The GSZ Bilingual Portfolio for Primary School
- a project at Diesterweg primary school, Bielefeld, in cooperation with Anglistik: British and American Studies, Bielefeld University, since 5/2018 -

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The GSZ Bilingual Portfolio

- Tasks designed to make tangible each child’s current abilities in listening, speaking and mediation, together with reading and writing; cumulative approach over up to 4 years
- Rich and specific data on each child’s learning process for primary and secondary teachers
- With the GSZ Bilingual Portfolio, all English learners have concrete, detailed and individual evidence of the knowledge and competencies they bring with them from primary school

Gains and Takeaways

- Learners have concrete evidence of their growing competences
- The GSZ Bilingual Portfolio drives assured self-reflection and critical thinking - even with our Portfolio in Year One and Two (see above)
- The GSZ Bilingual Portfolio is not just for documentation – it promotes a different mindset: by putting the children in the teacher’s seat, it instantiates autonomous learning
- Presentation and reflection on individual results by the children themselves is central

Pragmatic focus: chunks in situational contexts and not single words, where possible

Flexible and adaptable: Teachers insert contents they have covered and the classroom language they habitually use

Tasks with complex images afford specific and individualised responses (automatic differentiation)

Listening: Children glue the text that was read to them onto the worksheet to document their current skill level

Speaking: Documentation of children’s answers during the presentation as annexe to the portfolio

In Essence

- The GSZ Bilingual Portfolio documents the benefits of the school’s bilingual immersion approach for stakeholders, authorities and politicians
- The GSZ Bilingual Portfolio brings a solution to the transition problem: Teachers and learners in Year 5 have a concrete basis to build on, and children’s progress is not halted by teachers pre-emptively restarting English from scratch
- Can be adapted for regular (non-bilingual) primary schools

Familiar or unambiguous images essential for pre-literate learners and learners with emerging literacy

Accommodates learners’ growing literacy without excluding slower readers and writers

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Get in touch!
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The GSZ Bilingual Portfolio Approach

- Multiple problems arise for learners and teachers of English in the transition from primary to secondary school in Year 5
- Secondary school teachers usually have no information on the concrete language competences the individual children have acquired so far and, thus, they cannot build on them
- Children from bilingual primary schools (e. g. immersion 50% at the Diesterwegschule) have acquired competences well beyond the expected A1 level by the end of Year 4

Konstantin: “I’d like chocolate.”
Ms. Greeneyer: “Why do you say ‘I’d like’?”
Konstantin: “Der Junge rennt zu seiner Mama und zeigt auf die Schokolade, als wenn er sie haben wollte.”

Laura’s idea:
Nurse: “Hello, can I help you?”
Girl: “Yes, I have a bump on my head!”
Nurse: “Oh, I’m sorry! Go in the waiting room!”

Sources: