing use of English are particularly significant. Children need to continue their conceptual development while they are learning English, without replacing their community knowledge, skills and attitudes. For this to happen, students who may become teachers in these 'bridging' classes need to learn a full range of strategies and activities to assist children making this transition. These activities and strategies are 'how' and 'what' tools. Further, in order to be well-informed, students need to know 'why' they teach in certain ways. This Module addresses these issues.

Furthermore, research into the interaction between first language and second language learning shows that the more strongly a first language is learned for academic purposes, the greater likelihood that learners of a second language will be able to develop their second language for a similar range of complex academic tasks.

Thus, in programming and planning for language use in Bridging classrooms, we aim:

- First to develop and strengthen children's use of their Vernacular language for carrying out the kinds of academic tasks that are valued in classrooms. At the same time, we are encouraging children to think in new ways to express that thinking more complex language.
- Then we aim gradually to introduce a range of oral and literacy tasks that will encourage children to be able to carry out academic tasks in their second language, building on what they have learned through their first language while continuing the development of thinking skills and processes.
- To bring together the two languages in the classroom in such a way one acts as a bridge to the other through the interaction of both. In this way, new or difficult concepts can be explained within the cultural context the children understand, meanwhile investigating how such ideas can be expressed in and through the new language.

Many strategies that have proved effective in encouraging children to develop a first language to a high level of competence have proven equally effective in assisting children to learn in and through a second language. As well, strategies that have been used to encourage children to learn a second language have been proven to be useful in first-language classrooms. For this reason, you will find in Section 2 and 3 a range of resources and strategies that have proven to be effective for learning in both first-language and second-language classroom situations.

Objectives

On completion of this Module, students will be able to:

- Use a range of strategies for strengthening children's knowledge and skills in both Vernacular and English language
- Develop a folio of resources for use in bridging classrooms
- Organise a classroom for maximum language learning by young children
- Program and plan for bridging classes guided by the content of the Lower Primary Syllabus document and other sources
- Group children according to their purposes in teaching/learning, taking account of individual differences

How to use this module

Lecturers using this material will face time constraints. Much that could have been included has been omitted. However, throughout the document reference is made to other sources to which lecturers and students can turn for more information on specific topics. A range of activities has been suggested. However, it will be necessary to make decisions about the number and type of student activities engaged in.

It will also be necessary for students to have access to the following National Department of Education documents:

- *Language Resource book*
- *Lower primary Curriculum*
- *Lower Primary Programming Guide*

Focus questions

- What language(s) were used in the classroom in your early schooling?
- What were the advantages/disadvantages of learning in that/those language(s)?
- Why has there been a policy change in the language of schooling in PNG?
- How is this new policy being implemented in the 'bridging' classes?

Policy and priorities for education



6.1 Activity 1

Refer students to the Lower Primary Language Syllabus, page 1. Ask them to define:

- A 'philosophy'
 - A 'philosophy of education'
 - A 'rationale' (note spelling – not 'rational', which has another meaning)
 - How are the 'national aims of education' to be achieved?
-

The Policy statement below sets out some of the reasons and plans for the education reform.

After the students have read the Policy Statement, carry out the activities listed below.



6.1 Activity 2

- *In groups of 3 – 4, students read the information in the Policy Statement and answer the second two Focus questions above.*
 - *Appoint a Reporter to bring each group's findings to the whole group*
 - *Compile a list of findings to display in the classroom.*
-



6.1 Activity 3

- *Organise students in four groups*
- *Each group constructs 4 open-ended questions based on the Policy Statement to ask the other groups*
- *Discuss the clarity of questions and answers*

N.B. This activity could be run like a quiz show, with the lecturer as adjudicator, and points given to questions/answers.

Ministerial Policy Statement Language Policy in all Schools in Papua New Guinea 3rd September 1999 (abridged)

“The future direction for language use in the formal school system ... 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 five 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 children'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 children 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”.

(signed by Hon. Prof. John Waiko, Ph.D. MP)

The Whole Language Approach to Vernacular and English teaching



6.1 Activity 4

- *Refer to the Language Resource Book for Lower Primary page 2, for an explanation of what Whole language implies.*
- *Students refer to the Lower Primary Syllabus, page 2, Column 1 to discover one reason why the Whole Language approach is to be used in the Lower Primary grades. Make a note of it in their Lecture notes.*
- *After studying the information above, students write an explanation of what it means to teach language holistically (have dictionaries available). They can work in pairs, or groups.*

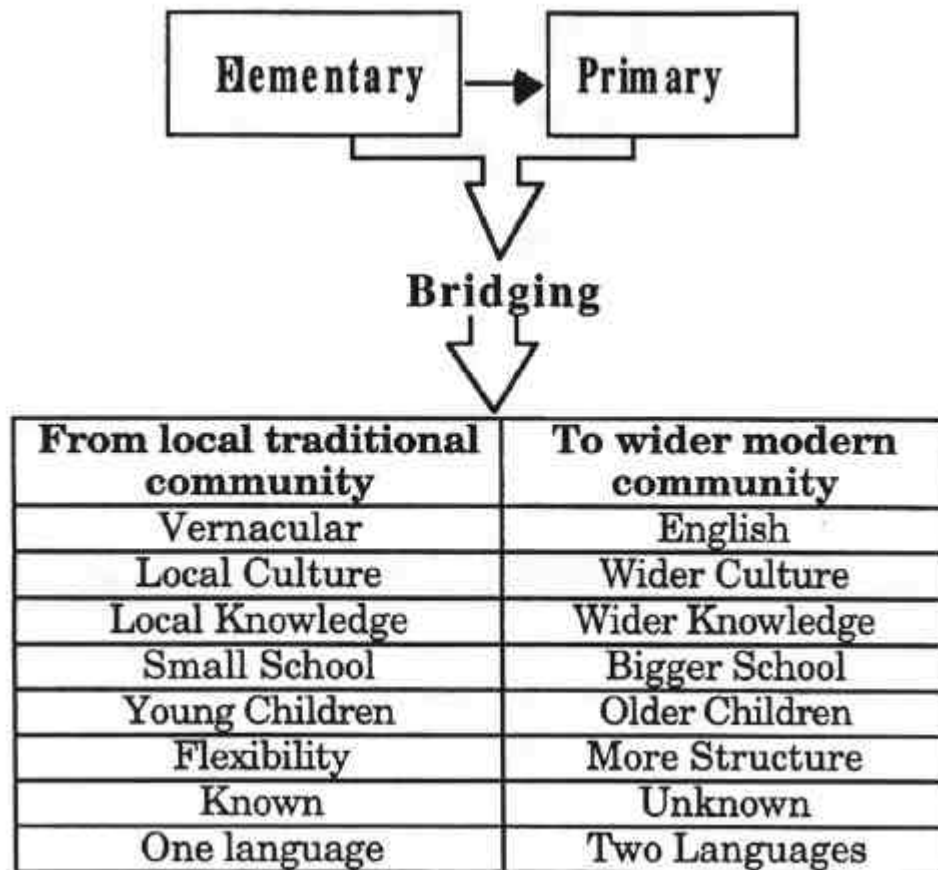
i Refer to Jones, P. and Pickford, S. (2000) for further information on *Principles and Practices of Whole Language*.

Links to the Elementary Syllabus



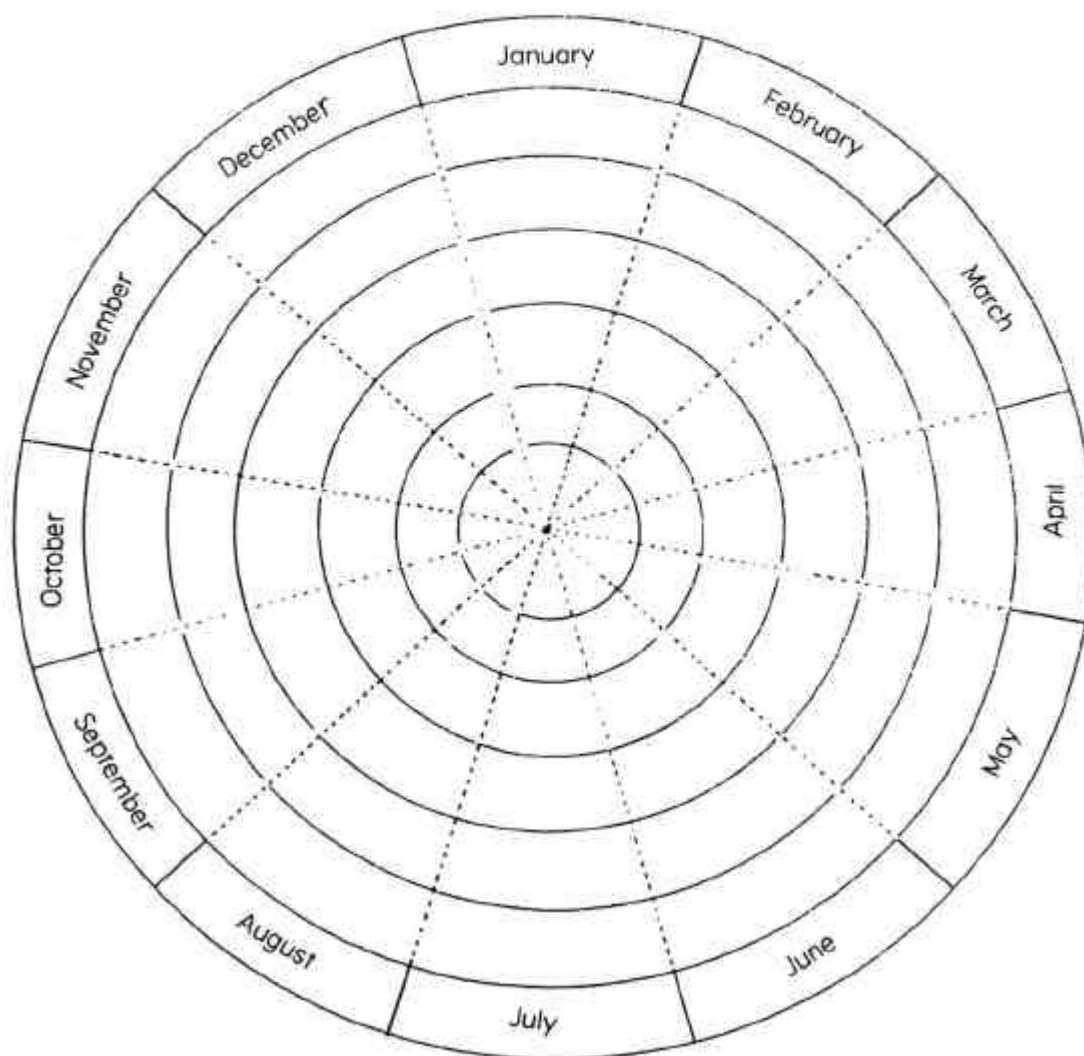
6.1 Activity 5

- *Invite an Elementary teacher as guest speaker to talk about the most significant aspects of children's learning in Elementary School*
 - *Students discuss and record several ways in which the Lower Primary 'bridging' classes could build on the children's experiences in Elementary School. Use the model below to assist their thinking and discussion.*
-



One way of promoting continuing development of children's local culture, knowledge and language is demonstrate for them the importance of local community ways and values in planning for classroom teaching. Using a Village Calendar, with events drawn up with the help and advice of children and community members, will help the teacher and children focus on major events over the course of the year. An example of a village calendar is included here, along with a blank calendar for you to work from.

Village Calendar for _____ village



Madang – Dora Nami, Chris Sibeth, Thomas Taulai

Trad mth	Seas	Environmental Change	Seasonal, Agricultural	Cultural, Religious, National	Sporting & other comty events	Sch Terms	West. mths	Themes
high tide	WET		Food	Tradition Easter	Family My Village People School Myself My home	1	Feb	Preparation Myself Family
							March	My Home My Village My People
							April	School Easter Tradition
T A L L O low tide	D R Y		Animals	Queens birthday		2	May	Food Animals Sports
			Taro	Clothes			June	Environment Church activities Marriage Cothes
			Harvesting	Marriage Mothers day				
		River	Yam harvesting	Prov. Govt day		3	July	Fishing River Education week
			Cash crops	Education week			Aug	Yam Harvesting Hunting Cash crops
			Fishing Hunting Making gardens	Maborasa Independence			Sept	Indepence Prov Govt day Madang show Making gardens
R A I high tide	WET	Winds Water	Yam planting	International night		4	Oct	Factories Internat.nai night Yam planting Taro planting
		Factories	Taro planting	Barter systems			Nov	Winds Water Fruit
			Fruit season				Dec	Barter system Feasting Christmas

General aims for the maintenance of Vernacular languages

As is made clear in the Ministerial Statement above, it is the intention of the Government that children and communities are to be encouraged to maintain local languages and cultures even while learning other cultural ways and languages.

A diagram that explains the inter-relatedness of the two languages across the grades is shown below.

Progression of Vernacular to English as the Language of Instruction

	Vernacular						English					
G 8		20%					80%					
G 7												
G 6												
G 5		30%					70%					
G 4		50%					50%					
G 3		60%					40%					
E 2		90%								10%		
E 1												
EP												
%	10	20	30	40	50	60	70	80	90	100		

Note that there is no official policy on the percentages presented in the table. They are given as suggestions only to show the expected progression from Vernacular language to English.

The general aims for vernacular maintenance are set out as:

- To continue to develop oral and written comprehension and communication skills in the Vernacular languages the children speak when they come to school
- To continue to develop their understanding of content and mastery of skills in all curriculum areas
- To use their knowledge of each language to help develop their knowledge of the other

Steps to be taken to promote community languages

- Teachers can talk to parents about the importance and need for their involvement in their community languages
- Teachers can talk to parents about the importance of developing the first language of children, since it is a well-developed first language that sets a foundation for a better understanding of the second language, and promotes the development of higher order thinking skills
- Teachers can take a proactive role in inviting community members/parents to the classroom to take an active part in programming and planning the content of the community culture and language program
- Teachers can invite community members/parents to share their knowledge of many topics with the children over the course of the year
- Teachers can learn the language of the community in which they teach, if they do not already know it



6.1 Activity 6

Students discuss ways in which they could get to know parents/community members, and elicit their cooperation and support in the work of the classroom.

[Notes]

Section 2: Making Resources for Vernacular Language Development and Bridging to English

This Section introduces a range of resources *that you can make* to support language development in Vernacular and English language. The ideas have been used by teachers to help children learn English and to learn in English. They can also be used to strengthen children's vernacular language skills. Make some of these resources to take with you to your first classroom!

1. Storyboards

A storyboard is an example of a community text. It can be used for many language activities. A storyboard shows a lot of detail about community life. It has many 'stories' because it shows different people and animals doing different things in various places. Teachers can use storyboards for talking, reading and writing about familiar and meaningful aspects of children's lives.



Storyboards for classroom use can be made by the teacher or by the children. The process is as follows:

- Talk about the community, identify people, places, transport, tools, activities, events
- Choose a strong piece of cardboard for a base and a piece for the figures
- Plan the layout of the storyboard by talking, drawing on a sheet of scrap paper
- Draw and colour figures of people, animals, places, activities etc.
- Past the figures onto the heavy cardboard
- Cut out the figures

- Cut the cardboard base into the shape of a storyboard
- Glue the figures onto the cardboard base
- Add details with markers or paint
- Add the handle

i This is a very useful group activity, as it encourages children to talk about what they are going to do or make as they are working. Once the storyboard is finished, it could be used for activities such as talk during “print walk” time, to use as a stimulus for children to create their own oral stories, and for giving them something to write about when written text is the goal.

2. Prompt boards

Prompt boards can be made from a piece of cardboard from a carton.

- They support children as they begin to move from retelling orally to the more formal written form
- They assist students to organise information, thoughts or ideas into a logical order
- They are useful in assisting children’s language development in both the vernacular and English








For recounts

When ?	Who ?	Where ?	What ?
... did it happen?	... was there?	... did it happen?	... happened?

For narratives

The Introduction	Who ? When ? Where ?
The development of the plot	What was the problem ? What happened ?
The conclusion	How was the problem solved ?

Story plans

<p>My plan for talking</p>	<p>When?</p> <ul style="list-style-type: none"> • Today • Yesterday • Tomorrow • A long time ago • On the weekend • On Monday • This morning • Last night • At 3 o'clock • One day 	<p>Who?</p> <ul style="list-style-type: none"> • I • My sister/brother • My family • My friend • Our class • Some children • An old man • The boy • A dog 	<p>What?</p> <ul style="list-style-type: none"> • went _____ • saw _____ • had _____ • played _____ • got _____ • bought _____ • came _____ • liked _____ • looked _____ • watched _____ • said _____ • ran _____ • made _____ 
<p>Where?</p> <ul style="list-style-type: none"> • at home • at school • at the park • at my friend's place • in Penrith • in Sydney • in the river • in the sea 	<p>Why?</p> <ul style="list-style-type: none"> • because _____ • so that _____ • but _____ 	<p>How..... did you feel?</p> <ul style="list-style-type: none"> • happy • sad • angry • surprised • excited • worried 	<p>What..... happened next?</p> <p>After _____</p> <p>Next _____</p> <p>and then _____</p> <p>In the end _____</p> <p>Finally _____</p> 

Adapted from *Story Plan* by L. McKillop in *Making Connections Kit*,
NSW Department of School Education
Penrith Special Education Support Centre, Metropolitan West Region

❶ In classrooms, children could assist the teacher in drawing up Prompt Boards for informational genres, including the children's essential information and ideas that will prompt them to be able to compose different genres.

3. Making Big Books



6.1 Activity 7

- Students follow the instructions and make a big book to use on Practicum.
 - Decide on the text – fiction or factual? A topic or theme from a curriculum area
 - A text about a topic you want to teach later
 - A song or poem you have selected
 - A story you have authored yourself
 - A story you have selected from, e.g. the *Environmental Science* book
 - A text you have negotiated with the children

2. *How long is the text you have chosen? The length will determine the number of pages. It should be about 8–10 pages long; the Lower Primary Language Syllabus recommends that English big books for Grade 3 have about 1–3 short sentences per page. Vernacular texts can have more print on the page.*
3. *Decide whether your written text will be in Vernacular, English or both. If you want to have both Vernacular and English, place one set of sentences at the top of the page and the other at the bottom of that page, or on the facing page, under the illustration.*
4. *Draft your text once you have decided on the genre you will write in. Keep a copy of the genre structure handy so that you can refer to it as you draft your material.*

Drafting texts for learners of English

Good reading materials for children learning English should be easy and interesting to read.

- The subject matter should interest the children, and be relevant to their experiences. The book may be about aspects of community, school events, visits, class projects and topics.
- The amount of English text on a page should be no more than 1-3 sentences.
- Clear illustrations should support the text, and can include labels which repeat key words of the sentences
- Sentence structure should be reasonably simple
- The texts can have repetition of words and phrases or sentences. Songs and rhymes are useful for making into big books because they have repetition and the children often know them orally.

5. *Edit your text by reading it to yourself and make necessary changes.*

Hints for editing

- If you wrote a fiction story, is there a strong story plot?
- Do the words flow smoothly?
- Is the language level suitable for Grades 3, 4 and 5?
- Are the sentences short enough?
- Can longer sentences be rewritten into two sentences?
- Are there too many ideas?
- Can some ideas be included in the pictures to save writing about them?
- Check punctuation and spelling

6. *Edit your text with a partner to check for meaning, and to suggest further changes if necessary.*
7. *Illustrating the book is also very important*
 - *Discuss different ways of illustrating – drawings, cut-out and gluing, maps, labels, paint, coloured pencils, and combinations of these.*
 - *Discuss the ways in which the illustrations support the reading of the story*

- *They should be clear, and easily seen by children sitting in groups*
 - *They should relate directly to the text on the page*
 - *They can be done by the children, where*
 - *The book is a group negotiated text*
8. *The layout of a book is vital. It is what makes someone want to pick up the book and use it. Balance illustrations with text in interesting ways.*

- Rule guidelines with pencil so you know where the page borders will be
- Rule faint lines to keep the print straight
- Decide on the type of print you will use
- Use capitals for some words in the text you want to emphasise
- Keep the lettering clear, large and easy to read
- Be careful of 'overcrowding' on the pages
- Try frames and decorative lines around pictures to make them stand out
- Vary the position of the illustrations
- Sometimes the writing can overlap the pictures. If using photographs, these can sometimes be cut and shaped before being pasted onto the page.

9. *Make the covers eye-catching! Keep the title short.*
10. *Use a spare drawing or photo on the cover.*
11. *Don't forget to include the name(s) of the story-writers and illustrators, particularly when the children have crafted the story with you.*
12. *If it is an information text, include a Contents page with page numbers.*
13. *Binding can be done with a paper punch and string or curtain rings. You may want to reinforce the holes with reinforcing patches.*
-

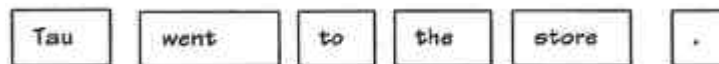
4. Making dictionaries or word lists

Making dictionaries or word lists will help children develop their vocabulary in their local language and English. It will also increase their literacy skills. Dictionaries can be class made or made by individual children of new words they meet, and words they use every day. Be sure they write the correct spelling. Keep in mind that some words in one language do not translate exactly into another language. It may be necessary to use a phrase to express a close meaning.

5. Sentence makers

Sentence makers are word cards which children use to make sentences. Word cards can be made from sentences and words in big books, shell books, classroom readers, spelling lists, handwriting sentences, and any other print that children experience.

The activities using sentence makers provide opportunities for children to build their English vocabulary and knowledge of sentence structure. The activities provide opportunities for guided practice in small groups. The children are given a number of words written on cards, and use the cards to make up their own sentences. Below are some examples of work the children could do.



Expanding sentences

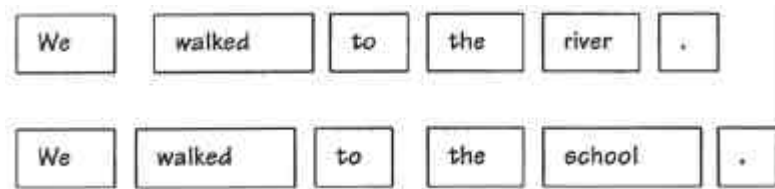
These sentences can then be expanded by adding adjectives, adverbs, phrases and clauses.



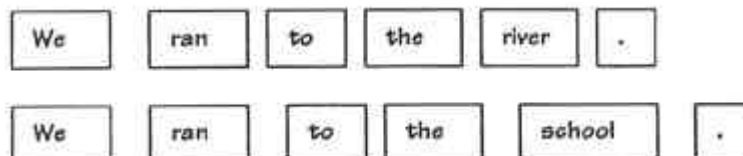
Sentence transformations

Sentences makers can be used to transform or change part of a sentence by changing one word at a time. A noun must be changed for a noun, a verb must be changed for a verb.

Changing nouns



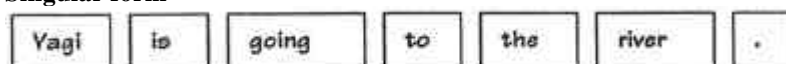
Changing verbs



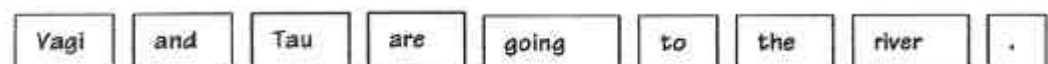
Changing from singular to plural

Teachers should discuss with children all the changes that are needed to a sentence when words are changed from singular to plural.

Singular form

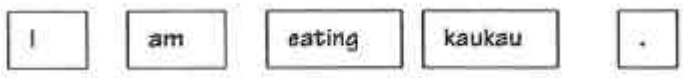


Plural form



Changes present, past and future tenses

Teachers should discuss with children all the changes that are needed to a sentence when words are used in the present, past and future tenses.

Present tense**Past tense**

(from Jones, P and Pickford, S. (2000), Session 4.4)

6. Resources for vocabulary development

Vocabulary development means teaching children to say, read, write and use words in many situations. The most effective vocabulary development occurs when the words the children are to learn are embedded in the themes and topics they are working on. Vocabulary is learned when they speak, read and write words and phrases related to the themes and topics that teachers have carefully planned to extend children's real-world knowledge and experience.

In the early stages of bridging between vernacular and English, teachers explain the meanings of English words or phrases using the language the children know, either the Vernacular or Tok Pisin. They will soon learn to recognise new words and phrases if they are reused and frequently practised in other activities.

A key strategy for teaching English vocabulary during bridging is the use of wall charts. There are a number of charts that are used in lower primary classrooms. These include:

- a. Bilingual word and wall charts
- b. Word mobiles
- c. Labelling and phrasing
- d. Vocabulary webs
- e. Information grids
- f. Story maps
- g. Pocket charts

Some things to think about

① Ask the advice of a person who is very literate in the Vernacular for information about how you write down the meaningful sounds (phonemes) of a particular language. There are organisations such as SIL who have access to information in many languages.





- ? Make a list of your resource people for when you need help.
- ? Check your work with that person before using it with the children.
- ? Keep in mind that some words may not translate very easily between vernacular and English. For example, it may be possible to translate words for points of the compass like North, South, East and West, but it may not be a straight one-word translation. Of course, there are direction words in every language, but a phrase may refer to the 'place where the sun rises' rather than East. Talking about concepts such as this with the children will help them to understand new words in both languages.

a. Bilingual word and number charts




Teachers can make bilingual charts for numbers, theme words, shapes, colours, describing and action words. The charts should be clear and easy to read. Children can assist by writing vernacular words and making illustrations. Charts may be made for 'days of the week', 'shapes' as well as these.

Colour Chart		
●	meme*	red
○	pua	white
●	korong	black

Number Chart		
1	tikai*	one
2	aurua	two
3	autul	three

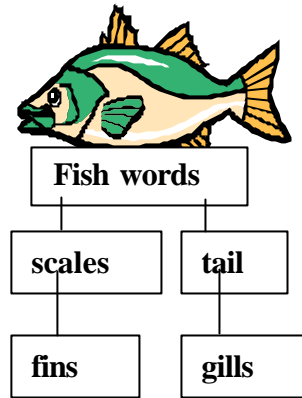
Describing Words		
	aikilik*	small
	ngala	large
	iboina	smooth
	ikaina	rough

*Kuanua

Action Words		
	wilau*	run
	tur	stand
	wue	throw
	pil	jump

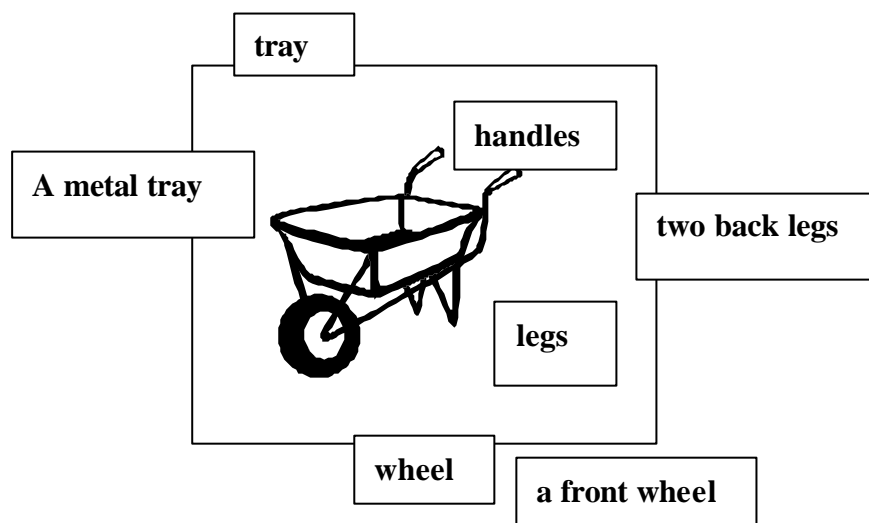
b. Word mobiles

Word mobiles can be made by the children using words from a current topic, theme or big book. They can be made in small groups as a cooperative exercise using cardboard, string and pens.



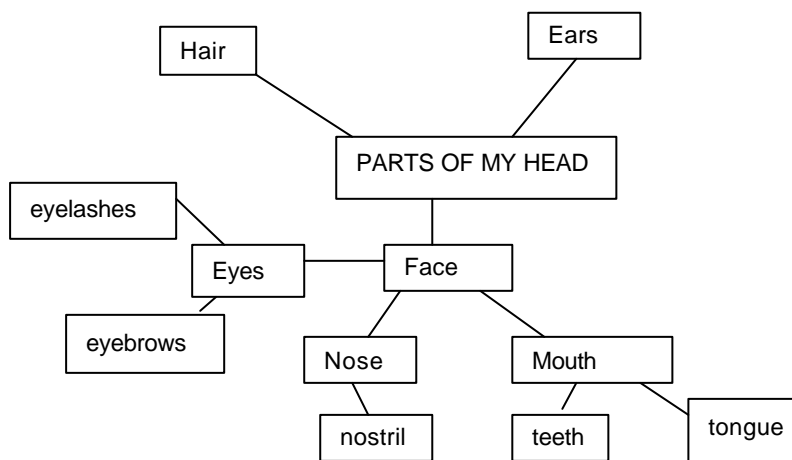
c. Labelling and phrasing

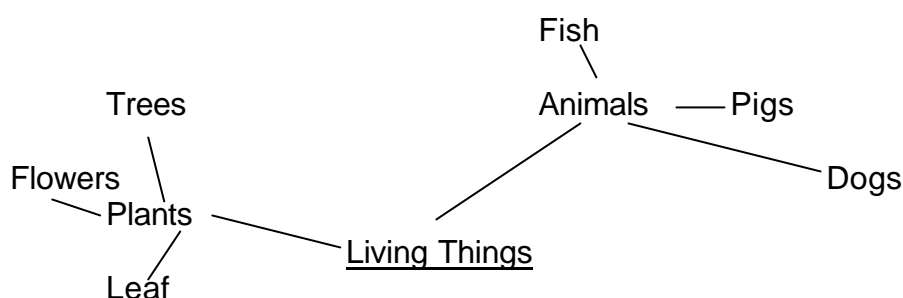
Objects can be labelled and the words used in short phrases as in this example of the labelled wheelbarrow.



d. Vocabulary webs

Vocabulary webs help children understand the relationships between words.





e. Information grids

- Information grids are charts for recording information which can then be used for talking and writing activities.
- Information grids are usually made with the children while the teacher and children build up knowledge of a topic together.
- Information grids are used to encourage talking. Children are asked to look at the chart, answer questions and talk about the topic:

<i>Animal</i>	<i>Flies</i>	<i>Swims</i>	<i>Slithers</i>	<i>Lives in water</i>	<i>Lives on land</i>
A fish		X		X	
A snake			X		X
A crocodile		X		X	X
A bird	X				X
A turtle		X		X	X

Teacher: *Tell me about a fish.*
Child: *A fish swims.*
Child: *And lives in water.*
Teacher: *Which animals fly?*
Child: *A bird.*
Teacher: *What is the difference between a crocodile and a bird?*
Child: *A crocodile swims and a bird flies.*

Practice using these information grids with a friend.

<i>Fruit</i>	<i>Colour</i>	<i>Shape</i>	<i>Skin</i>	<i>Taste</i>
Pawpaw	Green	long, round	smooth	sweet
Mango	orange	oval	smooth	sweet
Pineapple	yellow	round	rough	sour
Banana	yellow	long, thin	smooth	sweet

(From: Educate: Lainim wantaim T1)

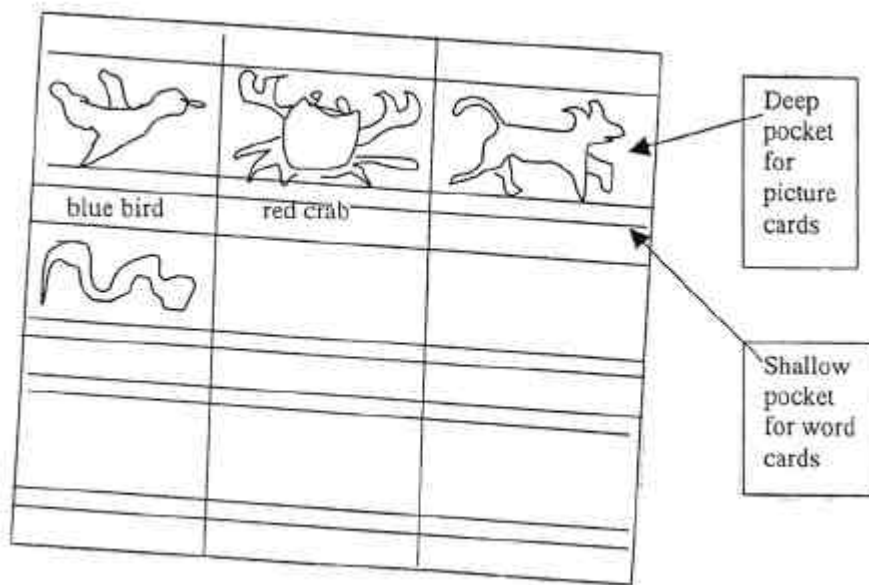
f. Story maps

See this modules Section 3.5

g. Pocket charts

This is a large piece of cardboard with clear plastic pockets that you can put word cards or pictures in and still read them. Hang the pocket chart up in front of the class to use it. Pocket charts are also useful for group work.

You can make a pocket chart by using clear plastic bags as plastic strips. Use staples or sticky tape to construct it.



from Jenkinson, L. (1999)

Finding and using materials for making resources

For children to become good readers and writers, they need plenty of reading and writing experiences, and for this you can use a variety of materials from different sources.

Some schools can get plenty of paper from around their community (cartons, used computer paper etc.) but other schools are located where it is very difficult to get materials. You can ask the children, families and local businesses to help supply your classroom with the kinds of materials listed below.

Junk

<i>The kinds of junk that you might find useful are</i>	<i>These can be used to construct:</i>
<ul style="list-style-type: none"> • Empty cartons • Newspapers, magazines • Old calendars • Old clothes and pieces of material • Flour and rice bags • Bamboo pieces • Food labels • Magazines • Greeting cards • Used computer paper etc. 	<ul style="list-style-type: none"> • Big books • Children's individual books • Word card or flashcards • Picture cards • Cutting and pasting • Making puzzles • Posters • Displays • Charts • Memory games • Matching games • Children's art work

- Junk can also make useful containers in the classroom, arts and crafts materials and counting materials


- Cardboard boxes, take-away plastic and Styrofoam containers, ice cream and margarine plastic tubs are all store-bought containers you could find uses for in the classroom

Old school materials

- Some of the out-of-date school books and material could become useful if new text in either the Vernacular or English was pasted over the old text. This is a good strategy if the book has clear, interesting pictures but boring or very difficult text. Alternatively, you could cut the book up to make picture sequences that the children can use to create their own stories.
- Old Minenda and Pacific Series wall charts can come in useful. Look for illustrations that are sequenced. Cut these out, paste on cardboard, and use for creating classroom texts. The illustrations can then be put with the text on the wall of the classroom. Another activity is to put the cards in mixed-up order along the blackboard ledge, and encourage the children to put them in a sequence, giving reasons for the order they use.
- Look for the OESM and Pacific Series readers for Community School Grade 1 and 2. The English used in these readers is suitable for Grade 3 bridging classes.

Section 3: Strategies which Promote Learning in Two Languages

Part A: Strategies which promote the development of listening and speaking in two languages

 Draw the students' attention to the fact that, in programming, it is usual to commence planning by asking the questions: "What do I want the students to learn?" and "in which language?" and "for what purpose?" A description of this information can be found in the Lower Primary Language Syllabus, Grade 3–5, pages 10–13 to which you can refer at the commencement of this Section.

Children's talk

Learning a language requires children to become competent with both spoken and written forms of the language. It is through oral language that children learn about their world and their place in it both in and out of school, and about the content of subject areas.

As well, helping children to develop their spoken language supports their development of reading and writing skills in both Vernacular and English. Through talk, children are able to express and clarify ideas without having to worry about the physical effort of holding a pencil, forming letters or decoding the words on a page. Language skills such as describing, comparing, persuading, instructing are best taught orally before children are expected to read and write texts for such purposes.

Therefore, teachers need to plan daily for talking and listening activities as well as reading and writing in their programs and daily lessons. Plan for talking and listening before, during and after literacy activities, for example. Most of the talk in early Grade 3 will be in Vernacular, but teachers need to plan to encourage children to use English in supported and structured ways.

- Adapted from Jones, P and Pickford, S. (2000), Session 3.1



6.1 Activity 8

Read the information in the box, above, and answer these questions (in groups?)

- *What does it mean to be 'competent' in a language?*
 - *How does talking to others help children think issues through?*
 - *Why do children need to talk out their ideas before attempting to read about/write them?*
-

① It is an amazing thing that children learn their first language so readily before they come to school, but learning a language in school is often a difficult and frustrating experience for them. What follows is a number of strategies, activities etc. for encouraging children to take risks with their language learning in class. These have been used successfully in many school systems.

1. *Using objects in the children's environment of experience*

A useful strategy teachers can use to encourage children's willingness to talk, is to choose objects such as bilums, bowls, baskets, gardening and building tools, and other objects that are found in the children's immediate environment.

- The teacher chooses an object, e.g. a bilum, and puts it where the children can see it.
- The teacher decides which language the children will use – Vernacular/Tok Pisin or English. This choice will be determined by the *purpose* for using the language.
- The teacher decides the purpose for the language task e.g. are the students required to say:
 - *What something is like*
 - *What something does*
 - *How something is made?*
- (Each of these requires a different kind of language use, and children need a model of the kind of language to use, and lots of practice at using the language).
- The teacher will give several demonstrations of the kind of language to be used, that is, what specific spoken genre the children are expected to use. If the teacher is clear about the kind of text type s/he expects, the children will be able to follow the pattern being practised.
- The teacher guides the children to talk about the object.



6.1 Activity 9

- *Bring several common objects to the lecture room, such as a bilum, a hammer, a woven basket, a woven mat, a traditional axe, a bow and arrow, a woven rope for tying up pigs etc.*
- *First, take the students as a whole group through the steps above, using the kind of language required for each of the three categories: what/what/how*
- *Then, students move into small groups with one of the objects you brought in*
- *Encourage them to think of four statements describing what the object is like, or what the object does (Descriptive text)*
- *Each group reports back to the whole group, discussing the kind of language structures used*
- *Then ask them to think of four statements that tell how the object is made (Procedural text)*

- *Again, discuss the differences between the texts, and relate to the purpose for speaking.*

Refer to Jones, P and Pickford, S. (2000), Session 3.1 for other ideas for using children's drawings, picture stories, and community texts as stimulus for speaking and listening activities.

2. Using a storyboard as a language teaching tool

(see Section 2 on how to make a storyboard)



6.1 Activity 10: Using storyboards

- *Students bring the storyboards they made in previous classes (or lecturer borrows 3-4 from others)*
 - *Students practice*
 - *labelling the activities they can see*
 - *telling a personal recount*
 - *preparing a fictive narrative (imaginative story)*
 - *talk about how a storyboard is made (carved)*
 - *Students discuss how each of these language activities makes different demands on learners, and that some are more demanding than others.*
 - *Ask students to rate the activities from easy to difficult, and give reasons why they rated them that way*
-

i See J Jones, P and Pickford, S. (2000), 'Vernacular to English Bridging Strategies Training Program', Sessions 1.4, 2.1, 2.2 for information on how to teach the following Genres: Description, Information Reports, Procedures, and Argument. See also Session 1.4 for Definitions of some Key Terms.

Keep in mind that these informational (expository) texts are as important for learning in the Lower Primary as narrative texts (retelling, imaginative stories, personal stories). The informational texts are harder to learn. Therefore, teachers need to encourage children to practise them orally and then model them in the written form before expecting children to write them independently.

3. Recounts/retelling

Using oral recounts in the classroom has these advantages:

- Retelling events is a more familiar activity than writing about them. Young children are able to 'talk' whole recounts before they can physically manage writing
- Talking through the recount gives learners the opportunity to plan their writing, to think about the sequence in which events happened and to practice the language they need to use

Teachers are often able to help children through a recount by prompting, e.g. by asking "What happened next?"



6.1 Activity 11

- *Encourage students to move into groups*
 - *Each group participant retells something funny/sad that happened to them recently*
 - *Ask students to talk about whether it was easier or harder to tell someone something than writing it in a letter*
 - *Ask them to give reasons to support their answer*
 - *Report back to the whole group*
-
-

When the students graduate, they could plan to have a set time of day when children are encouraged to move into groups and retell from their experience:

- Something that happened yesterday
- Something sad/funny/frightening
- Something that happened when they visited a different place/town

For more information on games that provide opportunity for practicing the structures of text types orally, refer to Jones, P and Pickford, S. (2000), Session 1.4, pages 7 – 9.

Using community members can be a valuable resource for language learning. Invite community members in to talk to the children. Older community people have a repertoire of:

- traditional histories,
- stories about how the world came to be,
- ancestor stories,
- stories about old customs and traditions.

After listening to a story, children could choose to dramatise it. After several practice sessions, they might present it to the rest of the school at Assembly. In this way, both listening and speaking skills can be developed as children learn more about their community.

4. Oral cloze

In Cloze procedure, words are left out of a whole text. In oral cloze the teacher:

- Reads/tells a story that the children *already know well*
- Leaves out some words as s/he reads
- Listeners have to supply the missing word, or a word with the same meaning

At different times, different parts of speech can be left out, e.g.

- Leave out all the nouns
- Leave out all the adjectives
- Leave out all the pronouns etc

This procedure encourages children to listen carefully to the story so that they can respond appropriately.



6.1 Activity 12

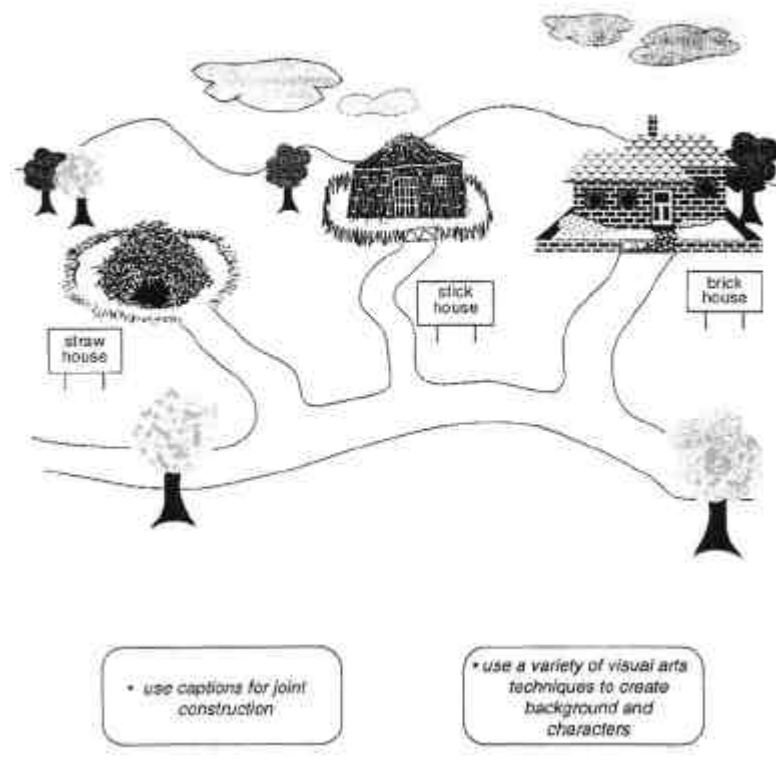
- *Select one student in each group to be the 'teacher'. The others are 'pupils'.*
 - *The 'teacher' reads a well-known story to the group with no words left out*
 - *The 'teacher' re-reads the story, leaving out all, e.g. nouns/adjectives/pronouns*
 - *The other students provide the words left out.*
-

5. Story map

This strategy can be modelled by the teacher, after retelling/rereading a favourite story. The characters and sequence of events are represented by a series of pictures drawn across a large sheet of paper. Arrows or dotted lines show the connection between characters and events.

This strategy is effective because:

- It encourages learners to recall important detail from a story they have heard
- The listeners have to be able to sequence the events in the order they occurred in the story
- When finished and put up on the wall, it provides a useful stimulus to retelling a story



From Choosing Literacy Strategies that Work, NSW – p. 201

6. Oral innovation of texts

Innovating on texts may involve:

- Same characters, different setting or time
- Different problem/solution
- Different characters, same problem, different solution



6.1 Activity 13

Through discussion, identify a story that the students know well

- *Discuss characters, plot, problem/resolution – and the genre of the story*
- *Orally model a similar story for the students*
- *In groups, invite students to build up a group text that has similarities to/differences from the original story*
- *Encourage one member from each group to retell the group's story*
- *Discuss similarities to /differences from the original story.*
- *Discuss why this activity could be useful in a bridging class.*
- *Discuss which language might be selected for the activity, and why.*

7. Doing a 'print walk'

A *print walk* is a strategy for doing language work and reading practice.

- It involves teachers and children reading and talking about materials that are around the classroom. Because children have been working with the material and helping in its creation, they are able to talk about it and to read it more easily. For example, studying a story map helps them recall the characters and sequence of stories they have been working on.
- Teachers can choose different charts for each print walk and change the order in which the charts are read.
- Sometimes the whole class may walk and read; sometimes half the class reads first then the other half. Sometimes small group work could involve one of the groups going on a print walk with the teacher while the others are working on different activities.
- The Print Walk can be used as an assessment strategy, because it helps the teacher to listen in on what individual children are saying and thinking.
- Print walks can be used as warm-up activities for lessons, or when changing between lessons.

8. Total physical response

This is a strategy to encourage listening/understanding and doing when children are building up English vocabulary, during Grades 3 and 4. Total Physical Response:

- Requires listening, understanding and doing the action
- Does not require speaking at first
- Allows students to build self-confidence along with learning new words
- Allows children to speak as a group when they are ready to 'give it a go'
- Follows the patterns by which some children learn their first language. They understand and obey without having to speak
- Is a fun way to learn many *doing or action* words (verbs)



6.1 Activity 14

- *The teacher says the command, and does the action at the same time, e.g.*

Teacher: Stand up !

Turn around

Sit down ! while doing the actions.

- *Encourages students to do the actions while the teacher gives the same commands*
- *Students practice this several times*
- *In groups, students take turns at being the "teacher" and giving the commands to the other group members. (With school children it is important to remember that some may not be confident at first to take on the role of the "teacher" and should be allowed time to grow in confidence – a "silent period").*

① This activity should take no more than 5–10 minutes of the daily program. When children are beginners with English, use no more than 5 commands in sequence at a time.

(See the *E-2 Oral English Teacher's Resource Book* for examples of commands you can use).

A variation on this activity is the old game of “Simon says”.

9. Drama, role play and mime

Drama can play an important part in the language learning/teaching process. There are a number of situations where drama can encourage children to enjoy practising speaking both first and second languages. Examples of activities involving drama include:

- Storytelling
- Role-play
- Learners writing and performing in their own plays
- Using puppets to dramatise familiar or created stories
- Developing actions to go with songs, poems and well-known favourite stories

Mime is an activity where learners perform actions such as body movement, facial expressions and hand movements, without needing to use speech. This strategy is useful because

- It encourages children to participate in an activity before they are ready to use the language of the text.
- Miming the story while the teacher reads the text helps children to learn the language of the text, thus it is a useful listening/doing activity
- The actors are gradually encouraged to take on some of the speaking roles
- If some children are shy about performing alone, two or three children together can act out each character and perform the actions, supporting one another in learning the appropriate language
- Make use of stories told in broadcast lessons as a starting point for drama. The teacher can retell the story as the children mime the actions, encouraging children to take over part of the dialogue as they are able and confident.
- Plan to write the stories with the children contributing the language, in shared group writing
- The children draw the pictures to go with the story, and the teacher makes up a book
- These stories then become part of the classroom library



6.1 Activity 15

- *Students dramatise a well-known story, or one read to them.*
 - *They can innovate on the text if they wish*
 - *They can find simple props to help give the story extra polish*
-

10. Songs, chants, rhymes and games

A collection of these can be found in the *E-2 Oral English Teacher's Resource Book*, pages 19 - 35. These are specifically for the teaching of oral English. Once the children know them orally, i.e. at the end of Elementary schooling, the writing process could be modelled by encouraging the children to retell the songs, for example, and writing them on a chart. In this way, the children will start learning to recognise some English words by sight. This strategy is useful for moving "from the known to the unknown".



6.1 Activity 16

- *Students choose to learn one new song etc. from the E-2 Teachers' Book that they didn't know before*
 - *Choose about five and make this a group activity*
 - *Students write down a song etc. that they know from their own first language, talk about how they would teach it.*
-

11. Some games for listening and speaking

a. I went to the market/store and I bought ...

Students sit in a circle of up to eight.

- The first speaker begins, "I went to the market and I bought... a pineapple"
- The second speaker says, "I went to the market and I bought a pineappleand a pawpaw"
- Each speaker repeats what the previous speaker has said, and adds one more item to the list until they have built up a list of items

b. What is in my bilum today?

- Decide which language the children will be using
- Choose five or six everyday objects and show them to the children
- Place the articles into a bilum

- Teacher reaches into the bag and begins to describe the object
- The children volunteer the name of the object the teacher is describing
- On another day the teacher uses the other language for the objects

c. Twenty questions (also known as “What am I?”)

You will need to demonstrate this game several times until the children understand the rules.

- The teacher thinks of an object or animal
- The children have to guess what s/he is thinking of by asking questions.
- The questions asked can only receive the answers ‘yes’ or ‘no’

A little later, the teacher can encourage one child to think of something, and can then model some questions for the children so they understand the importance of asking questions from the general to the specific, e.g. “are you animal? human? vegetable?”

d. A blindfold walk

- Arrange the children in pairs
- Blindfold one of the children in each pair
- The sighted child takes the blindfolded child for a walk, giving instructions such as “walk up the step; now turn right, take five steps then turn left” etc

Whenever people use language, they do so because they want to communicate. It is often said that wanting to communicate and make meaning is the driving force behind language use. Children learn language from situations that have meaning for them. This is meaning which comes from real-life experiences to which language is added.

① In the *Language Resource Book for Lower Primary*, pages 13–19, ten more activities that start with discussion and move on to writing activities, are listed. These are also designed to be effective when teaching in Vernacular or English. Keep in mind that children’s language development in their vernacular will be well in advance of their ability to speak and understand English. Therefore, the activities for first language work will be more complex than that expected for English.

On pages 21–23 of the same book, there are also useful ideas for teaching phonics.

The Elementary Introduction to Bridging/Teaching Oral English - pages 2-7 contain very useful information about the teaching of phonics. Especially helpful is the section on page 6 dealing with ‘difficult English sounds’.

Turn to the *PASTEP Unit 5, Module 2, (2000) Bilingual Education and Bridging to English*, page 82 for more information on teaching phonics in bridging classes.

6.1 Activity 17

- *Look at the list of difficult English sounds on pages 6 and 7 The 'Elementary Introduction to Bridging/Teaching Oral English'*
 - *Practice saying them, following the instructions*
 - *Students identify which sounds are not present in their own first language, and which might give language learners difficulties*
 - *In groups, identify two or three activities that integrate the teaching of sounds into whole-language activities*
-

i A final note:

Turn to the PASTEP Draft Unit 5, Module 2, (Bracken, 2000) *Bilingual Education and Bridging to English*, pages 62- 65 for information on possible activities integrating grammar into programming for listening and speaking skills.

Part B: Strategies and activities for developing literacy in two languages

1. Do Talk Record

- This is a way of teaching and learning language where the teacher and the children are involved *together in planning activities*.
- Do Talk Record requires teachers to plan *meaningful* experiences for the children that will encourage them to explore ideas and use the language for talking about them.

What the lecturer does before the activity

- Refer to the Lower Primary Language Resource Book, page 34.
- Plan to engage the students in one of the “DO” activities listed, e.g. a short visit, reading a big book, making a paper aeroplane etc.
- You can direct the students to other subject areas, e.g. Environmental Studies, Community Life, Social and Spiritual Studies as a source of purposeful activities and study.
- In this way, they understand how to integrate learning language with the content areas.
- Guide the students through the steps outlined below.

Talk – before the activity

Plan activities with the students:

- Discuss what the students know about the topic (demonstrate the brainstorming process)
- Outline/discuss what the pupils will find, do, learn
- Discuss new words, e.g. teach English words using vernacular
- Discuss how you/the students want to record their findings
- Discuss what the students want to learn about the topic.

Do – the activity

- Go on an excursion, read a book to find out information, make something, collect items, role play a familiar situation e.g. going to the health clinic or the store, show a series of pictures from the Pacific Series wall charts)
- *Talk – during* the activity. Encourage students to talk about what they are seeing/learning
- While the students are doing the task, the teacher demonstrates for them the strategies of modelling language use, prompting and probing through questions
- Guide the students in the activity: whole class, small groups, pairs or individuals
- Give questions for the students to find answers to, or other activities
- Encourage students to think of questions to ask other members of the group about what they have learned

Talk – after the activity

- Discuss the findings by asking open-ended questions, e.g. what, when, where, why, who, how, and asking students what they think.
- Discuss how to display and record their findings e.g. chart, poster, diagram, graph, story map, writing a set of instructions etc.
- Discuss follow-up activities.

Record – a way to recall

- By drawings as individuals, pairs or groups
- By writing different texts, stories, songs, poems etc.
- By making models, crafts activities etc.



Do Talk Record Model (After Beth Graham c1985)

① Note: DOING may include role-play, watching, observing, reading, making, visiting. Doing different things will require that students use different kinds of language for different purposes. The language involved in role-playing a visit to the hospital will be different from language for explaining how something is done or made. So the teacher needs to plan the DO-ing to match the “What do I want the students to learn?” stage of programming and planning.

**6.1 Activity 18**

Divide the class into 3 – 4 groups. Give each group a different activity with some connection to the other activities, and practise the “DO” stage of the lesson. For example:

- *Read a book/story about aeroplanes*
- *Make a paper aeroplane and discuss the steps to make it*
- *Sequence a series of pictures telling a story about air travel (from wall charts) and justifying the order in which they have placed them*

- Visit the College library to research information on aeroplanes and flight

Students

- Follow the four steps of Do Talk Record
- Keep notes on butcher's paper of what they did/talked about in each step
- Present their findings to the whole group
- Discuss which language (V/E) would be suitable for the activity

The lecturer

- Draws their attention to the different kinds of language used in/required for each activity (refer to the different structure and language of each of the texts, i.e. its genre)
- Draws their attention to the Language Syllabus for Lower Primary Grades (pages 10 - 13) and discusses possible objectives for the language activities they carried out

① Different activities requiring different types of *genre* can be found by choosing themes from the other curriculum areas for their content, such as Environmental Studies, Social and Spiritual Studies, Science etc. You are *integrating* language, process and content when you plan to meet language objectives through teaching in the content areas. Further, children's critical thinking abilities are more highly developed when they are developing ideas and working on issues that are of interest to them, and expressing them through language that is progressively more complex.

2. Shared reading

- Shared reading is a useful strategy for bridging because print texts can be in the Vernacular, or they can be English texts that use repetition, pictures, a predictable story line and large, clear text.
- Children's reading of vernacular texts will be well advanced, because they have already had three years of learning to read. When reading Vernacular text, use this time to extend the pupils' reading comprehension skills by using different kinds of questions in the Vernacular.
- When reading in English, use the Vernacular for discussion to help the children understand the text.
- Model reading of both narrative genres and informational genres, because different text types are read differently.
- On some occasions, use big books that have both Vernacular and English to assist children in making connections between the two languages.

Who takes part?

- Shared reading is the teacher *reading for and with* the children during reading sessions. S/he can use a pointer to point to the words as s/he reads. This helps the children to hear and see the words at the same time.

- Shared reading can be a whole class or small group activity, depending on the teacher's purposes for reading.

What materials can be read at shared reading time?

- Big books, wall charts, small books, blackboard writing, song and story charts

Why is shared reading good for language learners?

The teacher demonstrates reading for the children, and children learn

- Strategies to help with their own reading from watching and listening to the teacher reading
- That reading in English is similar to reading in vernacular
- That reading is fun and helpful, too
- That written text has to make sense
- When reading in English, to use their knowledge of the world around them to understand meaning
- When reading in English, to use their knowledge of English language patterns and to use English sound, letter and word knowledge.

Steps to follow:

Some teachers like to use a *Talk/Read/Talk/Read/Do-talk* model:

- Choose a book or other text type (charts, songs, etc) preferably from the week's theme, that will stimulate children's interest
- Can all children see the book easily? If the print is small, it may be more suitable for small group work

Talk: Introduce the topic of the book. Make comments, ask questions to link the content to the children's experience. Talk about the author and illustrator so children understand that someone somewhere prepared this material, and that they can be authors and illustrators, too.

Read: the text (book, chart) to the pupils. Point to the words as you read. Use intonation, stress and rhythm patterns to highlight dialogue, etc. Invite the children to participate, e.g. by predicting what may happen next.

Talk: about the story, e.g. What..., Why..., How..., Who... - use open-ended questions that expect more than a Yes-No answer. If it is a narrative text, ask 'What happened in the story'? Is it real? Make-believe? How can they tell? What do the children think of the story? Do they know another story like it? Accept all answers they give.

Read the story again. Encourage the children to read along with you where they can, especially if there is repetition in the text. Discuss meaning of new words.

Do-talk: do a follow-up activity related to the text. Is the text in English or Vernacular? Follow-up activities will depend on how competent the children are with the language of the text.

- If it is a narrative text, children can act out the story with the teacher acting as narrator. In pairs, they could do a story map, or draw a picture and add a caption. Share their work with another pair.

