

Cambridge for  
**teachers**

## **Getting started: supporting bilingual learners**

Cambridge programmes  
for multilingual contexts



**CAMBRIDGE**  
International Examinations

*Excellence in education*

# About us

Cambridge International Examinations is the world's largest provider of international education programmes and qualifications for 5 to 19 year olds. We are part of the University of Cambridge, one of the world's top universities and trusted for excellence in education. Our qualifications are recognised by the world's universities and employers.

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# Introduction

English has become a global language and is the medium of instruction and assessment for Cambridge International Examinations' programmes and qualifications. Cambridge learners also bring the richness of their own language and culture.

Cambridge programmes are increasingly delivered in multilingual contexts, and for many international learners, English is an additional language – their second language, or perhaps their third language. This can:

- make it hard for learners to understand lessons and exams in the second language
- cause learners and parents to worry about the maintenance of their first language
- affect students' motivation.

Rather than be viewed as a problem, being bilingual should be seen as an opportunity.

At Cambridge, we value multilingualism and believe that:

**There are benefits to being bilingual:** There is a growing body of evidence suggesting that there are benefits to individuals, schools and societies in being bilingual or plurilingual.

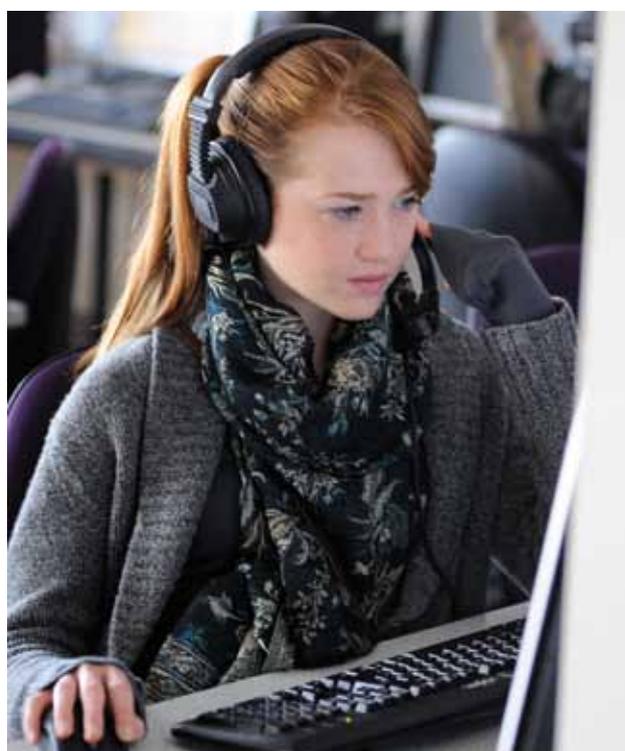
**Every learner is a language learner:** Language plays an important role in the school curriculum – either as a subject or as a medium of instruction. If English is the language of instruction and assessment, then it is also the medium through which learners access learning and communicate their understanding in all their subjects. Schools may have learners with different first language backgrounds and with different levels of English.

**Every teacher is a language teacher:** Content subjects are assessed in English and require learners to develop sufficient English language competencies. Learners need to be competent not only in reading and writing to be able to take examinations, but also in speaking and listening in order for learning to take place. One strategy is for all subject teachers to be 'language aware' and to plan language support in their lessons.

**Every school can support multilingualism:**

Cambridge supports the learning of languages through the provision of language curricula. Even where curricula are not available in certain minority languages, or where multilingual schools are not able to teach a large number of minority languages, Cambridge schools can still support multilingualism by promoting other languages and making use of the first language as a valuable learning resource in the classroom.

On the following pages, we explore these approaches and outline our support for bilingual learners. We are keen to share good practice and we are aware that solutions depend on individual contexts.



# Bilingual learners

Cambridge bilingual learners are often using a first language at home or in the community and are learning through a second language at school.

It is worth thinking about what we mean by 'bilingual' as there are many understandings of the term, as well as many other terms in use.

For example, some people define 'bilingual' according to:

- **proficiency:** speaking both languages fluently like a 'native speaker'
- **skills:** being able to use all four skills equally in each language – so not only speaking and listening, but also reading and writing
- **use:** simply needing to use more than one language in life
- **number:** only two languages, or at least two languages.

At Cambridge, we usually use the term 'bilingual' or 'bilingualism' to refer to individuals or groups who routinely use two or more languages for communication in varying contexts. However, there are other definitions of the term 'bilingual' – for example, a degree of competence in two languages.

If we want to emphasise more than two languages, then we use terms such as 'trilingual', 'plurilingual' (competence) or 'multilingual' (contexts).

A 'bilingual learner' is a learner who uses their first language at home or in the community and is learning through a second language – e.g. English – at school. Their learning may take place in a

variety of educational contexts. They may be learning all subjects through the second language ('English-medium education'), or, if they are on a 'bilingual education' programme, they may be learning only some subjects through the second language. Many people therefore use 'bilingual learner' instead of 'second/additional language learner' to highlight the value of two languages. However, others use 'bilingual learner' to refer only to learners on bilingual education programmes. At Cambridge, we are sensitive to the use of different terms.

Also, there are different understandings of 'first language' and 'second language', which can cause confusion. For example, is your first language the language:

- you learned first?
- you know best?
- you use the most?
- you identify with?
- people identify you with?

When we refer to 'maintenance of the first language', it usually means the language learned first. When we refer to the 'first language as a medium of instruction' in a bilingual education programme, it usually means an official first language identified by the school, not necessarily an individual's 'mother tongue'. However, in other situations, other meanings may be applicable.



“Our school aims to prepare its students not only to be global citizens (through the second language), but also to have strong roots in their local language, culture and heritage. A well-designed curriculum has to meet both these objectives.”

Scholastica School, Dhaka, Bangladesh

# Multilingual contexts

Cambridge learners study in diverse language contexts. They study languages as subjects and learn other subjects through the medium of one or more languages.

Cambridge learners could be studying with other learners from the same or different language and cultural backgrounds. They could be studying in an environment where English is a commonly used language or a foreign language, and where their first language is widely used or restricted. They could have similar or varying levels of proficiency in the language(s) of instruction. They could start learning through the second language early at primary school, or later during secondary school.

## Language subjects

Cambridge learners are typically learning languages as subjects. They could be studying their first language. Alternatively, in multilingual contexts, they could be studying the official language(s) of the school, which may or may not be their first language. They may also be studying additional languages, which could be identified as second, foreign, heritage or ancient languages.

## Language medium

Cambridge schools can clarify their type of school by answering the question:

How many languages does our school currently use (or plan to use) to teach non-language subjects?

- We teach through one language – which is English (English-medium school)
- We teach through one language – which is not English (non-English-medium school)
- We teach through two or more languages (bi/trilingual school or bi/trilingual stream within school).

## Teaching and learning through the medium of a second language

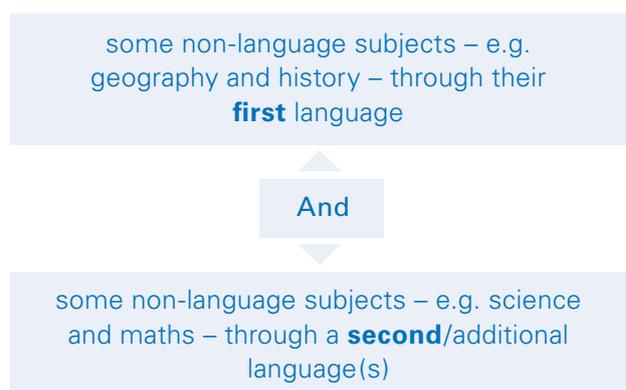
Many Cambridge learners are learning the curriculum through a language (English) which is not their first language. While immersion in another language can help to develop language, at the same time learners need to have sufficient proficiency to cope. Learners in the class may have varying levels of English. This means that teachers need to be sensitive to the language needs of their learners.

## Teaching and learning through the medium of two or more languages

Some Cambridge schools choose bilingual or trilingual education as a way of developing proficiency in more than one language. Cambridge uses 'bilingual education' to refer to the use of two or more languages as mediums of instruction for 'content' subjects such as science or history.

## Bilingual education

For Cambridge, bilingual or trilingual education typically means that learners study:



Alternatively, they might study the same subject through two languages.

In a bilingual education school, a 'bilingual learner' is a learner learning through the first language and the second language, which implies that they are becoming 'biliterate', developing the ability to read and write in two or more languages at an age-appropriate level. This is often referred to as 'additive' or 'strong' bilingual education.

## Content and language integrated learning

This understanding of bilingual education is linked to other educational concepts such as immersion or content and language integrated learning (CLIL). Here, in content classes, learners develop subject knowledge and new language skills at the same time. The content teacher often liaises with the English language department, who may also be adopting a CLIL approach and supporting the content class.

## Case study: Malaysia

In 2011, the Majlis Amanah Rakyat (The Council of Trust for the Indigenous People, commonly abbreviated as MARA), a statutory body reporting to the Ministry of Rural and Regional Development, decided to use Cambridge Secondary programmes for students in all of its Junior Science Colleges.

### Background

MARA runs 47 Junior Science Colleges with more than 35 000 students, mainly in rural areas. The colleges are intended to bring about change and development in their rural communities.

The colleges are purpose built and well resourced and the teachers are well trained. MARA wanted their students to have the opportunity to obtain international qualifications to be qualified to apply to universities internationally.

### The challenge

MARA asked Cambridge to support the implementation of a bilingual dual certification programme at secondary level. Learners from age 13 to 17 would prepare for Cambridge IGCSE® and the Malaysian Certificate of Education (Sijil Pelajaran Malaysia or SPM). To begin the dual-certification programme, teachers need to develop their language skills to be able to teach maths and science courses in English. They also need to update their skills to deal with new pedagogical approaches relating to skills development and active learning.

