

Evidence from the ELLiE study

The Teacher

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ELLiE teacher samples

	Teacher's FL level. Yrs 1-3	Teacher's FL level. Yr 4	Teacher's L2 in class (1-3)	Teacher's L2 in class (4)	FL methodology/ materials (1-3)	FL methodology/ materials (4)
SE A	B2	B2	50-60%	20-30%	Variety of activities	textbook, grammar, translation
PL B	C1	C1	50%	80-90%	Teacher-fronted -some prs/gps	teacher-fronted some prs/gps
EN C	C2	C2	40-60%	40-60%	prs/gps. national online resources	prs/gps. national online resources
HR D	C1	C1	50%	70%	Croatian materials	Croatian materials
IT E	B1	B1	50%	40%	CLT + coursebook	CLT + coursebook
ES F	B1	B2	60-80%	70-90%	Coursebook + T. materials	Coursebook + online materials
NL G	C2	C2	100%	100%	Workbook + oral interaction	Workbook + oral interaction

ELLiE teacherly skills

A rich variation across teachers and countries

Commonalities included:

- Interest in the FL
- Belief in the benefits of ELL
- Ability to create a safe, positive environment
- Ability to ensure children have successful ELL experience
- Particularly good skill at keeping children on-task

Spain bilingual project: good practice Yrs 5/6

Good practice strategies: Language used for GENERAL TEACHING	Good practice strategies: Specific, though not exclusive, focus on LANGUAGE FORM, FUNCTION AND DISCOURSE
<ul style="list-style-type: none">• Keeps all pupils involved in the lesson• Checks pupils' outputs• Is willing to collaborate with colleagues• Is firm but pleasant• Uses visual aids• Gives clear explanations of what pupils are to do• Reviews pupil outputs with the whole class• Gives clear guidelines for use of ICT in class• Exudes 'presence'• Keeps pupils' attention focused• Avoids spoon-feeding• Presents tasks in a clear and interesting way• Keeps a log of mistakes for subsequent comment• Chooses websites which are appropriate and comprehensible• Helps pupils work out their own solutions	<ul style="list-style-type: none">• Helps pupils focus on linguistic form as well as function and meaning• Pays due attention to accuracy, especially where meaning would otherwise be compromised• Introduces deliberate mistakes for pupils to identify and correct• Helps pupils focus on key words• Helps pupils develop clear definitions• Helps them describe the properties of things• Helps them make contrasts, e.g. ... whereas ...• Helps them develop robust classifications• Helps them develop use of the passive voice, essential for science• Pupils have to extend their utterances by using additional vocabulary• Colour-codes in order to highlight particular types of word, e.g. verbs• Allows judicious use of Spanish