- In small groups they could do a Story mountain (see Language Resource Book, p. 14). Share their work with the whole class
- If it is an informational text, plan for them:
 - to use the information to construct a Vocab web
 - to take notes for their own writing
 - to label a picture with vocabulary from the text
 - to construct an attributes list

Possums are:	They: sleep
Wild	eat
Furry	hide
Cuddly	climb
Noisy	scratch
Smelly	jump
Mammals	live in trees



6.1 Activity 19

- *Ask students to move into groups of 3 – 5*
- *Explain that they are going to practise reading texts to each other as if in a shared and guided reading situation*
- *Give different text types to each group – some charts, some stories, some information texts etc*
- *Ask for a volunteer to be the ‘teacher’*
- *The ‘teacher’ uses the steps on shared reading*
- *Change their texts with another group, repeat the process*
- *Discuss how reading different kinds of books and charts requires different kinds of questioning and gets different kinds of outcomes*

For further information on Shared Reading, refer to:

- Jones, P and Pickford, S. (2000), Session 4. 1
- *Language Resource Book for Lower Primary*, pages 25- 30.
- Gibbons, P. (1998). *Learning to Learn in a Second Language*. PETA. Page 77.

3. Paired or buddy reading

There are several ways to go about this:

- First set a regular time in your weekly program for Buddy reading
- Arrange with a teacher from an upper grade to select older pupils to ‘pair up’ with a younger child for a set time once a week,
 - to read to the younger child or
 - for the child to read to them
- Give pupils in upper grades an audience for their written stories by inviting them to read to younger children
- Pair up a weaker child with a stronger reader to ‘echo’ read together; the more skilled reader reads while the less skilled child follows along, reading just after the skilled reader
- Children with common interests read together on some topics

4. Guided reading

What is it? In guided reading:

- The children read to the teacher
- Small books, shell books, wall charts, big books are all texts for guided reading
- The teacher works with a small group, pairs or individuals while the others are doing various other activities
- After the teacher has read with the children, they re-read the text to each other in pairs.

5. Silent reading/independent reading

Silent reading is also known as USSR (Uninterrupted Sustained Silent Reading) or sometimes DEAR (Drop Everything and Read). This is a time for teacher and children to choose a text to read silently for a certain amount of time each day.

Further information on Silent Reading can be found in:

- Language Resource Book for Lower Primary, page 28
- Independent Reading can be found in Jones, P and Pickford, S. (2000), Session 4.1

6. Cut-up sentences

Using cut up sentences is a strategy based on the texts children are reading and writing. It is a useful activity to help the children to focus attention on individual words.

- Scribe a sentence from a print text, either from a book that is being read to the children, or something a child has written
- Children read the sentence
- Teacher or children cut up the sentence into single words
- Children reassemble the sentence and read it
- Children could work in pairs or individually



Source text: *Grandpa, Grandpa*, Joy Crowley, Rigby, 1980.

From: NSW DoE (1995). *Choosing Literacy Strategies that Work* p131.

7. Innovating on text

- Choose a story that the children know well, e.g. "Poor Pini" and ask the children to tell the story from the point of view of one of the characters, e.g. Poor Pini tells what happened to him, or Old Mother Bandicoot tells the story from her point of view.
- Choose a story that the children know well, then change the main characters, or the problem to be solved, or the solution. Use both of these strategies as a group negotiated text until the children are familiar with the process. At a later time, encourage group or individual innovations of a text.



6.1 Activity 20

- Refer to the *Language Resource Book* (page 32 ff) for the three **essentials for Writing programs**
- Discuss these with students.

Strategies for encouraging learners include:

- Negotiated texts – writing with children
- Modelled writing for children
- Writers' workshops – writing by the children
- Integration of spelling and vocabulary in whole texts

① Each of these is discussed on the following pages.

1. Group negotiated texts, joint or collaborative construction

These terms all refer to a process that involves groups of children and teacher, or some other proficient writer, in contributing together to the construction of a text where they have previously constructed meaning together, through talk or brainstorming or charts/lists. All agree on the text type i.e. genre, to be written. The mature writer questions the children about what they mean, models the writing process through writing the text as children suggest what it is they want to say. The mature writer is able to help the children build up the text, following the specific pattern of that kind of writing.

2. Modelling, or modelled writing

There are two kinds of modelling that can be used, depending on the children's prior learning:

- The teacher writes with and for the children in front of the group. This is a useful learning experience because the children can use what knowledge they have about the process, and the teacher can 'shape' the process so that they learn more.
- The teacher provided a prepared model of the target text so the children know what they are aiming toward. the teacher draws their attention to specific features of the text to assist their learning.

3. Independent construction of text

Joint construction and modelling is followed by the stage of independent construction of text, which involves activities such as:

- Preparation
- Individual writing of text in the same text type
- Consultation and conferences with the teacher
- Proofreading, reworking of writing, editing, publishing
- Handwriting and word processing

The teacher will need to have modelled each of these processes with small groups or individuals before expecting that they will understand what is required of them.

A guide to using Vernacular and English to teach writing is found in the *Language Resource Book*, pages 31 – 46.

4. Building up vocabulary and phonic knowledge and skills

① Refer back to the section on Making Bilingual Resources. Discuss the resources to be used for effective phonics and vocabulary teaching.

Draw to the students' attention that phonics and vocabulary need to be taught in a context. This is best done by choosing vocabulary for spelling activities and building up phonics skills from the reading/writing materials the children are using at the time, i.e. their own writing, big books being used, print around the walls of the classroom.

A list of basic English vocabulary can be found in the *Elementary Introduction to Bridging – Teaching Oral English*, on pages 42 ff. Students may find this useful initially as guidance for the words they could select from classroom texts.

Refer to the list of sounds which children may have difficulty with. The *Elementary Introduction to Bridging – Teaching Oral English*, page 6 has useful background information to assist teachers in planning English phonics sequences.

The PASTEP Materials Unit 5, Module 2 *Bilingual Education and Bridging to English* Lecturers' Guide contains possible phonics and vocabulary activities for children at different levels of ability.

Section 4: Managing a Bilingual Classroom

Part A: Classroom organisation and set-up

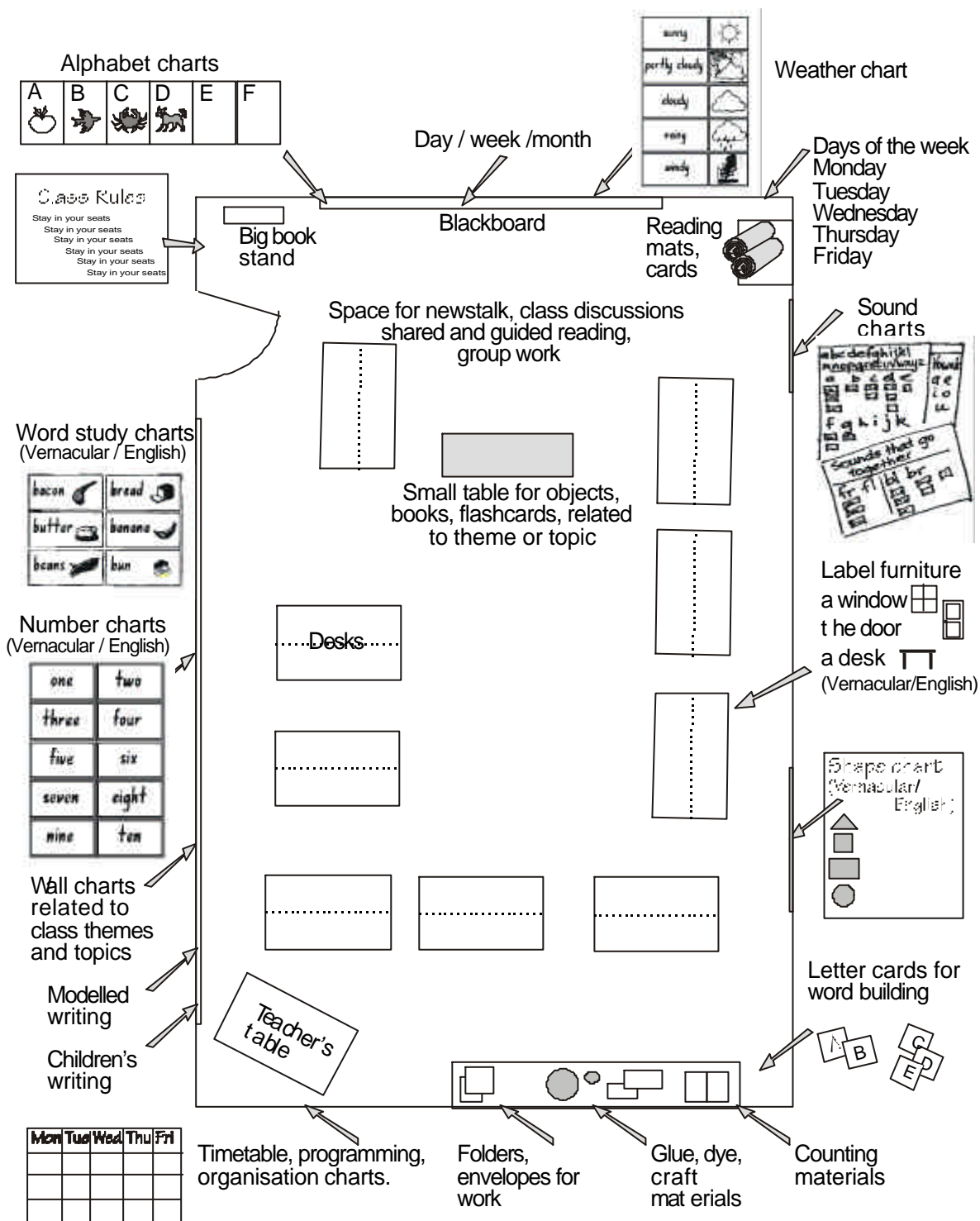
How the classroom is organised depends on:

- The size of the room
- Where the windows, doors and blackboard are located
- How much wall space for displaying charts and children's work is available
- Whether things can be suspended from the rafters
- How many children are in the class
- Desks should be positioned so that each child can see the blackboard without difficulty

Below are two possible floor plans for organising a classroom.

Supporting Young Language Learners

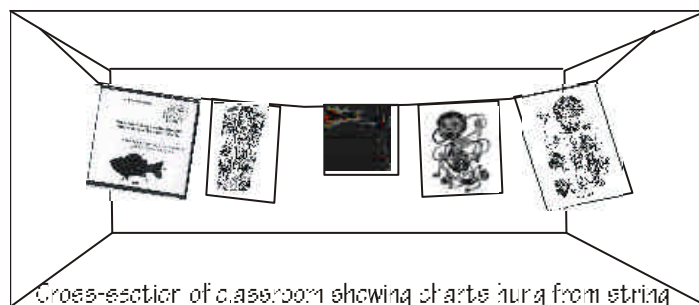
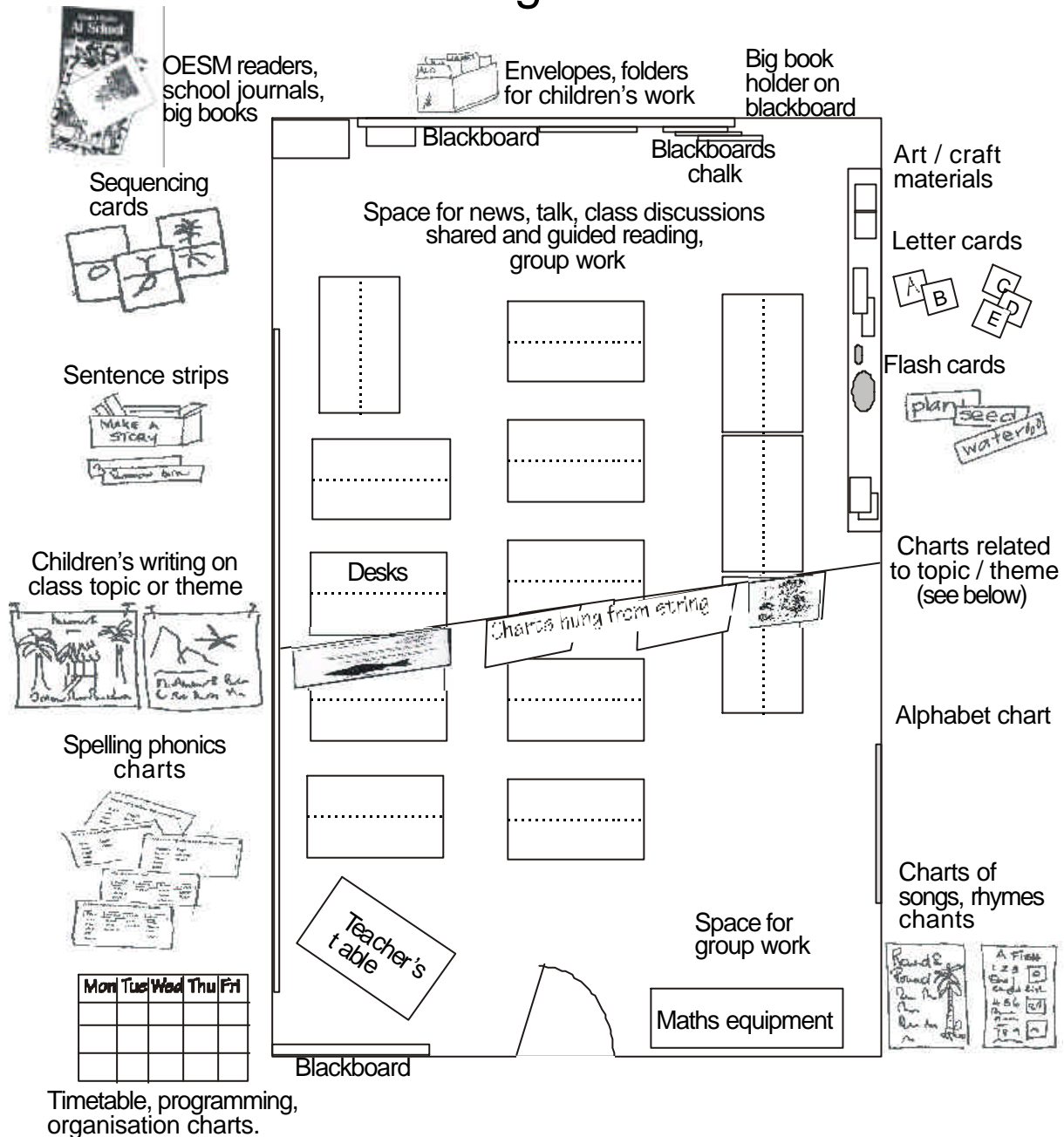
Classroom Organisation A



Jones, P and Pickford, S. (2000), Session 6.3. and 6.4 'Supporting Young Language Learners Classroom Organisation A'.

Supporting Young Language Learners

Classroom Organisation B



Jones, P and Pickford, S. (2000), Session 6.3. and 6.4 'Supporting Young Language Learners Classroom Organisation B'.



6.1 Activity 21

The students, in small groups, study the two classroom plans and

- *Identify the following from the plans*
 - *print language round the walls*
 - *bilingual language charts*
 - *labelling of objects*
 - *pictures that support written language*
 - *displays of children's work*
 - *theme or topic work*
 - *spaces for group work*
 - *materials organised for group work*
 - *easily accessible material*
 - *big books and stand for shared reading*
 - *List ways in which these classrooms help children's language development in Vernacular and English*
 - *Report to the whole group*
-



6.1 Activity 22

Ask students to think about a classroom they have recently been in. Then,

- *Draw a floor plan of that room*
 - *Identify what items from the list above were in the classroom*
 - *List what you liked about the room*
 - *Decide what you would arrange differently if it was your classroom*
 - *Draw up a model classroom that would take into account the issues you have discussed, keeping in mind the limitations of space and resources available*
 - *Share and discuss your plans with others*
-

A reading place

Every classroom needs a place where the pupils can sit and read without being disturbed.

Include both Vernacular and English reading materials in the reading corner. Class-made books and commercial books, travel brochures, comics, newspapers, magazines all have a place in the reading corner.

On the wall, place a set of rules drawn up by the children and yourself for making good use of the Reading corner and taking good care of the reading materials.

Note: Refer to the *Language Resource Book for Lower Primary*, page 25-26 for more information on setting up a reading corner.

Part B: Grouping children



6.1 Activity 23

Students, in groups,

- *Discuss and list what they think are the advantages/disadvantages of working in groups*
- *Discuss situations where grouping children in different ways would work better than whole class situations*
- *Discuss situations where whole group work would be needed*
- *Report back to whole group; discuss findings of whole group*
- *Check their findings with the list in Jones, P and Pickford, S. (2000), Section 6.3 and 6.4 – Grouping children to support language learning.*
- *Add to their lists items they left out.*



6.1 Activity 24

i You will need enough photocopied handouts to distribute one to each group, of

Jones, P. (2000) *Vernacular to English Bridging Strategies Training Program*, Session 6.3 and 6.4 for information on grouping children, particularly the sections

‘Some situations where different kinds of groups could be used’

‘Some ways to overcome disadvantages’.

Students discuss whether they agree/disagree, giving reasons, especially with the last three paragraphs on gender differences. Is there a difference of opinion in the student group? Discuss.

Ask them to give examples to support their point of view.

More information can be found in:

- PASTEP. *Educate: Lainim Wantaim 2. Multigrade Teaching in the Primary School*
- *Language Resource Book* pages 51 – 53.

Part C: Approaches to programming for language learning

All classrooms need to have well-organised routines.

Important aspects of organisation at both lower and upper primary levels are:

- Term overviews
- Weekly programming
- Daily planning

All programming is based on a set of expectations that children will achieve at each grade level. In language, these expectations, also called Objectives, are found in the *Lower and Upper Primary Language syllabus* documents.

Before beginning a discussion on Programming, familiarise the students with the language expectations through engaging them in the following activity.



6.1 Activity 25

- Identify the three major headings for language in the LP Language Syllabus pages 11 – 22 (Grade 3 only at this stage).
- Next, list each of the sub-headings in the Syllabus under those three main headings, thus:

<i>Speaking and Listening</i>	<i>Reading</i>	<i>Writing</i>
Attentive listening	Learning to read	Learning to write
Improve & strengthen speaking skills	Reading for information	Editing and publishing
Etc.		

Continue in this way until you have listed each sub-heading under the major headings.

- Discuss how many or how few of these objectives might be achieved in a week/term
- How would a teacher decide which Objectives to try to meet?

The answer to this last question will be found through engaging the students in the process of programming outlined below.

Jones, P and Pickford, S. (2000), in *Vernacular to English Bridging Strategies*, suggest that there is more than one way to program. Teachers program according to

their children's needs, the topics they wish to cover and their professional judgements. What follows are three different approaches to programming for language learning in the lower primary grades. These are:

- A *whole text* approach
- A *language across the curriculum* approach
- A *thematic or integrated* approach

These three approaches to programming have slightly different focuses.

- The *whole text* approach begins with a text (oral, written or visual) and uses that as a stimulus for language learning.
- The *language across the curriculum* approach takes a curriculum area as its starting point and identifies the language required for that area.
- The *thematic* approach starts with a topic or theme and considers the content and language associated with the theme across several curriculum areas. Each one of these approaches is explained below. Also demonstrated is the way in which the Teaching/Learning Cycle is built into each programming approach.