### Preparing teachers and schools for change

Before the programme could begin, MARA staff and teachers reviewed both the Cambridge curriculum and the Malaysian curriculum to identify the level of overlap between them. A further review was then carried out to understand the assessment implications of the two different curricula. Programmes of study were devised so that students are properly prepared for both Cambridge and Malaysian national examinations.

### Solution design

MARA students will take Cambridge Checkpoint tests in English, maths and science at age 14. This will provide valuable feedback on their progress in the core subjects. They will then go on to take Cambridge IGCSEs at age 16 in chemistry, biology, physics, maths, additional maths and ICT. Students who wish to do so will then take the national SPM qualification at age 17.

The early results from the first group of participating schools show that learners are enthused by the opportunities and challenges of the bilingual education programme. They see it as a good opportunity to gain qualifications that can help them access international higher education.



# Bilingual benefits

At Cambridge, we recognise that there are numerous benefits to being bilingual and to learning languages. At the same time, we recognise that innovations such as bilingual education require careful planning.

There is a growing body of evidence suggesting that there are potential benefits to individuals and societies in being bilingual or plurilingual – for example:

- increased mental processing capacity
- greater control over information processing
- improved memory
- greater meta-linguistic awareness
- increased mental flexibility
- improved health
- improved inter-cultural skills
- increased opportunities for trade
- increased income.

Bilingual education enables learners to develop the first language alongside a second language, or global language, such as English. Also, a bilingual education programme can bring benefits for schools:

- added value for learners and parents
- a motor for reform
- protection against declining enrolment
- increased number of visitors and exchanges
- increased learner and staff motivation
- increased access to learning and teaching resources.

*Source: Mehisto, P. Excellence in Bilingual Education: A Guide for School Principals, 2012 (see page 15).*

What is the theory behind bilingual education?

- Content subjects and language are inextricably linked. Learners cannot develop academic knowledge and skills without access to the language in which that knowledge is embedded, discussed, constructed or evaluated. Nor can they acquire academic language skills in a context devoid of academic content.
- Content subject classes can provide rich opportunities for language development.
- Learning content subjects through a second language can focus attention and raise motivation.
- Learning one language can help learn another language.
- Research (e.g. Genesee, F. in Mehisto, P., 2012, pp.18–20) into bilingual education (for learners who are members of the majority language and culture group of the larger national community) indicate that learners who are learning subjects through the second language can, in well-implemented programmes:
  - attain the same levels of academic achievement and the same levels of proficiency in their first language as similar learners being educated entirely in their first language
  - develop the same appreciation and understanding of their first language culture as learners on first language programmes and can develop greater understanding of the second language culture
  - attain very advanced levels of functional proficiency in the second language.

“Bilingual education helps students to think globally in addition to locally, helping them compete in the labour market... The first language and second language extra-curricular programmes are as important as the academic ones.”

Ahmad Bin Majid Private School, Oman

# Bilingual benefits continued

## What are the challenges of bilingual education?

- People might feel anxious about an innovation such as bilingual education and will have a lot of questions – for example, whether all learners will have sufficient second language proficiency to cope.
- Some people think bilingual education requires proficiency in the second language, whereas others think bilingual education develops proficiency in the second language. This is linked to the age at which it starts.
- Each context is different and so it can be difficult deciding, for example:
  - whether bilingual education will be for the whole school or for a bilingual stream
  - at what age to start bilingual education.
- Learners learning through a second language need to be systematically supported over a period of 5–10 years in developing proficiency in the use of academic language.
- Bilingual education is a complex undertaking and so requires careful planning and leadership.

### Case study: Netherlands

TTO (Twee Talig Onderwijs) schools are a network of state-funded national bilingual schools in the Netherlands. Many TTO schools are following the Cambridge Secondary 1 programme and using Cambridge Checkpoint, a diagnostic test which provides feedback on English, maths and science.

#### Background

Bilingual education is already very well established in the Netherlands. Although not all schools in the Netherlands are bilingual, the TTO network of bilingual schools has operated since 1993 and the number of schools in the network has increased. The European Platform, an autonomous Dutch organisation mandated by the government, oversees the quality of bilingual education in the country by setting standards for bilingual schools and teachers.

#### The challenge

Learners in TTO schools are already taught some subjects in English through a bilingual education programme. Teachers and school administrators wanted to give learners in TTO schools recognition for their English-medium work and provide an international benchmark.

#### Preparing teachers and schools for change

Schools were prepared for the challenge because of the high level of English language ability within schools. It was not necessary to test entry level into the Cambridge Secondary 1 programme as the Dutch system is linked to the Common European Framework of References for Languages (CEFR).

#### Solution design

The European Platform and TTO network decided that using existing programmes and qualifications was the best solution as it was easier and cheaper than developing new exams. It was also logistically simpler as the exams are administered by Cambridge. The implementation of Cambridge Secondary 1 and Checkpoint has been very successful. Teachers and learners find the detailed feedback from the tests useful and like the resources that support the curriculum. Following this early success, some TTO schools are now entering learners for Cambridge IGCSEs and Cambridge International AS & A Levels. They take Cambridge IGCSE at age 16 and then take Cambridge International AS & A Levels alongside the local Dutch examinations in the last year of education at age 18.

# Support for bilingual learners

At Cambridge, we share the experience of other schools and current best practice to enable schools to think through the best approach for bilingual learners in their own context.

At Cambridge, we support:

- schools and partners to implement bilingual education
- parents to understand the benefits of being bilingual
- teachers to help students learn through the first/second language
- students to be successful bilingual learners
- examiners to be language aware
- recognition of our qualifications.

In particular, we support schools who wish to use Cambridge programmes and qualifications for the English-medium strand of a bilingual education programme. We can advise on the steps they need to take to adopt Cambridge programmes and we support schools through the transition.

We have produced bilingual education resources and professional development programmes for teachers. We also work in long-term strategic relationships with partners such as ministries of education, national qualifications authorities, overseas examination boards and other statutory bodies responsible for education. Here, we provide a range of services dedicated to the development and reform of public education.

In these partnerships we are 'language aware' and sensitive to the language needs of each context. We work closely with Cambridge English Language Assessment (formerly known as Cambridge ESOL), the Faculty of Education at the University of Cambridge, Cambridge University Press and other key partners.



# Support for bilingual learners continued

## How can schools support bilingual learners?

- **A language policy** can outline language-learning goals and how to support bilingual learners. Every school will have its own language profile, so it is important that this is reflected in a policy that recognises the language needs of different groups of learners and teachers. It can consider the solution to questions including:
  - How will English as a second language be supported?
  - How will learners be encouraged to develop their first language?
- **A long-term training strategy** can enable local teachers for whom English is a second language to build up their proficiency in English to enable them to deliver lessons in English. The strategy could also include training on pedagogy – how to teach and support bilingual learners. Teachers who have English as a first language should also be considered for such training as it cannot be assumed that they know how to do this.
- **A teaching and learning approach** such as content and language integrated learning (CLIL) is one way to support bilingual learners who are learning through a second language and who need to learn the **academic language** to achieve in subjects. CLIL is a dual-focused teaching approach in which bilingual learners learn both content and language. CLIL can also be used to make a foreign language programme more motivating by teaching real content (e.g. history) through the language.

Some teachers make only minimal use of the first language in order to **immerse** bilingual learners in the second language. Other teachers sometimes

Level	CEFR Level
Proficient	C2
	C1
Independent	B2
	B1
Basic	A2
	A1

use **translanguaging** techniques, where learners might read/listen/watch in one language, and discuss/write in another language.

- The '**CEFR**' (Common European Framework of Reference for Languages) is used by some schools and universities to refer to different levels of **foreign language** proficiency. This makes it easy to see the level of different language curricula, materials and qualifications and to see how learners (or teachers) are progressing from one level to another. However, not all foreign language qualifications are mapped to the CEFR.

For example:

By around age 11, on completion of the Cambridge Primary English as a Second Language programme, bilingual learners can reach CEFR level A2.

By around age 14, on completion of the Cambridge Secondary 1 English as a Second Language programme, bilingual learners can reach CEFR level B1.

After this, learners often embark upon a Cambridge IGCSE programme. Two years later, bilingual learners can reach CEFR level B2 if they obtain grade C in Cambridge IGCSE English as a Second Language. (Higher CEFR levels can be reached on Cambridge IGCSE First Language English.)

“ Subject teachers teaching through the second language need to be aware of students’ second language limitations, yet at the same time are expected to teach the same amount of subject content as in the average first language classroom. To solve this paradox, content and language integrated learning (CLIL) is our preferred didactic method. ”

Stedelijk College, Eindhoven, Netherlands

## Language awareness

- All teachers and administrators can share responsibility for bilingual learners.
- Encourage cooperation between the English department and other subject classrooms.
- All teachers can be 'language aware' and know how to deliver their subject to learners at different stages of acquiring academic English. For example:
  - Work with colleagues to plan how to support learners.
  - Plan language support in subject classes.
  - Bring relevant content into the English language classroom.
  - Support learners with the language demands of exams.
  - Plan language support – to help learners understand and communicate content.
  - Highlight and pre-teach content vocabulary.
  - Give useful functional language – e.g. 'if..., then...' to describe cause and effect.
  - Provide a language-rich environment – use all four skills of listening, speaking, reading, writing.
  - Be aware of 'social language' vs 'academic language'.
  - Give glossaries of key words in the first language and second language.
  - Think aloud and describe what you are doing.
  - Give visual support.
  - Use body language and gestures.
  - Give learners time.
  - Repeat, say it in a different way, give examples.
  - Encourage learners to ask if they don't understand.
  - Ask them how they say it in their first language.
  - Consider 'translanguaging' – read/ listen/watch in one language, discuss/write in another.
  - Make links with existing knowledge.
  - Personalise learning to own context.
  - Encourage language-learning skills – e.g. paraphrasing, asking for clarification, dictionary skills.
  - Encourage critical thinking about language – e.g. comparing languages, being precise, assessing own progress in language.
  - Give feedback on language as well as content.
  - If a resource is difficult, adapt the resource (e.g. simplify it) or help learners access it (e.g. reading strategies).

# Starting a bilingual programme



As Cambridge programmes and qualifications are in English, it is common for schools to use them for the English-medium (second language) strand of a bi/trilingual education programme, and to use their own national (or regional) curriculum and qualifications for the first language strand of the programme. There are many ways of organising bilingual education, depending on individual contexts.

**Planning:** What are the sorts of things to think about?

- **Preparing:** e.g. research bilingual education, visit other bilingual education programmes
- **Stakeholders:** identifying and consulting key internal and external people/agencies
- **Curriculum model:** subjects/language of instruction, national/international curriculum
- **Strategic plan:** e.g. for stakeholders, decision-making, work plans, evaluation
- **Admissions policy:** e.g. testing or automatic enrolment
- **Leadership:** e.g. educational, school unity, government, media
- **Language policy:** e.g. language-learning goals, use of first language and second language
- **Learning materials:** in different languages
- **Pedagogy:** e.g. CLIL, translanguaging
- **Teachers:** e.g. finding teachers with language proficiency, professional development
- **Parents:** e.g. gaining support, addressing concerns
- **Learners:** e.g. ways of supporting and retaining learners
- **Monitoring and evaluation:** to improve the programme, build confidence and support.

**When is the best age to start?** There are many advantages and disadvantages, as well as resource implications, for an early start and for a late start to bilingual education.

For example, with an early start, young learners seem to have a natural facility for acquiring languages. On the other hand, teachers and learning resources would need to be made available from the early years of schooling.

A late start might be more easily accepted by parents who are worried about early-years first language development. On the other hand, the first year of learning through a new language may be difficult for older learners.

**A bilingual education curriculum model** is useful for bilingual schools to plan which subjects will be taught and learned through which language and over how much time. For example, some schools who have been teaching through the first language and who decide to become bilingual schools:

- begin teaching through the second language in a small way by teaching one module or project through the second language (short term, low intensity)
- prepare learners by immersing them in the second language for a short period – e.g. through overseas student exchanges, or by teaching all curriculum subjects through the second language for one school term (short term, high intensity)
- teach one or two subjects through the second language over several years (long term, low intensity)



- teach a substantial part of the curriculum through the second language over several years (long term, high intensity) – this is often known as immersion if at least 50 per cent of curriculum time in trilingual contexts learners are immersed in two second languages (double immersion), or in dual majority/minority language contexts learners are immersed in each other's first languages (two-way immersion).

Some bilingual education curriculum models **separate languages**, with some subjects taught through one language and some subjects taught through another language. Other models arrange for subjects to be taught through **two languages** by using a bilingual teacher in the classroom ('**bilingual teaching**'), or by a first language teacher and a second language teacher **team-teaching**.

For further information, see *Excellence in Bilingual Education: A Guide for School Principals, 2012*.

“ In our primary school, children learn all subjects 50% in English and 50% in Bahasa Indonesia. In the high school, the emphasis is more on English, but Bahasa Indonesia is still maintained all the way with advanced literacy skills in both languages. Students can graduate with both the national and international qualifications at IGCSE level and either the national or Cambridge qualifications at AS and A Level. ”

Dyatmika School, Bali, Indonesia

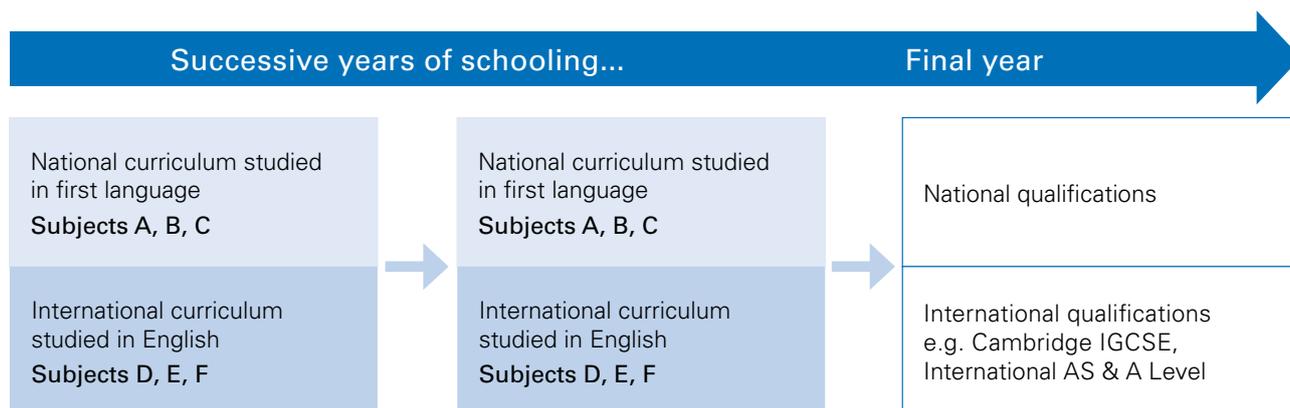
# Starting a bilingual programme continued