Programming using a whole text approach

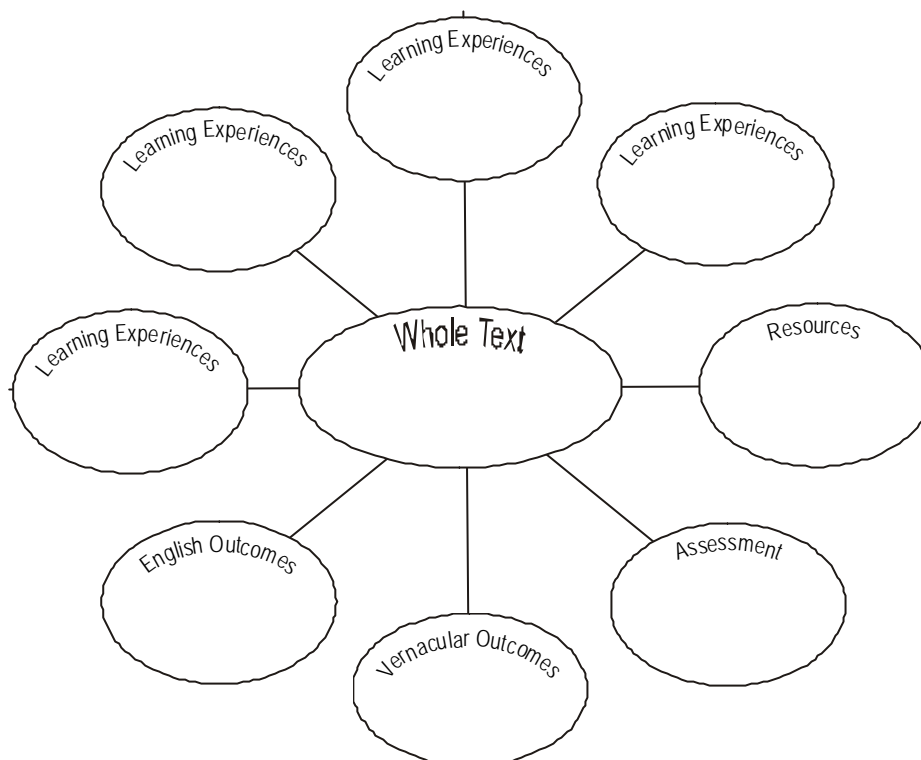
The starting point for planning is to choose the text. This can be an oral, written or visual text, i.e.

- A story told by a community member, the teacher or on tape.
- A book, either factual or fiction, read to the children
- A poster, a storyboard or video program

❗ Choose one of these three starting points to model the process of programming using whole text. Use the diagram and Programming Steps below.

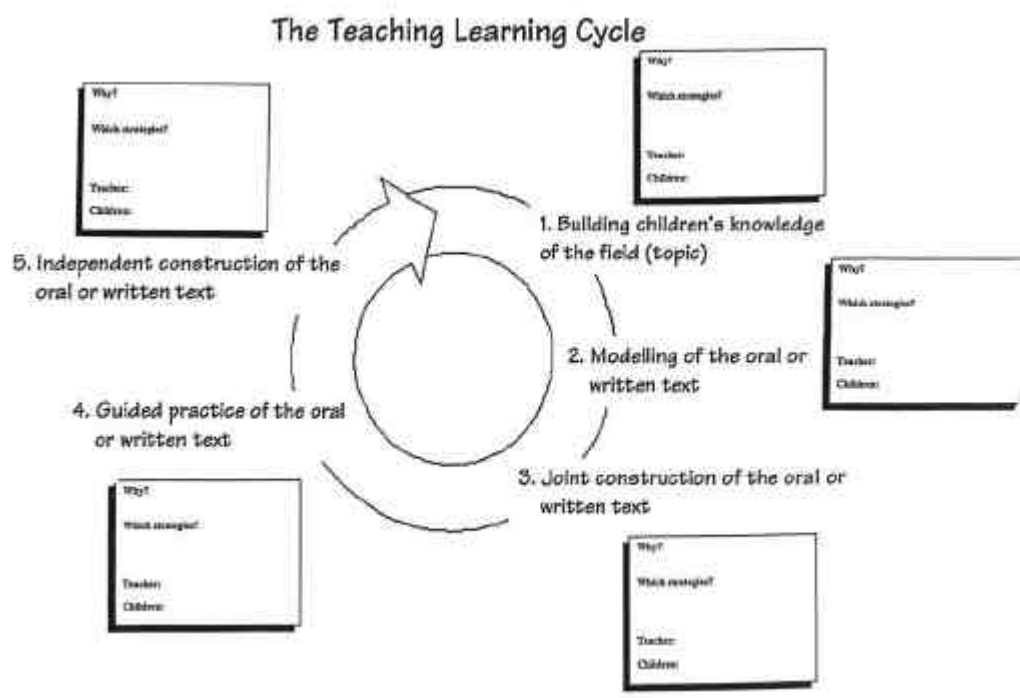
Programming Steps

- 1 Choose a whole text (story board, big book, poster).
Record in the centre of the web.
- 2 What learning experiences does the text suggest to you?
Consider the strategies for teaching oral and written language.
Which ones are suitable for the children in your class?
Which ones can be adapted for this text?
- 3 Choose and record language outcomes in both English and vernacular.
- 4 Consider assessment.
Which outcomes will you assess?
Which learning experiences will allow you to do this? Record.
- 5 What resources will you need?
Which do you have?
What will you make?



Jones, P and Pickford, S. (2000), Session 7. 3

Having completed this step, demonstrate for students each of the steps in the Teaching/Learning Cycle (Curriculum Cycle).



Jones, P and Pickford, S. (2000), Session 7.4

The steps in the teaching/learning cycle may be explained as follows:

1. Building up the field of knowledge

When building knowledge of the field, teachers and children develop a shared knowledge of the topic or theme. As many resources as possible, including community people, are called on so that children are introduced to and given opportunities to hear and use the ways that the particular topic is talked about in their world. This includes learning the vocabulary, language patterns and structures embedded in the topic through which its concepts are explored. It is important that children have the opportunity to broaden their experience of the world through engaging actively with the resources presented. Some ways of building up children's knowledge of the field are:

- Print walks - material the teacher and children have found/constructed and placed around the classroom walls
- Excursions
- Guest speakers – community members, other students, teachers
- Brainstorming' sessions
- Reading as much as possible about the topic

2. Modelling

This step involves a number of things teachers do, to show children how to do activities. It also shows them how the language associated with those activities works. Modelling activities include:

- Telling children about aspects of language
- Showing children examples of language in big books and wall charts
- Having children reassemble sentences and whole texts from parts
- Cloze activities that focus on particular language patterns

3. Joint construction

The joint construction step is important because the teacher helps the children to do what they cannot do for themselves at this stage.

- Teacher and children jointly construct language through participating together in constructing some kind of text or part of a text
- The joint construction may involve oral or written language, e.g., a story or event can be retold, with the help of pictures or a story map
- The teacher discusses with children, and uses questioning techniques to encourage children's recall of the important information or steps in the process

In this way, the teacher helps the children to become aware of the important concepts that are embedded in the topic, and of how these are expressed through language.

4. Guided practice

This stage of the teaching/learning cycle is the point at which:

- Children practice and consolidate their learning with the support of the teacher and other children

- Children work individually, in pairs or small groups to develop skills and knowledge introduced and taught earlier in the cycle
- Children work on activities from ‘building the field’, ‘modelling’ or ‘joint construction’

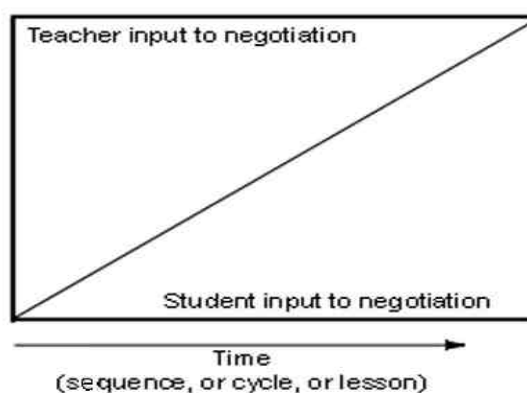
5. Independent construction

- At this stage the children have the opportunity to put into practice the knowledge and skills they have learned during the previous stages.
- At this stage of their development, they cannot be expected to have learned everything they need to know. They are practising what they have learned, and may still make errors.
- This is where ‘conferencing’ with the children is useful. As teacher and child talk through the work, the teacher supports the child in what they are trying to do and say. S/he moves around the room and spends time with individuals or groups about their work, and what they can do to achieve their goals.
- At this stage, children can usefully apply the *writing process*, which involves *drafting, revising and publishing*.

The teaching/learning cycle builds on the notion of ‘scaffolding’, a process that adults use when assisting children to learn something new. An essential component of scaffolding is that of *shared experience and shared attention* where:

- Meaning is jointly constructed by a knowledgeable person (usually the teacher) and the children
- The teacher provides models for the children to learn by doing
- The teacher makes very clear to the child what the teacher considers important, and what counts as significant knowledge in the task, focussing the child’s attention on what is to be learned
- The teacher gradually withdraws support as the child gains control of the task
- The teacher expects the best attempt of which the child is capable

This process is illustrated below.



A full explanation of the teaching/learning cycle is found in Jones, P and Pickford, S. (2000), Session 2.3.



6.1 Activity 26

- *The lecturer provides a text for each group of students*
 - *Students in groups program for that text, using the programming sheet on the previous page*
-



6.1 Activity 27

Groups of students build up a series of activities following the teaching/learning cycle, using the same text.

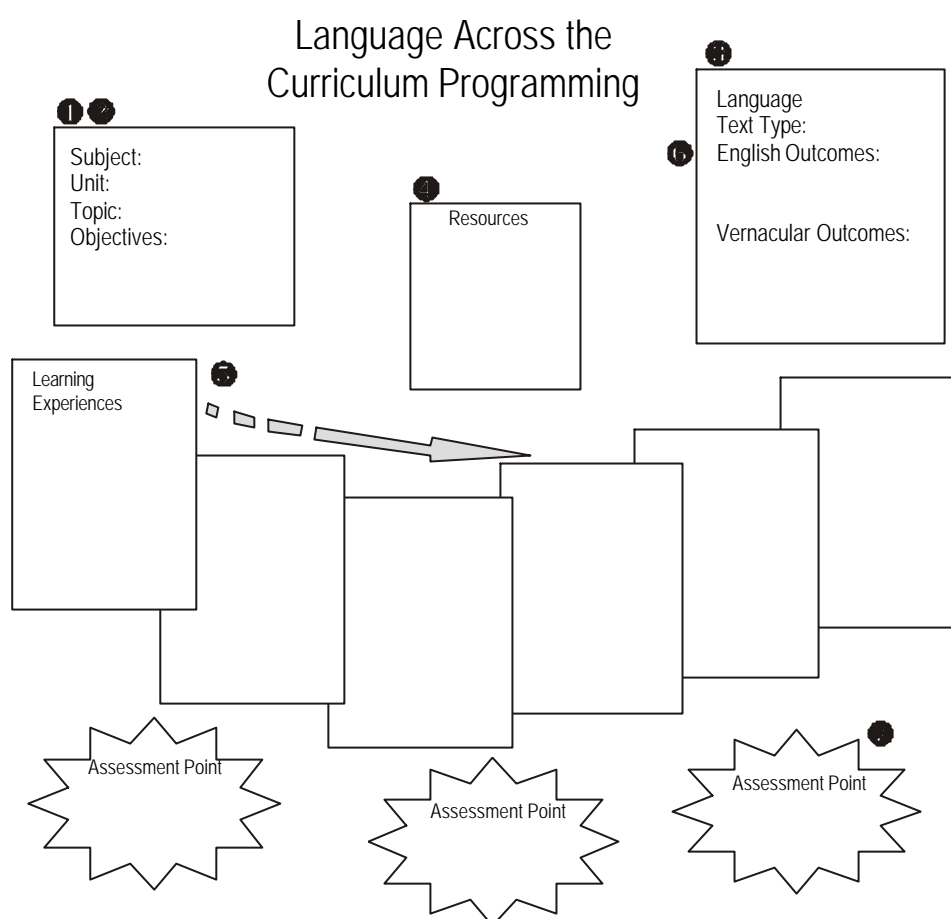
Programming using a Language across the curriculum approach

This approach:

- Takes as its starting point a curriculum area such as Environmental Studies, Art and Craft, Maths or Community Living
- The teacher identifies the *objectives* of the curriculum area selected, then
- Identifies the language necessary for learning about the relevant content and concepts.

Programming Steps

- 1 Choose a **subject** area, record the unit and topic.
- 2 What is the **outcome or objective** of the topic? *What will the children know or do as a result of learning about this topic?*
- 3 What **language** will the children to achieve this outcome? *What will the children need to talk about? What kinds of texts will they be reading and writing? What words and word patterns will be repeated? Write these down.*
- 4 List the **resources** to support this topic. *What will the children know about the topic? Think about books, charts, pictures, visits, community people, other teachers? What can you make?*
- 5 Select the **learning experiences**:
 Building the field: *How will you introduce the topic? How will you find out what the children know already? How will you build on this knowledge? What vocabulary will the children need to know?*
Modelling: *How will you model the activities and language for the children?*
Joint construction: *What will you do together? What will the children do together?*
Practice: *How will you provide opportunities for children to practice their learning?*
Independent work: *What will the children be expected to do by themselves?*
- 6 Write your **language outcomes** for both vernacular and English.
- 7 Consider your **assessment points**. *What will you assess? When and How? Write your plans.*



From: Jones, P and Pickford, S. (2000)

① Select a topic from a curriculum area:

- Take students through the steps in the Overview, talking about what language the children will need to learn, in order to achieve the objectives of the curriculum area. This will include key vocabulary, phrases, text types (e.g. genres) they will need.
- Refer to the Table of Language Objectives the students have drawn up
- Ask which of these might be met through this unit of work
- Discuss their answers



6.1 Activity 28

Students relate the steps of the teaching/learning cycle to the topic selected above.

A full description of the Language across the curriculum approach is found in Jones, P and Pickford, S. (2000), Session 7.2. Also included is an introduction to

the notion of key transition strategies, and steps to identifying possible assessment points and strategies.

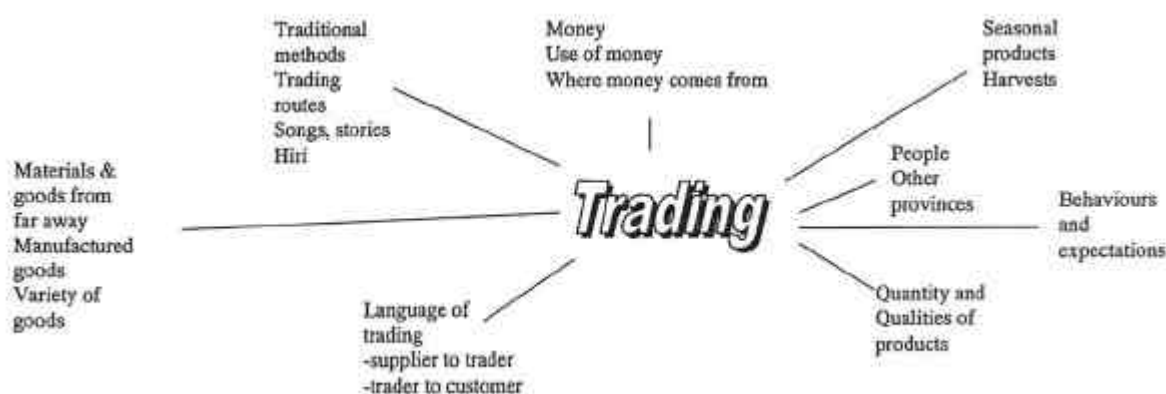
Programming using a thematic or integrated approach

Using integrated themes is one part of the recommended approach to bilingual education and bridging to English. Teachers who use integrated themes in their programming have to use their curriculum area syllabuses in new ways. They need to know the syllabus content very well, and must be able to understand the way the syllabus topics are linked.

Described below are steps for teachers who are just starting to use themes. With more experience, individual teachers will have their own strategies for planning themes.

Steps for programming

- Choose a theme topic
- Make a theme web/concept map to decide the subjects and content you will include



Concept map, Jenkinson, p.13 'On planning integrated themes'

- Select and write relevant objectives for each curriculum area (leave language till later)
- Think about: what real life situation links all this learning ?
- Write down ideas for theme texts
- Design and write an assessment task for each curriculum area or an integrated assessment task covering more than one subject.
- Now decide on and write down the language objectives and tasks. These will be based on the tasks of other curriculum areas and the theme's links to real life
- Think about and list the knowledge, skills and attitudes the students will need to do the assessment tasks
- Design activity sequences to teach the knowledge, skills and attitudes you want the students to develop
- Check that subject time allocations are approximately balanced
- Create a timetable for teaching the theme
- Make a list of what learning resources you will need to prepare, and

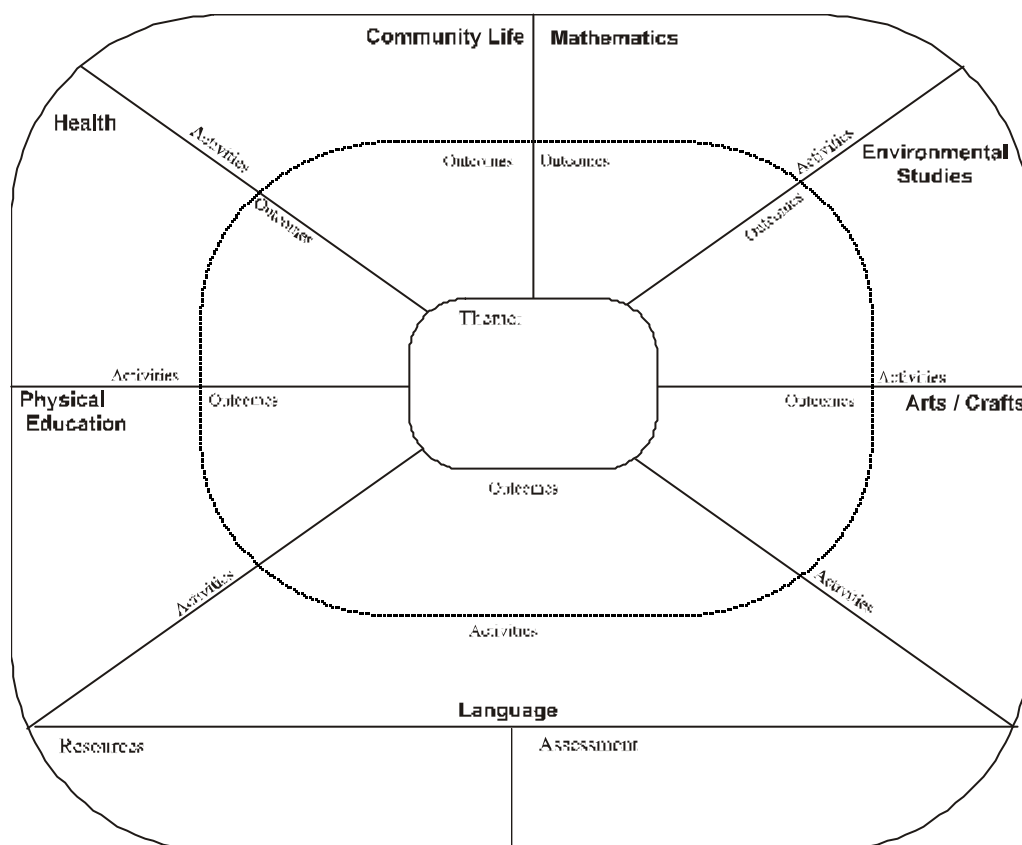
- Prepare the resources
- Teach your plan

Once you have drawn up your concept map, the details for each subject area can be added to the Overview below.

Planning Steps

- 1 What **theme** will you use?
- 2 List the **resources** you have for this topic. What could be made?
- 3 Select the **activities** from subjects that fit the theme. (Use the syllabus documents)
- 4 Write **the activities and outcomes** on the web.
- 5 Select **language activities** for the theme. You should refer to the strategies in this booklet and in the Resource Book for Lower Primary. Write **language outcomes** (vernacular and English) on the web.
- 6 Decide when to **assess** children's learning, how will you do that? How will you record the information?

Planning Using an Integrated Approach



From: Jones, P and Pickford, S. (2000), Section 8.1

① This exercise is an optional extra. It requires a high level of familiarity with all of the curriculum areas. Introduce it as one approach to programming and planning. It is important that students can recognise different teachers' approaches to programming when they are on practicum. They can ask teachers how they go about integrated /thematic planning. As well, refer to Jenkinson, Part 1, Section 2 for detail on Integrated Themes and Planning Integrated Themes.

Part D: Weekly and daily planning for whole language sessions

Weekly timetabling and daily planning for language lessons are important aspects of organisation in the Lower Primary years. Below is one possible model for organising time in the day for whole language lessons, as well as other curriculum areas.

Weekly programming

From 'Programming Guide for Lower Primary Teachers' (NDOE, 1999).

A weekly plan is a guide that will help you to plan your daily lessons using the time allocation for each subject area. The weekly plan is usually done at the beginning of each week.

The steps below show you how to do a weekly program:

- From the time allocation for each subject, determine the number of lessons to be taught for the week.
- Decide how to arrange your time allocation for each of the subjects in a week's timetable.
- Choose from the subject syllabi the objectives and the activities for each lesson of the week.
- Write down the objectives and the activities for each lesson of the week.
- Evaluate the teaching activities after teaching each of the lessons

Subject times allocation for grades 3 to 5

Grade	3	4	5
Assembly	75	75	75
Language	570	450	405
Mathematics	210	210	210
Environmental Studies	180	210	210
Community Living	150	1580	210
Arts and Crafts	150	150	150
Health Education	90	90	90
Physical Education	105	135	150
Religious Education	60	60	60
Block Time	60	60	60
Total	1650	1650	1650

Example of Grade 3 weekly timetable

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 – 8:15 AM	ASSEMBLY				
8:15 – 8:30 AM	Language (105 minutes)	Maths (45 minutes)	Language (105 minutes)	Maths (45 minutes)	Language (105 minutes)
8:30 – 9:00 AM					
9:00 – 9:30 AM		Language			
9:30 – 10:00 AM					
10:00 – 10:30 AM	RECESS				
10:30 – 11:00 AM	Maths (30 minutes)	(120 minutes)	Maths (60 minutes)	(120 minutes)	Maths (30 minutes)
11:00 – 11:30 AM	Environmental Studies		Community Living (30 minutes)		Community Living (30 minutes)
11:30 – 12:00	(60 minutes)				Environmental Studies (30 minutes)
12:00 – 1:00 PM	LUNCH				
1:00 – 1:30 PM	Health Education (45 minutes)	Environmental Studies (30 minutes)	Environmental Studies	Health Education (45 minutes) Community Living (30 minutes) Arts and Crafts (45 minutes)	Language (15 minutes)
1:30 – 2:00 PM	PE (30 minutes)	Community Living	(60 minutes)		Arts and Crafts (60 minutes)
2:00 – 2:30 PM		Arts and Crafts (45 minutes)	(60 minutes)		Religious Education
2:30 – 3:00 PM		PE (30 minutes)	(60 minutes)		PE (45 minutes)

From 'Programming Guide for Lower Primary Teachers' (NDOE, 1999).



6.1 Activity 29

- *Students compare the time allocations for the various curriculum areas with the sample timetable.*
- *What changes might they make, and why?*

Note: The 'Primary Curriculum in PNG', page 28, presents a table giving the allocation of times by curriculum area.

Part E: Programming for each language

In Lower Primary grades, there will be times:

- When the teacher uses the children's vernacular as the language of instruction
- Transition times when vernacular is used to introduce and explain English
- Times when only English is used

The choice of the language to use at a particular time, and how it is used, is the teacher's. The teacher makes this decision after consulting the syllabus and its objectives and after making an evaluation of children's needs.

A useful discussion on programming for two languages can be found in Jenkinson (1999) *Bilingual Education and Bridging to English Teachers' Handbook*, Part 1, Section 2, Topic 3.

See also Appendices B and C, the Programming and Planning pages for more information on how to plan for each language.



6.1 Activity 30

- *Students refer to information in Jenkinson, and the information in the box above*
 - *Discuss in groups how they might meet the expectations of the NDOE model of the interaction of languages in Section 1*
 - *The students will need to think about curriculum areas other than language when apportioning time for instruction in the languages of the classroom*
-

Part F: Ways to monitor and assess children's language and literacy learning

Children coming into Grade 3 may have had different experiences in their Elementary schooling that have prepared them differently for their Primary school work. Most children will have basic Vernacular literacy skills and an introduction to speaking English. Other children will not be able to read and write well in their Vernacular, and may not be able to speak in English either. For these reasons, it is important for teachers to assess the progress children have made in learning Vernacular language and literacy. It is also important to assess children's oral and written understanding of simple English.

Assessment involves giving children simple activities and observing their responses. What is learned from these observations should be linked to the teaching program.

(See Appendix D at the conclusion of this module for some suggested strategies.)



6.1 Activity 31

- *Turn to Jones, P and Pickford, S. (2000), Session 6.2 for further information on monitoring and assessing children's language and literacy learning*
- *Refer to the Beginning transition to English continuum/checklist*
- *Relate the checklist back to the programming done previously*

Part G: A bridging action plan

Students discuss:

- Issues and problems they may face in teaching in bridging classes at the schools to which they are appointed
- Strategies they could use to develop greater awareness of the use of vernacular and bridging strategies to English in the schools to which they are appointed
- Plan actions for developing/participating in support groups between elementary and primary school teachers to support the teaching of vernacular and bridging strategies to English

Resources

- National Department of Education, PNG (1999). *Bridging to English in Lower Primary*.
- National Department of Education, PNG (1999). *Lower Primary Language Syllabus Grade 3 – 5*
- National Department of Education, PNG (1999). *Language Resource Book for Lower Primary*
- National Department of Education, PNG (1999). *Programming Guide for Lower Primary Teachers Grades 3 - 5*
- National Department of Education, PNG (1999). *Upper Primary Language Syllabus Grades 6 – 8*
- National Department of Education, PNG (Jenkinson) (1999). *Bilingual Education and Bridging to English. Teachers Handbook*. Lower Primary Grades 3, 4 and 5.
- National Department of Education, PNG (1999). *The Primary Curriculum in Papua New Guinea*
- Ministerial Policy Statement (August, 1999). Language Policy in all schools.
- National Department of Education (1997). *A Handbook for Elementary Education*
- Elementary: Introduction to Bridging. Teaching Oral English* (n.d.). (source unknown)
- A Philosophy of Education for Papua New Guinea. Ministerial Committee Report. November 1986.

PASTEP documents

- Bracken, S. (2000). *Unit 5 Bilingual Education – Student Resource Book Module 1: Vernacular Literacy*
- Bracken, S. (2000). *Unit 5 Bilingual Education – Lecturers' Guide Module 2: Bilingual Education and Bridging to English*
- Primary and Secondary Teacher Education Project (July 2002), *Vernacular to English Bridging Strategies Training Program*. PASTEP Port Moresby, PNG
- Primary and Secondary Teacher Education Project (n.d.). *Educate: Lainim Wantaim. Leaflet No. 1. Language learning and bridging strategies*
- Primary and Secondary Teacher Education Project (n.d.). *Educate: Lainim Wantaim. Leaflet No.2 Multigrade Teaching in the Primary School*

Other

- PNGEI (n.d.). *Bridging in the Lower Primary School*. Workshop for Grade 3 Teachers
- PNGEI DEP(I) Programme (n.d.). *Bridging in the Lower Primary School*. Participants' Manual.
- PNGEI (?). (Trial edition November 1997). *Teaching Literacy in Vernacular. Trainer's Manual*. Certificate of Elementary Teaching
- NSW Department of School Education (1995). *Choosing Literacy Strategies that Work*.

Appendix A: Notes for Planning Programs for Bridging between Two Languages

One aim of bilingual education in PNG 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. Appendix B and C show how this can be done using content from different curriculum areas and linking it with language expectations.

To make a *good program* for teaching any subject:

- The *curriculum objectives must be appropriate*
- The teacher needs to understand these objectives
- The teacher needs to make sure the activities that are planned achieve these objectives. (These criteria must be *applied to each language*.)
- *For objectives to be appropriate, they need to be different for each language. This is because students have different levels of skills 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 should be appropriate, and 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

Some guiding rules that can be followed in planning for language to be integrated with another curriculum area

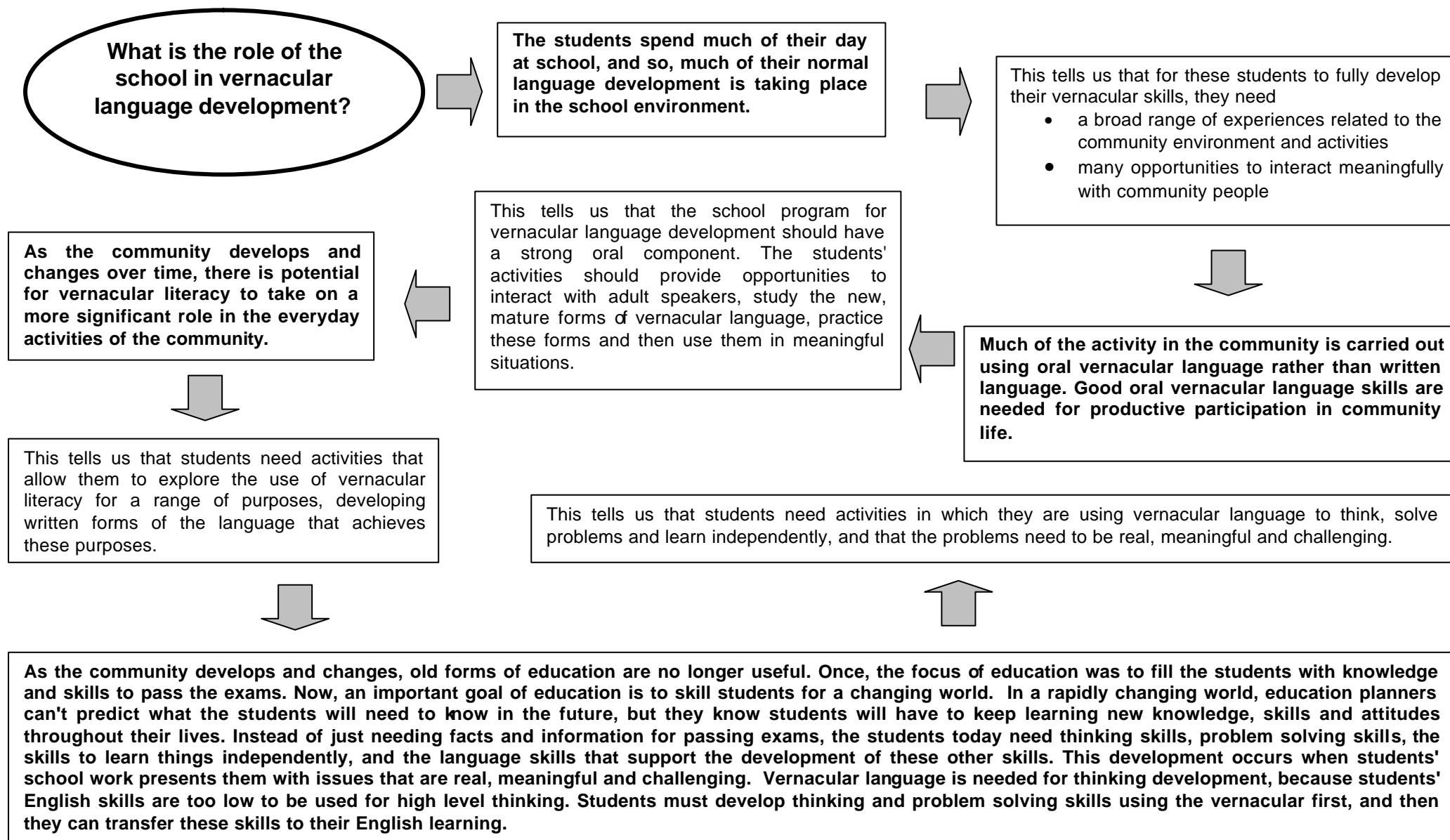
- Use the subject learning to support vernacular and English learning.
- For learning new subject information, students usually need to use the vernacular language.
- Use the vernacular language to support subject learning
- Develop vernacular language and thinking skills at the same time as the subject learning
- For learning English, students usually need to communicate about things they already know about, i.e. that they have discussed and maybe written about in their vernacular language
- You don't have to teach English in every lesson, but you must teach some new English every day, and practice English every day.
- Start with oral English and lead into written tasks using as much of the oral language as possible
- Don't overload English lessons. Teach only as much new English as the students can remember.
- Gradually start to use English for subject learning as the students' English skills develop
- At the start of Grade 3 you will need to use a lot of vernacular language. You need to get the students to do a lot of vernacular reading and writing. Gradually introduce English so that:

By the end of Grade 3 – each day should be about 60% vernacular and 40% English

By the end of Grade 4 – each day should be about 50% vernacular and 50 % English

By the end of Grade 5 – each day should be about 30% vernacular and 70% English.

(Adapted from 'Bilingual Education and Bridging to English', Linda Jenkinson)



Appendix B: Programming for Language Using Whole Text – Grade 3

Vernacular Language Planning

1. Outcomes

Enjoys taking part in drama activities
Enjoys listening to and talking about narrative text
Experiments with writing different text types
Is confident in giving reasons for likes/dislikes
Shows independence in writing own short text

2. Learning experiences

(Begin by translating the story 'Poor Pini' into Vernacular/TP
 Make it into a Big Book for this Unit of work)

- Children listen to the story read over 2-3 days
- Dramatise the story, adding dialogue
- Discussion: which part of the story do children like best?
 Give reasons; record
- Group negotiated innovated text
- Oral cloze, leaving out e.g.
 - Names of characters
 - Nouns
 - Pronouns
 - 'doing words'

3. Assessment activities

- Discuss purpose of stories – entertainment; moral
- Cut up paras of story, in groups put in correct story order.
- Find out about one or more of the characters in the story –
 Factual text – Description
- Jointly constructed summary of story

1. Plan for phonics, vocab recognition and grammar to be based on and drawn from, the story.
2. Plan to repeat learning experiences over several days, with minor variations and increasing complexity.
3. This time lapse gives children opportunity to learn the concepts being presented, and to learn the language to talk about those concepts.
4. Over subsequent lessons, develop the links between the story and Environmental Studies, as well as Maths.

THE STORY OF

POOR PINI

? **Big Book in
 Vernacular /
 Tok Pisin**

? **English version**

English Language Planning

1. Outcomes

** enjoys listening to and responding to a text in English*
** takes part in simple English oral activities*
** engages with others in constructing a simple English text*
** writes a simple English caption for a picture, with assistance.*

2. Learning experiences

- ? After development of story in Vernacular, tell story in
- ? mime story as teacher narrates;
- ? read along with teacher during repetition etc.
- ? do a story map with simple English captions
- ? List English vocab for animal characters
- ? draw a picture of one character in story, write a caption
 (children may need help from teacher, peers)
- ? group negotiated simplified text in English - narrative
- ? big book using children's illustrations
- ? reconstruct story from deconstructed simple English text/ pictures

3. Assessment activities

- keep a copy of written work for student folders
- Checklist for speaking / listening – E and V
- Dictation of summarised story in V.
- Individual reading of part of text in V.
- Checklist of sight vocab/phonic activities

Appendix C: Strategies for Interaction between Vernacular and English – Grade 4

GRADE 4. ENVIRONMENTAL STUDIES AND LANGUAGE STUDIES

SUMMARY OF TEXT TYPES:

IN VERNACULAR

Simple texts – labels, captions, vocab trees, graphic outlines
Word lists, bilingual dictionary, picture dictionary
Note taking
Summary writing
Oral and written texts of creation stories
Oral and written texts of fiction related to the
Theme
Instructions
Explanations
Discussions

IN ENGLISH

Simple texts – labels captions, vocab trees, graphic outlines
word lists, etc.

Simple English texts of creation stories, of fiction told for entertainment
Recount
Instructional/Procedural genre
Explanation genre
Discussion genre

General teaching strategies:

- Community input
- Grouping children in different ways for different purposes
- Talk/Do/Talk/Record
- The Curriculum Cycle
- Processes of Process writing
- Use of different kinds of graphic outlines

GRADE 4 ENVIRONMENTAL STUDIES SYLLABUS**4:2 The Environments of Papua New Guinea****THEME: Different Environments****Environmental Studies**

*Time allocation for Environmental Studies: 210 mins p.w.; Vernacular 50%
English 50%*

Objectives: At the conclusion of this theme, children will be able to:

1. Collect information from a variety of sources on the climatic conditions, vegetation and landforms found in their environments, and analyse this Information.
2. Select their province in PNG and identify the physical features of the environment, including rivers, lakes, mountains, climatic conditions, vegetation.
3. Complete a case study of their province
4. Compare information from a variety of sources on the environments of other areas in PNG.
5. Compare similarities, differences between a marine environment and a mountains environment
6. Describe features of a landform in their area, including land use etc.
7. Draw a simple map of their village area, showing land use, major land forms etc.

* The teacher decides which objectives are best realised in each language, Vernacular or English, and selects appropriate objectives from the list.