## How to meet the requirements of a national and an international curriculum?

Bilingual education often has to meet the needs of two curricula – a national (or regional) curriculum and an international curriculum. In such cases, how can schools organise learning?

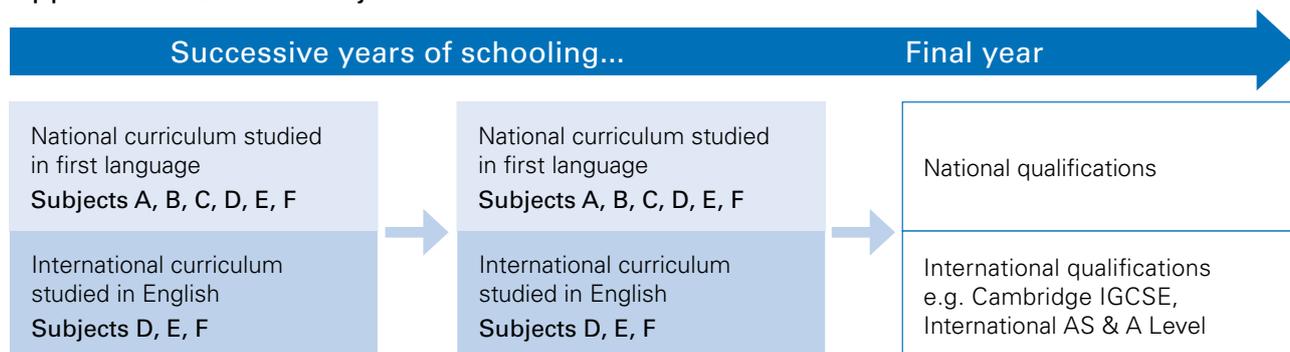
The following are two approaches which we explain in *Implementing the Curriculum with Cambridge: A Guide for School Leaders*.

### Approach A: Split curriculum



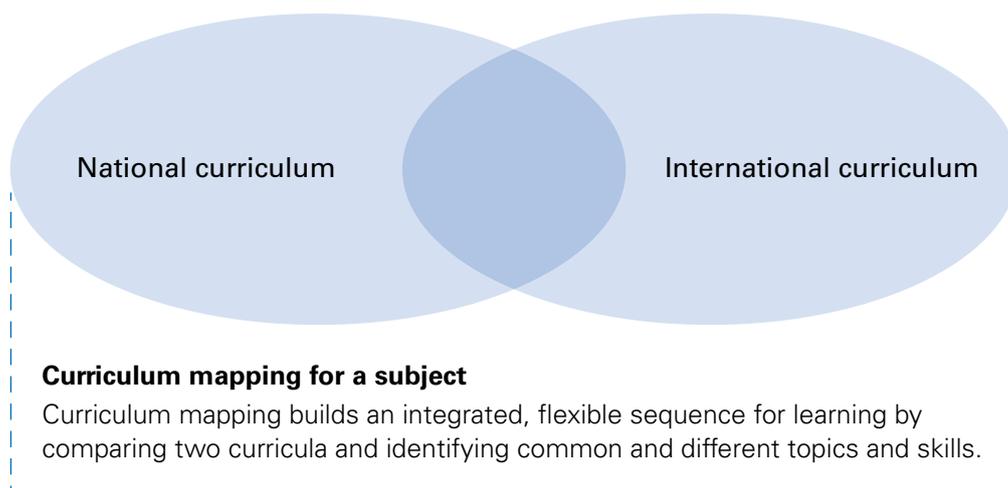
Using this approach, learners study some subjects as part of the national curriculum and study other subjects as part of an international curriculum. In this way, schools can overcome the problem of double timetabling. This model is feasible if equal official recognition is given to the qualifications taken in both curricula.

### Approach B: Shared subject curriculum



Using this approach, learners study selected subjects in both the first language and in English, which could lead to the awarding of both national and Cambridge qualifications. The remaining subjects are studied in the first language. The common subjects could be taught using an integrated curriculum or two separate curricula.

An integrated curriculum occurs when two curricula are streamlined for teaching in the same timetabled class. An integrated curriculum requires ‘curriculum mapping’, meaning that both the national and the Cambridge curricula for a subject are compared to identify areas of overlap and difference. Schools can then create a single curriculum to plan teaching more efficiently.