Language

Time allocation for Language: 450 m.p.w. Vernacular 50%; English 50%

* Objectives: At the conclusion of this Theme, children will be able to:

1. Listen attentively to a guest speaker to note information for record keeping of different kinds V/E
2. Speak simple English statements with increasing confidence
3. Use simple English questions with increasing confidence
4. Enjoy listening to and joining in, some simple stories, poems, rhymes, songs in English
5. Share in shared reading of texts of previous completed factual/fiction texts in V/E.
6. Listen to Creation stories from their area and other places in PNG, told and read V
7. Take part in dramatising of Creation stories V
8. Discuss with peers how to take effective notes of speakers/ messages V
9. Discuss with peers how to make use of information gained through listening/note taking exercises V
10. Show some understanding of how to take notes V
11. Interpret useful information for the topic under study interpret useful information for the topic under study V
12. Describe for a friend/group/class some features of their local natural environment V
13. Participate in presenting information to the whole class/another class/school assembly from graphs built up over time V
14. Participate in presenting the Case Study to the whole class/another class V/E
15. Read previously compiled class texts: factual/fiction (V/E).
16. Read familiar stories in both languages V/E
17. Read a set of instructions, e.g. "How to make a wind vane" E
18. Use class and school library to find information V/E
19. Read simple texts for information of different kinds V/E
20. Take part in modelled, group negotiated and independent writing of some genres, e.g. Procedural, Narrative (recount etc) Explanation Discussion Information Report V/E
21. Build up a personal dictionary from new words in this Unit. V/E

*Vernacular Language**English Language*

Oral	Print	Oral	Print
TOPIC: VEGETATION In groups, discuss the types of vegetation traditionally used by people in the area	<ul style="list-style-type: none"> • Draw up a list of the types of vegetation traditionally used by people in the area • Classify by local classification system. • Classify by purpose: food, building, decoration, clothing, toys, utensils, other 	Simple English statements over several days to be modelled first by the teacher: "We use yar trees (casuarinas) for fires to cook our food" etc. "Birds use yar trees to build their nests" "We use kunai grass for...."	<ul style="list-style-type: none"> • Make a picture dictionary of new terms the children are learning; keep it on the wall of the room to be added to over the course of the Theme • Make a word tree of groups of new words, i.e. a wind/ clouds/ temperature/landforms tree, either with branches of trees and flashcards and string, or as a graphic diagram with labels and captions
Invite a community 'old timer' to discuss the changes in vegetation in their area that have taken place over time	Write a short history of the area that talks about clan movements, weather patterns, etc. as a group neg. text?		
Identify and discuss reasons for changes: population growth, cash crops, exports	Discussion genre (advanced text type- will need group negotiation of text and information over a couple of weeks)	Discuss concepts in simple English, introducing the new vocabulary gradually	Children draw a picture or several pictures to explain one of these concepts, use known words from wall charts etc. to write a simple English sentence to explain their pictures. If children work in pairs they can support each other. May need input from teacher/other person if they get stuck.
Invite a community member to discuss a set of questions such as: <ul style="list-style-type: none"> • What grows when and where ? • How do people know when to plant crops • Why are gardens the way they are? • How often can a garden be used before it needs a rest ? • Why do people burn off gardens ? After guest speaker, discuss answers over two or three sessions. Discuss how to record the information.	Pupils take notes as best they are able; discuss and share their information and compile group answers to the questions. Whole class text negotiated with teacher: "How gardens are made in our area" (Explanation genre). Add illustrations by children. Keep for the Case study	<ul style="list-style-type: none"> • Use a traditional story in V/E, read or told, related to the topic to entertain the children. They can act it out when they are familiar with the story line. • Make or find props, act out for another class. 	Develop as a group negotiated text in simple E. Children draw pictures, make a class big book.

*Vernacular Language**English Language*

Oral	Print	Oral	Print
TOPIC: CLIMATIC CONDITIONS Discuss how hot/cold our area is; what part of the day is hottest/coldest? How can we find out this information ?	Keep a chart of daily/night time temperatures over several weeks/month Start keeping a record of each reading; Show the information in graphic form	Children practice simple sentences such as: "Yesterday the temperature was 24 degrees at 8:30 a.m."	This means they will also need to read the chart to be able to report the temperature
Invite a community member to talk about directions in the local language; talk about the significance of wind direction for e.g. garden making/house building/ canoeing fishing	Keep a record of wind direction; make simple wind vanes and develop a Procedural/Instructions genre	Discuss words for directions in English. Children practice simple sentences such as: "yesterday, the wind blew from...(direction)"	Build up the major E compass points Develop simple Instruction genre in English on how to make a wind vane once they have made one following discussion in Vernacular about climatic conditions
As a homework project, children ask parents the different names for clouds in their area	Collate their information pictorially, label with captions etc.	Introduce the English equivalents (if they correspond) Children don't have to remember the English names, but may do so.	
<ul style="list-style-type: none"> Discuss how much rain falls in the area; How can we find out how much rain will fall this month? Children problem-solve to design ways of keeping a rainfall record. Discuss how to make a rain gauge as one possible solution 	<ul style="list-style-type: none"> Keep a record of rainfall over a month. Develop a procedural text on "How to make a rain gauge. Include diagrams 	<ul style="list-style-type: none"> Children practise simple English statements such as "Yesterday, 15 mm of rain fell. The temperature was 25 degrees at 8:30. Children practise simple English instructions on how to make a rain gauge 	They will need to be able to read the chart to give the information Group-negotiated simple text on "How to make a rain gauge"
Discuss the meanings of new vocabulary as it occurs throughout the Theme	Keep a record of all new words, expressions and new ways of using known words		Keep a wall chart of vocabulary in Vernacular and English; read regularly with children; draw new words to their attention in daily Print Walk
<ul style="list-style-type: none"> Discuss the concept of the Rain Cycle over several days Cut up a Rain cycle diagram and ask children to show which order the parts come in. 	<ul style="list-style-type: none"> Compose a Rain cycle diagram to support children's oral explanations. Students in pairs or individually attempt to write their own Explanation text for the Rain Cycle 	Using the Rain cycle diagram, children practise explaining the components in simple E	Build up a Rain cycle with labels and captions in simple E for children to practise their oral language in daily Print Walk.
<ul style="list-style-type: none"> Introduce the notion of a case study of the area that includes all the information children have collected about weather etc. Discuss what could go into the case study. Discuss why a case study would be useful. Discuss the format Follow the same procedure for each of the topics in the theme. 	<ul style="list-style-type: none"> Compile all information being collected on climatic conditions in a log that includes rainfall, temperature, wind, sun, clouds etc. (over several days) Assign different parts of the text to different groups of children to prepare in draft Over several days, put it all together 	Use simple English instructions and explanations after discussion in Vernacular, of the process of a case study	Discuss with children whether they want the case study in Vernacular or English, in V and E, or in both V and E. This will give them lots of purposes for reading/writing (process writing) in a meaningful context. (Lots of discussion about how information diagrams, pictures, text etc. are to be presented)

Appendix D: Strategies for Interaction between Vernacular and English – Grade 3

GRADE 3. HEALTH, LANGUAGE STUDIES AND COMMUNITY LIVING

1. Health

- a. Unit/Theme: *Healthy food and hygiene*
 b. Topic: Helpful food, harmful food
 c. Objectives: Children will:

- ? understand the value of daily balanced eating habits
- ? understand how eating habits affect growth and health

Time allocation at Grade 3 level

%-age in Vernacular/English: 60/40%

Language:

570 mins p.w.= (V 342 mins; E, 228 mins)

Community Living:

50 mins. p.w.= (V 90 mins; E, 60 mins)

Health:

90 mins p.w.= (V 54 mins, E 36 mins)

2. Language

- a. Unit/Theme *Food*

- b. Objectives: By the end of this Theme, pupils will

1. Vernacular

- listen with critical understanding to conversation from visitors
- listen for detail from local history/legend told to them about food/gardens/traditional beliefs
- read and retrieve information orally from graphic outlines, charts etc
- take part in group-negotiated Procedural text : How to a well-known story, e.g. The Enormous Banana Tree
- Write a Procedural text/set of instructions for 'How to make a Kaukau garden' etc.

2. English

- listen to and respond to simple English instructions
- speak confidently a few simple words/sentences
- take part in mime/role play of well-known story told/read
- take part in role play of well-known story
- listen to and answer some simple English questions
- take part in group-negotiated Narrative/innovated text on make a Big Book
- describe, using some English words, a picture they have drawn to illustrate the story read/told to them.
- orally respond to questions about likes/dislikes following practice and repetition over several days

3 Community living

- a. Unit/Theme *My area*
- b. Topic: Traditional and modern foodstuffs; ways of obtaining them, supply and demand of foodstuffs, e.g. local gardens/markets/stores
- c. Objectives: Children will
- ? know about some consumable items/goods in their locality
 - ? identify consumables in traditional/modern society
 - ? develop an understanding of supply and demand of foodstuffs in markets/stores

4. Strategies

The Teaching/Learning Cycle
Do/Talk/Record

Making Big Books

- Specific strategies for encouraging shared and independent work, e.g. *
Group-negotiated text
- * Processes of process writing

5. Activities

Excursion(s)

Invitation to a community person :

gardener/farmer, health worker

Whole class, group discussions,
negotiated practice of new language

Developing graphic diagrams: retrieval
chart, tree diagram, story map, life cycles
food pyramid

Thus, by integrating across Curriculum areas, you can plan for a total of 816 minutes for the week, that you can divide up in blocks of time, instead of little boxes. In this way, you help pupils to integrate all the language skills and content of the three curriculum areas. This kind of planning assists their thinking skills and understanding and knowledge of topics.

Summary of text types in both languages found in this unit of work

This step helps the busy teacher identify that s/he has planned for a spread of texts, both Vernacular and English, oral and print.

<i>Oral texts – Vernacular language</i>	<i>Print texts – Vernacular language</i>	<i>Oral texts – English language</i>	<i>Print texts – English language</i>
Listening to Instructions for making something	Labels, captions	New English vocabulary (naming foods)	Labels, captions on pictures
Listening to and retelling stories	Story reading/writing		Lists
Giving instructions for making something	Developing a Procedural text e.g. How to make a kaukau garden	Practicing simple E sentences	A range of simple texts from graphic outlines, e.g. story map
Listening to and giving explanations	Developing an Explanation text	Miming/role play of well-known story	Making a Big Book of the story acted out
Developing an argument about the merits of garden vs store foods	Developing an Argument text	Poems, rhymes, songs on topic	Writing a Procedural text: "How to make a big book:"
Playing a language game: "I went to the market/store and I bought..."		Play the language game in English when children have learned English vocabulary for foodstuffs	
Classifying information in a range of ways before it is recorded	Recording information in a range of graphic forms		
Class/group discussions on topics selected by them			

Programming and Planning for Language strategies /activities based on the range of text types listed above.

Oral texts – Vernacular language	Print texts – Vernacular language	Oral texts – English language	Print texts – English language						
Build the field of knowledge – a process that is ongoing throughout the whole Theme, through discussion, brainstorming, print resources such as graphic outlines, posters, pictures, books, texts produced in class, and human resources – visitors etc.									
<p>Discuss with class making invitations to various members of the community to come to the classroom to talk with children on topics selected by them as worthy of research.</p> <p>Gardener/farmer : how to prepare a garden/raise chickens/pigs/cattle Health worker: healthy/unhealthy foods</p> <p>Story teller: traditional stories concerning how certain foods came to that area; beliefs and customs about crop growing/harvesting/preparing</p>	Group negotiated writing of letters e.g. to Principal/parents re excursion; To community health worker, giving invitation to visit class To community gardener/farmer inviting class visit To community storyteller(s)	Poems, songs, rhymes about topics included in Theme; Language game: “I went to the market/store and I bought....” Practice of oral drills of certain patterns of English: “I like.....” “I don’t like.....” “On Monday I ate.....” Start simply, build up over several days. Q’s: What did you eat on Wednesday?” On Saturday I ate bread but I didn’t eat fish” etc.	<p>Children record pictorially: Jason: Monday</p> <table><tr><td>Morning</td><td>Belo</td><td>Night</td></tr><tr><td></td><td></td><td></td></tr></table> <p>Add subsequent days if children enjoy this. Use as a prompt board for oral drills</p>	Morning	Belo	Night			
Morning	Belo	Night							
	Graphic outlines/diagrams for presentation of curriculum content; Labels, captions for diagrams etc. prepared for curriculum content	Simple English reading/retelling of an appropriate story with rhyme, repetition for oral participation in whole group. For example, of useful stories include: The Enormous Yam The Runaway Damper The Little Red Hen etc.	Children draw a picture of the part of the story they like best; add a simple E caption with help from spelling lists, other group members, teacher – supported/independent writing						
Discuss and develop a set of Instructions for making something, i.e. class garden	Develop/Write a Procedural text	Mime/drama of story read/told to group after several hearings							
Describe the characters in a story read to them in V.	Illustrate characters, add captions to them Do a story sociogram	Children speak simple rhyme/repetition of story told/read to them	Teacher scribes with children’s help the rhyme/repetition, puts it up for children to read in daily Print Walk time						
Develop a ‘parallel’ story through drama, in groups	After practice over several days, write their own parallel story	simple instructions for making a Big Book complete with their illustrations, of story told/read to them Retelling of story read/told to them in simple E	Develop a Procedural text – “How to make a Big Book” Group negotiation of written text of story told/read to them using simple English available to them						
Listen to and retell stories told to them Recount a well known story from a story map	Discuss and draw a story map for a well-known story read/told in V, labels, captions etc. on map	In groups, prepare a story map of the story told/read to them – captions using E vocab where possible	Draw up story map; add captions/labels etc.						

<i>Oral texts – Vernacular language</i>	<i>Print texts – Vernacular language</i>	<i>Oral texts – English language</i>	<i>Print texts – English language</i>
		Retell story in simple E from story map Give simple sentences describing a picture they have drawn to illustrate story told/read	Illustration of story told/read; after oral practice, add their own simple E caption supported/independent writing
		Simple statements and questions/answers about likes/dislikes Use of Negative: "I don't like ... "	Picture of self eating at home/school and particular likes/dislikes, with captions in E ; supported/ independent writing
Discussion of healthy/unhealthy foods; traditional/modern foods, develop an oral argument such as "Garden foods (traditional foods) are better for healthy bodies than store (modern) foods". Encourage children to give own reasons for and against each. Discuss relative costs of traditional/modern foods; Discuss availability of traditional/modern foods Talk with store person about where the goods come from, costs involved, difficulties	Tree diagram showing how each foodstuff relates to the Food Pyramid Chart showing advantages/disadvantages of each. After practice over several days with ideas, group negotiated text; make into a Big Book focussing on Argument genre		
After keeping a record, group members give a report of what they ate for a week – discuss this in relation to healthy bodies, sound minds etc.	Children individually keep a record for a week of what they ate/drank – classify according to food groups Complete a survey of food groups eaten by each group/class member; include category for 'junk' food	Revise known E vocabulary; Introduce new E vocabulary for foodstuffs etc.	Children make a bilingual list – V/E of new words they are learning in E. Include pictures where possible. Add to the list over the time frame of the Theme. Include names of things and actions .
Children recall orally the names of varieties of kaukau/taro/sago growing in their area Bring in different varieties of leaves – discuss similarities and differences	Make a list – add to it over time with help from community members e.g. grandparents Make a wall chart with wet chalk rubs, labels etc. of each variety		
Discuss life cycles of plant/animal/insect Carry out simple science experiment, e.g. watching bean/corn seeds grow in the classroom in a couple of environments: With/without water/light/fertilizer etc.	Do a graphic outline of the lifecycle of one of these. Labels, captions etc. Record the progress of the seeds across a couple of weeks, or longer.	Use simple English to talk about the life cycle.	Introduce new E vocab from this segment. Add to list set up at the beginning of the theme
Invite community farmer to talk with the children about how to raise healthy chickens – excursion to the venue? Invite an agriculturalist to talk on the topic – before s/he comes, help children develop a set of	Children talk about and complete a Procedural text on "how to raise healthy chickens" Life cycle of a chicken? Groups keep notes for writing up their text.		Activities to encourage children to focus on vocab/ grammar, sounds of E. arising out of texts they have produced. The Language Resource Book, pp Is useful for the sounds of E children will have problems with.

<i>Oral texts – Vernacular language</i>	<i>Print texts – Vernacular language</i>	<i>Oral texts – English language</i>	<i>Print texts – English language</i>
Q's to ask.			
Give explanations for e.g. how something grows	Write an Explanation text: ‘How pigs/chickens/seeds grow’	Use Explanation text in V. as basis for simple oral E version, and encourage practice of Explanation genre in simple E	

Note: Children learning both first and second languages need time for practice – lots of repetition of language to explain ideas over several days/weeks, but in *meaningful contexts* that are as close to real-life as possible. The rewards for the children are intrinsic – they are encouraged by the fact they can talk about new things in new ways, and link knowledge from previous experiences to the knowledge being gained through processes such as the integration of curriculum content across a couple of areas with language. Language is essential for helping the children to develop new concepts, and new knowledge, attitudes and skills that will be useful to them in their daily lives.

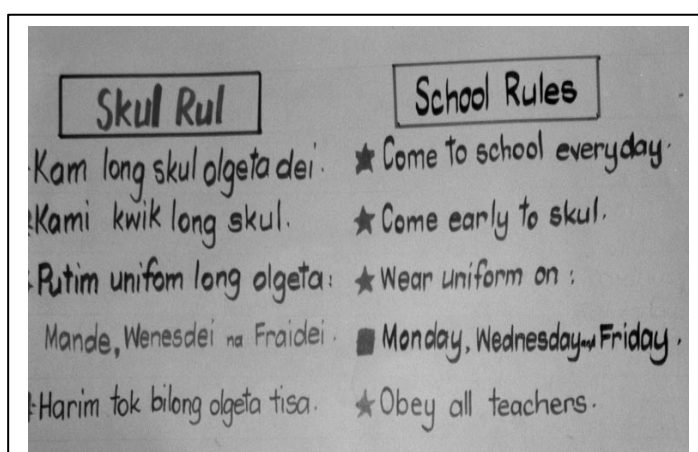
Appendix E: Elementary in Grade 3: How some Grade 3 teachers are coping with ‘bridging’ to English.

Dr Steve Pickford (2002)

In 2000 I visited teachers colleges at Kokopo, Gaulim, Wewak, Madang, Lae and Hagen and took time to visit some local primary schools. All together, I visited 6 primary schools and 14 Grade 3 classes, and spoke with 14 class teachers and 3 senior teachers who were working with elementary children in Grade 3 for the first time. Only two of the class teachers I spoke with had been to an ‘official’ bridging workshop. Two teachers had been to an elementary workshop run by their local provincial education office. One group of teachers were referring to a copy of Curriculum Development Division's (CDD) ‘Bridging to English’. What follows is a summary of observations from these visits.

The Grade 3 classrooms

Mostly these ‘new’ classrooms looked like the ‘old’ grade three classrooms, except for the following differences. While all had desks, some in rows and some in groups, many children were working in groups on the floor. Often on the walls of the rooms were charts, children’s stories, school rules, word and number charts written in both Tok Pisin and English. There were also wall charts and mobiles showing the differences between English, Tok Pisin and some Tok Ples words.



The blackboards were divided into subject areas where learning activities and instructions were mostly written in English, though not always.

I saw CDD Shell Books and CDD readers in Tok Pisin and English, locally made big books and small books, as well as OESM materials in some classes.

I saw different looking weekly and term timetables which reflected very different kinds of planning that teachers were engaging in to cater for these children with elementary school backgrounds.

The teachers

The teachers were all experienced having taught from between 4 and 20 years and worked with various curriculum approaches and materials over the years. All of them were women. They understood children and teaching very well. All teachers had taught lower grades in the community school system and only one had not taught Grade 3 before. Most of them had been chosen for this task because of their experience and abilities. One was the wife of the provincial elementary coordinator, two had been chosen because of their links with the local area. Only one of the teachers spoke the Tok Ples that some of the children in her class had learned. Another teacher spoke a different dialect of one of the Tok Ples languages in her classroom. All the teachers spoke Tok Pisin and English, though in one school three teachers spoke slightly different varieties of Tok Pisin, from Milne Bay, Chimbu and East New Britain.

The Grade 3 classes

Five of the schools visited received students from 3 elementary feeder schools and one from 2 elementary feeder schools. One school was expecting children from 5 elementary feeder schools in 2001.

Eight of the 17 elementary feeder schools were using a local Tok Ples as the language of instruction, eight were using Tok Pisin, and one school was using a mix of Tok Ples and Tok Pisin.

Six Grade 3 classes had children from 3 different language groups and six from 2 different language groups. Two Grade 3 classes had children from 1 language group.

Of the 14 classes visited, two classes had over 50 students, but the average size was about 25 per class. All classes had a mix of children from different elementary schools.

In classes there were children who had transferred into the class at the beginning of the year from other areas. These children had different schooling backgrounds. Two children had been in Grade one (Community School) in their area the previous year where the language of instruction had been mostly English, and were now in a Grade three 'bridging' class. Some children had transferred in from elementary schools where the Tok Ples was different to those used by the local elementary feeder schools.