“ Bilingual schools are often trying to follow two curricula – the national curriculum and an international curriculum. Comparing the two curricula helps to plan effective teaching and learning. ”

British Council, Colombia



# Encouraging plurilingualism

There are other ways to make the most of multilingual contexts and to promote plurilingualism. An effective language policy can help to achieve this.

For example:

- Remember that motivation is a key factor in language learning.
- Ask learners about their language needs – motivated by their own goals.
- Learners can be encouraged to develop skills in different languages at different proficiency levels to meet their own goals.
- Use the school's international cultural environment to develop learners' potential as bilinguals.
- Support the maintenance and development of learners' first languages.
- Support learners to become engaged readers in more than one language.
- Identify strategies that reflect the bilingual child's full identity.
- Understand the skills for transferring knowledge from one language to the other.
- Communicate with parents about maintaining the first language.
- Create 'interlingual' classrooms – e.g. learners use their first language as a cognitive tool to construct understanding (see Gallagher, E. in Chadwick, T., 2012, page 72).
- Promote other languages – whole-school awareness and via the curriculum.



- All languages and cultures are precious resources – affirms learners' identity.
- Respect for other languages nurtures responsibilities of world citizens.
- Use inspirational instruction – e.g. bilingual identity texts (see Cummins, J. in Mehisto, P., 2012, page 15).

“ When teaching subjects through a foreign language, a new way of teaching is needed: content teachers integrate teaching the subject matter with teaching the foreign language. In order to achieve full integration of content, cognition and language learning, the History and Environmental Management teachers engage their students in the production of graphic organisers, which facilitate the display of their interpretations, and in the delivery of oral presentations, which help them articulate their own learning. ”

Colegio Newlands, Buenos Aires, Argentina

### Case study: Ministerio de Educación and British Council, Spain

The British Council has been working on a bilingual schools project with the Ministry of Education in Spain since 1996. Schools follow the national curriculum for subjects taught in Spanish, and an integrated curriculum for subjects taught in English. At secondary level, students can take Cambridge IGCSE examinations in subjects including English, Spanish, maths, geography, history and biology. Speaking about her experience of Cambridge IGCSE, Carmen García, Head of English at Manuel de Falla School in Madrid, said:

“These exams test pupils’ understanding of the effects of words. For the first time, I felt I was really teaching English, not just the grammar.”



# Programmes for bilingual learners

Cambridge programmes and qualifications are used to give bilingual learners international recognition for their studies through the medium of English. They are often used for the English-medium strand of a bilingual programme.

Cambridge Primary and Secondary 1 programmes (including Checkpoint) help prepare bilingual learners, providing feedback on strengths and weaknesses in English, maths and science.

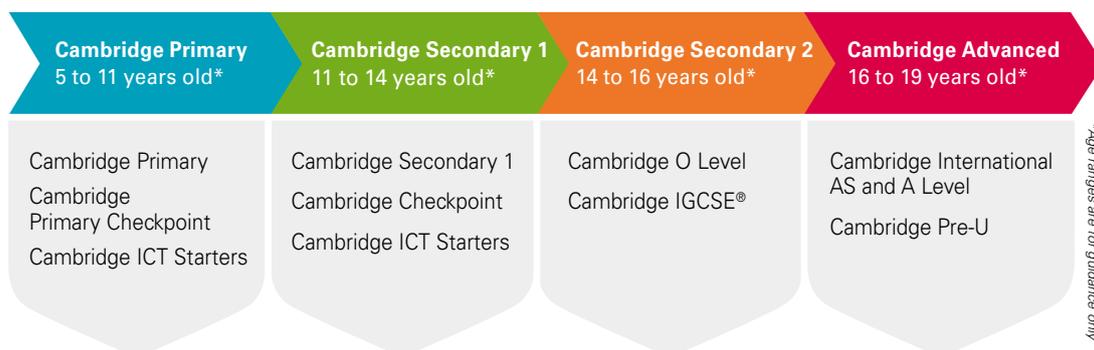
Learners need to develop sufficient English language proficiency before taking Cambridge IGCSE and Cambridge International A Level examinations in the Cambridge Secondary 2 and Advanced programmes.

Cambridge IGCSE English is available as a first language and as a second language.

Cambridge IGCSEs are available in more than 30 languages. In an international setting, if schools are not able to teach multiple first languages, they can still use strategies to promote the use of first languages.

On a bilingual education programme, learners receive maximum exposure to each language by learning curriculum subjects through both languages and by learning the academic language of different subjects. And in the process, they gain Cambridge qualifications for the English-medium strand of the bilingual programme.