In some schools teachers commented that they noticed a difference between children coming from different elementary feeder schools. Some communities had not supported the elementary program so children had missed classes. Some children had come with very few literacy and numeracy skills in Tok Ples or Tok Pisin, being unable to recognise letters of the alphabet or read or write simple words in Tok Ples or Tok Pisin. While other children were reading and writing

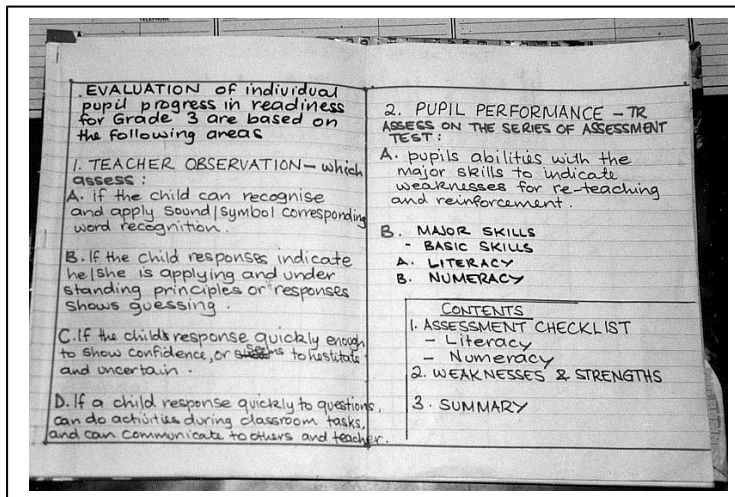
simple English as well as Tok Ples or Tok Pisin. Not all children were equally well prepared to enter Grade three.

The curriculum

The teachers demonstrated a great commitment to developing a suitable curriculum for these new children. While a couple of teachers were using the OESM Grade 3 Teachers Guides and were hopeful that more appropriate resource material would be provided, the majority were developing their own curriculum.

Diagnosing children's progress and needs

At one school the teachers prepared a simple diagnostic checklist to see how well children could read and write and respond to requests and instructions in English. What they learned from this checklist was used to develop the first term's program.



This literacy checklist was prepared to check children's readiness to learn simple English.

LITERACY CHECKLIST										
NO	AREAS OF SKILLS NAME	1	2	3	4	5	6	7	8	9
		Print alphabet A-Z	Say letter sound	Recognise letters in a word and spell it	Copy sentences correctly	Read two or three phrases in English	Write words in English	Form a word with letters	Name objects	
1	Joe	✓	✓	✓	✓	✓	✓	✓	✓	
2	Jessie	✓	✓	✓	✓	✓	✓	✓	✓	
3	Junior	✓	✓	✓	✓	✓	✓	✓	✓	
4	Simon	✓	✓	✓	✓	✓	✓	✓	✓	
5	Lielas	✓	✓	✓	✓	✓	✓	✓	✓	
6	Mackland	✓	✓	✓	✓	✓	✓	✓	✓	
7	Philemon	✓	✓	✓	✓	✓	✓	✓	✓	
8	Apollos	✓	✓	✓	✓	✓	✓	✓	✓	
9	Rolland	✓	✓	✓	✓	✓	✓	✓	✓	
10	Graham	✓	✓	✓	✓	✓	✓	✓	✓	
11	Noragan	✓	✓	✓	✓	✓	✓	✓	✓	

1. Print alphabet letters A-Z; 2. Say letter sound; 3. Recognise letters in a word and spell it; 4. Copy sentences correctly; 5. Read two or three phrases in English; 6. Write words in English; 7. Form a word with letters; 8. Name objects from a sound; 9. Use comprehension skills to complete a sentence.

About half the children had difficulty with nos.3 & 5; and all the children had difficulty with nos. 6 & 7. From the results of the checklist, the teachers prepared a curriculum overview and then put it into a timetable for Term One.

THEME	TOPIC	WEEK
LISTENING	1. Instructions	5, 6, 7, 8, 9
	2. Sound Recognition	5, 6, 7, 8, 9
	3. Remembering Sounds	5, 6, 7, 8, 9
TALKING	1. Question Words	5, 6, 7, 8, 9
	2. Action Words	5, 6, 7, 8, 9
	3. Position Words	5, 6, 7, 8, 9
SPELLING & PHONICS	1. Describing Words	5, 6, 7, 8, 9
	2. Alphabet Sounds	5, 6, 7, 8, 9
	3. Sounds in Words	5, 6, 7, 8, 9
READING	1. Form Words with letter Sound	5, 6, 7, 8, 9
	2. Syllables	5, 6, 7, 8, 9
	3. Name Objects from Sounds	5, 6, 7, 8, 9
WRITTEN EXPRESSION	1. Word recognition	5, 6, 7, 8, 9
	2. Phrasal Reading	5, 6, 7, 8, 9
	3. Wall Reading	5, 6, 7, 8, 9
	4. Individual/Group Reading	5, 6, 7, 8, 9
	5. Directed reading	5, 6, 7, 8, 9
	Exercises	5-9
	Express Words in a story	5-9



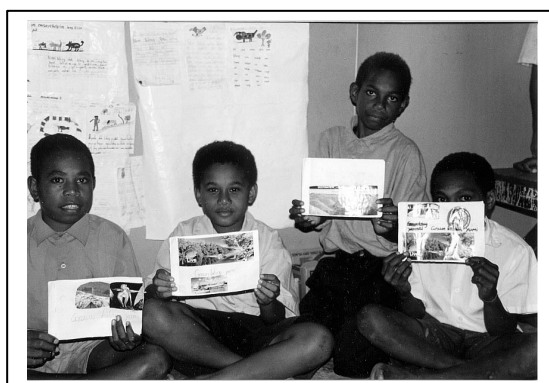
GRADE 3 K TENTATIVE TIMETABLE-TERM I					TIME ANAL	LESSON
TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	ENGLISH
8.0-8.15	ASSEMBLY					Listening
8.15-8.30	LISTENING		LISTENING			Talking
8.30-9.00	TALKING		TALKING			Spelling
9.00-9.30	SPELLING		SPELLING			Reading
9.30-10.00	WRITTEN SENTENCES					Writing
						Vocab
						Remedial
						WR-EXP
						Library
						Maths
R E C E S S						
10.30-11.15	READING		READING			Maths
11.15-11.30	WRITING		WRITING			Science
11.30-12.00	MATHEMATICS		MATHEMATICS			Health
						Sports
						Remedial
1.0-1.30	MATHS	MATHS	SCIENCE	MATHS	WR-EXP	Maths
1.30-2.00	MATHS	MATHS	COM.UFE	MATHS	HEALTH	Health
2.00-2.30	VOCABULARY	LIBRARY	R.I	SPORTS	REMEDIAL	Remedial
2.30-3.00	VOCABULARY	REMEDIAL			REMEDIAL	Remedial

A Topic Approach

At one school, teachers were using a topic approach which began with choosing a topic from Community Development ('Land Use'); developing a 'spider web' of ideas around the topic; developing those ideas into activities and reading and writing materials for their classes. The teachers each prepared a big book on the topic, with word and sentence cards and boxes of letters from the book's vocabulary for use in different English language skill building exercises.



The Big Book provided the content and the 'English' for the week's English language activities.

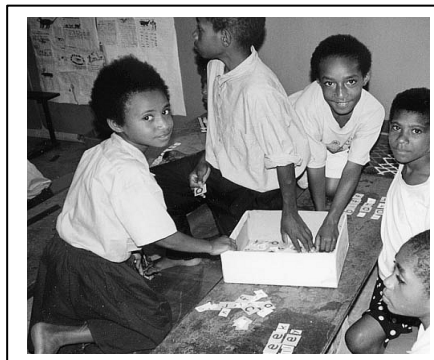


Children had made small books which became the weekly class readers on the same topic as the Big Book. They were written in both Tok Pisin and in English.



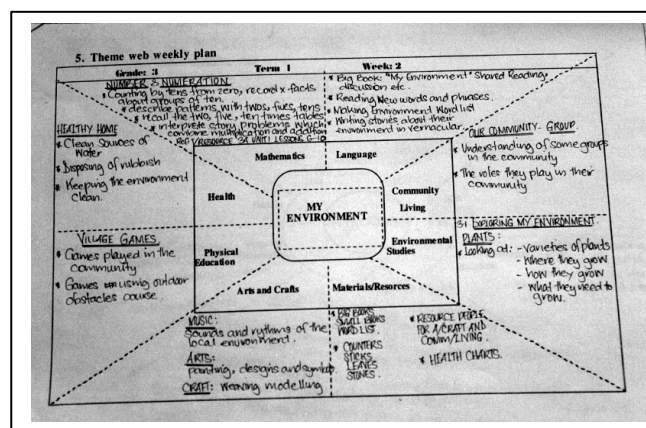
In one school, groups of children were observed doing sentence reconstructions, putting words and phrases together to make sentences from pages of the big book. Other groups were doing cloze activities by finding words to complete Big Book sentences that were written on the board.

Some groups of children put letters together to make words from the Big Book.



A Thematic Approach

At another school, the teachers used weekly and daily theme webs to plan their lessons. The lower primary school subjects (Maths, Science, Community Living, Health, Physical Education, Arts and Crafts, Language, Environmental Studies) were linked to themes (eg My environment; My community) and activities were developed, and resources made.



Theme Web, Weekly Planner

Curriculum Collaborations

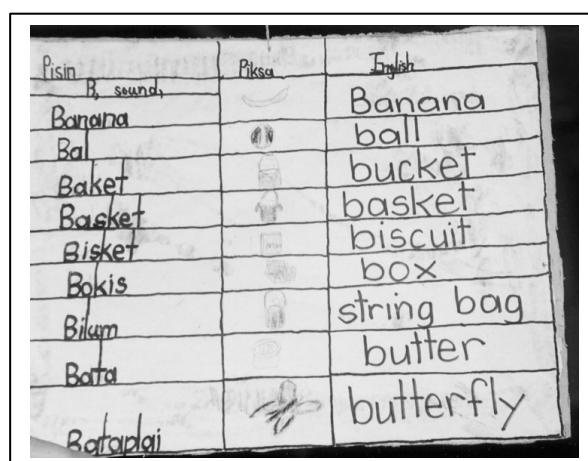
In all schools it was observed that curriculum development was not just something that teachers did alone. Grade 3 teachers were working together and senior teachers were supporting. In some schools teachers involved their children in the curriculum development process.

Teachers working with teachers

In 4 of the six schools, the Grade 3 teachers were working closely together to develop similar programs for all the grade three classes in their school. They met together weekly and daily to plan and discuss programs, lessons and approaches. They prepared resources together and taught similar language programs in each of their class. They reported that they felt like 'pioneers' working in a new area and at times felt unsure about what they were doing. They reported that through sharing the work they had come to develop a stronger sense of direction.

Teachers working with children

Some teachers and children made 'big books' and 'small books' together. They talked about what information and illustrations the books should contain, and how they should start and finish. Teachers and children made word and number charts together, the teacher writing down the words and numbers and the children illustrating them or cutting out shapes to paste onto the chart. In some classes, teachers organised groups children to make big and small books with each group being given a page to write and illustrate.



Pisin	Pika	English
B, sound		
Banana		Banana
Bal		ball
Baket		bucket
Basket		basket
Bisket		biscuit
Bokis		box
Bikum		string bag
Bata		butter
Batapagi		butterfly

In some classes, teachers and children together wrote and illustrated word charts to help show the different spellings of the same words in Tok Pisin and English. These charts were hung up in the room to help children in writing in both languages

Speaking, Reading and writing

Teachers at all schools informed me that almost all lesson instructions were given in both Tok Pisin and English and that children spoke to each other mostly in Tok Pisin. Only one teacher told me that she used Tok Ples (Kuanua) to help individual students. She did not use it often because there were children from a local settlement in her class, who could not understand. There were phonics charts in most classrooms to teach the sounds of English.

When teaching reading from their Big Books teachers at one school said that in the first lessons they would only show the pictures and ask the children to make up the story (or information) based on what they saw. In later lessons, the story would be read to them page by page a number of times until the children knew the story and began to recognise some of the words.

In all the sites, it was reported that some of the elementary schools located in or near primary schools were using the grade one OESM readers, 'At home', and 'At school'.

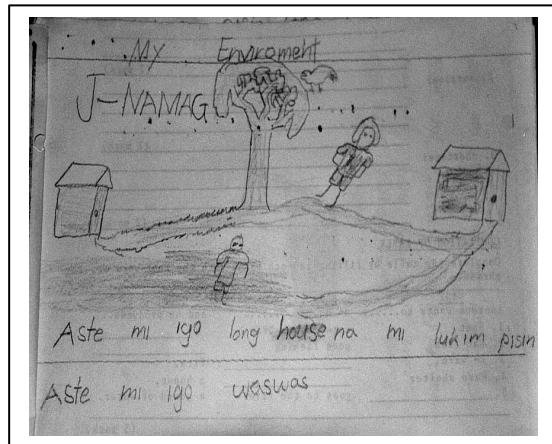
In one province teachers reported that it had been a provincial education office directive that Grade One and Two OESM materials be handed over to local elementary schools. Some Grade three teachers were trying to retrieve those materials for use in their own classes. Some teachers in other provinces were using the Grade One and Two OESM Teachers' Guides, Resource Books and class readers as resource materials.

Most grade 3 children from elementary schools further away from primary schools had not had access to these materials.

In most classes, reading and writing lessons were closely linked. Some teachers used handwriting lessons as a way of helping children learn to read new words in English. There were many examples of teachers and children following the practice of 'bihainim tisa' where children copied whole or part sentences from the board. This was seen as one means of introducing children to new words and sentences, to learn to read and use them.

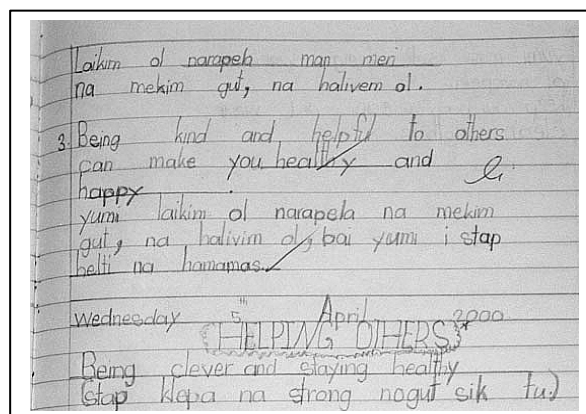
There are many examples where teachers had encouraged children to write what they had written in English, in Tok Pisin.

In many classes, writing lessons meant 'handwriting'. Children's writing of stories and personal accounts was very limited though I found a few examples in almost every class. In the case of this kind of writing, children seemed to be left to work out how to write stories for themselves and draw upon their elementary writing experiences in the vernacular. Only one teacher told me that she liked to take the children out of class to visit a place and then return and let them write about the experience in their own language.



(In the example just given, the child has used the English word 'house' for Tok Pisin, 'haus'. This is a common feature of writing in a setting where two languages are used. The child appears to be equating the meaning of the two words and has mixed up the spelling.)

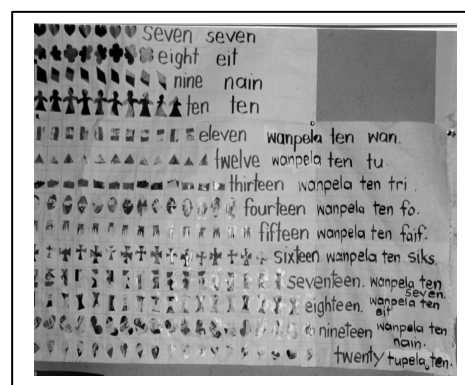
It was also noted that 'writing' in English and Tok Pisin was being developed in the context of other lessons, like health, community living and environmental studies.



Resources

One good question that was put to me was, 'It's okay to ask teachers to make their own resources, but where do they get the resources to make their own resources?'

Some teachers had made big books by writing on the back of old Telekom posters, and small books by using scrap paper which had been written on one side.



One school was getting off-cuts of paper and cardboard from a local printery.

There were cut up 'Paradise' magazines and some children had brought pictures from home.

Teachers, of course, were making use of everything they could find, be it old curriculum materials, used papers, advertising posters, local bush materials to make mobiles or bind books, or hang things.

In the process of make teaching and learning resources together, teachers and children were developing a strong experiential and social affiliation with what was being taught and learned.

Some conclusions

Generally, teachers commented that they were happy with children's numeracy skills, it was English that they needed help with. They acknowledged that children's knowledge of phonics, the alphabet, as well as the ability to 'write', made the task of introducing English much easier.

Overall, most teachers commented on how active their Grade 3 children were and that they were 'keen in learning'. It seemed, however, that children who had come from Tok Pisin Elementary schools appeared to be advantaged having been taught to read and write in Tok Pisin. This was acknowledged by some teachers who expressed the view that both Tok Pisin and Tok Ples were used in most families and that all the children they were teaching had come to Grade 3 with at least an oral understanding of Tok Pisin.

All Grade 3 teachers expressed a desire to work closely with elementary teachers and some schools had senior teachers designated as mentors to work with their elementary feeder schools. Thinking back about these visits, what remains a particularly strong impression was the interest and capability that teachers demonstrated in developing a curriculum that put to use and built upon the knowledge, language and learning styles that their Grade 3 children brought with them.

Teachers already possessed a 'language' for understanding the issues and it was against the background of their collective knowledge that these were explored and managed.

Summary of Observations

1. The space in Grade 3 classrooms was used in creative ways
2. There were a lot of children working with other children
3. There was a lot of group rotation round different activities
4. Classroom charts and displays were generally written in Tok Pisin and English
5. Classroom instructions and teaching were in Tok Pisin (usually for introductions, explanations and clarifications) and English.
6. Writing on blackboards was mostly in English
7. All teachers spoke Tok Pisin and English (Only one teacher spoke a Tok Ples that some children had learned)
8. In class, children spoke mainly Tok Pisin and some English
9. Children wrote in their books in both Tok Pisin and English

10. There was no oral, and very little written, continuance of the Tok Ples languages that some children had learned at elementary school
11. There were up to 3 language groups represented in some classes
12. There were children in class who were from outside local elementary feeder areas
13. Some teachers prepared checklists to determine children's readiness and progress
14. Teachers worked collaboratively on curriculum
15. Children developed resources with teachers
16. Not all elementary children had equivalent preparations for Grade 3
17. Teachers used topics and themes to generate English language and develop literacy skills in Tok Pisin and English
18. Teachers used Big Books, small books, word and sentence building and cloze activities for teaching English and Tok Pisin
19. English and Tok Pisin were being learned through 'content', rather than studying language forms
20. There was integration of curriculum using themes to link subject areas

Teachers working with teachers is a key to developing local understandings of how 'bridging' can be accomplished.

The richness of these bridging initiatives serves to strengthen teachers' confidence in their collective judgements and actions. What is illustrated is not only the development of resources, but also altered ways of class management and organisation, assessment and support which are in harmony with the goals of the Reform to improve the quality of teaching and learning.

For sharing their work, experiences and time, I would like to thank the Grade 3 teachers and children of St Joseph's Primary School, East New Britain, Gaulim Primary School, East New Britain, Amba Primary School, Morobe, Gum Primary School, Madang, Mt Hagen Primary School, Western Highlands, and Mandi Primary School, East Sepik.