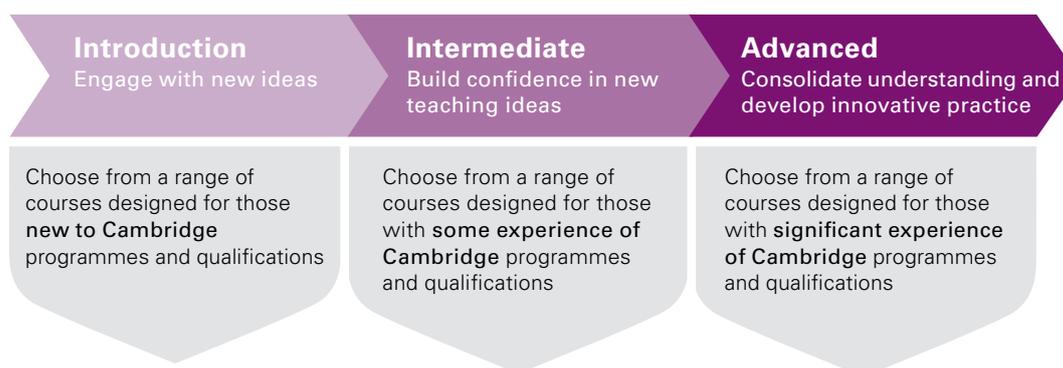
## For learners



## For teachers

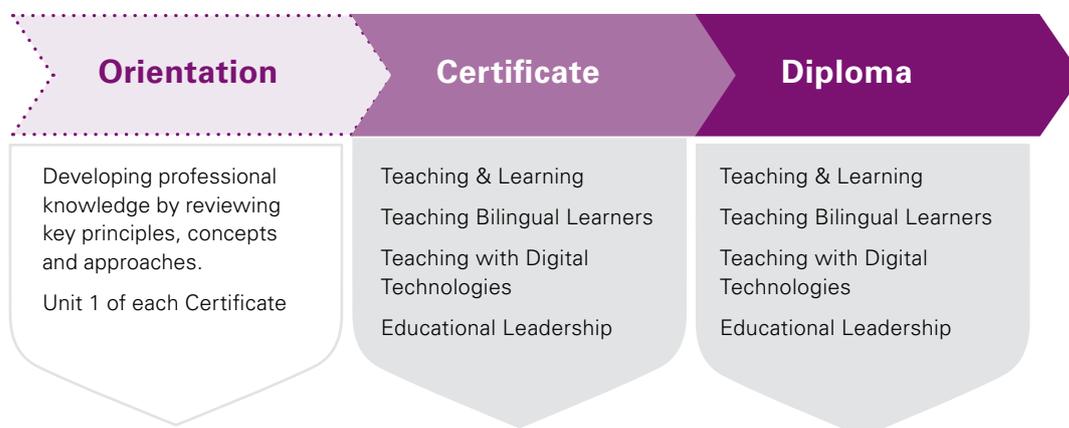
Cambridge also offers a framework of training and qualifications for teachers according to their experience and needs:

### Our professional development training courses



Methods of delivery include: face-to-face/onsite courses, online courses and blended courses (a blend of face-to-face/onsite and online delivery).

### Our professional development qualifications



Our Certificate and Diploma in Teaching Bilingual Learners enable practising teachers to understand the principles of teaching bilingual learners through an additional language and apply these principles to their own teaching.

Our approach to professional development supports teachers to become **confident, responsible, reflective, innovative and engaged**.

We also run an online course on language awareness in teaching, depending on demand.

**Learn more!** Contact us via our website at [www.cie.org.uk](http://www.cie.org.uk), email [info@cie.org.uk](mailto:info@cie.org.uk) or call us on +44 (0)1223 553554. Find our stand at conferences, or attend one of our INSET days.

# Further information

## Getting started with supporting bilingual learners

We have a range of bilingual education resources and case studies on our website at [www.cie.org.uk/bilingualeducation](http://www.cie.org.uk/bilingualeducation)

### Cambridge programmes and qualifications

For more details about programmes and qualifications from Cambridge International Examinations go to [www.cie.org.uk](http://www.cie.org.uk)

## Professional development qualifications

To find out about our Certificate and Diploma qualifications in Teaching Bilingual Learners at [www.cie.org.uk/pdq](http://www.cie.org.uk/pdq)

## Guidance for teachers

We have co-published a book on how teachers can be 'language aware' when supporting bilingual learners: Chadwick, C. (2012) *Language Awareness in Teaching: A Toolkit for Content & Language Teachers*. CUP/Cambridge International Examinations.

## Guidance for school leaders

We have guidance to help school principals and leaders design, implement and evaluate the Cambridge curriculum. Our guidance includes sections on language principles for supporting bilingual learners and curriculum models for bilingual and multilingual education:

*Implementing the Curriculum with Cambridge: A Guide for School Leaders*

We have co-published a book on how school principals can start or improve bilingual education:

Mehisto, P. (2012) *Excellence in Bilingual Education: A Guide for School Principals*.

CUP/Cambridge International Examinations

## Language levels

To find out about the CEFR (Common European Framework of Reference for Languages) go to [http://www.coe.int/t/dg4/linguistic/cadre1\\_en.asp](http://www.coe.int/t/dg4/linguistic/cadre1_en.asp)







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